STATE BOARD OF EDUCATION MEETING
June 11-12-13, 2024
Idaho State University
ICCU Bengal Alumni Center
1601 E Bonneville St
Pocatello, ID 83201

Tuesday, June 11, 2024 - 9:00 a.m. (Mountain Time)

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

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

Wednesday, June 12, 2024 – 8:00 a.m. (Mountain Time)

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

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

CONSENT
BAHR
1. Boise State University – Men's Assistant Football Coach Contracts (3): Assistant Head Coach/Special Teams Coordinator, Offensive Coordinator and Defensive Coordinator - Action Items
2. Boise State University – Online Program Fee Request – Graduate Certificate in User Research – Action Item
3. Idaho State University – Women's Head Basketball Coach Contract – Action Item
4. University of Idaho – Amendment of Existing Lease – UI Research Park/Protelligent, Post Falls - Action Item
5. University of Idaho – Renewal of Existing Lease – UI Caldwell Agriculture and Life Sciences (CALS)/Hat Ranch Winery, Caldwell - Action Item
6. University of Idaho – Renewal of Existing Lease – Lookout Federal Credit Union/UI Center Disability and Human Development (CDHD), Pocatello - Action Item

IDE

7. Emergency Provisional Certificates – Action Item
8. Appointments to the Assessment Item Review Committee – Action Item
9. Praxis II Assessments and Qualifying Scores – Action Item

IRSA

10. Graduate Medical Education Committee Appointments – Action Item

PPGA

11. Data Management Council Appointments – Action Item
12. Accountability Oversight Committee Appointments – Action Item
13. Idaho State Rehabilitation Council Appointments – Action Item

IDAHO STATE UNIVERSITY BOARD OF TRUSTEES

IDAHO STATE UNIVERSITY COMMUNITY FORUM – Information Item

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

PLANNING, POLICY, AND GOVERNMENTAL AFFAIRS

1. Idaho State University Annual Report – Information Item

BUSINESS AFFAIRS AND HUMAN RESOURCES

1. FY 2025 Operating Budgets – Action Item
2. Agency Heads Compensation and Chief Executive Officers Contract Terms – Action Item
3. Boise State University – BSU Foundation Operative and Service Agreement Approvals – Action Item
4. Boise State University, Idaho State University, University of Idaho, Lewis-Clark State College – FY 2025 Increase to Athletics Spending Cap – Action Items
5. Boise State University - Men's Head Football Coach Contract - Action Item
6. University of Idaho - Bidding and Construction Authorization for the Proposed Huckabay (WWAMI) Medical Education Building Expansion – Action Item
7. University of Idaho - Men's Head Football Coach Contract Extension - Action Item
8. Idaho Division of Vocational Rehabilitation – Appointment of Interim Administrator

IDAHO DEPARTMENT OF EDUCATION

1. K-12 Overview – Information Item
2. Request to Reallocate COVID Funding – Action Item
3. Request to Approve Content Standards Updates for the Following Content Areas: Arts/Humanities; Computer Science/Technology; Social Studies and Driver's Education – Action Item
4. Instructional Day Minimums for Schools Operating on Four-Day School Weeks – Action Item

PLANNING, POLICY, AND GOVERNMENTAL AFFAIRS

2. Board Policy VII.C – CTE Certifications Endorsement Update – First Reading of Proposed Amendments – Action Item
3. Board Policies VII.A (General Policies and Definitions), VII.B (Program Delivery), and IV.D (Educator Preparation and Certification) –Second Reading of Proposed Amendments – Action Item
4. Board Policy I.G (Conflict of Interest), Board Bylaws, and Board Policy II.Q (Conflict of Interest and Ethical Conduct – All Employees) – Second Reading of Proposed Repeal and Amendments – Action Item
5. Board Policy V.W - Litigation – Second Reading of Proposed Amendments – Action Item
6. Board Policy V.H - Audits – Second Reading of Proposed Amendments – Action Item
7. Board Policy I.M – Annual Planning and Reporting – Second Reading of Proposed Amendments – Action Item
8. Temporary and Proposed Rule Docket 08-0111-2401 – Registration of Postsecondary Educational Institutions and Proprietary Schools – Action Item
9. Temporary and Proposed Rule Docket 08.0201.2401 – – Rules Governing Administration – Action Item
10. Temporary Rule Docket 08.0203.2402 – – Rules Governing Thoroughness – Action Item
11. Strategic Plans – Postsecondary Institutions and Agencies Under the Board's Governance – Action Item
12. Proposed Legislative Ideas for 2025 – Action Item
13. Registered Teacher Apprenticeship Program for Special Education – Action Item
14. Proposed Amendment to the Idaho Consolidated State Plan – Action Item

Thursday, June 13, 2024 – 8:00 a.m. (Mountain Time)

OPEN FORUM

WORK SESSION

INSTRUCTION, RESEARCH AND STUDENT AFFAIRS

A. Board Policy III.Z. Planning and Delivery of Postsecondary Programs and Courses

INSTRUCTION, RESEARCH AND STUDENT AFFAIRS

1. Board Policy III.G. Postsecondary Program Review and Approval – Second Reading – Action Item
2. Board Policy III.Q. Admission Standards – Second Reading – Action Item
3. Boise State University – Bachelor of Science in Neuroscience – Action Item
4. Boise State University – Online Bachelor of Arts/Bachelor of Applied Science in Public Service Leadership – Action Item
5. University of Idaho – School of Health and Medical Professions – Action Item
6. University of Idaho – Online Master of Science in Gerontology – Action Item

7. University of Idaho – Master of Physician Assistant Studies – Action Item
8. University of Idaho – Direct-Entry, Master of Science in Nursing – Action Item

INFORMATIONAL

None

If auxiliary aids or services are needed for individuals with disabilities, please contact the Board office at 208-332-1571. If you wish to speak at Open Forum the deadline to sign up to speak is 8:00 a.m. (MT), June 10, 2024. While the Board attempts to address items in the listed order, some items may be addressed by the Board prior to, or after the order listed.

BOARDWORK
JUNE 12-13, 2024

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1. Agenda Approval

Changes or additions to the agenda.

BOARD ACTION
I move to approve the agenda as posted.

2. Minutes Approval

BOARD ACTION
I move to approve the minutes for the April 17-18, 2024, Regular Board meeting and the May 2, 2024, and May 31, 2024, Special Board meetings.

3. Rolling Calendar

BOARD ACTION
I move to set June 16, 2025, as the date and Idaho State University as the location for the Executive Officers performance evaluations.

AND

I move to set June 17-18, 2025, as the date and Idaho State University as the location for the June 2025 regularly scheduled Board Meeting.

DRAFT Minutes April 17-18, 2024

STATE BOARD OF EDUCATION MEETING
April 17-18, 2024
University of Idaho
Pitman Center, 2nd Floor
709 Deakin Avenue
Moscow, ID 83843

A regular meeting of the Idaho State Board of Education was held at the University of Idaho on April 17 – 18, 2024. Board President Dr. Linda Clark presided and called the meeting to order at 9:00 a.m. (PT).

Present

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

Absent

Dr. David Hill

Wednesday, April 17, 2024 – 9:00 a.m. (PT)

BOARDWORK

1. Agenda Review and Approval – Action Item

BOARD ACTION
M/S (Gilbert / Roach) I move to approve the amended agenda with the removal of PPGA item seven as posted. A roll call vote was taken, the motion carried 7-0. Dr. David Hill was absent from voting.

2. Minutes Review and Approval – Action Item

BOARD ACTION
M/S (Gilbert / Keough) I move to approve the minutes for the February 27-28, 2024, Regular Board meeting. A roll call vote was taken, the motion carried 7-0. Dr. David Hill was absent from voting.

3. Rolling Calendar – Action Item

BOARD ACTION
M/S (Gilbert / Critchfield) I move to set April 16-17, 2025, as the date and the University of Idaho as the location for the April 2025 regularly scheduled Board Meeting. A roll call vote was taken, the motion carried 7-0. Dr. David Hill was absent from voting.

CONSENT

BAHR

1. FY 2025 Appropriations – Action Item

BOARD ACTION
M/S (Gilbert / Roach) I move to approve the allocation of the FY 2025 appropriation for Boise State University, Idaho State University, University of Idaho, Lewis-Clark State College, and system-wide needs, as presented on Tab 1a, Attachment 1. A roll call vote was taken, the motion carried 7-0. Dr. David Hill was absent from voting.

2. FY 2025 Opportunity Scholarship – Educational Costs – Action Item

BOARD ACTION
M/S (Gilbert / Roach) I move to approve the FY 2025 educational cost for the Idaho Opportunity Scholarship award be set not to exceed the amounts set forth in Attachment 1. A roll call vote was taken, the motion carried 7-0. Dr. David Hill was absent from voting.

AND

M/S (Gilbert / Roach) I move to approve the Opportunity Scholarship maximum award amount for FY 2025 to be set at $3,500. A roll call vote was taken, the motion carried 7-0. Dr. David Hill was absent from voting.

AND

M/S (Gilbert / Roach) I move to approve the FY 2025 student contribution be set at $3,000 and to accept student-initiated scholarships and non-institutional and non-federal aid as part of the student contribution. A roll call vote was taken, the motion carried 7-0. Dr. David Hill was absent from voting.

3. Boise State University – Collegiate Licensing Company – Agreement Extension – Action Item

BOARD ACTION

M/S (Gilbert / Roach) I move to approve the request by Boise State University to enter into a 10-year addendum to the agency agreement with the Collegiate Licensing Company in accordance with the terms outlined herein. A roll call vote was taken, the motion carried 7-0. Dr. David Hill was absent from voting.

4. Boise State University – Online Undergraduate Program Fee Request– AI for All – Action Item

BOARD ACTION
M/S (Gilbert / Roach) I move to approve the request by Boise State University to charge an online program fee of $375 per credit for the undergraduate certificate in AI for All. A roll call vote was taken, the motion carried 7-0. Dr. David Hill was absent from voting.

5. University of Idaho – Renewal of Existing Lease – CSI/UI College of Agriculture & Life Science Research & Extension Programs in Twin Falls – Action Item

BOARD ACTION
M/S (Gilbert / Roach) I move to approve the request by the University of Idaho to enter into a lease with the College of Southern Idaho in substantial conformance to the form submitted to the Board in Attachment 1 and to authorize the University's Associate Vice President for Budget and Planning to execute the lease and any related transactional documents. A roll call vote was taken, the motion carried 7-0. Dr. David Hill was absent from voting.

6. University of Idaho – Renewal of Existing Lease – CSI/UI Admissions Office in Twin Falls – Action Item

BOARD ACTION
M/S (Gilbert / Roach) I move to approve the request by the University of Idaho to enter into a lease with the College of Southern Idaho in substantial conformance to the form submitted to the Board in Attachment 1 and to authorize the University's Associate Vice President for Budget and Planning to execute the lease and any related transactional documents. A roll call vote was taken, the motion carried 7-0. Dr. David Hill was absent from voting.

7. University of Idaho – Renewal of Existing Lease – UI College of Agriculture & Life Science Agribusiness Incubator in Caldwell – Action Item

BOARD ACTION
M/S (Gilbert / Roach) I move to approve the request by the University of Idaho for authority to enter into a lease with Nature's Indulgence, Inc. in substantial conformance to the form submitted to the Board in Attachment 1 and to authorize the University's Associate Vice President for Budget and Planning to execute the

lease and any related transactional documents. A roll call vote was taken, the motion carried 7-0. Dr. David Hill was absent from voting.

8. University of Idaho - Amendment to Master Agreement between University of Idaho and Sitecore USA, Inc. – Action Item

BOARD ACTION
M/S (Gilbert/ Roach) I move to approve the request by the University of Idaho to sign a five-year agreement with Sitecore for the subscription to and implementation of a platform of products for web content management and digital marketing in substantial conformance to the materials presented to the Board. A roll call vote was taken, the motion carried 7-0. Dr. David Hill was absent from voting.

9. Lewis-Clark State College - Foundation Operating Agreement – Action Item

BOARD ACTION
M/S (Gilbert / Roach) I move to approve the request by Lewis-Clark State College to enter into the proposed Operating Agreement with the Lewis-Clark State College Foundation. A roll call vote was taken, the motion carried 7-0. Dr. David Hill was absent from voting.

IDE

10. Emergency Provisional Certificate Recommendations – Action Item

BOARD ACTION
M/S (Gilbert / Roach) I move to approve the request by #341 Lapwai School District for a waiver of the 103% transportation funding cap, at a new cap percentage rate for the fiscal year 2023 of 147.44%, for a total of $5,876 in additional funds from the public-school appropriation. A roll call vote was taken, the motion carried 7-0. Dr. David Hill was absent from voting.

AND

M/S (Gilbert / Roach) I move to approve the request by #244 Mountain View School District for a waiver of the 103% transportation funding cap, at a new cap percentage rate for the fiscal year 2023 of 149.43%, for a total of $11,173 in additional funds from the public-school appropriation. A roll call vote was taken, the motion carried 7-0. Dr. David Hill was absent from voting.

AND

M/S (Gilbert / Roach) I move to approve the request by #171 Orofino School District for a waiver of the 103% transportation funding cap, at a new cap percentage rate for the fiscal year 2023 of 130.59%, for a total of $33,531 in

additional funds from the public-school appropriation. A roll call vote was taken, the motion carried 7-0. Dr. David Hill was absent from voting.

AND

M/S (Gilbert / Roach) I move to approve the request by #281 Moscow School District for a waiver of the 103% transportation funding cap, at a new cap percentage rate for the fiscal year 2023 of 128%, for a total of $77,595 in additional funds from the public-school appropriation. A roll call vote was taken, the motion carried 7-0. Dr. David Hill was absent from voting.

11. Request for Approval to Transport Students Less than One and One-Half Miles for SY2023-2024 - Action Item

BOARD ACTION
M/S (Gilbert / Roach) I move to approve the requests by eighty-eight (88) school districts and twenty-six (26) charter schools for approval to transport students less than one and one-half miles as submitted in Attachment 1. A roll call vote was taken, the motion carried 7-0. Dr. David Hill was absent from voting.

12. Student Transportation 103% Cap Waiver – Action Item

BOARD ACTION
M/S (Gilbert / Roach) I move to approve the request by #341 Lapwai School District for a waiver of the 103% transportation funding cap, at a new cap percentage rate for the fiscal year 2023 of 147.44%, for a total of $5,876 in additional funds from the public-school appropriation. A roll call vote was taken, the motion carried 7-0. Dr. David Hill was absent from voting.

AND

M/S (Gilbert / Roach) I move to approve the request by #244 Mountain View School District for a waiver of the 103% transportation funding cap, at a new cap percentage rate for the fiscal year 2023 of 149.43%, for a total of $11,173 in additional funds from the public-school appropriation. A roll call vote was taken, the motion carried 7-0. Dr. David Hill was absent from voting.

AND

M/S (Gilbert / Roach) I move to approve the request by #171 Orofino School District for a waiver of the 103% transportation funding cap, at a new cap percentage rate for the fiscal year 2023 of 130.59%, for a total of $33,531 in

additional funds from the public-school appropriation. A roll call vote was taken, the motion carried 7-0. Dr. David Hill was absent from voting.

AND

M/S (Gilbert / Roach) I move to approve the request by #281 Moscow School District for a waiver of the 103% transportation funding cap, at a new cap percentage rate for the fiscal year 2023 of 128%, for a total of $77,595 in additional funds from the public-school appropriation. A roll call vote was taken, the motion carried 7-0. Dr. David Hill was absent from voting.

13. Consideration of Appointments to the Professional Standards Commission – Action Item

BOARD ACTION
M/S (Gilbert / Roach) I move to appoint Melissa Green of Brigham Young University-Idaho, representing private higher education/teacher education, to the Professional Standards Commission for a three-year term beginning July 1, 2024, and ending June 30, 2024. A roll call vote was taken, the motion carried 7-0. Dr. David Hill was absent from voting.

AND

M/S (Gilbert / Roach) I move to reappoint Angela Gillman of Idaho Falls School District, representing certificated classroom teachers, to the Professional Standards Commission for a three-year term beginning July 1, 2024, and ending June 30, 2027. A roll call vote was taken, the motion carried 7-0. Dr. David Hill was absent from voting.

AND

M/S (Gilbert / Roach) I move to reappoint Kristi Enger, representing the Idaho Division of Career Technical Education to the Professional Standards Commission, for a three-year term beginning July 1, 2024, and ending June 30, 2027. A roll call vote was taken, the motion carried 7-0. Dr. David Hill was absent from voting.

AND

M/S (Gilbert / Roach) I move to reappoint Karen Pyron, representing the Idaho School Boards Association, to the Professional Standards Commission for a three-year term beginning July 1, 2024, and ending June 30, 2027. A roll call vote was taken, the motion carried 7-0. Dr. David Hill was absent from voting.

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

UNIVERSITY OF IDAHO BOARD OF REGENTS
UNIVERSITY OF IDAHO COMMUNITY FORUM

1. University of Idaho Students address the Board

The following students addressed the Board. They were Matt Angelo, Tim Johnson, Saloni Khetan, Sophia Mangini, Maddie Mooney, EmmaRae Parsons, and James Stone.

Mr. Gilbert asked the students for their perspectives on the overall environment on campus. They have experienced a tough couple of years on campus with recent events and it seemed to him that things have rebounded well and perhaps even flourished a little and he wondered what they had to share. The students agreed with that assessment that not only had things returned to a better place, saying with the events of the past few years it really brought the students closer together which was facilitated by campus leadership. Leadership were very vocal in telling students they were there for them and that mental health counseling was available for those who needed it. Other students shared that the community support outside of the campus has been very strong which also helped them weather the tumult of the last couple of years.

Mrs. Roach asked the students why they chose U of I, how much college debt might they be facing upon graduation, and did they feel that cost was worth it. The students shared that they had family who attended the UI and it seemed like a good fit for them as well. Many were offered scholarships that made coming here feasible. Another student mentioned that with all of the undergraduate research opportunities that were available it really made it hard to pass up enrolling at UI.

The students were asked how many dual credit courses did they take while in high school. The students answers ranged from15 to 60 dual credits.

Superintendent Critchfield asked the students if they thought there was a magical age when students began to think about their futures and perhaps what courses did they need to succeed. The students shared that many of them began thinking about their futures as freshmen and sophomores but they didn't really finalize what career path they wanted to head into until their senior year because that is when the reality set in that they needed to pick a path forward. The students agreed that having career exploration courses for students in high school was really important.

Mr. Gilbert asked the students how many of them when they graduated would be staying in Idaho since it's the Board interest to help raise leaders that want to stay in Idaho and help the state grow. One student affirmed that after his military service was

over, and because all of his family lives in Idaho, he would be returning to live and work here. Other answers ranged from students already having job offers and moving to eastern Idaho and wanting to be closer to the Idaho National Lab.

Mrs. Siddoway asked the students if they felt prepared to enter college both in subject matter and study skills and is enough being done in the lower grades to help students be better prepared for college. The students said they felt prepared and had a good foundation from their schools on what would be expected of them in college. As a follow up question the students were asked how confident they felt about their math abilities. All of the students said they felt completely comfortable with their math abilities and they were prepared well in high school.

Board President Dr. Clark asked the students if there was anything the Board didn't ask that they wanted to share. One student shared that continuing to fund the experimental learning programs should be a top priority. These programs allow students to have real world opportunities instead of just learning concepts in a classroom. Another student shared that the guest speakers who have come to the campus have stressed the opportunities that are available to the students in federal and state agencies, state and even in the private sector.

There were no further comments or questions from the Board.

At this time the Board took a 10-minute recess returning at 9:38 a.m. (PT).

2. University of Idaho Employees address the Board

The following UI employees addressed the Board. Mya Groza, Robert Heinse, Hanna Long, Spencer Martin, Kristopher Waynant, Brian Fowler and Blaine Eckles.

Mr. Gilbert asked what impact have they noticed in the students especially after the devastating circumstances over the last few years. What the students have been dealing with goes beyond academic goals but delves into their soft skills, so how do you see them coping. The teachers agreed that the murders which took place did cause a disruption in the students learning and led to student disengagement but the students have rallied and there is a willingness to learn and to become engaged once again. And more importantly the students seem to want to band together and have more interaction with fellow students and faculty. The students seem more open and more willing to share their thoughts and feelings and even to ask for help. And not to forget, the faculty had to deal with their sense of loss and grief as well, but they too have rallied.

Mr. Liebich asked for their perspective on the level of preparedness they found with the freshmen students around their general study skills and even their soft skills. The teachers shared that incoming students do seem to still be having a hard time shifting from high school to college as the classroom time commitment is much greater in college. They would also like to see students have a better grasp of Excel and the

Microsoft Office experience mostly because industry will expect them to have those skills.

The teachers also shared a different slant on the students who enter college with a lot of dual credits and even though they can enter as a junior they simply are not ready to be done with the college experience in two years. They are not socially ready as adults nor as mature as the business world would prefer.

Mr. Liebich asked for their perspective on artificial intelligence and how that is going to change the way they teach, and how they prepare their students. The teachers said the students are going to need this knowledge in the corporate world however it really is disrupting how they teach students now. All short answer essay questions on quizzes taught online have been eliminated. However, there is no consistency in how AI is dealt with across the campus. The key would be in helping the students learn how to use AI as a tool and not a crutch because we're talking about critical development of their thinking processes and that's the biggest challenge faculty are facing. Giving faculty the tools to utilize AI as a teaching tool as opposed to a substitute for knowledge creation is key.

It was shared that President Green has an ongoing task force dealing with the artificial intelligence issue and they are having conversations on next steps and how to move forward as a college body. Mr. Freeman reminded the Board that Dr. Heidi Estrem is leading the AI Consortium which is getting input from all of the institutions, and it is perhaps important for this topic to be discussed at every Board meeting moving forward. Superintendent Critchfield asked that this be turned into a work session for the Board at a future meeting and to have each institution represented to tell the Board how they plan to monitor AI on their campuses.

Mr. Gilbert asked where is the state falling short in regard to the students. It was shared that having more research opportunities would greatly benefit the students. UI is discussing offering course-based research where the students can actually break down that barrier through a course-based activity and they can actually get into a lab or a creative activity. This would help get first year students more engaged.

The teachers shared that as far as gaps in education go there are no PhD offerings in Business across all of Idaho. They repeatedly get requests for such programs from other state employees and veterans. There was also a renewed request for mental health services for students as the rate of student suicides is very high.

Mr. Liebich asked for a sense of what the faculty morale is, after all the faculty had to weather the pandemic and the aftermath of the campus murders. The teachers shared that seeing President Green and Provost Lawrence invest so much into taking care of the faculty and students throughout all of the turmoil experienced over the last few years was reassuring and uplifting.

Mrs. Roach asked why they chose to come and work at the UI, and why do they stay. One teacher imparted that UI has spousal accommodations, but they stay here because they love Idaho. Further the campus culture and environment lends itself to collaboration between researchers and other academics.

There were no further comments or questions from the Board.

At this time the Board took a 10-minute break returning at 10:33 a.m. (PT).

PLANNING, POLICY, AND GOVERNMENTAL AFFAIRS

1. University of Idaho Annual Report – Information Item

C. Scott Green, President, University of Idaho, gave the annual report to the Board sharing the following.

- Over the past three years UI has seen an increase in first generation students enrolling.
- One of the programs benefiting these students is the federal grant program CAMP (College Assistance Migrant Program), which provides academic and financial assistance to qualifying students with a goal of boosting graduation rates. Students in CAMP graduate at a higher rate. In 2022 the freshman retention rate was 15 percent higher than the university as a whole.
- CAMP also provides a community for students with similar backgrounds and a supportive environment for those who may not otherwise have the opportunity to attend college.
- For the fourth year in a row UI was named the number one best value of any public university in the west, by US News and World Report. This ranking recognizes the high quality of their programs in comparison to the net cost of attendance.
- Through UI's capital campaign they have raised $131 million for scholarships for UI students to help ease the financial burden. These generous donations allows UI to offer students $6400 scholarship funding per year to help pay for their education.
- Vandal Finish is a new initiative that helps former students complete their degrees or qualify for the newest associate degrees. Thirteen hundred former students were contacted to let them know about options to obtain an associate degree. Over 220 vandals responded and will be earning their associate degree from the college of letters arts and social sciences this spring.
- Engagement leads to graduation rate increases.
    - When a foundational college course moves from traditional lecture to active learning there is a 12 percent increase in graduation rate.
    - When students participate in undergraduate research there is a 4-10% increase in graduation rates.

  - When a student participates in undergraduate research in STEM there is a 13% increase in graduation rates.
  - Studies show that students retain more when they are engaged in active learning.
- Co-Curricular Engagement
  - UI sends hundreds of students to foreign countries to gain real world experiences. Studies have shown that students who are engaged in study abroad exhibit higher retention and graduation rates and they tend to graduate in a shorter period.
  - UI has a new grant program to provide free passports for all UI students. There are also scholarships and financial aid for study abroad. Last year 86% of students used financial aid to help support their study abroad trip.
  - Experimental Learning is happening through co-ops, internships, and community engaged learning.
- UI is proposing three student success initiatives.
  - Expand and Enhance Common Experiences
  - Increase Use of Evidence-Based Teaching Practices
  - Provide Earlier Applied Learning Experiences
- UI is on track to reach R1 Research Designation which will allow UI to better compete for larger and more important grants that can play a key role in development of patents, startups, and commercial applications in the United States.
- CAFÉ (Center for Agriculture, Food and the Environment) will boost Idaho's dairy industry through research that helps farmers reach their goals in areas like reducing animal waste systems and infield applications.

Mr. Liebich expressed his disappointment that the University of Phoenix deal, which the Board supported, did not move forward due to a lack of support from the Idaho Legislature. He asked President Green where we are today and if there is a path forward. President Green said the sellers are aware that UI will most likely not be able to make the May 31, 2024 deadline to secure the deal. However, discussions with the seller are ongoing as well as discussions with the Governor's office and key legislators who have expressed that they see the value in such a purchase. There are still discussions which need to take place and UI's hope is to bring this topic to the Board in the near future.

Mrs. Roach asked what areas of expertise did President Green want to see UI move forward, and if Policy III.Z. were not a factor what would be the change. President Green responded that UIs statewide mission tends to be in the areas of agriculture, natural resources, law, and architecture. The problem that they've run into, particularly in the Magic Valley, is they would like to offer and expand agricultural offerings so having the restrictions on these service areas relaxed would be helpful. The concerns over the institutions competing with each other often works against collaboration.

Perhaps it's time to relook at collaboration and if people aren't producing in a given region the other institutions should have the opportunity to fill that void.

Mr. Gilbert asked about the strategic initiatives related to being funded through the P3 initiative. President Green said UI receives earnings off the initiative which they then deploy into their strategic areas such as getting R1 research status, improvement in student success and more.

Mr. Gilbert asked as UI continues to see growth he wondered about budget sustainability and how realistically can they navigate that. President Green said he is well aware of the instructional constraints, but they also are looking at the housing constraints since they worry about an enrollment cliff, and no one knows what the full impact of that will be.

Mr. Gilbert followed up by asking about program prioritization and if that was a way to trim budgets. President Green said student headcount is still below where it was in 2019. His perspective on program prioritization is that it tears at the fabric of an institution and often doesn't deliver any real cost savings as the students end up having to go elsewhere to get the courses they need.

Mr. Liebich asked what the enrollment trend looked like. Dean Kahler, Dean of Strategic Enrollment, University of Idaho, said nationally there is a decline in FAFSA filers by around 40% which is a 37% decline from last year. Overall admissions are up only slightly. Growth from within the state is not strong, but non-resident applications are on the rise.

Mrs. Roach asked for clarity around the R1 designation President Green mentioned in his annual report. He responded that R1 institutions get the vast majority of federal funding for research. This designation helps UI in becoming a leader in research opportunities which is a huge draw for recruiting new students, which in turn excites faculty who want to be a part of these research opportunities.

There were no further comments or questions from the Board.

IDAHO DEPARTMENT OF EDUCATION

1. Superintendent's Update – Information Only

Greg Wilson, Chief of Staff, and Ryan Cantrell, Assistant Superintendent, Idaho State Department of Education gave the Superintendent's update. They shared the following with the Board.

SDE 2024 Legislative and Budget Update

- During the Legislative Road Show, SDE staff talked with the districts about the supplemental to the FY 2024 budget for K-12 schools; the FY 2025 department

budget; and for the K-12 system the implementation of House Bill 521 (the facilities bill).

- During these discussions they highlighted 10-18 distinct pieces of legislation that will have an impact on schools.
- SDE estimated the fiscal impact to the school districts going from enrollment-based funding to seat time funding would be in the range of $145-$161 million. This necessitated the need for a supplemental budget request to the Legislature. On March 22, 2024, the Legislature did act by providing a supplemental budget line item for $145 million dollars.
- Looking toward the future, Superintendent Critchfield sees a request to the legislature to put money on the table as the districts continue to shift from enrollment-based funding to seat time funding.
- HB 521 creates a school modernization fund with a dedicated stream of sales tax of $125 million a year. This dedicated stream of revenue allows the state to bond for over a billion dollars to provide school districts the choice to either receive an annualized portion for their facilities or a lump sum. Allowable expenses include facilities maintenance repairs, construction, renovation, replacing a building and site acquisition. To receive the funding districts must submit a 10-year facilities plan.
- Beginning next week, SDE will begin holding webinars to talk with school district leaders concerning the writing of their 10-year facilities plan. Included in the meetings will be experts in building maintenance, construction, and budgeting.
- By June, school districts will be provided with a template for a 10-year facilities plan and a process for helping the districts evaluate their facilities.
- Partial funding will begin to be disbursed by August for those districts with approved 10-year plans.
- SDE sought money to help with many of the Superintendent's initiatives. All were approved (Statewide Behavioral Health and suicide prevention tool, new auditor position, a regional director for regions 1 and 2 for Northern Idaho; 1 part-time position to support Charter School recodification).

Mr. Gilbert asked what were the reactions of the districts in regard to HB 521. Mr. Wilson said the feedback was very positive. Giving the districts concrete ways to use the money efficiently and helping them prioritize their needs will go a long way in using the money so that it can do the most good. This was a critical step that SDE took since the needs in the districts will outpace the billion dollars.

Mr. Liebich asked how did SDE plan to fix the school funding formula long term. Superintendent Critchfield shared that some of her legislation to fix the school funding formula did not make it through this legislative session, but she intended to bring those pieces of legislation back again next year.

Assessment and Accountability Update

Idaho Reading Indicator (IRI) – SDE is working on an RFI and an RFP. There are currently two groups working on the RFP for the IRI and that RFP will be ready to go out in the middle of June. By the end of July, SDE expects to be able to award the contract to the chosen vendor.

K-12 Report Card - is going through a very similar process. By the middle of June, the RFP proposals will be due to the State Department of Education and by the middle of August, they intend to release a letter of intent to award that contract. The current platform being used will no longer be available thus the need to find a new vendor.

ISAT – as they did with the IRI, SDE will put out a survey to students and parents to ask them what is important for our students to know, and where should their subject mastery be. Work on the ISAT will begin next year.

2. Board Discussion, Minimum Student Instructional Day Requirements

HB 521 was introduced on February 8, 2024, and amends, repeals, and adds to existing law to revise provisions regarding tax rates, school facilities funding, and school district bond and tax levy elections.

There are 179 total Local Education Agencies (LEA) in Idaho (i.e., school district or public charter school).
• 94 LEAs are at a 4-day school week.
• 85 LEAs are at a 5-Day school week.

The LEAs participating in a 4-day school week are overwhelmingly rural and/or under 1,500 total student population (IIIA and smaller in size, based on IHSAA classifications).
Idaho Code 33-512 provides a statutory requirement for student hours while IDAPA 08.02.01 defines a school day or a “day in session” as 4 hours or more.

The average 4-day district’s students attend 1030 hours, while the average 5-day district’s students attend 1049.

- In 1963, the state mandated that schools could have no less than 9 months of school.
- In 1991, the state implemented hours to allow districts to meet required minimums, however they chose.

High performing districts are both 4 and 5-day. Many 4-day districts offer a hybrid day, with students coming on some Fridays and teachers always working on Fridays.

Local school districts and public charter schools have set, or are in the process of setting, their academic calendars for the 2024/2025 school year in line with the provisions of section 33-512, Idaho Code.

This new requirement of the Board on setting minimum instructional days will be phased in and not have an immediate impact on these academic calendars.

The Board will consider taking action on establishing minimum instructional days at the June 2024 regular board meeting.

Mr. Cantrell asked the Board members what data would they like to see at the next Board meeting concerning this topic. Mr. Gilbert said seeing data surrounding the LEAs and the student test scores they have seen in the last few years surrounding the shift from 5 to 4-day school weeks would be helpful. Mr. Liebich said he would be interested in data about the top 5 performing states from a student achievement standpoint. Is there any commonality in terms of test scores as it relates to instructional hours verses required days and student mastery of subject. Are students in 4 day school weeks testing at a higher rate than students in a 5 day school week for example.

There were no further comments or questions from the Board.

At this time the Board took a break returning at 1:00 p.m. (PT).

BUSINESS AFFAIRS AND HUMAN RESOURCES

1. FY 2023 Financial Statement Audits – Action Item

Patrick Coulson, Chief Financial Officer, Idaho State Board of Education, shared that on March 29th, 2024, Clifton Larson Allen (CLA) the independent certified public accounting firm contracted by the board shared their single audit findings with the Audit and Risk Compliance Committee and board staff for Boise State University, Idaho State University, University of Idaho, and Lewis Clark State College.

There were no material weaknesses or significant deficiencies for any of the four institutions on their financial statements. However, there were material weaknesses and significant deficiencies found in the federal awards, mostly pertaining to student financial aid. Boise State University, Idaho State University, University of Idaho, and Lewis-Clark State College all received unmodified opinions from CLA that their respective financial statements present a true and fair reflection on their financial statements and compliance for major federal programs.

It should be noted that these findings are very common in higher education specifically when it comes to federal research and student grant funding. Corrective measures have already been implemented to prevent recurrence at the institutions.

BOARD ACTION
M/S (Gilbert / Liebich) I move to accept from the Audit Committee the FY2023 financial audit reports for Boise State University, Idaho State University,

University of Idaho, and Lewis-Clark State College, as submitted by CliftonLarsonAllen LLP in Attachment 1. A roll call vote was taken, the motion carried 7-0. Dr. David Hill was absent from voting.

There were no comments or questions from the Board.

2. University of Idaho – Utility Public/Private Partnership – Amended and Restated Concession Agreement – Action Item

Brian Foisy, Vice President of Finance, University of Idaho, started by saying that in November of 2020 the Board approved UI's request to execute a 50-year concession agreement for the operation and maintenance of the eight utility systems currently supported by the university for domestic water, reclaimed water, sanitary sewer, storm sewer, steam chilled water, electricity, and compressed air.

After the approval of the Board of Regents, the University of Idaho (UI) executed a Long-Term Lease and Concession Agreement under which UI received an up-front payment of $225,000,000 in exchange for UI leasing its Utility System assets, including operation and the exclusive right to perform capital improvements to infrastructure to Sacyr Plenary Utility Partners Idaho LLC (SPUPI) beginning on December 30, 2020.

After three years of operations under the Concession Agreement, the University and the Concessionaire have identified technical specifications, inefficiencies, market conditions, and other operational realities that warrant amendment to ensure the longevity of the agreement and mutually intended benefits to both parties.

Lee Espey, Division Operations Officer for Finance and Administration, University of Idaho continued the discussion.

The proposed amendments fall into five primary categories:

- **Insurance** – Article 13 - the University and SPUPI have agreed to amend the concession agreement to create a mechanism for paying for repairs and replacements if there is a casualty to uninsured assets in the Utility System.
- **Technical Operation Performance Standards** – Schedule 2 - describes the technical operational standards as well as performance standards. These amendments are intended to describe the utility system including clarification of the lines of demarcation where our facilities teamwork ends and the concessioner work begins including things like improving the accuracy of some of the requirements, like what is the steam pressure at the Steam Plant supposed to be now that we have three micro turbines that produce electricity for the campus.
- **Key Performance Indicators** – Schedule 15 - describes the key performance

indicators which describe the requirements for availability for the eight utilities. UI worked with a concessionaire to align interests to encourage maximum availability of services and quick repairs to minimize any unplanned outage without encouraging the concessionaire to unnecessarily overbuild the infrastructure for which UI would be responsible for the costs.

• **Utility Fee Calculations** – Article 7 and Schedule 5 - describe the utility fees which is based on two components: a fixed fee and a variable fee. The variable fee is made up of two primary components; capital Improvements or predictions of capital Improvement spending as well as any operation and maintenance cost not captured in the fixed fee. The concession agreement is forecasted on an annual basis and reconciled on an annual basis forcing UI to incur incremental financing costs before the reconciliation took place. UI negotiated a semiannual forecast and reconciliation which should reduce both of those costs significantly.

• **Capital Improvement Funding** – Article 4 - describes capital improvement funding. The concession agreement states that the concessionaire has the sole right to perform capital improvements on the utility system and finance those. However, our partners recognize that there could be circumstances where UI receives funding for deferred maintenance from the state that UI may want to invest in the utility system and the way that this is described in the concession agreement would not allow for that, so this amendment gives UI some flexibility to use other funding.

BOARD ACTION
M/S (Gilbert / Critchfield) I move to approve the First Amended and Restated Long-Term Lease and Concession Agreement by and between The Regents of the University of Idaho and Sacyr Plenary Utility Partners Idaho LLC, dated as of November 2, 2020, in substantial conformity with the terms and conditions presented to The Board of Regents on April 17, 2024, and to authorize the University of Idaho's Vice-President for Finance and Administration to execute and deliver documents in connection therewith. A roll call vote was taken, the motion carried 7-0. Dr. David Hill was absent from voting.

Mr. Liebich asked what the tone of the negotiations with the concessionaire were on these amendments. Mr. Foisy said everyone came to the table in good faith and everyone worked together to come up with solutions that made the most sense.

There were no further comments or questions from the Board.

3. University of Idaho – Updated 6-Year Capital Project Plan – Action Item

Kim Salisbury, Associate Vice President for Budget and Planning, University of Idaho, stated that the University of Idaho is providing an updated Six-Year Capital Plan to reflect the addition of one project to the plan – the Huckabay Medical Education building

expansion. The current building was repurposed in 2019 from the business technology incubator to a building that serves the needs of the WWAMI medical education program. There's no material financial impact. The medical education curriculum and program are growing. The facility requires expansion to add space for additional faculty offices, classrooms, and to support the project which is key to the success of the University's strategic plan.

BOARD ACTION
M/S (Gilbert / Siddoway) I move to approve the revision to the FY25–30 University of Idaho's six-year capital plan as submitted in Attachment 1. A roll call vote was taken, the motion carried 7-0. Dr. David Hill was absent from voting.

Mr. Gilbert asked Mr. Foisy to expand on the need for the expansion of the Huckabay Medical Education building. Mr. Foisy said when the building was designed it was designed with future expansion in mind. However, the program has grown past what that expansion was predicted to be, so UI is seeking more spaces, more classrooms, more faculty offices, to accommodate this expansion.

There were no further comments or questions from the Board.

4. University of Idaho – Design and Construction - Addition to the Huckabay WWAMI Medical Education Building – Action Item

Ms. Salsbury said this is a request to authorize the design phase of a project to expand the Huckabay Medical Education Building. The proposed addition is approximately 5,000 square ft and the total estimated project costs are $3,496,900 including contingencies. The new spaces will increase the number of faculty offices, expand student study areas, small group learning rooms, add a new flex room and add alternate event venues while also creating an additional new courtyard for study and collaboration. The source of funds for this project effort is WWAMI program funds set aside for this project initiative. Today's request is for authorization to proceed with the design phase of the proposed expansion. UI is asking for authority to spend $85,500 for this design phase of the project.

BOARD ACTION
M/S (Gilbert / Roach) I move to approve the University of Idaho request to proceed with the design phase for the proposed expansion of the Huckabay Medical Education Building, for a total cost of $805,540 as described in the materials presented. Approval includes the authority for the Vice President for Finance and Administration to execute all necessary and requisite consulting and vendor contracts to implement the planning and design phase of this project. A roll call vote was taken, the motion carried 7-0. Dr. David Hill was absent from voting.

There were no comments or questions from the Board.

DRAFT Minutes April 17-18, 2024

INSTRUCTION, RESEARCH AND STUDENT AFFAIRS

1. Board Policy III.G. Postsecondary Program Review and Approval – First Reading – Action Item

Dr. TJ Bliss, Chief Academic Officer, Idaho State Board of Education, said over the past 2.5 years of implementing the significantly revised policy, Board staff and institutions have noted several minor-to-moderate changes that would further streamline the program review and approval process. The proposed amendments include these changes.

It was also recognized by staff at the Board Office and the Idaho Division of Career Technical Education (Division) that review and approval authority of CTE programs in Policy III.G. is misaligned with Idaho Code. Specifically, Chapter 22, Title 33, which establishes the State Board for Career Technical Education, defines career technical education, and establishes Idaho's career technical education system (secondary through postsecondary).

Further, Idaho Code § 33-2205 identifies the administrator of the State Board for Career Technical Education as the administrator for the Division and authorizes the administrator to carry into effect the rules of the Board and coordinate all efforts in career technical education.

Additionally, language within Chapter 22 expands the administrator's role in carrying out all federal and state provisions, including the rules adopted by the Board for its own governance (generally referred to as Board policies), related to career technical education. The current language in Board Policy III.G. authorizes the administrator, or the Board's executive director, to approve career technical education programs. This language does not align with the statutory framework for the administration of career technical programs as that authorization is vested in the administrator for the Division.

Finally, the current policy requires an external peer review for all doctoral programs before proposal submission to the board. Multiple institutions have indicated that some doctoral programs require specialized accreditation that includes a robust preliminary external peer review by the programmatic accreditor before any students may be enrolled. Proposed amendments would allow for the accreditor's external review to supplant the required external peer review under certain conditions.

BOARD ACTION

M/S (Roach / Siddoway) I move to approve the first reading of proposed amendments to Board Policy III.G, Postsecondary Program Review and Approval, as submitted in Attachment 1. A roll call vote was taken, the motion carried 7-0. Dr. David Hill was absent from voting.

There were no comments or questions from the Board.

2. Board Policy III.Q. Admission Standards – First Reading – Action Item

Dr. Heidi Estrem, Associate Chief Academic Affairs Officer, Idaho State Board of Education, said this was a new first reading of this policy. This policy was reviewed at the last board meeting and, while there have been no changes to the policy, a working group comprised of members from across Idaho's institutions completed their work around Directed Admissions.

The proposed changes update and streamline this policy in multiple ways. First, the additional Direct Admissions descriptions will result in students receiving more tailored admissions communications. Secondly, the high school course requirements are clarified through removing specific course limitations that are no longer appropriate. Third, changes to Career Technical Education (CTE) program admissions clarify CTE admission procedures and remove descriptions of advising processes that are better described elsewhere. Fourth, revisions to the provisional (proposed "alternative") admissions process better reflect options for admitting and serving students, and in particular, high-achieving students from high schools without high school accreditation from a Board-recognized accreditor.

Sara Scudder, College and Career Access Officer, Idaho State Board of Education, said the current Direct Admissions program has been around since 2015. During the pandemic colleges were not able to access college entrance exams. Instead, they used a student's GPA for Direct Admissions. Since that time, there have been discussions about using a combination of GPA and college entrance exams for college admissions. To facilitate this, a work group was formed using funds from a Lumina Grant to look at what options might be available to aid Direct Admissions and to better prepare students and families for their greatest success in post-secondary education.

BOARD ACTION
M/S (Roach / Keough) I move to approve the first reading of proposed amendments to Board Policy III.Q, Admission Standards as presented in Attachment 1. A roll call vote was taken, the motion carried 7-0. Dr. David Hill was absent from voting.

Mr. Liebich asked for clarification on the scoring for the ISAT math results. Alison Henken, K-12 Accountability and Projects Program Manager, Idaho State Board of Education, said a three on the ISAT indicates that a student is proficient, a four on the ISAT would show they are advanced and those are standard levels that are set relative to academic content standards because that's the way the test was designed. Further,

a correlation was found between the score a student received on the ISAT and how well they did in their post-secondary education.

Superintendent Critchfield asked why did the data suggest that a student coming out of high school with a GPA of 2.25 would do better at ISU than at BSU or UI. Ms. Scudder said historically we have run a Direct Admission program with just two letters and through this work group process LC State and ISU requested that we take a little bit deeper look. It was discovered that both LC State and ISU, in their general admission criteria, have a lower academic entrance than BSU or UI. So, they requested to have a letter that was more accurately representative of being a reach goal for students but one that would provide a broader wealth of information to those students.

Dr. Bliss pointed out that in this revision if a student doesn't meet the basic admission criteria they can still apply and be admitted to the college of their choice. However, the letter might flag the student for additional support that they might need to be successful. In this new model every student gets a letter, so every student is qualified to go somewhere.

Superintendent Critchfield asked what the timeline was to get the letters out to the students. Ms. Scudder said the letters would be going out at the end of September, so they arrive in student mailboxes prior to the opening of Apply Idaho.

Mr. Freeman asked for a recap of the conversations held with the schools with respect to the ISAT now having a higher utility. Ms. Henken said in the beginning there were a lot of misunderstandings concerning the grading with schools thinking that if a student did not get a 3 / 4 on the ISAT students would be penalized and not be able to apply to the school of their choice. Once that was cleared up the feedback from the districts was very positive. They see this change as helping to inspire students to do their very best on the test.

There were no further comments or questions from the Board.

3. Board Policy III.N. Statewide General Education – Second Reading – Action Item

Dr. Estrem said there have been no changes between first and second reading. However, there was one minor technical correction made removing reference to “Figure 1.” The figure itself was removed in a prior amendment.

The proposed amendments describe committee roles, term limits, and responsibilities. They also clarify the purpose of the rubrics that have been developed for each Way of Knowing or disciplinary area.

BOARD ACTION

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

There were no comments or questions from the Board.

4. Boise State University – Online Master of Arts in Digital Communications Management – Action Item

Dr. Zeynep Hanson, Vice Provost for Academic Planning and Institutional Effectiveness, Boise State University, said BSU proposes to offer a Master of Arts in Digital Communications Management which will provide the opportunity to transform entry- and mid-level professionals into industry leaders. Students will be taught advanced skills in managing projects, crafting compelling content, streamlining production, and fostering effective teams. They will delve into the driving forces of digital communication, with the intent of mastering the latest mobile technologies, intricacies of social media and location-based services, and the power of data-driven insights. Students will leverage data for strategic content creation, targeted messaging, and impactful campaigns, while cultivating effective leadership strategies tailored for the digital landscape. This versatile degree opens doors to diverse careers in journalism, broadcasting, advertising, public relations, content strategy, app development, sales, and beyond.

The program will be offered at $525 per credit hour, which is lower than average by BSU's competitors. The total cost of the program is $15,750 (30 credits at $525 per credit). The program is fully supported through revenue generated from enrollment in the program.

BOARD ACTION
M/S (Roach / Keough) I move to approve the request by Boise State University to create an online Master of Arts in Digital Communications Management, as presented in Attachment 1. A roll call vote was taken, the motion carried 7-0. Dr. David Hill was absent from voting.

AND

M/S (Roach / Keough) I move to approve the request by Boise State University to charge an online program fee of $525 per credit for the MA in Digital Communications Management program, in conformance with the program budget submitted to the Board in Attachment 1. A roll call vote was taken, the motion carried 7-0. Dr. David Hill was absent from voting.

Mr. Liebich asked if there was a cost difference between in-state students and out-of-state students. Dr. Hanson said the cost is the same for all students. Dr. Bliss

mentioned that the online program fee replaces the traditional tuition structure which is bifurcated with out of state / in state residential, non-residential tuition so that the institutions have more flexibility in establishing a flat rate.

There were no further comments or questions from the Board.

5. Idaho State University – Doctor of Nurse Anesthesia Practice – Action Item

Rex Force, Vice President Health Sciences, Idaho State University said ISU is proposing a new doctoral program to train nurse anesthetists. The Doctor of Nurse Anesthesia Practice (DNAP) program within the Idaho State University (ISU) School of Nursing will focus on preparing nurse anesthesiologists to practice within the full scope of anesthesia services for Idaho's diverse patient population. Developed as a public-private partnership with West Idaho Anesthesia LLP, the DNAP program at ISU will prepare exemplary nurse leaders who integrate education, service, and scholarship through practice and research to enhance the quality of life for all Idahoans by expanding and enhancing anesthesia services within the state. The ISU program will meet all the requirements for students to take the National Certification Exam (NCE). Passing the NCE is required to become a Certified Registered Nurse Anesthesiologist (CRNA).

If approved, the first class would matriculate in the fall of 2025.

BOARD ACTION
M/S (Roach / Keough) I move to approve the request by Idaho State University to create a Doctor of Nurse Anesthesia Practice, as presented in Attachment 1. A roll call vote was taken, the motion carried 7-0. Dr. David Hill was absent from voting.

AND

M/S (Roach / Keough) I move to approve the request by Idaho State University to charge a professional fee of $7,957 per semester for three semesters per year for the Doctor of Nurse Anesthesia Practice, in conformance with the program budget submitted to the Board in Attachment 1. A roll call vote was taken, the motion carried 7-0. Dr. David Hill was absent from voting.

Mrs. Roach asked about the high cost of this program for students. Mr. Force said that while this is a very expensive program the salary levels for this program are also quite high and students should be able to pay back loans fairly quickly as the typical graduate can earn upwards of $200,000 a year working full-time.

Superintendent Critchfield asked for clarification on the tuition costs. Mr. Force said this was a 9-semester course and each semester would cost roughly $8,000. So, the $8,000 times 9 equals $72,000 for the entire course. But again, the students would be

able to pay any loans back quickly based on the projected income they can expect working full-time.

Mr. Gilbert said in the proposal ISU will start with 14 initial enrollments. Is there sufficient room for growth if demand exists and they have 20-25 students who wish to enroll in this program. Mr. Force said they were being conservative with the numbers, but they hope to have 24 enrollments by year 4.

Mr. Liebich wondered what the likelihood of getting the students the clinical experience they would need will be. Mr. Force said West Idaho anesthesia has an extensive network of clinical placements which is why this public private partnership is the way to go. There are additional opportunities at both St Luke's / St Alphonsus and other smaller hospitals that will be able to meet that need. But first ISU has to demonstrate that need for accreditation and just as soon as they get board approval they'll be rolling out an extensive plan to identify clinical affiliations and get those locked in place.

There were no further comments or questions from the Board.

PLANNING, POLICY, AND GOVERNMENTAL AFFAIRS

2. Board Policy I.M. – Annual Planning and Reporting - Proposed Revisions – First Reading - Action Item

Jenn Thompson, Chief Policy, Planning and Governmental Affairs Officer, Idaho State Board of Education said this was a first reading of Policy I.M. Proposed revisions to Board Policy I.M. largely remove unnecessary repetition of statute and DFM guidance. The revisions propose to retain only the additional requirements for agencies and institutions under the governance of the Board. This includes the timeline for Board approval of strategic plans.

BOARD ACTION
M/S (Liebich / Siddoway) I move to approve the first reading of proposed revisions to Board Policy I.M. as presented in Attachment 1. A roll call vote was taken, the motion carried 7-0. Dr. David Hill was absent from voting.

There were no comments or questions from the Board.

3. Board Policy I.G. - Conflict of Interest, Proposed Repeal and Relocation to Board Bylaws; Board Policy II.Q. – Conflict of Interest and Ethical Conduct – All Employees, Proposed Revision; Board Bylaws, Proposed Revision – First Reading – Action Item

Ms. Thompson said Board Policies I.G. and II.Q. both address conflicts of interest. Proposed changes include relocating the text of I.G. to the Board's Bylaws to clarify its application to Board members. Policy II.Q. is located within the Board's human

resources policies and procedures and is applicable to the employees of the institutions and agencies under the Board's governance. Additional changes to both policies are intended to make references consistent between the two policies.

BOARD ACTION
M/S (Liebich / Critchfield) I move to approve the first reading of the proposed repeal and relocation of Board Policy I.G., the proposed revisions to the Board Bylaws, and the proposed revisions to Board Policy II.Q. A roll call vote was taken, the motion carried 7-0. Dr. David Hill was absent from voting.

Mrs. Roach said with regard to the recent legislation that was passed with regard to section D, item number four, "*the executive director is appointed by and serves at the pleasure of the board"* will that language be updated. Ms. Thompson said that would get addressed for the second reading since the legislation just passed.

Mrs. Roach added that for the passage that reads, "*the board's executive director shall serve on the executive committee".* It does not however say whether they're a voting member, non- voting member, or an administrative member. She suggested that language be added to say they are an administrative member of the executive committee.

Further, in section C, of the Executive Committee, it says it is the duty of the Executive Director to promptly communicate to all Board members who are not members of Board Exec any communication pertinent to them. What the language does not say is what does the word promptly mean. Is that 48 hours, a week, etc?

Board President Dr. Clark said in light of recent legislation perhaps a broader look at the bylaws and bringing all of the changes back for a second reading was necessary. Mr. Freeman said based on the discussion today the changes can be added to those in the second reading before it is brought back to the Board for review. Board President Dr. Clark then directed the Board members that if they had any other comments on the bylaws to please direct them to Ms. Thompson to have them incorporated into the language. This ensures the PPGA committee will get to review the language prior to it being brought back to the Board.

There were no further comments or questions from the Board.

4. Board Policy V.H. – Audits, Proposed Revision – First Reading – Action Item

Ms. Thompson said Board Policy V.H. provides foundational guidelines for the Internal Audit and Systemwide Risk Management roles which were established at the Office of the State Board of Education (OSBE) in 2022. The policy serves to clarify processes and procedures related to the Board's audit, risk, and compliance functions.

Board Policy V.H. includes reporting requirements. The proposed revisions clarify that the specified reports are to be provided to the executive director.

BOARD ACTION
M/S (Liebich / Siddoway) I move to approve the first reading of proposed revisions to Board Policy V.H. as presented in Attachment 1. A roll call vote was taken, the motion carried 7-0. Dr. David Hill was absent from voting.

There were no comments or questions from the Board.

5. Board Policy V.W. – Litigation, Proposed Revision – First Reading – Action Item

Ms. Thompson said Board Policy V.W. provides foundational guidelines for the management of lawsuits, legal documents, and other official notices. Board Policy V.W. includes reporting requirements. The proposed revisions clarify that the specified reports are to be provided to the executive director. Revisions also provide for consistency in formatting.

BOARD ACTION
M/S (Liebich / Roach) I move to approve the first reading of proposed revisions to Board Policy V.W. as presented in Attachment 1. A roll call vote was taken, the motion carried 7-0. Dr. David Hill was absent from voting.

There were no comments or questions from the Board.

6. Board Policy VII.A – General Policies and Definitions (IDCTE); Board Policy VII.B – Program Delivery; and IV.D – Educator Preparation and Certification, Proposed Revisions Related to Program Standards Update – First Reading

Tracie Bent, Chief Administrative Officer, Career Technical Education said the current process requires the Board to approve the amendments to the standards concurrent with amendments to the policy itself to update the incorporation dates in the policy. The policy amendments require two readings before becoming finalized. Consistent with discussion with the Board at the April 2024 regular Board meeting, CTE is requesting for the applicable Board policies to be updated to delegate approval of the standards to the State Administrator subject to the review and approval process established in Board policy. Attachments 1 and 2 include the policy amendments while Attachment 3 provides an example of one of the career technical education pathway standards as an example of how the standards are structured.

Approval of the amendments will allow CTE to be more responsive to industry, allowing them to make updates to the pathway standards as new pathways and amendments to pathways standards are updated.

BOARD ACTION
M/S (Liebich / Siddoway) I move to approve the first reading of amendments to Board Policy VII.A and VII.B as provided in Attachments 1 and 2. A roll call vote was taken, the motion carried 7-0. Dr. David Hill was absent from voting.

AND

M/S (Liebich / Siddoway) I move to approve the first reading of proposed amendments to Board Policy IV.D. as provided in Attachment 3. A roll call vote was taken, the motion carried 7-0. Dr. David Hill was absent from voting.

There were no comments or questions from the Board.

8. Perkins V Plan Proposed Amendments – Action Item

Ms. Bent said this is the first opportunity for the board to address amendments to the state's Perkins V plan. The last time the Board saw this plan was when it was originally adopted. The Board was provided with a summary of the changes as well as the actual document. Most of the changes were technical in nature, cleaning up of language so that it flowed better and was more consistent throughout the larger document.

Technical corrections and grammatical changes were made throughout the (new) four-year State plan as well as removal of duplicative or unnecessarily specific details that were not required to be included in the plan or no longer aligned with Board policy.

For a complete list of the changes please access https://boardofed.idaho.gov/event/board-meeting-moscow/ PPGA, Tab 08.

BOARD ACTION
M/S (Liebich / Critchfield) I move to approve the FFY 2024 Strengthening Career and Technical Education for the 21st Century Act (Perkins V) State Plan as provided in Attachment 2 and to authorize the State Administrator to make any non-substantive edits that are necessary as it moves through the federal approval process. A roll call vote was taken, the motion carried 7-0. Dr. David Hill was absent from voting.

Mr. Gilbert asked if this was the plan that's required by the federal government to receive Perkins money. Ms. Bent said yes, we receive approximately $8.8 million for Perkins funding for CTE Pro Career Technical education programs. The state sends more money out for CTE programs in general funds so the Perkins is really a small portion of the funding that is provided for Career Technical Education programs but in order to access that money they must have a Perkins plan.

Mr. Gilbert asked a follow-up question about the redline in the Board packet; was that a red line against the last report that was submitted to the federal government. Ms. Bent said that was correct. The changes that you see before you today are a clean up of the language and trying to make it easier for the institution and school districts to understand.

There were no further comments or questions from the Board.

9. Northwest Nazarene University (NNU) Request for New Early Literacy Teacher Certification Endorsement Program – Action Item

Ms. Thompson shared that this is a request from NNU for a new early literacy teacher certification program. Specifically, this is a request from NNU to add an additional endorsement to their educator certification program to accommodate an early literacy endorsement.

Katie Shoup, Educator Effectiveness Program Manager, Idaho State Board of Education, added that, per section 33-114 Idaho Code, supervision and control of the certification of professional education personnel is vested in the State Board. This new process was approved by the Board last October 2023 and NNU is using this new process to request an early literacy certificate endorsement program. The review team did include faculty from educator preparation programs, Idaho Department of Education, certification staff member, Idaho Department of Education and early English language arts and dyslexia staff members that reviewed the evidence in the application.

BOARD ACTION
M/S (Liebich / Siddoway) I move to approve the review team's recommendation to approve Northwest Nazarene University's proposed Early Literacy Certificate Endorsement Program. A roll call vote was taken, the motion carried 7-0. Dr. David Hill was absent from voting.

There were no comments or questions from the Board.

10. Legislative Session Update – Information Only

Ms. Thompson provided the Board with an update on the education related legislation being considered by the 2024 Idaho Legislature. Some of the highlights were:

S1246 - Amends existing law to revise provisions regarding an optional retirement program (passed). Will give OSBE the ability to recruit on par with other state agencies.
HB422 - was the rewrite of the charter school law. This did two things that are specific for this board. First, it collapsed the rule governing charter school administration so that

it is no longer underneath the State Board of Education but is a self-governing agency. This change has already gone into effect.
S1317 - This legislation amends section 49-402 and 49-402D of Idaho Code to provide for the State Board of Education to be a permissible beneficiary of the Gadsden "Don't Tread on Me" license plate. This legislation further amends section 33-1628 of Idaho Code to establish a firearm safety grant fund and program for the purposes of firearms safety education currently found in section 33-1628 of Idaho Code.
S1358 - Amends existing law to provide that certain qualified expenses for the Empowering Parents Grant program will be reimbursed, to establish provisions for reimbursements, and to provide that unused funds may be forfeited by a participant.

Also new this year was the approval process for the rules. In the past, both the House and Senate had to reject a rule change. In order for a rule to move forward and be approved, both the House and the Senate have to put forth a concurrent resolution in exactly the same format. This explains why SCR 122 (IDAPA 08.04.01) was held in the House Chamber, but it will be brought back next year and will hopefully pass both chambers.

There were no further comments or questions from the Board.

At this time the Board took a 30-minute break returning at 3:00 p.m. (PT).

WORK SESSION

INSTRUCTION, RESEARCH AND STUDENT AFFAIRS

A. Strategic Discussion of Board Policy III.Z. Planning and Delivery of Postsecondary Programs and Courses – Information Item

Dr. Bliss started the work session by saying in February the board directed staff to work with the leaders of the eight institutions to clarify concerns regarding policy III.Z. and proposed potential solutions in conducting this collaborative work. Staff were directed to maintain access and affordability while attending to the incentives within the system that drive institutional behavior. Specifically the board directed staff to consider several potential policy goals including institutionalizing a managed competition approach, allowing for effective competition or implementation to be based upon mission areas with coordination responsibility, ensure timely response to emergent needs, address degrees at community colleges and Associate degrees at the four-year institutions, reward innovation, retain designated service regions and establish a high demand program advisory group. Members of the Council on Academic Affairs and Programs (CAAP) met for a daylong face-to-face conversation about policy III.Z. CAAP members include the chief academic officers from each institution as well as a representative from the Idaho Division of Career Technical Education, and the Idaho Department of Education. Several areas of broad consensus were agreed upon; 1. The policy can be improved including correcting several internal conflicts and simplifying the scope. 2. Need common data definitions and agreement on data sources for assessing program

needs. 3. All eight institutions are in competition with non-public institutions both in state and out of state. 4. The four-year public postsecondary institutions are in competition with each other to some degree. 5. Everyone values collaboration. 6. Need definitions for several key terms like system collaboration and high demand programs. 7. Should develop a right of first refusal process that includes a timeline to allow institutions to establish programs outside their designated service regions, and 8. Need a consistent and transparent budget setting process to assist in strategic program planning and development which may require additional resources.

Most institutions favored revising the current policy. Key areas of focus for revision include the scope of some of the service region responsibilities, assessment of statewide responsibilities, and implementation of the high demand program section of the policy.

The working group requested that board staff present some options within these key areas for the whole Board to consider which will provide staff with direction for an initial revision of policy.
1. Make minor adjustments to current regional responsibilities based on specific institutional input and needs and / or take an individualized approach.
2. Recognize that each region has different needs, opportunities, populations.
3. Establish a right of first refusal process within a reasonable timeline for designated institutions to respond to programmatic needs, identified by non-designated institutions or to allow non-designated institutions to meet the needs themselves.

For further Board consideration.
1. Make some minor adjustments to the regional responsibilities.
2. Implement the right of first refusal process.

Mrs. Keough agreed that the right of first refusal option needed to be implemented with a timeline established.

Todd Schwartz, Provost, College of Southern Idaho, said his region is unique as it does not have a four-year institution in it to go to. He did impart that LC State has stepped up in terms of serving Region 4. It cannot be stressed enough that policy III.Z. is written the same for all regions of Idaho. Region one has the Community College of North Idaho and University of Idaho, and region two has University of Idaho and LC State so regions one and two are very different from region four in terms of the higher education footprint.

Superintendent Critchfield asked for the year when the service regions were initially drawn in Idaho. Her concern is that perhaps its time to be a little more flexible with III.Z. because if Idaho isn't, institutions from outside Idaho will offer these courses to Idaho students. Dr. Bliss said the service regions were established in the 1990's around the same time as the K-12 service regions were established. However, the Board is not

bound by these service regions for higher education. Mr. Freeman said the service regions are tied to the Community College regions in Idaho code which were set in either 1963 or 1965.

Superintendent Critchfield said this discussion has been ongoing for so long now that at some point the Board needs to act. Just like the legislature, which redistricts every 10 years, things change and shift and this is no different. So, to say that as recently as the 1990's or as early as the 1960's was the last time this policy was changed doesn't consider the fact that in some ways every institution has become a statewide institution because of online class offerings. So yes, the Presidents of every Idaho institution should be a part of the process, but the problems have been identified, what is needed now is a solution.

Mr. Gilbert said if you are president of an Idaho institution you want to compete in the Treasure Valley against BSU and CWI because half the population of Idaho is in this region and it's growing at twice the rate as other areas of Idaho. A case can be made that allowing health care courses to be taught across the state benefits Idaho as a whole because the need for health care workers is outpacing the courses currently being offered. So, the regions as they currently stand no longer make sense; what does is identifying the expertise of every institution and defining statewide responsibility which should help in determining who gets to offer these courses.

Adam Bradford, Provost, ISU, said for the Board's consideration to keep in mind that to meet statewide responsibilities those programs are sometimes very costly. There's a number of programs that ISU does not realize much revenue on and then there are others that that they do and to a degree their ability to realize the revenue on some of those programs allows them the ability to actually put forward others. When the Board makes decisions related to statewide responsibilities there's a larger context to those decisions that will absolutely impact ability to bring certain services into certain regions and actually provide certain kinds of education because they simply won't be able to afford to if their business model is impacted.

Superintendent Critchfield recapped the discussion. She sees four items for Board consideration: 1. Establish what the Board's goals and vision are around the delivery so that our presidents have a clear understanding of what we expect of them that is very clearly laid out. 2. Review regions to see what doesn't make sense and what can be addressed and how does that factor into the overall solution. 3. Appreciating the fact that our presidents have the first priority of working together, establish some sort of resolution process when the collaboration can't or won't work. As trustees, if the process has gotten to the point where it can no longer go forward, this rises to the attention of the board and we're going to be the arbitrators of that decision. 4. Right of first refusal seems to have universal approval but it must happen within certain time periods.

Dr. Pemberton, President, Lewis Clark State College (LCSC), asked that as the Board is rewriting certain portions of III.Z. they include LCSC as an important four-year institution option for our state.

There were no further comments or questions from the Board.

At this time the Board recessed for the evening at 4:15 p.m. (PT).

Thursday, April 18, 2024 – 9:00 a.m. (Pacific Time)

Prior to the start of the meeting Board President Dr. Clark read the following statement.

> *"The Division of Vocational Rehabilitation recently discovered a breakdown in internal accounting and financial controls which resulted in the agency committing to financial obligations in excess of its appropriated spending authority. The State Board's executive director is working closely with the Governor's Office and the Division of Vocational Rehabilitation to determine root cause and how the agency will close out the fiscal year while still meeting its obligations. The State Board takes this matter seriously and will work with the Governor and the Legislature in coming months to determine how the Division can meet the needs of its customers within the bounds of its appropriation."*

WORK SESSION

BUSINESS AFFAIRS AND HUMAN RESOURCES

B. FY2025 Tuition and Fees

Mr. Gilbert said the Board would be hearing presentations around student tuition and fees for fiscal year 2025 from each of the institutions.

BOISE STATE UNIVERSITY

Alicia Estey, Chief Financial and Operating Officer, Boise State University, started by saying BSU ended FY 23 with approximately $5.5 million net increase in their net position and expect to end FY24 with around the same increase. BSU did close FY 2023 with a $15 million structural deficit which was the result of unfunded costs that accumulated during the four-year tuition freeze and some inflationary costs. BSU was able to cure the structural deficit in FY2024 using FY24 tuition and a reallocation from the colleges back to central. Considering appropriation and unfunded health insurance and inflationary increases BSU estimated their budget gap to be approximately $6.6 million. For every 1% tuition increase BSU yields about a million dollars.

With the 3% tuition increase BSU hopes to fully fund CEC, partially fund inflationary increases in goods and services, and then if there is base funds left they will fund ongoing strategic initiatives.

For a complete review of BSU's tuition increase request refer to https://boardofed.idaho.gov/event/board-meeting-moscow/worksession/B

BOARD ACTION
M/S (Gilbert / Siddoway) I move to approve the FY 2025 annual undergraduate full-time resident tuition at Boise State University in the amount of $6,119.18, the consolidated mandatory fee in the amount of $2,982.92, and the annual undergraduate full-time nonresident tuition and fees in the amount of $27,880.00. A roll call vote was taken, the motion carried 7-0. Dr. David Hill was absent from voting.

AND

M/S (Gilbert / Siddoway) I move to approve all other fees set forth in the FY 2025 Boise State University tuition and fees worksheet as reported in BSU Attachment 1. A roll call vote was taken, the motion carried 7-0. Dr. David Hill was absent from voting.

Superintendent Critchfield asked about the public fee hearing that BSU held in March and wondered who was invited to that meeting, how do you accept the feedback, how do you communicate to get the public input. Ms. Estey said they publish a notice in the student newspaper and also in campus news updates. BSU works with student leadership so that they can promote it through their own channels. Every individual who's proposing a fee increase will present for 10 minutes. They'll talk about what the current fee is, what they've done with that fee, and what their needs are for the future. The audience, which consists primarily of students, then has the opportunity to ask questions.

Mrs. Roach asked a follow-up on the FY 25 budget gap and said the tuition increase will only cover $3 million of that deficit, how will BSU cover the rest. Ms. Estey said that inflationary number is just an estimate, but BSU will spend less if they need to, to maintain a balanced budget. And these budget figures do not take into account an increase in enrollment, increases in local funds, and in general income the university generates. Jeremiah Shin, Vice President for Student Affairs and Enrollment Management joined the conversation. He said BSU is tracking 4.6% increase in admits year-over-year, up 7.7% in commits to BSU year-over-year, and in terms of transfer students up 4.7 % in admits compared to this point last year, so up 12.6% in commits compared to last year or ahead of their stated goal for the year.

Mr. Liebich asked where does philanthropy fit into filling the gap in BSU's budget. Dr. Marlene Tromp, President, Boise State University, shared that BSU has had an incredibly robust fundraising campaign with three clear goals in mind. First and foremost is meeting Idaho student need so that no Idaho student will have unmet financial need at Boise State. Most of the giving came in really generous donations to the athletics

program which means some of our new initiatives in athletics won't have to be funded from central coffers. With these resources coming in as endowed money, it has helped to stabilize the university. Further, if BSU has to make cuts in order to balance the budget they will do that going forward. That's part of the reason that they made a decision to close that $12 million structural deficit in one year. One of the things that they're doing right now is asking how can AI make us more efficient to eliminate financial pressures.

There were no further comments or questions from the Board.

IDAHO STATE UNIVERSITY

Jennifer Steele, Vice President for Finance and University Planning, ISU, said ISU is in a strong financial position with multi-year increases in net position as affirmed by Moody's investor services when they upheld ISU's A1 stable rating and noted its strong and improving financial position at the same time. ISU has been transparent about a structural deficit in their central University funds. This deficit was created quite a few years ago with a decrease in international student enrollment and they've created financial reporting tools that help understand the sources and drivers of that deficit.

In January 2023, they launched a budget optimization initiative and deficit reduction plan to address this approximately $15 million deficit in their central University funds. ISU took a multi-year approach that was more strategic and financially sustainable rather than opportunistic. ISU also realized $2 million of recurring expenditure reductions primarily by closing vacant positions heading into FY25. As a result of these strategies, they have reduced the deficit by more than half to approximately $6.5 million and are on track to be completely balanced within the next one or two years while continuing to grow enrollment, expand programs, and elevate the profile and reach of ISU.

ISU is proposing a 3% increase to undergraduate resident tuition for FY25. They are not proposing additional increases in graduate and non-resident differential tuition as these differential rates were increased during the three-year freeze on undergraduate resident rates. For consolidated mandatory fees the largest increases are in student health and wellness and institutional operations services and support. During the review process the top priority for students was expanded services from the Student Health Center Counseling Center and student wellness program and their deep interest in having a transformative versus transactional learning experience for all students.
Proposed increases will generate approximately $2.6 or $2.7 million based on conservative enrollment estimates. There are projected small increases in undergraduate resident enrollment for FY25, based on gains in retention, and the impact of an accelerated or expanded recruitment processes.

Rex Force, Vice President for Health Sciences, ISU, said the increase in professional fees are used to fund equipment replacements and upgrades, accreditation associated costs, professional development for faculty, malpractice insurance, simulation costs and other inflationary increases to consumables as well as onboarding costs associated with clinical sites.

For a complete review of ISU's tuition increase request refer to https://boardofed.idaho.gov/event/board-meeting-moscow/worksession/B

BOARD ACTION
M/S (Gilbert / Keough) I move to approve the FY 2025 annual undergraduate full-time resident tuition at Idaho State University in the amount of $6,104.44, the consolidated mandatory fee in the amount of $2,505.56, and the annual undergraduate full-time nonresident tuition and fees in the amount of $27,720.00. A roll call vote was taken, the motion carried 7-0. Dr. David Hill was absent from voting.

AND

M/S (Gilbert / Keough) I move to approve all other fees set forth in the FY 2025 Idaho State University tuition and fees worksheet as reported in ISU Attachment 1. A roll call vote was taken, the motion carried 7-0. Dr. David Hill was absent from voting.

Mrs. Roach said I understand the legislature appropriated 1% CEC and then the additional 2% but that only covers a portion of your employees. Can you explain what the legislature appropriated and with the current deficit, how you make up the difference and what type of employees are not covered. Ms. Steele said within central funds ISU gets funding from the state for a portion of those employees CEC and the state expects the remaining CEC to be covered by tuition and fees. All of the employees in local and auxiliary funds supporting Health Professions programs need to be supported either by increased revenue or reduced expenses.

Mr. Freeman asked what the enrollment assumptions were behind the tuition increase request. Ms. Steele said initial assumptions going into FY25 is a less than 1% increase in undergraduate to flat undergraduate enrollment which is why ISU tends to be very conservative in their budgeting. Mr. Freeman asked if the current enrollment numbers support that or are they higher or lower. Mr. Craig Chatham, Vice President for Student Affairs and Enrollment Management, ISU, said initial data indicates that ISU should see a slight increase in enrollment for the upcoming year. Retention rates have been incredibly strong over the past several years and initial data looks like those that will continue into next year.

Dr. Robert Wagner, President, Idaho State University, said ISU has received 1,700 Launch applications thus far with 700 students being awarded Launch scholarships. Mr. Freeman asked if there were any numbers in terms of admits and commits for ISU.

Mr. Chatham said the number of applicants is essentially flat from the same point last year but the number of students who've been admitted to ISU has increased approximately 15% so they are seeing a higher yield with a substantial increase in the number of scholarship acceptances from the same point last year. A lot of that increase is due to some direct programming being done with the high schools.

There were no further comments or questions from the Board.

LEWIS-CLARK STATE COLLEGE

Julie Crea, Vice President for Finance and Administration, Lewis-Clark State College, said typically by this time of the semester they have a higher number of applicants but with Launch and FAFSA issues they are flat as far as enrollment goes. There were 480 students who applied for the Launch grant; of those 254 have accepted LCSC and registered and 10% of the 254 were new students.

LC State is slated to receive a little under $500,000 for operational capacity enhancement and the enrollment workload adjustment so the goals of these funds are to recruit and retain students by keeping student tuition low through support for marketing efforts, base operational inflationary costs, occupancy cost for a legislatively funded building and the ability to address a potential funding gap in CEC so as to minimize the impact on tuition.

LC State is requesting a 3% increase across each tuition and fee category including full-time, part-time resident, non-resident and graduate programs. The estimated revenue that'll be generated by this 3% is approximately $520,000 so of this 3% increase approximately 2% will go towards the tuition portion of the CEC, roughly 0.5% will assist in inflationary increases such as new audit requirements, contracts for professional services, fuel, facility maintenance and repair escalations and increases in utility fees and .05% of this increase is related to the consolidated mandatory fees. The students are requesting a $5 per semester increase in the intramural club and sports activity fee and a $5.50 increase in the ID card activity fee for full-time students.

The second consolidated mandatory fee is the technology fee that funds computer labs, a pay for print system, and the campus enterprise resource planning system. The request is for an $11.50 per semester increase for full-time students.

Overall, LC State continues to operate with a balanced budget and reductions are made as necessary; unit operating budgets have been flat for four years, no unit level inflation or increases have been allowed, units have had to reduce costs and operate within existing budgets despite inflation.

For a complete review of LCSC's tuition increase request refer to;
https://boardofed.idaho.gov/event/board-meeting-moscow/worksession/B

BOARD ACTION
M/S (Gilbert / Roach) I move to approve the FY 2025 annual undergraduate full-time resident tuition at Lewis-Clark State College in the amount of $6,356.00, the consolidated mandatory fee in the amount of $1,254.00, and the annual undergraduate full-time nonresident tuition and fees in the amount of $22,028.00. A roll call vote was taken, the motion carried 7-0. Dr. David Hill was absent from voting.

AND

M/S (Gilbert / Roach) I move to approve all other fees set forth in the FY 2025 Lewis-Clark State College tuition and fees worksheet as reported in LCSC Attachment 1. A roll call vote was taken, the motion carried 7-0. Dr. David Hill was absent from voting.

There were no comments or questions from the Board.

UNIVERSITY OF IDAHO

Brian Foisy, Vice President for Finance and Administration, University of Idaho said UI's resident undergraduate rate is proposed to increase by exactly 3% across both tuition and fees with tuition increasing 3.3% and fees increasing 2.3% or an increase of $268 per year for resident undergraduate students.

With respect to revenue these rate increases are projected to generate $2.8 million to support University operations, $2 million of that coming from the tuition increase and $800,000 from the fee increase. Of that $2.8 million in new revenue approximately $1.4 million will support the CEC for UI employees, another $600,000 will support operational increases. This consumes the entire $2 million of additional revenue that will be generated from the 3% increase.

As the Board may recall the University of Idaho does not participate in the state's health insurance plan. As a result, UI will not see the same decrease in health insurance costs that is projected for other state agencies and state institutions. UI is nonetheless expecting a 3.5% cost increase in employee health insurance costs.

Within the overall student fee is included the technology and facility fee. These fees will only increase by 3% in total. The technology fee will increase by 3% to fund the CEC increase for employees. UI also be providing revenue to support the continuing improvement of statewide wireless networks. The facility fee is actually decreasing by $258 which is simply a move to keep the overall combined mandatory fees at an even dollar amount which is $2,328 in total for fees.

UI received $2.1 million from the state's operational capacity enhancement line item. That money will be used to fund critical needs in healthcare and cyber security. The

state did not cover the fund shift for FY25 meaning the $1.4 million listed is needed from new tuition dollars to fully fund the 3% CEC authorized by the legislature. Finally, UI is asking the board to consider an increase in tuition fees for the coming fiscal year. UI always budgets for flat enrollment. Under the new vandal hybrid budget model UI assumes a 0% increase in enrollment. If there is an increase in enrollment that produces revenue UI now has a budget delta activity that can occur in the following year. UI also continues to work on identifying innovative ways to reduce operating expenses including the use of micro turbines and the steam plant to generate electricity. The turbines generate over 10% of the electricity used on campus. Over the last three years this project has provided almost $20 million in additional revenue to support strategic initiatives including scholarships.

For a complete review of UI's tuition increase request refer to https://boardofed.idaho.gov/event/board-meeting-moscow/worksession/B

BOARD ACTION
M/S (Gilbert / Roach) I move to approve the FY 2025 annual undergraduate full-time resident tuition at University of Idaho in the amount of $6,756.00, the consolidated mandatory fee in the amount of $2,328.00, and the annual undergraduate full-time nonresident tuition and fees in the amount of $28,320.00. A roll call vote was taken, the motion carried 7-0. Dr. David Hill was absent from voting.

AND

M/S (Gilbert / Roach) I move to approve all other fees set forth in the FY 2025 University of Idaho tuition and fees worksheet as reported in Attachment 1. A roll call vote was taken, the motion carried 7-0. Dr. David Hill was absent from voting.

Mr. Liebich said this is the fifth year in a row where the Board has approved changes that are less than the actual cost of educating students after going three years where no increase in tuition was allowed. When you take the fact that the legislature doesn't fully fund employee compensation and you take the fact that real inflation is higher than 3%, by approving 3% we're still implicitly asking each institution to become more efficient. One of things he struggles with is how long can we do that because at some point you reach this rate of diminishing returns. The other thing to keep our eye on is there are only so many students out there and we know there's a demographic cliff coming. So, what we're approving today is basically the list price very few students pay.

There were no further comments or questions from the Board.

Dual Credit Fee

BOARD ACTION
M/S (Gilbert / Keough) I move to set the statewide dual credit fee at $75 per credit for courses delivered through a secondary school, including courses taught

online using instructional staff hired by the high school or the Idaho Digital Learning Academy, for fiscal year 2025. A roll call vote was taken, the motion carried 7-0. Dr. David Hill was absent from voting.

Transcript Fee

BOARD ACTION
M/S (Gilbert / Roach) I move to set the statewide transcript fee at $10 per credit for fiscal year 2025 for students enrolled in a qualified Workforce Training course where the student elects to receive credit. A roll call vote was taken, the motion carried 7-0. Dr. David Hill was absent from voting.

Summer Bridge Program Fee

BOARD ACTION
M/S (Gilbert / Siddoway) I move to set the statewide summer bridge program fee at $65 per credit for fiscal year 2025 for students admitted into a summer bridge program at an institution the summer immediately following graduation from high school and enrolling in pre-determined college-level courses at the same institution the fall semester of the same year. A roll call vote was taken, the motion carried 7-0. Dr. David Hill was absent from voting.

At this time the Board took a 10-minute break returning at 11:09 a.m. (PT).

POLICY, PLANNING AND GOVERNMENTAL AFFAIRS
C. Accountability Oversight Committee Report – Information Item

Roger Stewart, Chair, Accountability Oversight Committee, and Alison Henken, K-12 Accountability and Projects Program Manager, Idaho State Board of Education, addressed the Board. They shared the following data from the executive summary of AOC's FY24 recommendations.

Early Literacy

- Most Below and At Grade Level students score in the same category both years.
- There is upward movement, with 36% of students who scored Below Grade Level and 49% of Near Grade Level moving up.
- There is some downward movement of At Grade level students and Near Grade Level students scoring in a lower category in 2023.

Recommendation - Develop a growth model for the IRI that creates fall-to-spring targets at the individual student level to encourage continued growth for all students.

Middle Grades Math

- Cohort data shows performance differences between the test's sub-categories but does not allow identification of specific skills that are particularly challenging for students at certain grade levels.

Recommendation - Collaborate with Smarter Balanced to create an actionable report on student performance on Idaho's Academic Content Standards for Mathematics.

High School to Postsecondary Go-On Rates

- While the current Go-On rate data is accurate, it does not allow for a clear understanding of what students are doing after high school and is missing key metrics.

Recommendation - In alignment with Launch and Idaho's job market, substantially expand the data reported, to include degrees and certifications completed in high school and a broader range of students' postsecondary choices.

Chronic Absenteeism

- Rates of chronic absenteeism and severe chronic absenteeism were highest in 2021-22 (25%) but improved modestly in 2022-23 (20%). Additional years of data are needed to determine if this is the beginning of a trend of improved attendance post pandemic.
- Except for 2020-21, rates of chronic absenteeism and severe chronic absenteeism exhibit little variability across grade level bands (i.e., K-5, 6-8, & 9-12). Thus, efforts to address absenteeism are needed across all grades. However, the resources and strategies chosen should be tailored to the specific challenges of each age group.

Recommendation - AOC continues to recommend support for LEAs to adopt early warning systems to identify students at risk of dropping out of high school. Attendance feeds into all sorts of student outcomes such as graduation rates and other student outcomes such as grades failures and discipline referrals.

Mr. Stewart said these were the AOC's next steps:

- Staff will create a stand-alone Executive Summary for distribution.
- Staff will develop a timeline for work with Smarter Balanced to create a report to show student performance on the ISAT Math at the academic standards level.
- The AOC will begin work on a model to create individual student growth targets on the IRI.
- Board and SDE staff will create a plan and timeline for expanding the Go-On Rates data.

Superintendent Critchfield said districts which offer full-day kindergarten are beginning to see a return on their investment as the students are better able to transition to the

next grade and are more likely to be on grade level particularly at reading grade level. Current data also shows that 60% of students on the fall IRI do not have the skills to be successful in kindergarten.

Ms. Henken asked what the board would like the AOC to do to support the development of the comprehensive math plan. Dr. Clark said what is really needed is for the working groups to come up with some very specific recommendations for improving math. The next question will be do we have the means to measure the things that we are recommending before moving forward.

Mr. Liebich said he would be interested in seeing data that highlights what improvement is being seen in the middle school math years.

Superintendent Critchfield said she has had many discussions with superintendents across the state and while they do use the attendance works model they have no mechanism to say to students, 'you've got to be in school'. Chronic absenteeism is a national problem and one that will require a lot more discussion than is possible today. But districts are looking for some leadership, they're looking for strategies that are different than just saying we have a policy you have to be here and if you're not you're going to not make it through. Even the threat of retaining a student in a grade, parents will say then they're going to go choose something that suits us better. AOC hopefully will have a group that will be looking for solutions.

Mr. Liebich asked for a definition of chronically absent. Ms. Henken said chronically absent is students who have exceeded the 10% mark. Once they hit 10%, they're considered chronically absent. Severely chronically absent are students who have had 20% or more days absent, so when you hit 20%, that's a lot of school you're missing.

Mr. Freeman asked that AOC work with Chris Campbell, Chief Technology Officer, for the State Board of Education, to gather the data they are seeking.

For a complete review of the AOC report please refer to;
https://boardofed.idaho.gov/event/board-meeting-moscow/worksession/C

There were no further comments or questions from the Board.

INFORMATIONAL

BAHR

1. Intercollegiate Athletics – FY 2023 Revenue and Expenses Reports – Information Item
2. Intercollegiate Athletics – FY 2023-2024 Compensation Reports – Information Item
3. Intercollegiate Athletics – FY 2024 Gender Equity Reports – Information Item
4. University of Idaho – Annual Utility P3 Update – Information Item

IRSA

5. Program Progress Reports – Information Item

PPGA

6. Idaho Digital Learning Academy Annual Report – Information Item
7. Strategic Plans – Postsecondary Institutions and Agencies under the Board's Governance – Information Item

ELECTION OF OFFICERS - Action Item

BOARD ACTION
M/S (Liebich / Siddoway) I move to appoint Dr. Linda Clark as Board President. A roll call vote was taken, the motion carried 7-0. Dr. David Hill was absent from voting.

AND

M/S (Liebich / Siddoway) I move to appoint William G. Gilbert, Jr. as Board Vice President. A roll call vote was taken, the motion carried 7-0. Dr. David Hill was absent from voting.

AND

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

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

BOARD ACTION
M/S (Keough / Critchfield) I move to adjourn the meeting at 12:06 p.m. (PT). A roll call vote was taken, the motion carried 7-0. Dr. David Hill was absent from voting.

DRAFT Minutes May 2, 2024

STATE BOARD OF EDUCATION MEETING
May 2, 2024
Office of the State Board of Education
650 West State Street, Suite 307
Boise, ID 83720

A special meeting of the Idaho State Board of Education was held at the Office of the State Board of Education on May 2, 2024. Board President Dr. Linda Clark presided and called the meeting to order at 10:30 a.m. (MT).

Present

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

Absent

Kurt Liebich	Shawn Keough

Thursday, May 2, 2024, 10:30 a.m. (Mountain Time)

INSTRUCTION, RESEARCH AND STUDENT AFFAIRS
1. ISU – Doctor of Nurse Anesthesia Practice (corrected motion) – Action Item

Mrs. Roach clarified that the reason this item was being brought back for the Board's attention was at the last Board meeting the motion failed to waive Policy III.G which waivers the external peer review requirement. The review process will be done by the accreditation body.

BOARD ACTION
M/S (Roach / Gilbert) I move to approve the request by Idaho State University for a one-time waiver of Board Policy III.G.3.a.i.(2) to allow for the specialized accreditation review to fulfill the Board's external peer review requirement for the Doctor of Nurse Anesthesia Practice program proposal. A roll call vote was taken, and the motion carried 6-0. Shawn Keough and Kurt Liebich were absent from voting.

There were no comments or questions from the Board.

BUSINESS AFFAIRS AND HUMAN RESOURCES

1. UI – Planning and Design for New Residential Facility – Action Item

Brian Foisy, Vice President for Finance and Administration, University of Idaho, said the request before the Board today is for $12 million dollars of limited pre-design and development authorization for a housing improvement project. The project is designed and divided into a graduate professional parenting and family corridor and an undergraduate corridor. The graduate and professional corridors located in the south and east corner of campus include apartments with a total bed count, decreasing from 450 to 400 using only 1/3 of the old footprint. Meaning UI is preserving future development potential for university needs and other revenue generating opportunities.

The old apartments on the other 2/3's of the existing footprint on the South Hill site will not be torn down until new units are in place, allowing UI to continue to collect rents during the construction of the new units.

The undergraduate corridors located on the north end of campus near the student recreation center include remodels of almost 1,425 beds in the Wallace Resident Center, Theopolis Tower and the Elmwood property plus the addition of a new undergraduate building with 400 beds. With these projects in the undergraduate corridor, UI would eventually end the lease of the motel located north of campus known as the North Campus Communities thereby reducing bed count by 200.

To recap, with this project UI will be down 50 beds in the graduate corridor; up 400 beds for a new undergraduate facility and down 200 beds to end the North Campus Community's lease which is a net increase of 150 beds in addition to the remodel of over 100 exiting beds.

Project hard costs are estimated at approximately $140 million dollars. Total project costs, including design and development and appropriate project contingencies is estimated at $195 million. The ultimate source of funds for this project is debt issued either by UI directly or in connection with UI's master development partner. The debt service would be paid from housing revenues at the institution and the university would remain below the state board debt ceiling of eight percent.

UI is proposing to deliver this project in a phased approach in order to provide a check in at approximately the halfway point to verify that projects are still on time and on budget and evaluate the impact of the enrollment cliff before moving to new stages of development. This project will be broken into four new construction and renovation phases. When one phase is offline for construction the other three phases will stay online. For new construction the proposal is to begin with south hall which is the oldest and most rundown of the buildings.

Mr. Foisy said in summary the request today is only for limited approval for $12 million dollars for pre-design and development authorization work for a housing improvement project. UI will then return to the Board at a future meeting and seek approval on the proposed financing path and full Board approval.

BOARD ACTION
M/S (Gilbert / Hill) I move to approve the University of Idaho request to proceed with the initial design and development phase of the on-campus housing improvements, for a total cost of up to $12,000,000 as described in the materials presented. Approval includes the authority for the Vice President for Finance and Administration to execute all necessary and requisite consulting and vendor contracts to implement the design and pre-development phase of this project. A roll call vote was taken, and the motion carried 6-0. Shawn Keough and Kurt Liebich were absent from voting.

Mr. Gilbert said there was some discussion in the BAHR meeting around having off-ramps for this project as it pertains to changes in financing. Mr. Foisy said longer conversations concerning the financing of this project will be happening.

Matt Freeman, Executive Director, Idaho State Board of Education asked if the total project costs include furniture, fixtures, and equipment. Mr. Foisy said yes, it does.

There were no further comments or questions from the Board.

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

BOARD ACTION
M/S (Gilbert / Hill) I move to adjourn the meeting at 10:48 a.m. (MT). A roll call vote was taken, and the motion carried 6-0. Shawn Keough and Kurt Liebich were absent from voting.

DRAFT Minutes May 31, 2024

Special Board Meeting
May 31, 2024
Idaho State Board of Education
OSBE Conference Room
650 West State Street, Suite 307
Boise, ID 83720

A special meeting of the Idaho State Board of Education was held at the offices of the Idaho State Board of Education on May 31, 2024. Board President Dr. Linda Clark called the meeting to order at 2:30 p.m. (Mountain Time).

Present

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

Absent
None

Friday, May 31, 2024 – 2:30 p.m. (MT)

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

M/S (Liebich / Roach) I move the Board
1. Go into Executive Session pursuant to Idaho Code § 74-206(1)(b) "to consider the evaluation, dismissal or disciplining of, or to hear complaints or charges brought against, a public officer, employee, staff member or individual agent." A roll call vote was taken, and the motion carried 8-0.

The Board moved to Executive Session at 2:31 p.m. (MT).

The Board returned from Executive Session at 3:14 p.m. (MT). Board President Dr. Linda Clark stated that the Board concluded its discussion and took no action on the matter discussed.

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

BOARD ACTION
M/S (Hill / Roach) I move to adjourn the meeting at 3:16 p.m. (MT) A roll call vote was taken, and the motion carried 8-0.

CONSENT
JUNE 12-13, 2024

TAB	DESCRIPTION	ACTION
1	BAHR - BOISE STATE UNIVERSITY – MEN'S ASSISTANT FOOTBALL COACH CONTRACTS (3)	Action Item
2	BAHR - BOISE STATE UNIVERSITY – ONLINE PROGRAM FEE REQUEST – GRADUATE CERTIFICATE IN USER RESEARCH	Action Item
3	BAHR - IDAHO STATE UNIVERSITY – WOMEN'S HEAD BASKETBALL COACH CONTRACT	Action Item
4	BAHR - UNIVERSITY OF IDAHO – AMENDMENT OF EXISTING LEASE – UI RESEARCH PARK/PROTELLIGENT, POST FALLS	Action Item
5	BAHR - UNIVERSITY OF IDAHO – RENEWAL OF EXISTING LEASE – UI CALS/HAT RANCH WINERY, CALDWELL	Action Item
6	BAHR - UNIVERSITY OF IDAHO – RENEWAL OF EXISTING LEASE – UI LOOKOUT/UI CDHD, POCATELLO	Action Item
7	IDE - EMERGENCY PROVISIONAL CERTIFICATES	Action Item
8	IDE - APPOINTMENTS TO THE ASSESSMENT ITEM REVIEW COMMITTEE	Action Item
9	IDE - ADOPTION OF PRAXIS II ASSESSMENTS AND IDAHO QUALIFYING SCORES	Action Item

TAB	DESCRIPTION	ACTION
10	IRSA – GRADUATE MEDICAL EDUCATION COMMITTEE APPOINTMENTS	Action Item
11	PPGA - DATA MANAGEMENT COUNCIL APPOINTMENTS	Action Item
12	PPGA - ACCOUNTABILITY OVERSIGHT COMMITTEE APPOINTMENTS	Action Item
13	PPGA - IDAHO STATE REHABILITATION COUNCIL APPOINTMENTS	Action Item

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BOISE STATE UNIVERSITY

SUBJECT

Employment Agreements for Assistant Football Coaches

APPLICABLE STATUTE, RULE, OR POLICY

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

BACKGROUND/DISCUSSION

Boise State is requesting approval of employment agreements with three football assistant coaching staff. The coaching staff include Dirk Koetter, Offensive Coordinator, Erik Chinander, Defensive Coordinator and Stacy Collins, Assistant Head Coach / Special Teams Coordinator / Linebackers.

The contracts are similar to the standard issued by Boise State University and are in conformance with the template provided by the Board.

Dirk Koetter is a senior analyst for Boise State; a new contract and term are proposed to promote him to offensive coordinator. Koetter has been on staff since January of 2022. Last season he served as the senior analyst and the year prior as the interim offensive coordinator. After Koetter served as Boise State's head coach from 1998 to 2000, he spent 14 years in the NFL, including three seasons as head coach of the Tampa Bay Buccaneers.

Erik Chinander is an assistant coach for Boise State; a new contract and term are proposed to promote him to defensive coordinator. Over the last season, he served as the assistant head coach, defensive line coach and the defensive run-game coordinator. Chinander was previously the defensive coordinator at Nebraska and UCF.

Stacy Collins is returning to Boise State after spending the past two seasons as the special teams coordinator and EDGE coach for Penn State. Previously, under Collins' leadership, Boise State finished fifth in the nation and led the Mountain West Conference in punt returns. In addition, Boise State's kickoff defense was second in the MW and 36th in FBS during his tenure.

IMPACT

Salaries for the assistant coaches are funded with program revenues, media, donations and other non-state funds. Terms are as follows:

Dirk Koetter

Term: Contract for eleven months.
Base Compensation:
$460,000 (March 1, 2024 through January 17, 2025)

Signing Bonus:
One-time payment of $5,000 paid within 45 days of execution of agreement.

Erik Chinander

Term: Contract for two years and approximately two months.
Base Compensation:
Year 1 & 2: $440,000 (January 8, 2024 through Feb. 28, 2026)
Buy-Out Provision: If coach terminates early without cause, he may be required, at university's discretion, to pay liquidated damages as follows:
Year 1 (January 8, 2024 – February 28, 2025):
In Conference: $440,000
Non-Conference: $220,000
Professional League: $110,000
Year 2 (March 1, 2025 – Feb. 28, 2026):
In Conference: $220,000
Non-Conference: $110,000
Professional League: $55,000

Stacy Collins

Term: Contract for two years and approximately two months.
Base Compensation:
Year 1 & 2: $350,000 (January 12, 2024 through Feb. 28, 2026)
Signing Bonus:
One-time payment of $15,000 paid within 45 days of execution of agreement.
Buy-Out Provision: If coach terminates early without cause, he may be required, at university's discretion, to pay liquidated damages as follows:
Year 1 (January 12, 2024 – February 28, 2025):
In Conference: $350,000
Non-Conference: $175,000
Professional League: $87,500
Year 2 (March 1, 2025 – Feb. 28, 2026):
In Conference: $175,000
Non-Conference: $87,500
Professional League: $43,750

All Coordinators

Pay for Performance - Athletic:

Regular Season & Non-College Football Playoff ("Non-CFP") Bowl Game:	
Participates in the Conference Championship Game	4% of salary
Conference Champions	6% of salary
**Non-CFP Bowl Game Win	2% of salary

Maximum Cumulative Regular Season & Non-CFP Payout	*10% of salary*

College Football Playoff ("CFP"):

Participates in a first-round game of the College Football Playoff (including a first-round bye)	8% of salary
Participates in a quarterfinal game of the CFP	10% of salary
Participates in the semifinal game of the CFP	12% of salary
Participates in the national championship game of the CFP	16% of salary
College Football Playoff Champions	20% of salary
Maximum Cumulative College Football Playoff Payout	*20% of salary*

Pay for Performance - Academics:

Academic Incentive Pay may be earned for the most recent academic year if the annual Team Academic Progress Rate ("APR") ranks nationally within football as follows:

a) If the annual APR rating is between 50%-59.9% of the 4-year National Ranking, Employee may receive a sum of up to 3% of salary; **or**
b) If the annual APR rating is between 60%-69.9% of the 4-year National Ranking, Employee may receive a sum of up to 4% of salary; **or**
c) If the annual APR rating is between 70%-79.9% of the 4-year National Ranking, Employee may receive a sum of up to 5% of salary; **or**
d) If the annual APR rating is 80% or higher of the 4-year National Ranking, Employee may receive a sum of up to 6% of salary.

All Incentive Pay amounts pursuant to Section 3.2 shall be cumulative within each of the following sections described above and shall in no event exceed the cumulative total supplemental compensation payment amounts in one contract Year. For these purposes, the year ends on the last day of February:

a) 10% of salary - Regular Season & Non-College Football Playoff ("Non-CFP") Bowl Game and Academic ("APR") Achievement Incentive Pay
b) 20% of salary - College Football Playoff ("CFP")

ATTACHMENTS

Attachment 1 – 2018-2022 APR Summary
Attachment 2 – Proposed Contract for Dirk Koetter
Attachment 3 – Redline of Koetter Proposed Contract to Model Agreement

Attachment 4 – Koetter Maximum Compensation Calculation
Attachment 5 – Base Salary and Incentive Comparison – Offensive Coordinators
Attachment 6 – Liquidated Damages Comparison – Offensive Coordinators

Attachment 7 – 2018-2022 APR Summary
Attachment 8 – Proposed Contract for Erik Chinander
Attachment 9 – Redline of Chinander Proposed Contract to Model Agreement
Attachment 10 – Chinander Maximum Compensation Calculation
Attachment 11 – Base Salary and Incentive Comparison – Defensive Coordinators
Attachment 12 – Liquidated Damages Comparison – Defensive Coordinators

Attachment 13 – 2018-2022 APR Summary
Attachment 14 – Proposed Contract for Stacy Collins
Attachment 15 – Redline of Collins Proposed Contract to Model Agreement
Attachment 16 – Collins Maximum Compensation Calculation
Attachment 17 – Base Salary and Incentive Comparison – Special Teams Coord
Attachment 18 – Liquidated Damages Comparison – Special Teams Coordinator

STAFF COMMENTS AND RECOMMENDATIONS

The proposed employment agreements are in substantial conformance with the Board's model contract. Information regarding the Boise State University's obligation to pay liquidated damages and how that compares to other institutions is included in the Attachments 6, 12 and 18.

Staff recommends approval.

BOARD ACTION

I move to approve the request by Boise State University to enter into employment agreements with Dirk Koetter - Offensive Coordinator, Erik Chinander - Defensive Coordinator and Stacy Collins - Assistant Head Coach / Special Teams Coordinator / Linebackers for its football team, as presented in the attached documents.

Moved by _____ Seconded by _____ Carried Yes _____ No _____

BOISE STATE UNIVERSITY

Football APR History and National Percentile Rank

SINGLE YEAR NCAA ACADEMIC PROGRESS RATE (APR) SCORES

	2018-19	2019-20	2020-21	2021-22
Football	997	983	990	982
National % Rank by Sport	***90-100***	***80-90***	***90-100***	***70-80***

REPORT YEAR
Raw Score for single year
Percentile Rank for Sport

MULTI-YEAR APR (4-Year Rolling Average)

Football	981	985	990	*988*

EMPLOYMENT AGREEMENT

This Employment Agreement (Agreement) is entered into by and between Boise State University (the University) and Dirk Koetter (Coach).

ARTICLE 1

1.1. Employment. Subject to the terms and conditions of this Agreement, the University shall employ Coach as the Offensive Coordinator (the Position) of its intercollegiate football team (Team). Coach represents and warrants that Coach is fully qualified to serve, and is available for employment, in this capacity.

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

1.3. Duties. Coach shall serve as the Offensive Coordinator of the Team and shall perform such other duties in the University's athletic program as the Director may assign and as may be described elsewhere in this Agreement. The University shall have the right, at any time, to reassign Coach to duties at the University other than as assistant 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 eleven (11) months, commencing on March 1, 2024 and terminating, without further notice to Coach, on January 17, 2025 unless sooner terminated in accordance with other provisions of this Agreement.

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

ARTICLE 3

3.1. Regular Compensation.

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

a) An annual salary of $460,000, payable in biweekly installments in accordance with normal University procedures, and such salary increases as may be determined appropriate by the Director and President and approved by the Board; and

b) A one-time signing bonus payment of $5,000 will be paid within 45 days after the execution of this agreement; and

c) Coach may be eligible to receive a Change in Employee Compensation (CEC) increase, if approved by the Idaho Legislature. A CEC, if granted, and in what amounts, will be at the Athletic Director's sole discretion; and

d) The opportunity to receive such employee benefits as the University provides generally to non-faculty professional employees, provided that Coach qualifies for such benefits by meeting all applicable eligibility requirements except that, in accordance with Board Policy II.H.6.b.ii, Coach does not accrue and use annual leave (vacation) hours but may take leave (other than sick leave) with prior written approval of the Director; and

e) The opportunity to receive such employee benefits as the Department provides generally to its employees of a comparable level. Coach hereby agrees to abide by the terms and conditions, as now existing or hereafter amended, of such employee benefits.

Coach understands and agrees that financial conditions may require the President, in the President's discretion, to institute furloughs or to take such other actions consistent with Board policy as the President may determine to be necessary to meet such challenges; provided that any furlough applied to Coach must be applied to all other employees of a comparable level. In the event of a furlough or other action, the actual salary paid to Coach may be less than the salary stated in Section 3.1.1(a) above.

3.2 Supplemental Compensation. Coach may be eligible to receive supplemental compensation as follows:

3.2.1 Athletic Achievement Incentive Pay.

Regular Season & Non-College Football Playoff ("Non-CFP") Bowl Game:

Participates in the Conference Championship Game	4% of salary
Conference Champions	6% of salary
**Non-CFP Bowl Game Win	2% of salary

Maximum Cumulative Regular Season & Non-CFP Payout 10% of salary

College Football Playoff ("CFP"):

Participates in a first-round game of the College Football Playoff (including a first-round bye)	8% of salary
Participates in a quarterfinal game of the CFP	10% of salary
Participates in the semifinal game of the CFP	12% of salary
Participates in the national championship game of the CFP	16% of salary
College Football Playoff Champions	20% of salary

Maximum Cumulative College Football Playoff Payout 20% of salary

Coach shall be eligible for supplemental compensation from each of the provisions listed above (subject to the maximums described at the end of each section), except in the event the Team shall participate in a CFP Bowl, then the supplemental compensation relating to winning a non-CFP Bowl game, the category identified by "**" above, shall be inapplicable, since the CFP Bowl game incentives will be applicable.

Any supplemental compensation awarded as Athletic Achievement Incentive Pay shall be paid on the first regular pay date in February 2025.

3.2.2. Academic Achievement Incentive Pay.

Academic Incentive Pay may be earned for the most recent academic year if the annual Team Academic Progress Rate (APR) ranks nationally within football as follows:

a) If the annual APR rating is between 50%-59.9% of the 4-year National Ranking, Employee may receive a sum of up to 3% of salary; **or**
b) If the annual APR rating is between 60%-69.9% of the 4-year National Ranking, Employee may receive a sum of up to 4% of salary; **or**

c) If the annual APR rating is between 70%-79.9% of the 4-year National Ranking, Employee may receive a sum of up to 5% of salary; **or**

d) If the annual APR rating is 80% or higher of the 4-year National Ranking, Employee may receive a sum of up to 6% of salary.

Any supplemental compensation awarded as Academic Achievement Incentive Pay, shall be paid as soon as reasonably practical following APR rating determination and verification by the National Collegiate Athletic Association ("NCAA"), as long as Coach remains continuously employed as Assistant Coach on that date.

3.2.3. Conditions for payment of Athletic and Academic Achievement supplemental compensation.

All Incentive Pay amounts pursuant to Section 3.2 shall be cumulative within each of the following sections described above and shall in no event exceed the cumulative total supplemental compensation payment amounts in one contract Year. For these purposes, the year ends on the last day of February:

a) 10% of salary - Regular Season & Non-College Football Playoff ("Non-CFP") Bowl Game and Academic Achievement ("APR") Incentive Pay

b) 20% of salary - College Football Playoff ("CFP")

If Coach qualifies for any supplemental compensation, the amount paid to the Coach will be calculated on the percentage of base salary at time of occurrence. Provided, however, if conditions beyond the control of the University prevent the University from hosting home competitions at full capacity, supplemental compensation may be less than the amounts in Sections 3.2.1 and 3.2.2, above. If Coach is an Assistant Coach for a partial calendar year, Academic Achievement Incentive Pay will be prorated for any partial calendar year.

The decisions whether or not to award the Incentive Pay outlined in this Section 3.2, and in what amounts, are within the Director's sole discretion. The decisions may be made based on a variety of factors, including, but not limited to, Coach's individual performance, athletic/academic performance of Coach's assigned player personnel groups, or other performance-related factors. Coach is not entitled to supplemental compensation if Coach is placed on administrative leave or otherwise not performing the duties of Coach during the time the applicable achievement is attained.

Any such supplemental compensation actually paid to Coach shall be reported to the Board on an annual basis.

3.2.4. Employee agrees that the University has the priority right to operate athletic camps and/or clinics on its campus using University facilities.

a) If the University exercises its right to operate camps and/or clinics on campus, the University shall allow Coach the opportunity to earn supplemental compensation by assisting with the camps and/or clinics in Coach's capacity as a University employee. Coach hereby agrees to assist in the marketing, supervision, and general administration of the camps and/or clinics. Coach also agrees that Coach will perform all obligations mutually agreed upon by the parties. In exchange for Coach's participation in the camps and/or clinics, the University shall pay Coach supplemental compensation.

b) If the University allows Coach to operate camps and/or clinics at the University, such operation shall be according to a written agreement which shall include conditions such as:
   i. Coach compliance with all NCAA, Conference, and University rules and regulations related, directly or indirectly, to the operation of camps and/or clinics;
   ii. Payment for the University's facilities; and
   iii. Provision proof of liability insurance.

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

3.3. Footwear; Apparel; Equipment. Coach agrees that the University has the exclusive right to select footwear, apparel and/or equipment for the use of its student-athletes and staff, including Coach, during official practices and games and during times when Coach or the Team is being filmed by motion picture or video camera or posing for photographs in their capacity as representatives of University. In order to avoid entering into an agreement with a competitor of any University selected vendors, Coach shall submit all outside consulting agreements to the University for review and approval prior to execution. Coach shall also report such outside income to the University in accordance with Section 4.2 of this Agreement. Coach further agrees that Coach will not endorse any athletic footwear, apparel and/or equipment products, and will not participate in any messages or promotional appearances which contain a comparative or qualitative description of athletic footwear, apparel or equipment products.

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

ARTICLE 4

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

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

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

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

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

4.2 Outside Activities. Coach shall not undertake any business, professional or personal activities, or pursuits that would prevent Coach from devoting Coach's full time and best efforts to the performance of Coach's duties under this Agreement, that would unreasonably detract from those duties in any manner, or that, in the reasonable opinion of the University, the Department, would reflect adversely upon the University or its athletic program. Subject to the terms and conditions of this Agreement, Coach may, with the prior written approval of the Head Coach and the Director, who may consult with the President, enter into separate arrangements for outside activities and endorsements which are consistent with Coach's obligations under this Agreement. Coach shall report such outside income and business interests to the University in accordance with Section 4.3 of this Agreement. Coach may not use nor may Coach authorize third parties to use the University's name, logos, or trademarks in connection with any such arrangements without the prior written approval of the Director and the President (such approval not to be unreasonably withheld).

4.3. Outside Income. In accordance with NCAA rules, Coach shall obtain prior written approval from the President and the Director (such approval not to be unreasonably withheld) for all athletically-related and other business-related income and benefits from sources outside the University and shall report the source and amount of all such income and benefits in accordance with the Department's Outside Income Reporting Form. The report shall be in a format reasonably satisfactory to University. In no event shall Coach accept or receive directly or indirectly any monies, benefits, or gratuities whatsoever from any person, association, corporation, University booster club, University alumni association, University foundation, or other benefactor, if the acceptance or receipt of the monies, benefits, or gratuities would violate applicable law or the policies, rules, and regulations of the University, the Board, the conference, or the NCAA.

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

4.5. Disclosure of Criminal Proceedings, Serious Misconduct and Discipline. Coach warrants that prior to signing this Agreement, Coach has disclosed and will continue to disclose if Coach has been accused of, investigated for, convicted of, or pled guilty or no contest to, or received a withheld judgement for a felony or misdemeanor, has been accused of serious misconduct in a civil suit or internal process at any prior institution where Coach was employed, or has been subject to official institution or athletic department disciplinary action at any time at any prior institution where Coach was employed. "Serious misconduct" is defined as any act of harassment prohibited by law, including sexual harassment, sexual misconduct, domestic violence, dating violence, stalking, sexual exploitation, or dishonesty or fiscal misconduct. Any disclosure after the date of this Agreement shall be made as soon as possible, but no later than 72 hours after Coach is on notice of any accusation.

ARTICLE 5

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

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

a) A deliberate or major violation of Coach's duties under this Agreement or the refusal or unwillingness of Coach to perform such duties in good faith and to the best of Coach's abilities;

b) The failure of Coach to remedy any violation of any of the terms of this Agreement within 30 days after written notice from the University;

c) A deliberate or major violation by Coach of any applicable law or the policies, rules or regulations of the University, the Board, the conference or the NCAA, including but not limited to any such violation which may have occurred during the employment of Coach at another NCAA or NAIA member institution;

d) Ten (10) working days' absence of Coach from duty without the University's consent;

e) Any conduct of Coach that constitutes moral turpitude or that would, in the University's judgment, reflect adversely on the University or its athletic programs;

f) The failure of Coach to represent the University and its athletic programs positively in public and private forums;

g) The failure of Coach to fully and promptly cooperate with the NCAA or the University in any investigation of possible violations of any applicable law or the policies, rules or regulations of the University, the Board, the conference, or the NCAA;

h) The failure of Coach to report a known violation of any applicable law or the policies, rules or regulations of the University, the Board, the conference, or the NCAA, by one of Coach's assistant coaches, any other employees for whom Coach is administratively responsible, or a member of the Team; or

i) A violation of any applicable law or the policies, rules or regulations of the University, the Board, the conference, or the NCAA, by one of Coach's assistant coaches, any other employees for whom Coach is administratively responsible, or a member of the Team if Coach knew or should have known of the violation and could have prevented it by ordinary supervision.

j) The failure of Coach to disclose any criminal proceeding or accusation or finding of serious misconduct as required in Section 4.5 of this Agreement.

5.1.2. Suspension, reassignment, or termination for good or adequate cause shall be effectuated by the University as follows: before the effective date of the suspension, reassignment, or termination, the Director or the Director's designee shall provide Coach with notice, which

notice shall be accomplished in the manner provided for in this Agreement and shall include the reason(s) for the contemplated action. Coach shall then have an opportunity to respond. After Coach responds or fails to respond, the University shall notify Coach whether, and if so when, the action will be effective.

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

5.1.4. If found in violation of 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 due to Resignation or Termination of Head Coach

In the event of the resignation or termination of the Head Coach, Coach's employment contract may be terminated at the sole discretion of the University, at any time following the resignation or termination, upon thirty (30) days' prior written notice. Provided, however, in the event the Head Coach becomes disabled or is deceased during Coach's Term of employment, Coach's employment contract will continue until the last day of February following such disability or death; provided, however, if Coach otherwise becomes employed prior to the last day of February following such disability or death, this Agreement will automatically terminate and no further compensation shall be owed by the University to Coach.

5.3. Termination of Coach for Convenience of University.

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

5.3.2. In the event that the University terminates this Agreement for its own convenience, the University shall be obligated to pay Coach, as liquidated damages and not a penalty, the salary set forth in Section 3.1.1(a), excluding all deductions required by law, on the regular paydays of the University until the term of this Agreement ends or until Coach obtains reasonably comparable employment, whichever occurs first.

Liquidated damages are subject to mitigation and offset such that Coach must use reasonable best efforts to obtain other employment during the original term of this Agreement and, in the event Coach obtains other employment of any kind or nature after such termination, then the amount of compensation the University pays will be adjusted and reduced by the amount of compensation paid Coach as a result of such other employment.

Coach specifically agrees to inform the University within ten business days of obtaining other employment, and to advise the University of all relevant terms of such employment, including without limitation the nature and location of employment, salary, other compensation, health insurance benefits, life insurance benefits, and other fringe benefits. Failure to inform and advise the University shall constitute a material breach of this Agreement and the University's obligation to pay compensation under this provision shall end. Coach further agrees to repay to the University all compensation received from the University after the date other employment is obtained.

In addition, Coach will be entitled to continue with the University benefits they are eligible for as if Coach remained a University employee until the term of this Agreement ends or until Coach obtains other employment, whichever occurs first. Coach shall be entitled to no other compensation or fringe benefits, except as otherwise provided herein or required by law.

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

5.4. 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, 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, 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, and the University policies.

ARTICLE 6

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

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

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

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

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

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

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

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

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

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

the University:	Boise State University Director of Athletics 1910 University Drive Boise, Idaho 83725-1020
with a copy to:	Boise State University Office of the President 1910 University Drive Boise, Idaho 83725-1000
Coach:	Dirk Koetter 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 his 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.

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

University	**Coach**
_____	_____
Jeramiah Dickey Director of Athletics	Dirk Koetter
_____	_____
Date	Date
_____	
Dr. Marlene Tromp President	
_____	
Date	

Approved by the Idaho State Board of Education on the ____ day of _____, 2024

Koetter Contract
2024 to 2025
13

EMPLOYMENT AGREEMENT

This Employment Agreement (Agreement) is entered into by and between Boise State University (the University) and ~~_____~~Dirk Koetter (Coach).

ARTICLE 1

1.1. Employment. Subject to the terms and conditions of this Agreement, the University shall employ Coach as the ~~Assistant Coach~~Offensive Coordinator (the Position) of its intercollegiate ~~[Sport]~~football team (Team). Coach represents and warrants that Coach is fully qualified to serve, and is available for employment, in this capacity.

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

1.3. Duties. Coach shall serve as the ~~Assistant Coach~~Offensive Coordinator of the Team and shall perform such other duties in the University's athletic program as the Director may assign and as may be described elsewhere in this Agreement. The University shall have the right, at any time, to reassign Coach to duties at the University other than as assistant 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 ~~twelve~~ eleven (~~12~~11) months, commencing on ~~Month #, 20##~~March 1, 2024 and terminating, without further notice to Coach, on ~~Month ##, 20#~~January 17, 2025 unless sooner terminated in accordance with other provisions of this Agreement.

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

ARTICLE 3

3.1. Regular Compensation.

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

a) An annual salary of $460,000, payable in biweekly installments in accordance with normal University procedures, and such salary increases as may be determined appropriate by the Director and President and approved by the Board; and

b) A one-time signing bonus payment of $5,000 will be paid within 45 days after the execution of this agreement; and

c) Coach may be eligible to receive a Change in Employee Compensation (CEC) increase, if approved by the Idaho Legislature. A CEC, if granted, and in what amounts, will be at the Athletic Director's sole discretion; and

~~e~~d) The opportunity to receive such employee benefits as the University provides generally to non-faculty professional employees, provided that Coach qualifies for such benefits by meeting all applicable eligibility requirements except that, in accordance with Board Policy II.H.6.b.ii, Coach does not accrue and use annual leave (vacation) hours but may take leave (other than sick leave) with prior written approval of the Director; and

~~d) Assignment of one vehicle through the University's Department of Athletics (the Department) trade-out program during the Term of this Agreement, subject to and according to the policy of the Board and any separate agreement(s) relating to the vehicle; specifically, Coach shall be responsible for insurance premiums for personal use of the vehicle; and~~

e~~e~~) The opportunity to receive such employee benefits as the Department provides generally to its employees of a comparable level. Coach hereby agrees to abide by the terms and conditions, as now existing or hereafter amended, of such employee benefits.

Coach understands and agrees that financial conditions may require the President, in the President's discretion, to institute furloughs or to take such other actions consistent with Board policy as the President may determine to be necessary to meet such challenges; provided that any furlough applied to Coach must be applied to all other employees of a comparable level. In the event of a furlough or other action, the actual salary paid to Coach may be less than the salary stated in Section 3.1.1(a) above.

3.2 Supplemental Compensation. Coach may be eligible to receive supplemental compensation as follows:

3.2.1 Athletic Achievement Incentive Pay.

Regular Season & Non-College Football Playoff ("Non-CFP") Bowl Game:

Participates in the Conference Championship Game	4% of salary
Conference Champions	6% of salary
**Non-CFP Bowl Game Win	2% of salary

Maximum Cumulative Regular Season & Non-CFP Payout 10% of salary

College Football Playoff ("CFP"):

Participates in a first-round game of the College Football Playoff (including a first-round bye)	8% of salary
Participates in a quarterfinal game of the CFP	10% of salary
Participates in the semifinal game of the CFP	12% of salary
Participates in the national championship game of the CFP	16% of salary
College Football Playoff Champions	20% of salary

Maximum Cumulative College Football Playoff Payout 20% of salary

Coach shall be eligible for supplemental compensation from each of the provisions listed above (subject to the maximums described at the end of each section), except in the event the Team shall participate in a CFP Bowl, then the supplemental compensation relating to winning a non-CFP Bowl game, the category identified by "**" above, shall be inapplicable, since the CFP Bowl game incentives will be applicable.

Any supplemental compensation awarded as Athletic Achievement Incentive Pay shall be paid on the first regular pay date in ~~Month 20##~~February 2025~~, as long as Coach remains continuously employed as the Assistant Coach on that date.~~.

3.2.2. Academic Achievement Incentive Pay.

Academic Incentive Pay may be earned for the most recent academic year if the annual Team Academic Progress Rate (APR) ranks nationally within football as follows:

a) If the annual APR rating is between 50%-59.9% of the 4-year National Ranking, Employee may receive a sum of up to 3% of salary; **or**

b) If the annual APR rating is between 60%-69.9% of the 4-year National Ranking, Employee may receive a sum of up to 4% of salary; **or**

c) If the annual APR rating is between 70%-79.9% of the 4-year National Ranking, Employee may receive a sum of up to 5% of salary; **or**

d) If the annual APR rating is 80% or higher of the 4-year National Ranking, Employee may receive a sum of up to 6% of salary.

Any supplemental compensation awarded as Academic Achievement Incentive Pay, shall be paid as soon as reasonably practical following APR rating determination and verification by the National Collegiate Athletic Association ("NCAA"), as long as Coach remains continuously employed as Assistant Coach on that date.

3.2.3. Conditions for payment of Athletic and Academic Achievement supplemental compensation.

All Incentive Pay amounts pursuant to Section 3.2 shall be cumulative within each of the following sections described above and shall in no event exceed the cumulative total supplemental compensation payment amounts in one contract Year. For these purposes, the year ends on the last day of February:

a) 10% of salary - Regular Season & Non-College Football Playoff ("Non-CFP") Bowl Game and Academic Achievement ("APR") Incentive Pay

b) 20% of salary - College Football Playoff ("CFP")

If Coach qualifies for any supplemental compensation, the amount paid to the Coach will be calculated on the percentage of base salary at time of occurrence. Provided, however, if conditions beyond the control of the University prevent the University from hosting home competitions at full capacity, supplemental compensation may be less than the amounts in Sections 3.2.1 and 3.2.2, above. If Coach is an Assistant Coach for a partial calendar year, Academic Achievement Incentive Pay will be prorated for any partial calendar year.

The decisions whether or not to award the Incentive Pay outlined in this Section 3.2, and in what amounts, are within the Director's sole discretion. The decisions may be made based on a variety of factors, including, but not limited to, Coach's individual performance, athletic/academic performance of Coach's assigned player personnel groups, or other performance-related factors. Coach is not entitled to supplemental compensation if Coach is placed on administrative leave or otherwise not performing the duties of Coach during the time the applicable achievement is attained.

Any such supplemental compensation actually paid to Coach shall be reported to the Board on an annual basis.

3.2.4. Employee agrees that the University has the priority right to operate athletic camps and/or clinics on its campus using University facilities.

a) If the University exercises its right to operate camps and/or clinics on campus, the University shall allow Coach the opportunity to earn supplemental compensation by assisting with the camps and/or clinics in Coach's capacity as a University employee. Coach hereby agrees to assist in the marketing, supervision, and general administration of the camps and/or clinics. Coach also agrees that Coach will perform all obligations mutually agreed upon by the parties. In exchange for Coach's participation in the camps and/or clinics, the University shall pay Coach supplemental compensation.

b) If the University allows Coach to operate camps and/or clinics at the University, such operation shall be according to a written agreement which shall include conditions such as:
   i. Coach compliance with all NCAA, Conference, and University rules and regulations related, directly or indirectly, to the operation of camps and/or clinics;
   ii. Payment for the University's facilities; and
   iii. Provision proof of liability insurance.

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

3.3. Footwear; Apparel; Equipment. Coach agrees that the University has the exclusive right to select footwear, apparel and/or equipment for the use of its student-athletes and staff, including Coach, during official practices and games and during times when Coach or the Team is being filmed by motion picture or video camera or posing for photographs in their capacity as representatives of University. In order to avoid entering into an agreement with a competitor of any University selected vendors, Coach shall submit all outside consulting agreements to the University for review and approval prior to execution. Coach shall also report such outside income to the University in accordance with Section 4.2 of this Agreement. Coach further agrees that Coach will not endorse any athletic footwear, apparel and/or equipment products, and will not participate in any messages or promotional appearances which contain a comparative or qualitative description of athletic footwear, apparel or equipment products.

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

ARTICLE 4

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

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

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

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

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

4.2 Outside Activities. Coach shall not undertake any business, professional or personal activities, or pursuits that would prevent Coach from devoting Coach's full time and best efforts to the performance of Coach's duties under this Agreement, that would unreasonably detract from those duties in any manner, or that, in the reasonable opinion of the University, the Department, would reflect adversely upon the University or its athletic program. Subject to the terms and conditions of this Agreement, Coach may, with the prior written approval of the Head Coach and the Director, who may consult with the President, enter into separate arrangements for outside activities and endorsements which are consistent with Coach's obligations under this Agreement. Coach shall report such outside income and business interests to the University in accordance with Section 4.3 of this Agreement. Coach may not use nor may Coach authorize third parties to use the University's name, logos, or trademarks in connection with any such arrangements without the prior written approval of the Director and the President (such approval not to be unreasonably withheld).

4.3. Outside Income. In accordance with NCAA rules, Coach shall obtain prior written approval from the President and the Director (such approval not to be unreasonably withheld) for all athletically-related and other business-related income and benefits from sources outside the University and shall report the source and amount of all such income and benefits in accordance with the Department's Outside Income Reporting Form. The report shall be in a format reasonably satisfactory to University. In no event shall Coach accept or receive directly or indirectly any monies, benefits, or gratuities whatsoever from any person, association, corporation, University booster club, University alumni association, University foundation, or other benefactor, if the acceptance or receipt of the monies, benefits, or gratuities would violate applicable law or the policies, rules, and regulations of the University, the Board, the conference, or the NCAA.

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

4.5. Disclosure of Criminal Proceedings, Serious Misconduct and Discipline. Coach warrants that prior to signing this Agreement, Coach has disclosed and will continue to disclose if Coach has been accused of, investigated for, convicted of, or pled guilty or no contest to, or received a withheld judgement for a felony or misdemeanor, has been accused of serious misconduct in a civil suit or internal process at any prior institution where Coach was employed, or has been subject to official institution or athletic department disciplinary action at any time at any prior institution where Coach was employed. "Serious misconduct" is defined as any act of harassment prohibited by law, including sexual harassment, sexual misconduct, domestic violence, dating violence, stalking, sexual exploitation, or dishonesty or fiscal misconduct. Any disclosure after the date of this Agreement shall be made as soon as possible, but no later than 72 hours after Coach is on notice of any accusation.

ARTICLE 5

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

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

a) A deliberate or major violation of Coach's duties under this Agreement or the refusal or unwillingness of Coach to perform such duties in good faith and to the best of Coach's abilities;

b) The failure of Coach to remedy any violation of any of the terms of this Agreement within 30 days after written notice from the University;

c) A deliberate or major violation by Coach of any applicable law or the policies, rules or regulations of the University, the Board, the conference or the NCAA, including but not limited to any such violation which may have occurred during the employment of Coach at another NCAA or NAIA member institution;

d) Ten (10) working days' absence of Coach from duty without the University's consent;

e) Any conduct of Coach that constitutes moral turpitude or that would, in the University's judgment, reflect adversely on the University or its athletic programs;

f) The failure of Coach to represent the University and its athletic programs positively in public and private forums;

g) The failure of Coach to fully and promptly cooperate with the NCAA or the University in any investigation of possible violations of any applicable law or the policies, rules or regulations of the University, the Board, the conference, or the NCAA;

h) The failure of Coach to report a known violation of any applicable law or the policies, rules or regulations of the University, the Board, the conference, or the NCAA, by one of Coach's assistant coaches, any other employees for whom Coach is administratively responsible, or a member of the Team; or

i) A violation of any applicable law or the policies, rules or regulations of the University, the Board, the conference, or the NCAA, by one of Coach's assistant coaches, any other employees for whom Coach is administratively responsible, or a member of the Team if Coach knew or should have known of the violation and could have prevented it by ordinary supervision.

j) The failure of Coach to disclose any criminal proceeding or accusation or finding of serious misconduct as required in Section 4.5 of this Agreement.

5.1.2. Suspension, reassignment, or termination for good or adequate cause shall be effectuated by the University as follows: before the effective date of the suspension, reassignment, or termination, the Director or the Director's designee shall provide Coach with notice, which

notice shall be accomplished in the manner provided for in this Agreement and shall include the reason(s) for the contemplated action. Coach shall then have an opportunity to respond. After Coach responds or fails to respond, the University shall notify Coach whether, and if so when, the action will be effective.

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

5.1.4. If found in violation of 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 due to Resignation or Termination of Head Coach

In the event of the resignation or termination of the Head Coach, Coach's employment contract may be terminated at the sole discretion of the University, at any time following the resignation or termination, upon thirty (30) days' prior written notice. Provided, however, in the event the Head Coach becomes disabled or is deceased during Coach's Term of employment, Coach's employment contract will continue until the last day of ~~XX~~ February following such disability or death; provided, however, if Coach otherwise becomes employed prior to the last day of ~~XX~~ February following such disability or death, this Agreement will automatically terminate and no further compensation shall be owed by the University to Coach.

5.3. Termination of Coach for Convenience of University.

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

5.3.2. In the event that the University terminates this Agreement for its own convenience, the University shall be obligated to pay Coach, as liquidated damages and not a penalty, the salary set forth in Section 3.1.1(a), excluding all deductions required by law, on the regular paydays of the University until the term of this Agreement ends or until Coach obtains reasonably comparable employment, whichever occurs first.

Liquidated damages are subject to mitigation and offset such that Coach must use reasonable best efforts to obtain other employment during the original term of this Agreement and, in the event Coach obtains other employment of any kind or nature after such termination, then the amount of compensation the University pays will be adjusted and reduced by the amount of compensation paid Coach as a result of such other employment.

Coach specifically agrees to inform the University within ten business days of obtaining other employment, and to advise the University of all relevant terms of such employment, including without limitation the nature and location of employment, salary, other compensation, health insurance benefits, life insurance benefits, and other fringe benefits. Failure to inform and advise the University shall constitute a material breach of this Agreement and the University's obligation to pay compensation under this provision shall end. Coach further agrees to repay to the University all compensation received from the University after the date other employment is obtained.

In addition, Coach will be entitled to continue with the University benefits they are eligible for as if Coach remained a University employee until the term of this Agreement ends or until Coach obtains other employment, whichever occurs first. Coach shall be entitled to no other compensation or fringe benefits, except as otherwise provided herein or required by law.

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

5.4. 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, 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, 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, and the University policies.

ARTICLE 6

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

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

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

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

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

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

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

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

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

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

the University:	Boise State University Director of Athletics 1910 University Drive Boise, Idaho 83725-1020
with a copy to:	Boise State University Office of the President 1910 University Drive Boise, Idaho 83725-1000
Coach:	~~_____~~Dirk Koetter 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 his 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.

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

University	**Coach**
_____	_____
Jeramiah Dickey Director of Athletics	~~Name of Coach~~Dirk Koetter
_____	_____
Date	Date
_____	
Dr. Marlene Tromp President	
_____	
Date	

Approved by the Idaho State Board of Education on the ____ day of _____, 2024

~~Name~~ Koetter Contract
20~~##~~ 24 to 20~~##~~25
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Coach Dirk Koetter Maximum Compensation Calculation - 2024-2025

			Year 1
3.1.1a	Annual Base Salary		$ 460,000.00
3.1.1b	One-Time Signing Bonus		$ 5,000.00
3.2.1 & 3.2.2	Additional Pay based on Regular Season & Non-College Football Playoff (“Non-CFP”) Bowl Game & Academic Achievement (max cumulative payout)		$ 46,000.00
3.2.1	Additional Pay based on College Football Playoff ("CFP") (max cumulative payout)		$ 92,000.00
	Total Maximum potential annual compensation under Employment Agreement		$ 603,000.00

Salary and Incentive Comparisions
Head XX Coaches in Mountain West Conference

Coach	School	Base Salary	Incentives
Mike Thiessen	Air Force	Unknown	Unknown
Dirk Koetter	Boise State	$ 460,000	See Contract
Matt Mumme	Colorado State	$ 275,000	Unknown
Pat McCann	Fresno State	$ 300,000	**5.01 Compensation.** **a. Base Salary.** The base salary paid by the University to Employee for their services and the satisfactory performance of the terms and conditions of this Appointment Letter in the position of Assistant Football Coach: Offensive Coordinator, shall be funded by two sources: the University at the rate of $20,063.00 per month and the Fresno State Athletic Corporation at the rate of $4,937 per month for a total of $25,000 per month, $300,000 on an annual basis, payable in equal monthly warrants by the University, and semi-monthly warrants by the Athletic Corporation, to Employee on or about the last day of each consecutive calendar month during the term of this appointment. Salary will be reviewed annually at the conclusion of the collegiate football season. **b. Supplemental Compensation.** The Fresno State Athletic Corporation will pay to Employee supplemental compensation based upon the criteria set forth below so long as Employee is employed by California, State University, Fresno in the position of Assistant Football Coach: Offensive Coordinator. The annual bonus determination process will begin at the completion of each fiscal year. The process will continue until all applicable data has been quantified and confirmed but will be paid out no later than November 30th of the following fiscal year. Supplemental compensation is neither reports to CalPERS, nor eligible for inclusion in any Cal PERS retirement calculation. Assistant Football Coach: Offensive Coordinator acknowledges and agrees that in order to qualify for any bonus under any portion of this Agreement, Assistant Football Coach: Offensive Coordinator must operate within the (sport) program's established budget parameters and follow normal and accepted departmental and University fiscal policies and procedures, and otherwise comply with Athletics Department, University, Mountain West and NCAA rules and regulations. More specifically, Assistant Football Coach: Offensive Coordinator understands that they will not receive any bonuses if the program is determined to be fiscally irresponsible with spending for budget controllable items (team travel, recruiting, meals, temporary help and equipment). Assistant Football Coach: Offensive Coordinator also understands that they will not receive any

Salary and Incentive Comparisions
Head XX Coaches in Mountain West Conference

bonus(es) under any provision herein if the University, Mountain West or NCAA concludes or has a reasonable basis to believe that Assistant Football Coach: Offensive Coordinator participated in or failed to report any level of violations of University, Mountain West or NCAA rules or regulations. In addition, Employee understands that they will only receive a pro-rata share of any bonus that they would otherwise be eligible to receive if Employee resigns, if Employee is reassigned from position as Assistant Football Coach: Offensive Coordinator, or if Employee is placed on administrative leave prior to the end of the Football Program's season. The pro rata share will be based on the percentage of the Football Program's games that they coached at the time they are placed on leave or reassigned in relation to the Football Program's total number of regular season games.

1) **Use of Automobile:** The Fresno State Athletic Corporation will provide Employee with the exclusive use of an automobile, including insurance, repairs and gas. The Employee is responsible for payment of gas for the Employee's personal use of the vehicle. Any personal use of the vehicle by the Employee is considered as imputed income for tax purposes. In the event automobiles are not available through the dealer program, the Employee may receive a monthly vehicle stipend of $400 in lieu of the use of an automobile.

2) **Affiliated Conference Success**

a) Eight percent (8%) of current annual base salary if Mountain West Conference or at-large bowl game participant
b) Ten percent (10%) of current annual base salary if Mountain West Conference or at-large bowl game and Mountain West Conference Division Champions
c) Twelve percent (12%) of current annual base salary if Mountain West Conference or at-large bowl game and Mountain West Conference Championship game winner
d) Sixteen percent (16%) of current base salary if Mountain West Conference Championship game winner and BCS/CFP bowl game participant

Must be employed as the Assistant Coach: Offensive Coordinator at the bowl game to be eligible for any of these bonuses. Only the highest benchmark shall be awarded.

3) **Additional Bonus Opportunities**

a) $5,000 – Ranked in the top 3 in the Mountain West Conference for scoring offense.
b) $5,000 – Ranked in the top 15 in the nation for total offense.
c) $5,000 – Ranked in the top 15 in the nation for fewest turnovers lost.

The performance relating to the Mountain West Conference (MWC) ranking will be evaluated at the conclusion of the MWC regular season (excluding the MWC Championship contest). However, the national rankings will be concluded at the end of the regular season contests for all Division I FBS conferences.

Supplemental Compensation (Bonuses): As referenced above, the maximum annual amount to be paid in any fiscal year is $50,000 excluding Bowl Participation subsection (d).

Ian Shoemaker	Hawaii	$ 350,004	Unknown

Salary and Incentive Comparisions
Head XX Coaches in Mountain West Conference

Derek Sage	Nevada	$ 275,000	5.1 Salary The salary paid by the University to the Employee for all services and satisfactory performance of the terms and conditions of this Agreement shall be at the rate of $275,000 per fiscal year (" Salary") for the period remaining in the Term of the Agreement prorated to the portion of the fiscal year the Employee is actually employed (a fiscal year begins on July 1 and ends the following June 30), and payable in equal monthly installments by the University to the Employee on the first working day of each consecutive calendar month during the Term. Notwithstanding this Article 5.1, in the event there are salary reductions throughout the Nevada System of Higher Education for any fiscal year during the Term, Employee's salary shall be reduced by the same percentage and in the same manner as other non-tenured faculty of University through the mechanisms required by the Board of Regents, such as, for example, pay cuts and unpaid leave days. If the Nevada State Legislature grants a Cost of Living (COLA) increase for state employees and if the Nevada System of Higher Education authorizes a COLA increase for its employees, Employee is not entitled to receive a COLA increase. If the Nevada State Legislature funds merit awards for Nevada System of Higher Education faculty and the Nevada System of Higher Education and University authorizes merit awards for University employees, Employee is not eligible to participate in the merit program. 5.3 Initial Employment Allowance and Expenses Within thirty (30) days of beginning employment, Employee shall receive an additional one-time gross payment of $4,500 as an initial employment allowance. In the event that Employee terminates employment pursuant to Section 6.2 of this Agreement prior to January 9, 2023, Employee shall repay the initial employment allowance to University in full within ten (10) days of termination. In the event Employee fails to repay the allowance, the gross amount shall be deducted from Employee's final paycheck and, to the extent such final paycheck is insufficient to cover such amount, the balance shall bear simple interest at the rate of either (8) percent per annum until paid in full. The University will reimburse the Employee for all travel and out-of-pocket expenses reasonably incurred by him for the purpose of and in connection with the performance of Employee's duties under this Agreement, including, but not limited to, expenses incurred while recruiting and scouting. Such reimbursement shall be made in accordance with standard reimbursement rates and procedures of the University upon presentation to the University of standard travel reimbursement forms, vouchers or other statements itemizing such expenses in reasonable detail. 5.4 Automobile The University, as additional compensation to the Employee, shall pay Employee a monthly stipend of $350 as an automobile stipend, only so long as Employee serves as the Football Offensive Coordinator Assistant Coach.

Salary and Incentive Comparisions
Head XX Coaches in Mountain West Conference

Bryant Vincent	New Mexico	$	350,000

2. **Salary and Contract Period:** The Contract Term shall be fo**r two (2) years** for the period **February 1, 2023** through **January 30, 2025** (the "Contract Term") which constitutes **two (2)** separate and distinct contract employment years (each a "Contract Employment Year" or collectively the "Contract Employment Years"). Coach's base salary is **Three Hundred Fifty Thousand ($350,000)** for **Contract Employment Year One (1)** (February 1, 2023 – January 30, 2024). Coach's base salary is **Three Hundred Fifty Thousand ($350,000)** for **Contract Employment Year Two (2)** (February 1, 2024 – January 30, 2025). Coach will not be entitled to salary increases as provided in University Administrative Policy (UAP) 3500, Wage and Salary Administration, Section 4.1. Coach understands and agrees that this Contract does not guarantee or entitle Coach to any annual increases in base salary unless otherwise expressly provided in this Section. Employer-paid fringe benefits shall be paid in addition to the base salary consistent with University policies, provided, however, that Coach may accrue up to 168 hours of paid annual leave but will not be entitled to payment for unused annual leave upon separation from employment as provided in UAP 3400, Annual Leave, Section 7. In the event the University suffers significant financial crisis, whether such occurs before or after the execution of this Agreement, the base salary amount set forth herein shall be reviewed by the DIA, and, in the DIA's sole discretion, may be modified in order to comply with University actions in responding to the financial crisis; provided, however, that in no event shall such base salary be modified by more than fifty percent (50%). Similarly, the University reserves the right to furlough Coach for a duration not to exceed fifty percent (50%) of the Contract Term.

3. **Other Compensation:** In addition to the base salary set forth above, Coach shall receive from the University the following compensation:

   a. **Car Donor Program:** Subject to availability and at the discretion of the DIA, in accordance with the Lobo Club car donor program and in cooperation with local Albuquerque car and truck dealers, the University or Lobo Club may provide a courtesy car for Coach's personal and business use. Coach shall be responsible for obtaining automobile liability insurance in accordance with insurance laws of the State of New Mexico, and shall comply in all respects with the rules and procedures of the car donor program now in place and as they may change over time. In addition, Coach shall comply with all federal and state laws, National Collegiate Athletic Association (NCAA) rules, University policies, and any other policies or directives of the Athletic Department applicable to the car donor program. Coach understands and agrees that the provision of a courtesy car is in the exclusive discretion of the

   DIA, and that Coach will surrender any courtesy car provided upon request of the DIA. Coach further understands and agrees that any courtesy car provided pursuant to this Section constitutes taxable compensation to Coach and that Coach is solely responsible for the tax consequences associated therewith.

   b. **Travel:** Coach's spouse or domestic partner (as described in UAP 3790, Domestic Partners) and minor dependent children may be added to the official University travel party to regular season away and post-season games within the continental United States as determined at the DIA's exclusive discretion and subject to availability of funds. Coach understands and agrees that the value of this benefit likely is taxable compensation to Coach, and that Coach is solely responsible for the tax consequences associated therewith.

   c. **Relocation Allowance:** Coach is eligible for a relocation allowance for costs associated with relocation in accordance with UAP 4020, New Employee Relocation Allowance. The amount for relocation expenses under this section will be a one-time amount of **Fifteen Thousand Dollars ($15,000),** paid to Coach in Coach's first regular paycheck upon the successful completion of a Relocation Allowance Request form to be submitted by the hiring officer. Relocation allowance amounts and the value of any hotel rooms or temporary housing provided at no cost to the Coach during the relocation period are reported as taxable income to the Coach, and applicable withholding taxes will be withheld from payment. Coach's year-end tax statement (Form W-2) will include the gross amount of this allowance and all applicable taxes withheld in the calendar year of the payment.

   If Coach fails to complete the first Contract Employment Year, Coach is required to repay a prorated portion of the allowance, proportional to the number of months remaining on the first Contract

Salary and Incentive Comparisions
Head XX Coaches in Mountain West Conference

			portion of the allowance, proportional to the number of months remaining on the first Contract Employment Year. Coach also agrees and understands that reimbursement may be accomplished in whole or in part via deduction from Coach's final paycheck as permitted by New Mexico law, Section 50-4-2 NMSA (1978). The amount of the deduction will not exceed the minimum wages to which the Coach would be entitled under state and federal law. Coach further agrees and understands that if the deduction from Coach's final check does not reimburse the University in full for moving expenses paid to the Coach, Coach will reimburse the University the remaining balance within sixty (60) days of the termination date. **4.** **Incentive Salary:** An incentive payment is a direct payment over and above the Coach's base salary, in an amount to be determined by the DIA subject to the approval of the University President or designee and subject to availability of funds. Coach is eligible for an incentive payment upon achieving performance criteria established by the DIA in his exclusive discretion, and which are subject to annual review and revision by the DIA. Coach will be eligible for such incentive salary payments after completing the Contract Employment Year in which the incentive is earned. Incentive payments, if any, will be paid no later than **ninety (90)** days after the end of such Contract Employment Year. In order to be eligible for incentive payments under this provision, Coach must be currently employed by the University at the time that the incentive payment is due. Coach understands and agrees that incentive payments, if any, are taxable compensation to Coach and that Coach is solely responsible for the tax consequences associated therewith.
Ryan Lindley	San Diego State	$ 330,000	**a.** **Base Salary.** On January 1, 2023, the base salary paid by the University to Employee, for their services and the satisfactory performance of the terms and conditions of this Appointment Letter in the position of Assistant Football Coach/Offensive Coordinator, will be at the rate of $27,500 per month or $330,000 on an annual basis, payable in equal monthly warrants by the University to Employee on or about the last day of each consecutive calendar month during the term of this appointment. On March 1, 2024, base salary will be at the rate of $29,167 per month or $350,004 on an annual basis, payable in equal monthly warrants by the University to Employee on or about the last day of each consecutive calendar month during the term of this appointment. **b.** **Supplemental Compensation.** The annual Incentive Compensation determination process for non-academic related bonuses will begin at the completion of each football season (defined as January 31). The process will continue until all applicable data has been quantified and confirmed but will be paid within 90 days of the end of the football season. The annual bonus determination process for academic-related bonuses (c below) will begin at the completion of each Fiscal Year (defined as July 1-June 30). Academic-related bonuses (c below) are earned and paid only for full Academic Year performance; to be eligible, Employee must serve as the Assistant Football Coach/Offensive Coordinator for the entire Academic Year (defined as September 1-May 31). The process will continue until all applicable data has been quantified and confirmed but will be paid out no later than August 31 of the following Fiscal Year. Supplemental compensation is neither reported to CalPERS, nor eligible for inclusion in any CalPERS retirement calculation. **Incentive Compensation.** Incentive compensation is not guaranteed and shall only be paid to you as determined by the Director of Athletics based upon the criteria set forth below for each position. The San Diego State University Research Foundation shall pay to the Employee an annual bonus, based upon the criteria set below so long as Employee is employed by

Salary and Incentive Comparisions
Head XX Coaches in Mountain West Conference

annual bonus, based upon the criteria set below so long as Employee is employed by San Diego State University as Assistant Football Coach/Offensive Coordinator Employee will receive an annual bonus in the amounts set out below (non-incremental) provided that the following conditions are met:

a. Team cumulative grade point average for tendered student-athletes of at least 2.30 and a cumulative grade point average of at least 2.20 by 75% of the tendered student-athletes.
b. Team's APR score being at or above 940 in the year that the bonus is earned.
c. Sport not exceeding its expense budget for the fiscal year in which the bonus is earned.
d. Compliance with NCAA, Mountain West, California State University System, and San Diego State University rules and policies.
e. All bonuses shall be separate from a coach's base salary, shall be non- continuing, and shall be determined after spring semester grades are known.
f. All bonuses shall be contingent upon the recommendation of the Director of Intercollegiate Athletics, the Vice President for Financial Affairs, and approval of the President (or her designee).
g. Only the highest single award in each category of Conference & NCAA team achievement will be recognized. There will be no accumulation of bonuses within either category. Individual honors stand alone and will be recognized as earned.
h. To be eligible to receive bonuses, the employee must be employed by the University on June 15th of the year when bonuses were earned.
i. Any adjustments in NCAA, Mountain West, California State University System, and San Diego State University policy will be reflected appropriately and will be implemented by mutual consent.

The specific performance goals are outlined below.

a. Mountain West Conference (or successor or substitute conference) Title are eligible to receive a bonus equal to 5% of their then annual base salary.

b. Bowl Appearances (non-cumulative)-highest of below
   1. Non-CFP Bowl with payout less than $1,500,000--Eight percent (8%) of then-annual base salary.
   2. Non-CFP Bowl with payout greater than $1,500,000--Twelve percent (12%) of then-annual base salary.
   3. CFP Bowl Appearance-- Seventeen percent (17%) of then-annual base salary.
   4. CFP Final Participant-- Eighteen and half percent (18.5%) of then-annual base salary.
   5. CFP National Championship-- Twenty percent (20%) of then-annual base salary.
c. Team Cumulative GPA above 3.2--$1,000
d. Individual student-athlete is named to 1st team All American (AP, AFCA, Walter Camp, Sports Illustrated or USA Today) or receive the Heisman Trophy. Eligible for one award per year. One percent (1%) of then-annual base salary.

- **Use of Automobile.** The University will pay car allowance of $341.67 per month through University payroll as MPP employee.

Salary and Incentive Comparisions
Head XX Coaches in Mountain West Conference

Kevin McGiven	San Jose State	$ 213,120	**5.01 Compensation.** **a. Base Salary.** The base salary paid by the University to Employee for his/her services and the satisfactory performance of the terms and conditions of this Appointment Letter in the position of Assistant Football Coach/Offensive Coordinator shall be at the rate of $17,760 per month or $213,120 on an annual basis, payable in equal monthly warrants by the University to Employee on or about the last day of each consecutive calendar month during the term of this appointment. **b. Supplemental Compensation.** The Tower Foundation shall pay to the Employee supplemental compensation based upon the criteria set forth below so long as Employee is employed by San Jose State University in the position of Assistant Football Coach/Offensive Coordinator. All incentive compensation will undergo the process of determination at the completion of each fiscal year. The process will continue until all applicable data has been quantified and confirmed, but will be paid out no later than 60 days after the incentive is earned. All incentive compensation will be paid out from the Tower Fund #034-6200-1082. **Supplemental Compensation:** Employee will receive $11,173.67 per month or $134,084 on an annual basis. **c. Incentive Compensation.** The Tower Foundation shall pay to the Employee incentive compensation as indicated below if the criteria is met and so long as the Employee is still employed at the University on July 1st following the season or academic year in which the incentives are obtained. Incentive compensation criteria: a) Employee will receive $2,500 for a bowl game appearance b) Employee will receive $5,000 for winning a bowl game This supersedes incentive a, above c) Employee will receive $7,500 if the football team wins the West Division of the Mountain West Conference d) Employee will receive $10,000 if the football team wins the Mountain West Conference Championship Game. This supersedes incentive c, above.
Brennan Marion	UNLV	$ 300,000	Unknown
Blake Anderson (HC/Offensive Coordinator)	Utah State	$ 975,000	See Head Coach sheet

Salary and Incentive Comparisions
Head XX Coaches in Mountain West Conference

Tim Polasek	Wyoming	$ 350,004	**2. SALARY** The University shall pay Employee a base salary at the rate of $350,004.00 annually payable in equal monthly installments. The salary for the contract period shall be pro-rated to reflect the actual start date of employment. Future salary improvements will be determined in accordance with applicable University Regulations and/or Trustee policies. Employee will receive an annual vacation entitlement of twenty-two (22) working days, accrued at the rate of 1.834 days per month of service. Employee will receive sick leave and other employee benefits including health insurance, disability insurance and a retirement program, for which the Employee is eligible and chooses to participate according to University Regulations. Information about these programs and services may be secured from the Human Resources Office, Wyo Hall or at http://www.uwyo.edu/hr/. **3. SUPPLEMENTAL BENEFITS** During the term of Employee's appointment as Assistant Football Coach/Offensive Coordinator, Employee shall receive supplemental benefits in the form of 4 complimentary season tickets for football, 2 complimentary season tickets for all applicable University of Wyoming home (athletic) competitions and a University stipend for a cell phone (e.g., iPhone, etc.). In addition, the Employee may be eligible for additional supplemental benefits including the use of a courtesy/lease vehicle and auto insurance in accordance with Cowboy Joe Club policy and the University Vehicle Policy. **5. ACHIEVEMENT AWARDS** The Assistant Football Coach/Offensive Coordinator will be eligible for Achievement Awards and Exceptional Achievement Awards pursuant to the terms and conditions described in the by-laws of the Cowboy Joe Club in force at the time the awards are made.

Liquidated Damages
Head XX Coaches in Mountain West Conference

Coach	School	Length of Contract	Salary	Liquidated Damages Clause?	Type of L.D. Clause	Amount(s) over time
Mike Thiessen	Air Force	Unknown	Unknown	Unknown	Unknown	Unknown
Dirk Koetter	Boise State	1 Year (3/1/24 - 1/17/25)	$ 460,000	No	None	None
Matt Mumme	Colorado State	At-Will 7/1/22	$ 275,000	Unknown	Unknown	Unknown
Pat McCann	Fresno State	2 years (1/31/23-1/31/25)	$ 594,800	Yes	Sliding scale	a) If the Employee resigns his position as Assistant Football Coach: Offensive Coordinator before the conclusion of the 2023 (year) football season including post-season competition, Employee will pay the Fresno Athletic Corporation ("Athletic Corporation") an early departure fee equal to 50% of his current annual base salary within 30 days of the effective date of the resignation. b) If the Employee resigns his position as Assistant Football Coach: Offensive Coordinator after the 2023 (year) football season but before the conclusion of the 2024 football season including post-season competition, Employee shall pay the Athletic Corporation an early departure fee equal to 25% of his current annual base salary within 30 days of the effective date of the resignation. Amounts owed to the Athletic Corporation shall be paid in full no later than 30 days from the effective date of the resignation.
Ian Shoemaker	Hawaii	At-Will 7/1/23	$ 350,004	Unknown	Unknown	Unknown
Derek Sage	Nevada	1.5 Years (1/10/22 - 12/31/23)	$ 275,000	No	None	NA
Bryant Vincent	New Mexico	2 years (2/1/23-1/30/25)	$ 350,000	Yes	Tied to years in contract	12. **Termination by Request of Coach:** Coach may terminate this Contract at any time upon written notice to the DIA. In the event that Coach terminates this Contract pursuant to this Section, the University shall have no further liability except for base salary and benefits accrued to the date of termination. Coach understands and agrees that termination of this Contract pursuant to this Section prior to the expiration of the Contract Term will cause irreparable harm to the reputation and athletic programs of the University in an amount not capable of precise calculation or quantification. Therefore, if Coach terminates this Contract during **Contract Year One** then Coach shall pay the University liquidated damages, and not as a penalty, a sum equal to **fifty percent (50%)** of the Coach's base salary for the remainder of the **Contract Term** within **sixty (60) days** of the termination of this Contract. If Coach terminates this Contract during **Contract Year Two** then Coach shall pay the University liquidated damages, and not as a penalty, a sum equal to **fifty-percent (50%)** of the Coach's base salary for the remainder of the **Contract Term** within **sixty (60) days** of the termination of this Contract. Liquidated damages may be modified to a lesser amount at the discretion of the DIA, with approval of the University President.

Liquidated Damages
Head XX Coaches in Mountain West Conference

Ryan Lindley	San Diego State	2 years, 2 months (1/1/23-2/28/25)	$ 334,100	Yes	Tied to years in contract	**7.04 Early Termination by Coach.** In the event that Employee voluntarily terminates her employment from the position of Assistant Football Coach/Offensive Coordinator with the University for other football-related employment, this contract will be terminated, and the Employee will have the following buyout obligations payable to the University upon separation: 1. Before June 30, 2023: $477,483 2. Before February 28, 2024: $350,004 3. Before June 30, 2024: $135,207 4. Before February 28, 2025: $0
Kevin McGiven	San Jose State	1 Year (3/1/22 - 2/28/23)	$ 347,204	No	None	NA
Brennan Marion	UNLV	1/8/23 At Will	$ 325,000	Unknown	Unknown	Unknown
Blake Anderson (HC/Offensive Coordinator)	Utah State	5 year ending 12/31/25 (ammended to 7 year - ending 12/31/27	$ 1,020,000	Yes	Tied to years in contract	**(b) Subject to the terms of this Agreement, Coach may terminate this Agreement for convenience (also commonly referred to as a without cause basis). If Coach terminates this Agreement for convenience during the Term, including any extension thereof, Coach will be responsible to pay liquidated damages in the amount set forth in the following schedule:** Notice Provided On or Before: / Amount Due: December 31, 2022 / $2,000,000; or December 31, 2023 / $1,700,000; or December 31, 2024 / $1,200,000; or December 31, 2025 / $800,000; or December 31, 2026 / $500,000; or December 31, 2027 / $0 **If Coach terminates this Agreement for convenience, USU will not be obligated to pay any other** (b) If Coach terminates the Agreement for convenience, then twenty five percent (25%) of the liquidated damages set forth in Section 7.1(b) shall be paid to USU within thirty (30) days following the date of termination and the remaining seventy five percent (75%) of the liquidated damages set forth in Section 7.1(b) shall be paid to USU in equal monthly installments over the shorter of (i) a thirty six (36) month period following the date of termination or, (ii) the period of time equal to any remaining Term, had the Agreement not been terminated. 7. All other provisions of the Agreement remain unchanged and in effect.
Tim Polasek	Wyoming	1 year, 10 months (5/1/22 - 2/28/24)	$ 350,004	No	None	NA

BOISE STATE UNIVERSITY
Football APR History and National Percentile Rank

SINGLE YEAR NCAA ACADEMIC PROGRESS RATE (APR) SCORES

	2018-19	2019-20	2020-21	2021-22
Football	997	983	990	982
National % Rank by Sport	***90-100***	***80-90***	***90-100***	***70-80***

REPORT YEAR
Raw Score for single year
Percentile Rank for Sport

MULTI-YEAR APR (4-Year Rolling Average)

Football	981	985	990	*988*

EMPLOYMENT AGREEMENT

This Employment Agreement (Agreement) is entered into by and between Boise State University (the University) and Erik Chinander (Coach).

ARTICLE 1

1.1. Employment. Subject to the terms and conditions of this Agreement, the University shall employ Coach as the Defensive Coordinator (the Position) of its intercollegiate football team (Team). Coach represents and warrants that Coach is fully qualified to serve, and is available for employment, in this capacity.

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

1.3. Duties. Coach shall serve as the Defensive Coordinator of the Team and shall perform such other related duties in the University's athletic program as the Director may reasonably assign and as may be described elsewhere in this Agreement. There shall be no opportunity for the University to reassign Coach without the written approval of Coach. In the event Coach provided written approval for reassignment, Coaches compensation and benefits shall not be affected by such reassignment, except that the opportunity to earn supplemental compensation as provided in Section 3.2 shall cease unless Coach remains an on-field Assistant Football Coach.

ARTICLE 2

2.1. Term. This Agreement is for a fixed term appointment of two (2) years and approximately two (2) months, commencing on January 8, 2024 and terminating, without further notice to Coach, on February 28, 2026 unless sooner terminated in accordance with other provisions of this Agreement.

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

ARTICLE 3

3.1. Regular Compensation.

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

a) An annualized salary of $440,000, payable in biweekly installments in accordance with normal University procedures, and such salary increases as may be determined appropriate by the Director and President and approved by the Board; and

b) Coach may be eligible to receive a Change in Employee Compensation (CEC) increase, if approved by the Idaho Legislature. A CEC, if granted, and in what amounts, will be at the Athletic Director's sole discretion; and

c) The opportunity to receive such employee benefits as the University provides generally to non-faculty professional employees, provided that Coach qualifies for such benefits by meeting all applicable eligibility requirements except that, in accordance with Board Policy II.H.6.b.ii, Coach does not accrue and use annual leave (vacation) hours but may take leave (other than sick leave) with prior written approval of the Director; and

d) Assignment of one vehicle through the University's Department of Athletics (the Department) trade-out program during the Term of this Agreement, subject to and according to the policy of the Board and any separate agreement(s) relating to the vehicle; specifically, Coach shall be responsible for insurance premiums for personal use of the vehicle; and

e) The opportunity to receive such employee benefits as the Department provides generally to its employees of a comparable level. Coach hereby agrees to abide by the terms and conditions, as now existing or hereafter amended, of such employee benefits.

Coach understands and agrees that financial conditions may require the President, in the President's discretion, to institute furloughs or to take such other actions consistent with Board policy as the President may determine to be necessary to meet such challenges; provided that any furlough applied to Coach must be applied to all other employees of a comparable level. In the event of a furlough or other action, the actual salary paid to Coach may be less than the salary stated in Section 3.1.1(a) above.

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3.2 Supplemental Compensation. Each year Coach may be eligible to receive supplemental compensation as follows:

3.2.1 Athletic Achievement Incentive Pay.

Regular Season & Non-College Football Playoff ("Non-CFP") Bowl Game:

Participates in the Conference Championship Game	4% of salary
Conference Champions	6% of salary
**Non-CFP Bowl Game Win	2% of salary

Maximum Cumulative Regular Season & Non-CFP Payout 10% of salary

College Football Playoff ("CFP"):

Participates in a first-round game of the College Football Playoff (including a first-round bye)	8% of salary
Participates in a quarterfinal game of the CFP	10% of salary
Participates in the semifinal game of the CFP	12% of salary
Participates in the national championship game of the CFP	16% of salary
College Football Playoff Champions	20% of salary

Maximum Cumulative College Football Playoff Payout 20% of salary

Coach shall be eligible for supplemental compensation from each of the provisions listed above (subject to the maximums described at the end of each section), except in the event the Team shall participate in a CFP Bowl, then the supplemental compensation relating to winning a non-CFP Bowl game, the category identified by "**" above, shall be inapplicable, since the CFP Bowl game incentives will be applicable.

Any supplemental compensation awarded as Athletic Achievement Incentive Pay shall be paid on the first regular pay date in February, as long as the Coach remains continuously employed as the Assistant Coach on that date.

3.2.2. Academic Achievement Incentive Pay.

Academic Incentive Pay may be earned for the most recent academic year if the annual Team Academic Progress Rate (APR) ranks nationally within football as follows:

a) If the annual APR rating is between 50%-59.9% of the 4-year National Ranking, Employee may receive a sum of up to 3% of salary; **or**

b) If the annual APR rating is between 60%-69.9% of the 4-year National Ranking, Employee may receive a sum of up to 4% of salary; **or**

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c) If the annual APR rating is between 70%-79.9% of the 4-year National Ranking, Employee may receive a sum of up to 5% of salary; **or**

d) If the annual APR rating is 80% or higher of the 4-year National Ranking, Employee may receive a sum of up to 6% of salary.

Any supplemental compensation awarded as Academic Achievement Incentive Pay, shall be paid as soon as reasonably practicable following APR rating determination and verification by the National Collegiate Athletic Association (NCAA), as long as Coach remains continuously employed as Assistant Coach on that date.

3.2.3. Conditions for payment of Athletic and Academic Achievement supplemental compensation.

All Incentive Pay amounts pursuant to Section 3.2 shall be cumulative within each of the following sections described above and shall in no event exceed the cumulative total supplemental compensation payment amounts in one contract Year. For these purposes, the year ends on the last day of February:

a) 10% of salary - Regular Season & Non-College Football Playoff ("Non-CFP") Bowl Game and Academic Achievement ("APR") Incentive Pay

b) 20% of salary - College Football Playoff ("CFP")

If Coach qualifies for any supplemental compensation, the amount paid to the Coach will be calculated on the percentage of base salary at time of occurrence. Provided, however, if conditions beyond the control of the University prevent the University from hosting home competitions at full capacity, supplemental compensation may be less than the amounts in Sections 3.2.1 and 3.2.2, above. If Coach is an Assistant Coach for a partial calendar year, Academic Achievement Incentive Pay will be prorated for any partial calendar year.

The decisions whether or not to award the Incentive Pay outlined in this Section 3.2, and in what amounts, are within the Director's sole discretion. The decisions may be made based on a variety of factors, including, but not limited to, Coach's individual performance, athletic/academic performance of Coach's assigned player personnel groups, or other performance-related factors. Coach is not entitled to supplemental compensation if Coach is placed on administrative leave or otherwise not performing the duties of Coach during the time the applicable achievement is attained.

Any such supplemental compensation actually paid to Coach shall be reported to the Board on an annual basis.

3.2.4. Employee agrees that the University has the priority right to operate athletic camps and/or clinics on its campus using University facilities.

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a) If the University exercises its right to operate camps and/or clinics on campus, the University shall allow Coach the opportunity to earn supplemental compensation by assisting with the camps and/or clinics in Coach's capacity as a University employee. Coach hereby agrees to assist in the marketing, supervision, and general administration of the camps and/or clinics. Coach also agrees that Coach will perform all obligations mutually agreed upon by the parties. In exchange for Coach's participation in the camps and/or clinics, the University shall pay Coach supplemental compensation.

b) If the University allows Coach to operate camps and/or clinics at the University, such operation shall be according to a written agreement which shall include conditions such as:
   i. Coach compliance with all NCAA, Conference, and University rules and regulations related, directly or indirectly, to the operation of camps and/or clinics;
   ii. Payment for the University's facilities; and
   iii. Provision proof of liability insurance.

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

3.3. Footwear; Apparel; Equipment. Coach agrees that the University has the exclusive right to select footwear, apparel and/or equipment for the use of its student-athletes and staff, including Coach, during official practices and games and during times when Coach or the Team is being filmed by motion picture or video camera or posing for photographs in their capacity as representatives of University. In order to avoid entering into an agreement with a competitor of any University selected vendors, Coach shall submit all outside consulting agreements to the University for review and approval prior to execution. Coach shall also report such outside income to the University in accordance with Section 4.2 of this Agreement. Coach further agrees that Coach will not endorse any athletic footwear, apparel and/or equipment products, and will not participate in any messages or promotional appearances which contain a comparative or qualitative description of athletic footwear, apparel or equipment products.

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

ARTICLE 4

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

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

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

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

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

4.2 Outside Activities. Coach shall not undertake any business, professional or personal activities, or pursuits that would prevent Coach from devoting Coach's full time and best efforts to the performance of Coach's duties under this Agreement, that would unreasonably detract from those duties in any manner, or that, in the reasonable opinion of the University, the Department, would reflect adversely upon the University or its athletic program. Subject to the terms and conditions of this Agreement, Coach may, with the prior written approval of the Head Coach and the Director, who may consult with the President, enter into separate arrangements for outside activities and endorsements which are consistent with Coach's obligations under this Agreement. Coach shall report such outside income and business interests to the University in accordance with Section 4.3 of this Agreement. Coach may not use nor may Coach authorize third parties to use the University's name, logos, or trademarks in connection with any such arrangements without the prior written approval of the Director and the President (such approval not to be unreasonably withheld).

4.3. Outside Income. In accordance with NCAA rules, Coach shall obtain prior written approval from the President and the Director (such approval not to be unreasonably withheld) for all athletically-related and other business-related income and benefits from sources outside the University and shall report the source and amount of all such income and benefits in accordance with the Department's Outside Income Reporting Form. The report shall be in a format reasonably satisfactory to University. In no event shall Coach accept or receive directly or indirectly any monies, benefits, or gratuities whatsoever from any person, association, corporation, University booster club, University alumni association, University foundation, or other benefactor, if the acceptance or receipt of the monies, benefits, or gratuities would violate applicable law or the policies, rules, and regulations of the University, the Board, the conference, or the NCAA.

4.4. 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 providing prior notice to the Director at least 24 hours before such interview or negotiation.

4.5. Disclosure of Criminal Proceedings, Serious Misconduct and Discipline. Coach warrants that prior to signing this Agreement, Coach has disclosed and will continue to disclose if Coach has been accused of, investigated for, convicted of, or pled guilty or no contest to, or received a withheld judgement for a felony or misdemeanor, has been accused of serious misconduct in a civil suit or internal process at any prior institution where Coach was employed, or has been subject to official institution or athletic department disciplinary action at any time at any prior institution where Coach was employed. "Serious misconduct" is defined as any act of harassment prohibited by law, including sexual harassment, sexual misconduct, domestic violence, dating violence, stalking, sexual exploitation, or dishonesty or fiscal misconduct. Any disclosure after the date of this Agreement shall be made as soon as possible, but no later than 72 hours after Coach is on notice of any accusation.

ARTICLE 5

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

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

a) A deliberate or major violation of Coach's duties under this Agreement or the refusal or unwillingness of Coach to perform such duties in good faith and to the best of Coach's abilities;

b) The failure of Coach to remedy any violation of any of the terms of this Agreement within 30 days after written notice from the University;

c) A deliberate or major violation by Coach of any applicable law or the policies, rules or regulations of the University, the Board, the Conference or the NCAA, including but not limited to any such violation which may have occurred during the employment of Coach at another NCAA or NAIA member institution;

d) Ten (10) working days' absence of Coach from duty without the University's consent;

e) Any conduct of Coach that constitutes moral turpitude or that would, in the University's judgment, reflect adversely on the University or its athletic programs;

f) The failure of Coach to represent the University and its athletic programs positively in public and private forums;

g) The failure of Coach to fully and promptly cooperate with the NCAA or the University in any investigation of possible violations of any applicable law or the policies, rules or regulations of the University, the Board, the Conference, or the NCAA;

h) The failure of Coach to report a known violation of any applicable law or the policies, rules or regulations of the University, the Board, the Conference, or the NCAA, by one of Coach's assistant coaches, any other employees for whom Coach is administratively responsible, or a member of the Team; or

g) A violation of any applicable law or the policies, rules or regulations of the University, the Board, the conference, or the NCAA, by one of Coach's assistant coaches, any other employees for whom Coach is administratively responsible, or a member of the Team if Coach knew or should have known of the violation and could have prevented it by ordinary supervision.

j) The failure of Coach to disclose any criminal proceeding or accusation or finding of serious misconduct as required in Section 4.5 of this Agreement.

5.1.2. Suspension, reassignment, or termination for good or adequate cause shall be effectuated by the University as follows: before the effective date of the suspension,

reassignment, or termination, the Director or the Director's designee shall provide Coach with notice, which notice shall be accomplished in the manner provided for in this Agreement and shall include the reason(s) for the contemplated action. Coach shall then have an opportunity to respond. After Coach responds or fails to respond, the University shall notify Coach whether, and if so when, the action will be effective.

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

5.1.4. If found in violation of 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 due to Disabled or Deceased of Head Coach

In the event the Head Coach becomes disabled or is deceased during Coach's Term of employment, Coach's employment contract will continue until the last day of February following such disability or death; provided, however, if Coach otherwise becomes employed prior to the last day of February following such disability or death, this Agreement will automatically terminate and no further compensation shall be owed by the University to Coach.

5.3. Termination of Coach for Convenience of University.

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

5.3.2. In the event that the University terminates this Agreement for its own convenience, the University shall be obligated to pay Coach, as liquidated damages and not a penalty, the salary set forth in Section 3.1.1(a), excluding all deductions required by law, on the regular paydays of the University until the otherwise unexpired term of this Agreement ends or until Coach obtains reasonably comparable employment, whichever occurs first.

Liquidated damages are subject to mitigation and offset such that Coach must use reasonable best efforts to obtain other employment during the original term of this Agreement and, in the event Coach obtains other employment of any kind or nature after such termination, then the amount of compensation the University pays will be adjusted and reduced by the amount of compensation paid Coach during the otherwise unexpired term of this Agreement as a result of such other employment.

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Coach specifically agrees to inform the University within ten business days of obtaining other employment, and to advise the University of all relevant terms of such employment, including without limitation the nature and location of employment, salary, other compensation, health insurance benefits, life insurance benefits, and other fringe benefits. Failure to so inform and advise the University shall constitute a material breach of this Agreement and the University's obligation to pay compensation under this provision shall end. Coach further agrees to repay to the University all compensation received from the University after the date other employment is obtained that would have been subject to offset pursuant to the terms and conditions herein..

In addition, Coach will be entitled to continue with the University benefits they are eligible for as if Coach remained a University employee until the term of this Agreement ends or until Coach obtains other employment, whichever occurs first. Coach shall be entitled to no other compensation or fringe benefits, except as otherwise provided herein or required by law.

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

5.4. Termination by Coach for Convenience.

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

5.4.2. 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.

5.4.3. 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, an amount equal to: Coach's base salary at the time of termination, divided by twelve, such amount multiplied by the number of months remaining of the Term under this Agreement at the time of termination, but in no event to exceed six (6) months, with such product multiplied by:

a) 1.0 if Coach has accepted or before the end of the Term of this Employment Contract accepts, a position as assistant coach or coordinator at any member institution of the Conference; or

b) 0.5 if Coach has accepted or before the end of the Term of this Employment Contract accepts a position as an assistant coach or coordinator at any other (i.e., non-Conference member) institution of higher education in the United States; or

c) 0.25 if Coach has accepted or before the end of the Term of this Employment Contract accepts a position as an assistant coach for any football team participating in any professional league or conference in the United States or Canada.

And further, if Coach terminates this Agreement for convenience during the first fourteen months of the Term, then the multiplier will be double the multiplier as listed above. Notwithstanding the foregoing, Coach shall owe no liquidated damages to the University if the effective date of termination occurs following the final game of the final season of the Term.

For clarity, if Coach enters into a contract before the end of the Term of this Employment Contract, to serve in the position as a head coach at any institution of higher education in the United States or for the position as head coach for any team participating in any professional league or conference in the United States or Canada, Coach will not owe the University liquidated damages. Coach shall owe no liquidated damages to the University if Coach terminates this Agreement for convenience to commence employment other than as described above.

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

If Coach terminates this Agreement for convenience and does not immediately commence other employment as described above, and therefore does not pay the liquidated damages, but then at a future date within the remaining term of this Agreement, or enters into an agreement to commence in the future, other employment as described above, then liquidated damages will still be owed by Coach and the amount of liquidated damages owed shall be calculated as of the date Coach accepts such employment.

The University, in its sole discretion, may elect to waive a portion of the liquidated damages due to the University.

Coach's obligation, if any, to repay relocation expenses is based on duration of employment and not related to reason for termination and is separate from any obligation to pay liquidated damages.

5.4.4. The parties have both been represented by legal counsel in the contract

negotiations and have bargained for and agreed to the foregoing liquidated damages provision, giving consideration to the fact that the University will incur administrative and recruiting costs in obtaining a replacement for Coach, in addition to potentially increased compensation costs if Coach terminates this Agreement for convenience, which damages are extremely difficult to determine with certainty. The parties further agree that the payment of such liquidated damages by Coach and the acceptance thereof by the University shall constitute adequate and reasonable compensation to the University for the damages and injury suffered by it because of such termination by Coach. The liquidated damages are not, and shall not be construed to be, a penalty. For clarity, this Section 5.3 shall not apply if Coach terminates this Agreement to accept employment that is not Similar or Related Employment. This Section 5.3. is also inapplicable if Coach terminates this Agreement because of a material breach by the University.

5.4.5. 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.

5.5. Termination due to Disability or Death of Coach.

5.5.1. 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, or dies.

5.5.2. 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.

5.5.3. 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, 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.

5.6. 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.

5.7. 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.

5.8. 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, and the University policies.

ARTICLE 6

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

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

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

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

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

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

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

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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 or by facsimile. All notices shall be addressed to the parties at the following addresses or at such other addresses as the parties may from time to time direct in writing:

the University: Boise State University
Director of Athletics
1910 University Drive
Boise, Idaho 83725-1020

with a copy to: Boise State University
Office of the President
1910 University Drive
Boise, Idaho 83725-1000

Coach: Erik Chinander
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

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University (including contraction, abbreviation or simulation), except in the course and scope of his 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.

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

University	**Coach**
_____	_____
Jeramiah Dickey Director of Athletics	Erik Chinander
_____	_____
Date	Date
_____	
Dr. Marlene Tromp President	
_____	
Date	

Approved by the Idaho State Board of Education on the ____ day of _____, 2024

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EMPLOYMENT AGREEMENT

This Employment Agreement (Agreement) is entered into by and between Boise State University (the University) and ~~_____~~Erik Chinander (Coach).

ARTICLE 1

1.1. Employment. Subject to the terms and conditions of this Agreement, the University shall employ Coach as the Defensive Coordinator ~~Assistant Coach~~ (the Position) of its intercollegiate ~~[Sport]~~football team (Team). Coach represents and warrants that Coach is fully qualified to serve, and is available for employment, in this capacity.

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

1.3. Duties. Coach shall serve as the ~~Assistant Coach~~Defensive Coordinator of the Team and shall perform such other related duties in the University's athletic program as the Director may reasonably assign and as may be described elsewhere in this Agreement. There shall be no opportunity for the University to reassign Coach without the written approval of Coach. In the event Coach provided written approval for reassignment, Coaches compensation and benefits shall not be affected by such reassignment, except that the opportunity to earn supplemental compensation as provided in Section 3.2 shall cease unless Coach remains an on-field Assistant Football Coach.~~The University shall have the right, at any time, to reassign Coach to duties at the University other than as assistant 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 ~~[number]~~two (~~#~~2) years and approximately two (2) months, commencing on ~~Month #, 20##~~January 8, 2024 and terminating, without further notice to Coach, on ~~Month ##, 20#~~February 28, 2026 unless sooner terminated in accordance with other provisions of this Agreement.

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

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~~Name~~ Chinander Contract
20~~##~~ 24 to 20~~##~~26
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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 annualized salary of $440,000, payable in biweekly installments in accordance with normal University procedures, and such salary increases as may be determined appropriate by the Director and President and approved by the Board; and

b) Coach may be eligible to receive a Change in Employee Compensation (CEC) increase, if approved by the Idaho Legislature. A CEC, if granted, and in what amounts, will be at the Athletic Director's sole discretion; and

c) The opportunity to receive such employee benefits as the University provides generally to non-faculty professional employees, provided that Coach qualifies for such benefits by meeting all applicable eligibility requirements except that, in accordance with Board Policy II.H.6.b.ii, Coach does not accrue and use annual leave (vacation) hours but may take leave (other than sick leave) with prior written approval of the Director; and

d) Assignment of one vehicle through the University's Department of Athletics (the Department) trade-out program during the Term of this Agreement, subject to and according to the policy of the Board and any separate agreement(s) relating to the vehicle; specifically, Coach shall be responsible for insurance premiums for personal use of the vehicle; and

e) The opportunity to receive such employee benefits as the Department provides generally to its employees of a comparable level. Coach hereby agrees to abide by the terms and conditions, as now existing or hereafter amended, of such employee benefits.

Coach understands and agrees that financial conditions may require the President, in the President's discretion, to institute furloughs or to take such other actions consistent with Board policy as the President may determine to be necessary to meet such challenges; provided that any furlough applied to Coach must be applied to all other employees of a comparable level. In the event of a furlough or other action, the actual salary paid to Coach may be less than the salary stated in Section 3.1.1(a) above.

3.2 Supplemental Compensation. Each year Coach may be eligible to receive supplemental compensation as follows:

3.2.1 Athletic Achievement Incentive Pay.

Regular Season & Non-College Football Playoff ("Non-CFP") Bowl Game:

Participates in the Conference Championship Game	4% of salary
Conference Champions	6% of salary
**Non-CFP Bowl Game Win	2% of salary
Maximum Cumulative Regular Season & Non-CFP Payout	*10% of salary*

College Football Playoff ("CFP"):

Participates in a first-round game of the College Football Playoff (including a first-round bye)	8% of salary
Participates in a quarterfinal game of the CFP	10% of salary
Participates in the semifinal game of the CFP	12% of salary
Participates in the national championship game of the CFP	16% of salary
College Football Playoff Champions	20% of salary
Maximum Cumulative College Football Playoff Payout	*20% of salary*

Coach shall be eligible for supplemental compensation from each of the provisions listed above (subject to the maximums described at the end of each section), except in the event the Team shall participate in a CFP Bowl, then the supplemental compensation relating to winning a non-CFP Bowl game, the category identified by "**" above, shall be inapplicable, since the CFP Bowl game incentives will be applicable.

Any supplemental compensation awarded as Athletic Achievement Incentive Pay shall be paid on the first regular pay date in ~~Month 20##,~~February, as long as the Coach remains continuously employed as the Assistant Coach on that date.

3.2.2. Academic Achievement Incentive Pay.

Academic Incentive Pay may be earned for the most recent academic year if the annual Team Academic Progress Rate (APR) ranks nationally within ~~XX~~ football as follows:

a) If the annual APR rating is between 50%-59.9% of the 4-year National Ranking, Employee may receive a sum of up to ~~X~~3% of salary; **or**

b) If the annual APR rating is between 60%-69.9% of the 4-year National Ranking, Employee may receive a sum of up to ~~X~~4% of salary; **or**

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c) If the annual APR rating is between 70%-79.9% of the 4-year National Ranking, Employee may receive a sum of up to ~~X~~5% of salary; **or**

d) If the annual APR rating is 80% or higher of the 4-year National Ranking, Employee may receive a sum of up to ~~X~~6% of salary.

Any supplemental compensation awarded as Academic Achievement Incentive Pay, shall be paid as soon as reasonably practicable following APR rating determination and verification by the National Collegiate Athletic Association (NCAA), as long as Coach remains continuously employed as Assistant Coach on that date.

3.2.3. Conditions for payment of Athletic and Academic Achievement supplemental compensation.

All Incentive Pay amounts pursuant to Section 3.2 shall be cumulative within each of the following sections described above and shall in no event exceed the cumulative total supplemental compensation payment amounts in one contract Year. For these purposes, the year ends on the last day of February:

a) 10% of salary - Regular Season & Non-College Football Playoff ("Non-CFP") Bowl Game and Academic Achievement ("APR") Incentive Pay

b) 20% of salary - College Football Playoff ("CFP")

If Coach qualifies for any supplemental compensation, the amount paid to the Coach will be calculated on the percentage of base salary at time of occurrence. Provided, however, if conditions beyond the control of the University prevent the University from hosting home competitions at full capacity, supplemental compensation may be less than the amounts in Sections 3.2.1 and 3.2.2, above. If Coach is an Assistant Coach for a partial calendar year, Academic Achievement Incentive Pay will be prorated for any partial calendar year.

The decisions whether or not to award the Incentive Pay outlined in this Section 3.2, and in what amounts, are within the Director's sole discretion. The decisions may be made based on a variety of factors, including, but not limited to, Coach's individual performance, athletic/academic performance of Coach's assigned player personnel groups, or other performance-related factors. Coach is not entitled to supplemental compensation if Coach is placed on administrative leave or otherwise not performing the duties of Coach during the time the applicable achievement is attained.

Any such supplemental compensation actually paid to Coach shall be reported to the Board on an annual basis.

3.2.4. Employee agrees that the University has the priority right to operate athletic camps and/or clinics on its campus using University facilities.

a) If the University exercises its right to operate camps and/or clinics on campus, the University shall allow Coach the opportunity to earn supplemental compensation by assisting with the camps and/or clinics in Coach's capacity as a University employee. Coach hereby agrees to assist in the marketing, supervision, and general administration of the camps and/or clinics. Coach also agrees that Coach will perform all obligations mutually agreed upon by the parties. In exchange for Coach's participation in the camps and/or clinics, the University shall pay Coach supplemental compensation.

b) If the University allows Coach to operate camps and/or clinics at the University, such operation shall be according to a written agreement which shall include conditions such as:

i. Coach compliance with all NCAA, Conference, and University rules and regulations related, directly or indirectly, to the operation of camps and/or clinics;
ii. Payment for the University's facilities; and
iii. Provision proof of liability insurance.

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

3.3. Footwear; Apparel; Equipment. Coach agrees that the University has the exclusive right to select footwear, apparel and/or equipment for the use of its student-athletes and staff, including Coach, during official practices and games and during times when Coach or the Team is being filmed by motion picture or video camera or posing for photographs in their capacity as representatives of University. In order to avoid entering into an agreement with a competitor of any University selected vendors, Coach shall submit all outside consulting agreements to the University for review and approval prior to execution. Coach shall also report such outside income to the University in accordance with Section 4.2 of this Agreement. Coach further agrees that Coach will not endorse any athletic footwear, apparel and/or equipment products, and will not participate in any messages or promotional appearances which contain a comparative or qualitative description of athletic footwear, apparel or equipment products.

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

ARTICLE 4

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

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

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

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

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

4.2 Outside Activities. Coach shall not undertake any business, professional or personal activities, or pursuits that would prevent Coach from devoting Coach's full time and best efforts to the performance of Coach's duties under this Agreement, that would unreasonably detract from those duties in any manner, or that, in the reasonable opinion of the University, the Department, would reflect adversely upon the University or its athletic program. Subject to the terms and conditions of this Agreement, Coach may, with the prior written approval of the Head Coach and the Director, who may consult with the President, enter into separate arrangements for outside activities and endorsements which are consistent with Coach's obligations under this Agreement. Coach shall report such outside income and business interests to the University in accordance with Section 4.3 of this Agreement. Coach may not use nor may Coach authorize third parties to use the University's name, logos, or trademarks in connection with any such arrangements without the prior written approval of the Director and the President (such approval not to be unreasonably withheld).

4.3. Outside Income. In accordance with NCAA rules, Coach shall obtain prior written approval from the President and the Director (such approval not to be unreasonably withheld) for all athletically-related and other business-related income and benefits from sources outside the University and shall report the source and amount of all such income and benefits in accordance with the Department's Outside Income Reporting Form. The report shall be in a format reasonably satisfactory to University. In no event shall Coach accept or receive directly or indirectly any monies, benefits, or gratuities whatsoever from any person, association, corporation, University booster club, University alumni association, University foundation, or other benefactor, if the acceptance or receipt of the monies, benefits, or gratuities would violate applicable law or the policies, rules, and regulations of the University, the Board, the conference, or the NCAA.

4.4. 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 providing ~~the~~ prior ~~approval~~ notice to~~of~~ the Director at least 24 hours before such interview or negotiation. ~~Such approval shall not unreasonably be withheld.~~

4.5. Disclosure of Criminal Proceedings, Serious Misconduct and Discipline. Coach warrants that prior to signing this Agreement, Coach has disclosed and will continue to disclose if Coach has been accused of, investigated for, convicted of, or pled guilty or no contest to, or received a withheld judgement for a felony or misdemeanor, has been accused of serious misconduct in a civil suit or internal process at any prior institution where Coach was employed, or has been subject to official institution or athletic department disciplinary action at any time at any prior institution where Coach was employed. "Serious misconduct" is defined as any act of harassment prohibited by law, including sexual harassment, sexual misconduct, domestic violence, dating violence, stalking, sexual exploitation, or dishonesty or fiscal misconduct. Any disclosure after the date of this Agreement shall be made as soon as possible, but no later than 72 hours after Coach is on notice of any accusation.

ARTICLE 5

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

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

a) A deliberate or major violation of Coach's duties under this Agreement or the refusal or unwillingness of Coach to perform such duties in good faith and to the best of Coach's abilities;

b) The failure of Coach to remedy any violation of any of the terms of this Agreement within 30 days after written notice from the University;

c) A deliberate or major violation by Coach of any applicable law or the policies, rules or regulations of the University, the Board, the Conference or the NCAA, including but not limited to any such violation which may have occurred during the employment of Coach at another NCAA or NAIA member institution;

d) Ten (10) working days' absence of Coach from duty without the University's consent;

e) Any conduct of Coach that constitutes moral turpitude or that would, in the University's judgment, reflect adversely on the University or its athletic programs;

f) The failure of Coach to represent the University and its athletic programs positively in public and private forums;

g) The failure of Coach to fully and promptly cooperate with the NCAA or the University in any investigation of possible violations of any applicable law or the policies, rules or regulations of the University, the Board, the Conference, or the NCAA;

h) The failure of Coach to report a known violation of any applicable law or the policies, rules or regulations of the University, the Board, the Conference, or the NCAA, by one of Coach's assistant coaches, any other employees for whom Coach is administratively responsible, or a member of the Team; or

g) A violation of any applicable law or the policies, rules or regulations of the University, the Board, the conference, or the NCAA, by one of Coach's assistant coaches, any other employees for whom Coach is administratively responsible, or a member of the Team if Coach knew or should have known of the violation and could have prevented it by ordinary supervision.

j) The failure of Coach to disclose any criminal proceeding or accusation or finding of serious misconduct as required in Section 4.5 of this Agreement.

5.1.2. Suspension, reassignment, or termination for good or adequate cause shall be effectuated by the University as follows: before the effective date of the suspension,

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reassignment, or termination, the Director or the Director's designee shall provide Coach with notice, which notice shall be accomplished in the manner provided for in this Agreement and shall include the reason(s) for the contemplated action. Coach shall then have an opportunity to respond. After Coach responds or fails to respond, the University shall notify Coach whether, and if so when, the action will be effective.

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

5.1.4. If found in violation of 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 due to ~~Resignation or Termination~~Disabled or Deceased of Head Coach

~~In the event of the resignation or termination of the Head Coach, Coach's employment contract may be terminated at the sole discretion of the University, at any time following the resignation or termination, upon thirty (30) days' prior written notice. Provided, however, i~~In the event the Head Coach becomes disabled or is deceased during Coach's Term of employment, Coach's employment contract will continue until the last day of ~~XX~~ February following such disability or death; provided, however, if Coach otherwise becomes employed prior to the last day of ~~XX~~ February following such disability or death, this Agreement will automatically terminate and no further compensation shall be owed by the University to Coach.

5.3. Termination of Coach for Convenience of University.

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

5.3.2. In the event that the University terminates this Agreement for its own convenience, the University shall be obligated to pay Coach, as liquidated damages and not a penalty, the salary set forth in Section 3.1.1(a), excluding all deductions required by law, on the regular paydays of the University until the otherwise unexpired term of this Agreement ends or until Coach obtains reasonably comparable employment, whichever occurs first.

Liquidated damages are subject to mitigation and offset such that Coach must use reasonable best efforts to obtain other employment during the original term of this Agreement and, in the event Coach obtains other employment of any kind or nature after such termination, then

the amount of compensation the University pays will be adjusted and reduced by the amount of compensation paid Coach during the otherwise unexpired term of this Agreement as a result of such other employment.

Coach specifically agrees to inform the University within ten business days of obtaining other employment, and to advise the University of all relevant terms of such employment, including without limitation the nature and location of employment, salary, other compensation, health insurance benefits, life insurance benefits, and other fringe benefits. Failure to so inform and advise the University shall constitute a material breach of this Agreement and the University's obligation to pay compensation under this provision shall end. Coach further agrees to repay to the University all compensation received from the University after the date other employment is obtained that would have been subject to offset pursuant to the terms and conditions herein..

In addition, Coach will be entitled to continue with the University benefits they are eligible for~~health insurance plan and group life insurance~~ as if Coach remained a University employee until the term of this Agreement ends or until Coach obtains other employment, whichever occurs first. Coach shall be entitled to no other compensation or fringe benefits, except as otherwise provided herein or required by law.

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

5.4. Termination by Coach for Convenience.

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

5.4.2. 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.

5.4.3. 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, an amount equal to: Coach's base salary at the time of termination, divided by twelve, such amount multiplied by the number of months remaining of the Term under this Agreement at the time of termination, but in no event to exceed six (6) months, with such product multiplied by:

a) 1.0 if Coach has accepted or before the end of the Term of this Employment Contract accepts, a position as assistant coach or coordinator at any member institution of the Conference; or

b) 0.5 if Coach has accepted or before the end of the Term of this Employment Contract accepts a position as an assistant coach or coordinator at any other (i.e., non-Conference member) institution of higher education in the United States; or

c) 0.25 if Coach has accepted or before the end of the Term of this Employment Contract accepts a position as an assistant coach for any ~~SPORT~~ football team participating in any professional league or conference in the United States or Canada.

And further, if Coach terminates this Agreement for convenience during the first fourteen months of the Term, then the multiplier will be double the multiplier as listed above. Notwithstanding the foregoing, Coach shall owe no liquidated damages to the University if the effective date of termination occurs following the final game of the final season of the Term.

For clarity, if Coach enters into a contract before the end of the Term of this Employment Contract, to serve in the position as a head coach at any institution of higher education in the United States or for the position as head coach for any team participating in any professional league or conference in the United States or Canada, Coach will not owe the University liquidated damages. Coach shall owe no liquidated damages to the University if Coach terminates this Agreement for convenience to commence employment other than as described above.

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

If Coach terminates this Agreement for convenience and does not immediately commence other employment as described above, and therefore does not pay the liquidated damages, but then at a future date within the remaining term of this Agreement, or enters into an agreement to commence in the future, other employment as described above, then liquidated damages will still be owed by Coach and the amount of liquidated damages owed shall be calculated as of the date Coach accepts such employment.

The University, in its sole discretion, may elect to waive a portion of the liquidated damages due to the University.

Coach's obligation, if any, to repay relocation expenses is based on duration of employment and not related to reason for termination and is separate from any obligation to pay liquidated damages.

5.4.4. The parties have both been represented by legal counsel in the contract negotiations and have bargained for and agreed to the foregoing liquidated damages provision, giving consideration to the fact that the University will incur administrative and recruiting costs in obtaining a replacement for Coach, in addition to potentially increased compensation costs if Coach terminates this Agreement for convenience, which damages are extremely difficult to determine with certainty. The parties further agree that the payment of such liquidated damages by Coach and the acceptance thereof by the University shall constitute adequate and reasonable compensation to the University for the damages and injury suffered by it because of such termination by Coach. The liquidated damages are not, and shall not be construed to be, a penalty. For clarity, this Section 5.3 shall not apply if Coach terminates this Agreement to accept employment that is not Similar or Related Employment. This Section 5.3. is also inapplicable if Coach terminates this Agreement because of a material breach by the University.

5.4.5. 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.

5.5. Termination due to Disability or Death of Coach.

5.5.1. 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, or dies.

5.5.2. 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.

5.5.3. 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, 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.

5.6. 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.

5.7. 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.

5.8. 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, and the University policies.

ARTICLE 6

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

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

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

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

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

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

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

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

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

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

the University: Boise State University
Director of Athletics
1910 University Drive
Boise, Idaho 83725-1020

with a copy to: Boise State University
Office of the President
1910 University Drive
Boise, Idaho 83725-1000

Coach: ~~_____~~Erik Chinander
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 his 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.

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

_____
Jeramiah Dickey
Director of Athletics

_____
Date

_____
Dr. Marlene Tromp
President

_____
Date

Coach

_____
~~Name of Coach~~Erik Chinander

_____
Date

Approved by the Idaho State Board of Education on the ____ day of _____, 2024

~~Name~~ Chinander Contract
20~~##~~ 24 to 20~~##~~26
16

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Coach Erik Chinander Maximum Compensation Calculation - 2024-2026

			Year 1	Year 2
3.1.1a	Annual Base Salary		$ 440,000.00	$ 440,000.00
3.2.1 & 3.2.2	Additional Pay based on Regular Season & Non-College Football Playoff (“Non-CFP”) Bowl Game & Academic Achievement (max cumulative payout)		$ 44,000.00	$ 44,000.00
3.2.1	Additional Pay based on College Football Playoff ("CFP") (max cumulative payout)		$ 88,000.00	$ 88,000.00
	Total Maximum potential annual compensation under Employment Agreement		$ 572,000.00	$ 572,000.00

Salary and Incentive Comparisions
Head XX Coaches in Mountain West Conference

Coach	School	Base Salary	Incentives
Brian Knorr	Air Force	Unknown	Unknown
Erik Chinander	Boise State	$ 440,000	See Contract
Freddie Banks	Colorado State	$ 345,750	Unknown
Kevin Coyle	Fresno State	$ 350,000	**Affiliated Conference Success** a) Eight percent (8%) of current annual base salary if Mountain West Conference or at-large bowl game participant b) Ten percent (10%) of current annual base salary if Mountain West Conference or at-large bowl game and Mountain West Conference Division Champions c) Twelve percent (12%) of current annual base salary if Mountain West Conference or at-large bowl game and Mountain West Conference Championship game winner d) Sixteen percent (16%) of current base salary if Mountain West Conference Championship game winner and BCS/CFP bowl game participant *Must be employed as the Assistant Coach: Defensive Coordinator at the bowl game to be eligible for any of these bonuses. Only one may be awarded* **Additional Bonus Opportunities** a) $5,000 – Ranked in the top 3 in the Mountain West Conference for scoring defense. b) $5,000 – Ranked in the top 15 in the nation for total defense. c) $5,000 – Ranked in the top 15 in the nation for turnovers recovered. The performance relating to the Mountain West Conference (MWC) ranking will be evaluated at the conclusion of the MWC regular season (excluding the MWC Championship contest). However, the national rankings will be concluded at the end of the regular season contests for all Division I FBS conferences.
Jacob Yoro	Hawaii	$ 350,004	Unknown
Kwame Agyeman	Nevada	$ 170,209	Unknown
Mike Bethea	Nevada	$ 204,802	Unknown

Salary and Incentive Comparisions
Head XX Coaches in Mountain West Conference

Troy Reffett	New Mexico	$	300,000	2. **Salary and Contract Period:** The Contract Term shall be for **two (2) years** for the period **February 1, 202** through **January 31, 2025** (the "Contract Term") which constitutes **two (2)** separate and distinct contract employment years (each a "Contract Employment Year" or collectively the "Contract Employment Years"). Coach's base salary is **Three Hundred Thousand Dollars ($300,000)** for **Contract Employment Year O (1)** (February 1, 2023 through January 31, 2024). Coach's base salary is **Three Hundred Fifty Thousand Dollars ($350,000)** for **Contract Employment Year Two (2)** (February 1, 2024 through January 31, 2025) Coach will not be entitled to salary increases as provided in University Administrative Policy (UAP) 3500, Wage and Salary Administration, Section 4.1. Coach understands and agrees that this Contract does not guarantee or entitle Coach to any annual increases in base salary unless otherwise expressly provided in t Section. Employer-paid fringe benefits shall be paid in addition to the base salary consistent with University policies, provided, however, that Coach may accrue up to 168 hours of paid annual leave but will not be entitled to payment for unused annual leave upon separation from employment as provided in UAP 3400, Annual Leave, Section 7. In the event the University suffers significant financial crisis, whether such occurs before or after the execution of this Agreement, the base salary amount set forth herein shall be reviewed b the DIA, and, in the DIA's sole discretion, may be modified in order to comply with University actions in responding to the financial crisis; provided, however, that in no event shall such base salary be modified by more than fifty percent (50%). Similarly, the University reserves the right to furlough Coach for a duration n to exceed fifty percent (50%) of the Contract Term. a. **Car Donor Program:** Subject to availability and at the discretion of the DIA, in accordance with the Lobo Club car donor program and in cooperation with local Albuquerque car and truck dealers, the University or Lobo Club may provide a courtesy car for Coach's personal and business use. Coach shall be responsible for obtaining automobile liability insurance in accordance with insurance laws of the State of New Mexico, and shall comply in all respects with the rules and procedures of the car donor program now in place and as they may change over time. In addition, Coach shall comply with all federal and state laws, National Collegiate Athletic Association (NCAA) rules, University policies, and any other policies or directives of the Athletic Department applicable to the car donor program. Coach understands and agrees that the provision of a courtesy car is in the exclusive discretion of the DIA, and that Coach will surrender any courtesy car provided upon request of the DIA. Coach further understands and agrees that any courtesy car provided pursuant to this Section constitutes taxable compensation to Coach and that Coach is solely responsible for the tax consequences associated therewith. 4. **Incentive Salary:** An incentive payment is a direct payment over and above the Coach's base salary, in a amount to be determined by the DIA subject to the approval of the University President or designee and subject to availability of funds. Coach is eligible for an incentive payment upon achieving performance crite established by the DIA in his exclusive discretion, and which are subject to annual review and revision by t DIA. Coach will be eligible for such incentive salary payments after completing the Contract Term in which incentive is earned. Incentive payments, if any, will be paid no later than **ninety (90)** days after the end of t Contract Term. In order to be eligible for incentive payments under this provision, Coach must be currently employed by the University at the time that the incentive payment is due. Coach understands and agrees t incentive payments, if any, are taxable compensation to Coach and that Coach is solely responsible for the tax consequences associated therewith.

Salary and Incentive Comparisions
Head XX Coaches in Mountain West Conference

Kurt Mattix	San Diego State	$	454,100

5.01 Compensation.

a. **Base Salary.** The Base Salary paid by the University to Employee, for their services and the satisfactory performance of the terms and conditions of this Appointment Letter in the position of Football Assistant Coach—Defensive Coordinator/Linebackers, will be at the rate of $29,425 per month or $353,100 on an annual basis, payable in equal monthly warrants by the University to Employee on or about the last day of each consecutive calendar month during the term of this appointment. On July 1 of each year, Base Salary will be adjusted to the maximum of the Administrator IV salary range, and the Supplemental Base Compensation, as listed below, will be decreased by any increase in Base Salary above $353,100 on an annual basis.

b. **Supplemental Compensation.** The San Diego State University Research Foundation will pay to Employee Supplemental Base Compensation of $96,900 annually in Supplemental Base Compensation so long as Employee is employed by San Diego State University in the position of Football Assistant Coach—Defensive Coordinator/Linebackers.
On March 1, 2024, Supplemental Base Compensation will increase by up to $100,000 to $196,900 annually as calculated in Base Salary adjustment outlined in section 5.01.a. In addition, Employee must be employed by San Diego State University in the position of Football Assistant Coach—Defensive Coordinator/Linebackers and receives at least satisfactory performance review for the previous year.

The annual Incentive Compensation determination process for non-academic related bonuses will begin at the completion of each football season (defined as January 31). The process will continue until all applicable data has been quantified and confirmed but will be paid within 90 days of the end of the football season. The annual bonus determination process for academic-related bonuses (c below) will begin at the completion of each Fiscal Year (defined as July 1-June 30). Academic-related bonuses (c below) are earned and paid only for full Academic Year performance; to be eligible, Employee must serve as the Football Assistant Coach—Defensive Coordinator/Linebackers for the entire Academic Year (defined as September 1-May 31). The process will continue until all applicable data has been quantified and confirmed but will be paid out no later than August 31 of the following Fiscal Year. Supplemental compensation is neither reported to CalPERS, nor eligible for inclusion in any CalPERS retirement calculation.

Incentive Compensation. Incentive compensation is not guaranteed and shall only be paid to you as determined by the Director of Athletics based upon the criteria set forth below for each position.
The San Diego State University Research Foundation shall pay to the Employee an annual bonus, based upon the criteria set below so long as Employee is employed by San Diego State University as Football Assistant Coach—Defensive Coordinator/Linebackers Employee will receive an annual bonus in the amounts set out below (non-incremental) provided that his team's annual NCAA Academic Progress Rate (APR) is at or above 930 (as applicable for the previous fiscal year) and the specific goals are met as outlined below. Only the highest single award in Bowl Appearances team achievement will be recognized with no accumulation of bonuses with the Bowl Appearances category. Any adjustments in NCAA policy will be reflected appropriately and will be implemented by mutual consent.

a. Mountain West Conference (or successor or substitute conference) Title are eligible to receive a bonus equal to 5% of their then annual base salary.
b. Bowl Appearances (non-cumulative)-highest of below
   1. Non-CFP Bowl with payout less than $1,500,000--Eight percent (8%) of then-annual base salary.
   2. Non-CFP Bowl with payout greater than $1,500,000--Twelve percent (12%)

Salary and Incentive Comparisions
Head XX Coaches in Mountain West Conference

2. Non-CFP Bowl with payout greater than $1,500,000--Twelve percent (12%) of then-annual base salary.
3. CFP Bowl Appearance-- Seventeen percent (17%) of then-annual base salary.
4. CFP Final Participant-- Eighteen and half percent (18.5%) of then-annual base salary.
5. CFP National Championship-- Twenty percent (20%) of then-annual base salary.

c. Team Cumulative GPA above 3.2--$1,000

d. Individual student-athlete is named to 1st team All American (AP, AFCA, Walter Camp, Sports Illustrated or USA Today) or receive the Heisman Trophy. Eligible for one award per year. One percent (1%) of then-annual base salary.

- **Use of Automobile.** The University will pay car allowance of $341.67 per month through University payroll as MPP employee.

Derrick Odum | San Jose State | $ 353,652

a. Base Salary. The base salary paid by the University to Employee for his/her services ar satisfactory performance of the terms and conditions of this Appointment Letter in the po of Associate Head Coach/Defensive Coordinator shall be at the rate of $18,293 per mo $219,516 on an annual basis, payable in equal monthly warrants by the University to Emp on or about the last day of each consecutive calendar month during the term o appointment.

b. Supplemental Compensation. The Tower Foundation shall pay to the Em supplemental compensation based upon the criteria set forth below so long as Emplo employed by San Jose State University in the position of Associate Head Coach/Def Coordinator. All supplemental and incentive compensation will be paid out from Tower #034-6200-1082 no later than 60 days after the incentive is earned.

Supplemental Compensation:

Employee will receive $11,178.00 per month or $134,136 on an annual basis.

Employee will be paid the above supplemental compensation for the following:

- Fulfill weekly TV, radio, and newspaper interview requests
- Attend and participate in Facebook live show, engaging donors and fans
- Steward leadership development with the defensive staff members to impact gr of student-athlete skill and academic development

Incentive Compensation Criterion:

Employee will receive $3000 if the football team has at least a .500 record (i.e., 6-6) b bowl game and participates in the bowl game, to be paid as follows: $1,500 to be pai 30 days of the bowl game and $1,500 to be paid in July following the bowl game if Em still employed at the University.

Salary and Incentive Comparisions
Head XX Coaches in Mountain West Conference

Mike Scherer	UNLV	$ 300,000	Unknown
Joe Cauthen	Utah State	$ 350,000	**Salary and Benefits**: You will be paid a starting, annual salary of $350,000, consistent with the s payroll practices of USU and subject to all withholdings and deductions as required by law. The P benefited, and subject to eligibility requirements, you may be eligible to participate in USU's bene programs as listed at https://hr.usu.edu/benefits/. Per USU Policy 345, coaches employed by the U Department ("*Athletics Department*") will not be paid for unused leave at termination of employm Sections 2.1 and 2.2.5 of Policy 345). **Incentive Compensation**: You will be eligible to be paid a cash incentive of $29,166 based upon th team's appearance in an NCAA post-season game/competition, so long as you coach in that game.
Jay Sawvel	Wyoming	$ 300,000	EMPLOYEE may be eligible, from time to time during the term of this Agreement, to supplemental compensation for performance resulting in a coach qualifying for an inc payment provided in that coach's contract. The amount of the supplemental compensa timing of the payment and the source of funding for the supplemental compensation s determined by the Director of Intercollegiate Athletics in consultation with the coach.

Liquidated Damages
Head XX Coaches in Mountain West Conference

Coach	School	Length of Contract	Total Comp	Liquidated Damages Clause?	Type of L.D. Clause	Amount(s) over time
Brian Knorr	Air Force	Unknown	Unknown	Unknown	Unknown	Unknown
Erik Chinander	Boise State	2 Years (1/9/24 - 2/28/26)	$ 440,000	Yes	Tied to years in contract	See Contract
Freddie Banks	Colorado State	2 year - (1/1/23-12/31/24)	$ 340,000	Unknown	Unknown	Unknown
Kevin Coyle	Fresno State	2 Years (1/10/22 - 1/31/24)	$ 354,800	Yes	Tied to years in contract	a) If the Employee resigns his position as Assistant Football Coach: Defensive Coordinator before the conclusion of the 2022 football season including post-season competition, Employee will pay the Fresno Athletic Corporation ("Athletic Corporation") an early departure fee equal to 50% of his current annual base salary within 30 days of the effective date of the resignation. b) If the Employee resigns his position as Assistant Football Coach: Defensive Coordinator after the 2022 football season but before the conclusion of the 2023 football season including post-season competition, Employee shall pay the Athletic Corporation an early departure fee equal to 25% of his current annual base salary within 30 days of the effective date of the resignation. c) If the Employee resigns his position as Assistant Football Coach: Defensive Coordinator following the conclusion of the 2023 football season or thereafter, Employee shall not be required to pay the University an early departure fee.
Jacob Yoro	Hawaii	At-Will 7/1/23	$ 350,004	Unknown	Unknown	Unknown
Kwame Agyeman	Nevada	At-Will 7/1/23	$ 170,209	Unknown	Unknown	Unknown
Mike Bethea	Nevada	At-Will 7/1/23	$ 204,802	Unknown	Unknown	Unknown
Troy Reffett	New Mexico	2 years - 2/1/23-1/31/25	$ 300,000	Yes	Tied to years in contract	12. **Termination by Request of Coach:** Coach may terminate this Contract at any time upon written notice to the DIA. In the event that Coach terminates this Contract pursuant to this Section, the University shall have no further liability except for base salary and benefits accrued to the date of termination. Coach understands and agrees that termination of this Contract pursuant to this Section prior to the expiration of the Contract Term will cause irreparable harm to the reputation and athletic programs of the University in an amount not capable of precise calculation or quantification. Therefore, if Coach terminates this Agreement during Contract Year One (1) (February 1, 2023 – January 31, 2024), Coach agrees to pay to the University as liquidated damages, and not as a penalty, **fifty percent (50%)** of his base salary for the remainder of the Contract Term, within sixty (60) days of the termination of this contract. If Coach terminates this Contract during Contract Year Two (2) (February 1, 2024 – January 31, 2025), then Coach shall not be liable to pay liquidated damages. Liquidated damages may be modified to a lesser amount at the discretion of the DIA, with approval of the University President.

Liquidated Damages
Head XX Coaches in Mountain West Conference

Kurt Mattix	San Diego State	2 year (1/1/23-2/28/25)	$ 353,100	Yes	Tied to years in contract	**7.04 Early Termination by Coach.** In the event that Employee voluntarily terminates his employment from the position of Football Assistant Coach—Defensive Coordinator/Linebackers with the University, this contract will be terminated, and the Employee will have the following buyout obligations payable to the University upon separation: 1. Before June 30, 2023: $723,836 2. Before February 28, 2024: $550,000 3. Before June 30, 2024: $212,466 4. Before February 28, 2025: $0 Should Employee accept head coaching position with FBS or FCS team or NFL coaching position, then buyout obligation shall be waived, and Employee will be released from the above buyout obligations payable to the University upon separation.
Derrick Odum	San Jose State	2 Years (3/1/21 - 2/28/23)	$ 219,516	No	None	NA
Mike Scherer	UNLV	At-Will (1/1/23)	$ 325,000	No	None	NA
Joe Cauthen	Utah State	At-Will (2/23/23)	$ 350,000	Unknown	Unknown	Unknown
Jay Sawvel	Wyoming	1 Year (3/1/23 - 2/28/24)	$ 300,000	Yes	Sliding Scale	Excluding termination under Paragraph 7 a through e above, if in the judgment of the Director of Intercollegiate Athletics, with the concurrence of the President, the best interests of the UNIVERSITY would be served by terminating EMPLOYEE'S appointment prior to the ending date of this Agreement, such termination may be effected immediately. In such event, the UNIVERSITY'S liability for any damages or payments created by this appointment shall be limited to any salary owing for the remaining term of this Agreement. If EMPLOYEE takes another position in collegiate or professional athletics during the Agreement period, the amount of damages owed by UNIVERSITY shall be limited to the difference between the base salary owed by the UNIVERSITY pursuant to this Paragraph and the base salary earned through new employment. If the EMPLOYEE'S new employment provides a greater base salary than the UNIVERSITY base salary, the UNIVERSITY'S obligation to pay shall cease immediately upon the EMPLOYEE'S acceptance of the new position.

BOISE STATE UNIVERSITY
Football APR History and National Percentile Rank

SINGLE YEAR NCAA ACADEMIC PROGRESS RATE (APR) SCORES

	2018-19	2019-20	2020-21	2021-22
Football	997	983	990	982
National % Rank by Sport	***90-100***	***80-90***	***90-100***	***70-80***

REPORT YEAR
Raw Score for single year
Percentile Rank for Sport

MULTI-YEAR APR (4-Year Rolling Average)

Football	981	985	990	*988*

EMPLOYMENT AGREEMENT

This Employment Agreement (Agreement) is entered into by and between Boise State University (the University) and Stacy Collins (Coach).

ARTICLE 1

1.1. Employment. Subject to the terms and conditions of this Agreement, the University shall employ Coach as the Assistant Head Coach – Special Teams Coordinator / Linebackers (the Position) of its intercollegiate football team (Team). Coach represents and warrants that Coach is fully qualified to serve, and is available for employment, in this capacity.

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

1.3. Duties. Coach shall serve as the Assistant Head Coach – Special Teams Coordinator / Linebackers of the Team and shall perform such other duties in the University's athletic program as the Director may assign and as may be described elsewhere in this Agreement. There shall be no opportunity for the University to reassign Coach without the written approval of Coach. In the event Coach provided written approval for reassignment, 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 unless Coach remains an on-field Assistant Football Coach.

ARTICLE 2

2.1. Term. This Agreement is for a fixed term appointment of two (2) years and approximately two (2) months, commencing on January 12, 2024 and terminating, without further notice to Coach, on February 28, 2026 unless sooner terminated in accordance with other provisions of this Agreement.

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

ARTICLE 3

3.1. Regular Compensation.

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

a) An annual salary of $350,000, payable in biweekly installments in accordance with normal University procedures, and such salary increases as may be determined appropriate by the Director and President and approved by the Board; and

b) A one-time signing bonus payment of $15,000 will be paid after the execution of this agreement; and

c) Coach may be eligible to receive a Change in Employee Compensation (CEC) increase, if approved by the Idaho Legislature. A CEC, if granted, and in what amounts, will be at the Athletic Director's sole discretion; and

d) The opportunity to receive such employee benefits as the University provides generally to non-faculty professional employees, provided that Coach qualifies for such benefits by meeting all applicable eligibility requirements except that, in accordance with Board Policy II.H.6.b.ii, Coach does not accrue and use annual leave (vacation) hours but may take leave (other than sick leave) with prior written approval of the Director; and

e) Assignment of one vehicle through the University's Department of Athletics (the Department) trade-out program during the Term of this Agreement, subject to and according to the policy of the Board and any separate agreement(s) relating to the vehicle; specifically, Coach shall be responsible for insurance premiums for personal use of the vehicle; and

e) The opportunity to receive such employee benefits as the Department provides generally to its employees of a comparable level. Coach hereby agrees to abide by the terms and conditions, as now existing or hereafter amended, of such employee benefits.

Coach understands and agrees that financial conditions may require the President, in the President's discretion, to institute furloughs or to take such other actions consistent with Board policy as the President may determine to be necessary to meet such challenges; provided that any furlough applied to Coach must be applied to all other employees of a comparable level.

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In the event of a furlough or other action, the actual salary paid to Coach may be less than the salary stated in Section 3.1.1(a) above.

3.2 Supplemental Compensation. Each year Coach shall be paid supplemental compensation as follows:

3.2.1 Athletic Achievement Incentive Pay.

Regular Season & Non-College Football Playoff ("Non-CFP") Bowl Game:

Participates in the Conference Championship Game	4% of salary
Conference Champions	6% of salary
**Non-CFP Bowl Game Win	2% of salary

Maximum Cumulative Regular Season & Non-CFP Payout 10% of salary

College Football Playoff ("CFP"):

Participates in a first-round game of the College Football Playoff (including a first-round bye)	8% of salary
Participates in a quarterfinal game of the CFP	10% of salary
Participates in the semifinal game of the CFP	12% of salary
Participates in the national championship game of the CFP	16% of salary
College Football Playoff Champions	20% of salary

Maximum Cumulative College Football Playoff Payout 20% of salary

Coach shall be paid supplemental compensation from each of the provisions listed above (subject to the maximums described at the end of each section), provided Coach is employed by University as an Assistant Football Coach at time of each event above.

Any supplemental compensation awarded as Athletic Achievement Incentive Pay shall be paid on the first regular pay date in February, as long as the Coach remains continuously employed as the Assistant Coach on that date.

3.2.2. Academic Achievement Incentive Pay.

Academic Incentive Pay may be earned for the most recent academic year if the annual Team Academic Progress Rate (APR) ranks nationally within football as follows:

a) If the annual APR rating is between 50%-59.9% of the 4-year National Ranking, Employee may receive a sum of up to 3% of salary; **or**
b) If the annual APR rating is between 60%-69.9% of the 4-year National Ranking, Employee may receive a sum of up to 4% of salary; **or**

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c) If the annual APR rating is between 70%-79.9% of the 4-year National Ranking, Employee may receive a sum of up to 5% of salary; **or**

d) If the annual APR rating is 80% or higher of the 4-year National Ranking, Employee may receive a sum of up to 6% of salary.

Any supplemental compensation awarded as Academic Achievement Incentive Pay, shall be paid as soon as reasonably practicable following APR rating determination and verification by the National Collegiate Athletic Association (NCAA), as long as Coach remains continuously employed as Assistant Head Coach on that date.

3.2.3. Conditions for payment of Athletic and Academic Achievement supplemental compensation.

All Incentive Pay amounts pursuant to Section 3.2 shall be cumulative within each of the following sections described above and shall in no event exceed the cumulative total supplemental compensation payment amounts in one contract Year. For these purposes, the year ends on the last day of February:

a) 10% of salary - Regular Season & Non-College Football Playoff ("Non-CFP") Bowl Game and Academic Achievement ("APR") Incentive Pay

b) 20% of salary - College Football Playoff ("CFP")

If Coach qualifies for any supplemental compensation, the amount paid to the Coach will be calculated on the percentage of base salary at time of occurrence. Provided, however, if conditions beyond the control of the University prevent the University from hosting home competitions at full capacity, supplemental compensation may be less than the amounts in Sections 3.2.1 and 3.2.2, above. If Coach is an Assistant Coach for a partial calendar year, Academic Achievement Incentive Pay will be prorated for any partial calendar year.

The decisions may be made based on a variety of factors, including, but not limited to, Coach's individual performance, athletic/academic performance of Coach's assigned player personnel groups, or other performance-related factors. Coach is not entitled to supplemental compensation if Coach is placed on administrative leave or otherwise not performing the duties of Coach during the time the applicable achievement is attained.

Any such supplemental compensation actually paid to Coach shall be reported to the Board on an annual basis.

3.2.4. Employee agrees that the University has the priority right to operate athletic camps and/or clinics on its campus using University facilities.

a) If the University exercises its right to operate camps and/or clinics on campus, the University shall allow Coach the opportunity to earn supplemental compensation by assisting with the camps and/or

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clinics in Coach's capacity as a University employee. Coach hereby agrees to assist in the marketing, supervision, and general administration of the camps and/or clinics. Coach also agrees that Coach will perform all obligations mutually agreed upon by the parties. In exchange for Coach's participation in the camps and/or clinics, the University shall pay Coach supplemental compensation.

b) If the University allows Coach to operate camps and/or clinics at the University, such operation shall be according to a written agreement which shall include conditions such as:

i. Coach compliance with all NCAA, Conference, and University rules and regulations related, directly or indirectly, to the operation of camps and/or clinics;
ii. Payment for the University's facilities; and
iii. Provision proof of liability insurance.

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

3.3. Footwear; Apparel; Equipment. Coach agrees that the University has the exclusive right to select footwear, apparel and/or equipment for the use of its student-athletes and staff, including Coach, during official practices and games and during times when Coach or the Team is being filmed by motion picture or video camera or posing for photographs in their capacity as representatives of University. In order to avoid entering into an agreement with a competitor of any University selected vendors, Coach shall submit all outside consulting agreements to the University for review and approval prior to execution. Coach shall also report such outside income to the University in accordance with Section 4.2 of this Agreement. Coach further agrees that Coach will not endorse any athletic footwear, apparel and/or equipment products, and will not participate in any messages or promotional appearances which contain a comparative or qualitative description of athletic footwear, apparel or equipment products.

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

ARTICLE 4

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

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

4.2 Outside Activities. Coach shall not undertake any business, professional or personal activities, or pursuits that would prevent Coach from devoting Coach's full time and best efforts to the performance of Coach's duties under this Agreement, that would unreasonably detract from those duties in any manner, or that, in the reasonable opinion of the University, the Department, would reflect adversely upon the University or its athletic program. Subject to the terms and conditions of this Agreement, Coach may, with the prior written approval of the Head Coach and the Director, who may consult with the President, enter into separate arrangements for outside activities and endorsements which are consistent with Coach's obligations under this Agreement. Coach shall report such outside income and business interests to the University in accordance with Section 4.3 of this Agreement. Coach may not use nor may Coach authorize third parties to use the University's name, logos, or trademarks in connection with any such arrangements without the prior written approval of the Director and the President (such approval not to be unreasonably withheld).

4.3. Outside Income. In accordance with NCAA rules, Coach shall obtain prior written approval from the President and the Director (such approval not to be unreasonably withheld) for all athletically-related and other business-related income and benefits from sources outside the University and shall report the source and amount of all such income and benefits in accordance with the Department's Outside Income Reporting Form. The report shall be in a format reasonably satisfactory to University. In no event shall Coach accept or receive directly or indirectly any

monies, benefits, or gratuities whatsoever from any person, association, corporation, University booster club, University alumni association, University foundation, or other benefactor, if the acceptance or receipt of the monies, benefits, or gratuities would violate applicable law or the policies, rules, and regulations of the University, the Board, the conference, or the NCAA.

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

4.5. Disclosure of Criminal Proceedings, Serious Misconduct and Discipline. Coach warrants that prior to signing this Agreement, Coach has disclosed and will continue to disclose if Coach has been accused of, investigated for, convicted of, or pled guilty or no contest to, or received a withheld judgement for a felony or misdemeanor, has been accused of serious misconduct in a civil suit or internal process at any prior institution where Coach was employed, or has been subject to official institution or athletic department disciplinary action at any time at any prior institution where Coach was employed. "Serious misconduct" is defined as any act of harassment prohibited by law, including sexual harassment, sexual misconduct, domestic violence, dating violence, stalking, sexual exploitation, or dishonesty or fiscal misconduct. Any disclosure after the date of this Agreement shall be made as soon as possible, but no later than 72 hours after Coach is on notice of any accusation.

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

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

a) A deliberate or major violation of Coach's duties under this Agreement or the refusal or unwillingness of Coach to perform such duties in good faith and to the best of Coach's abilities;

b) The failure of Coach to remedy any violation of any of the terms of this Agreement within 30 days after written notice from the University;

c) A deliberate or major violation by Coach of any applicable law or the policies, rules or regulations of the University, the Board, the Conference or the NCAA, including but not limited to any such

violation which may have occurred during the employment of Coach at another NCAA or NAIA member institution;

d) Ten (10) working days' absence of Coach from duty without the University's consent;

e) Any conduct of Coach that constitutes moral turpitude or that would, in the University's judgment, reflect adversely on the University or its athletic programs;

f) The failure of Coach to represent the University and its athletic programs positively in public and private forums;

g) The failure of Coach to fully and promptly cooperate with the NCAA or the University in any investigation of possible violations of any applicable law or the policies, rules or regulations of the University, the Board, the Conference, or the NCAA;

h) The failure of Coach to report a known violation of any applicable law or the policies, rules or regulations of the University, the Board, the Conference, or the NCAA, by one of Coach's assistant coaches, any other employees for whom Coach is administratively responsible, or a member of the Team; or

i) A violation of any applicable law or the policies, rules or regulations of the University, the Board, the conference, or the NCAA, by one of Coach's assistant coaches, any other employees for whom Coach is administratively responsible, or a member of the Team if Coach knew or should have known of the violation and could have prevented it by ordinary supervision.

j) The failure of Coach to disclose any criminal proceeding or accusation or finding of serious misconduct as required in Section 4.5 of this Agreement.

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

5.1.3. In the event of any termination for good or adequate cause, the University's obligation to provide compensation and benefits to Coach, whether direct, indirect, supplemental

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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. Reserved.

5.3. Termination of Coach for Convenience of University.

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

5.3.2. In the event that the University terminates this Agreement for its own convenience, the University shall be obligated to pay Coach, as liquidated damages and not a penalty, the salary set forth in Section 3.1.1(a), excluding all deductions required by law, on the regular paydays of the University until the term of this Agreement ends or until Coach obtains reasonably comparable employment, whichever occurs first. In addition, Coach shall be paid any supplemental compensation (subject to the maximums described above), provided Coach was employed by University as an Assistant Football Coach at time of the event and participated in the event.

Liquidated damages are subject to mitigation and offset such that Coach must use reasonable best efforts to obtain other employment during the Term of this Agreement and, in the event Coach obtains other employment of any kind or nature after such termination, then the amount of compensation the University pays will be adjusted and reduced by the amount of compensation paid to Coach as a result of such other employment.

Coach specifically agrees to inform the University within ten business days of obtaining other employment, and to advise the University of all relevant terms of such employment, including without limitation the nature and location of employment, salary, other compensation, health insurance benefits, life insurance benefits, and other fringe benefits. Failure to so inform and advise the University shall constitute a material breach of this Agreement and the University's obligation to pay compensation under this provision shall end. Coach further agrees to repay to the University all compensation received from the University after the date other employment is obtained unless the compensation was earned and accrued but not yet paid at the time of termination.

In addition, Coach will be entitled to continue with the University benefits they are eligible for as if Coach remained a University employee until the term of this Agreement ends or

until Coach obtains other employment, whichever occurs first. Coach shall be entitled to no other compensation or fringe benefits, except as otherwise provided herein or required by law.

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

5.4. Termination by Coach for Convenience.

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

5.4.2. 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.

5.4.3. If Coach terminates this Agreement for convenience at any time, University shall pay Coach through Coach's last day of employment and pay any Supplemental Compensation earned and accrued through participation in a qualifying event, but not yet paid at the effective date of the termination. 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, an amount equal to: Coach's base salary at the time of termination, divided by twelve, such amount multiplied by the number of months remaining of the Term under this Agreement at the time of termination, but in no event to exceed six (6) months, with such product multiplied by:

a) 1.0 if Coach has accepted or before the end of the Term of this Employment Contract accepts, a position as assistant coach or coordinator at any member institution of the Conference; or

b) 0.5 if Coach has accepted or before the end of the Term of this Employment Contract accepts a position as an assistant coach or coordinator at any other (i.e., non-Conference member) institution of higher education in the United States; or

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c) 0.25 if Coach has accepted or before the end of the Term of this Employment Contract accepts a position as an assistant coach for any football team participating in any professional league or conference in the United States or Canada.

And further, if Coach terminates this Agreement for convenience during the first fourteen months of the Term, then the multiplier will be double the multiplier as listed above. Notwithstanding the foregoing, Coach shall owe no liquidated damages to the University if the effective date of termination occurs following the final game of the final season of the Term.

For clarity, if Coach enters into a contract before the end of the Term of this Employment Contract, to serve in the position as a head coach at any institution of higher education in the United States or for the position as head coach for any team participating in any professional league or conference in the United States or Canada, Coach will not owe the University liquidated damages. Coach shall owe no liquidated damages to the University if Coach terminates this Agreement for convenience to commence employment other than as described above.

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

If Coach terminates this Agreement for convenience and does not immediately commence other employment as described above, and therefore does not pay the liquidated damages, but then at a future date within the remaining term of this Agreement, or enters into an agreement to commence in the future, other employment as described above, then liquidated damages will still be owed by Coach and the amount of liquidated damages owed shall be calculated as of the date Coach accepts such employment.

The University, in its sole discretion, may elect to waive a portion of the liquidated damages due to the University.

Coach's obligation, if any, to repay relocation expenses is based on duration of employment and not related to reason for termination and is separate from any obligation to pay liquidated damages.

5.4.4. The parties have both been represented by legal counsel in the contract negotiations and have bargained for and agreed to the foregoing liquidated damages provision, giving consideration to the fact that the University will incur administrative and recruiting costs in obtaining a replacement for Coach, in addition to potentially increased compensation costs if Coach terminates this Agreement for convenience, which damages are extremely difficult to determine with certainty. The parties further agree that the payment of such liquidated damages by Coach and the acceptance thereof by the University shall constitute adequate and reasonable compensation to the University for the damages and injury suffered by it because of such termination by Coach. The liquidated damages are not, and shall not be construed to be, a penalty. For clarity, this Section 5.3 shall not apply if Coach terminates this Agreement to accept

employment that is not Similar or Related Employment. This Section 5.3. is also inapplicable if Coach terminates this Agreement because of a material breach by the University.

5.4.5. 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.

5.5. Termination due to Disability or Death of Coach.

5.5.1. 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, or dies.

5.5.2. 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.

5.5.3. 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, 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.

5.6. 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.

5.7. 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.

5.8. 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, and the University policies.

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ARTICLE 6

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

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

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

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

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

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

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

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

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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 or by facsimile. All notices shall be addressed to the parties at the following addresses or at such other addresses as the parties may from time to time direct in writing:

the University:	Boise State University Director of Athletics 1910 University Drive Boise, Idaho 83725-1020
with a copy to:	Boise State University Office of the President 1910 University Drive Boise, Idaho 83725-1000
Coach:	Stacy Collins Last known address on file with University's Human Resource Services
with a copy to:	Pete Roussel via pete.roussel@suite615.com

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

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 his official University duties.

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

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

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

University	**Coach**
_____	_____
Jeramiah Dickey Director of Athletics	Stacy Collins
_____	_____
Date	Date
_____	
Dr. Marlene Tromp President	
_____	
Date	

Approved by the Idaho State Board of Education on the ____ day of _____, 2024.

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EMPLOYMENT AGREEMENT

This Employment Agreement (Agreement) is entered into by and between Boise State University (the University) and ~~_____~~ Stacy Collins (Coach).

ARTICLE 1

1.1. Employment. Subject to the terms and conditions of this Agreement, the University shall employ Coach as the Assistant Head Coach – Special Teams Coordinator / Linebackers (the Position) of its intercollegiate ~~[Sport]~~football team (Team). Coach represents and warrants that Coach is fully qualified to serve, and is available for employment, in this capacity.

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

1.3. Duties. Coach shall serve as the Assistant Head Coach – Special Teams Coordinator / Linebackers of the Team and shall perform such other duties in the University's athletic program as the Director may assign and as may be described elsewhere in this Agreement. There shall be no opportunity for the University to reassign Coach without the written approval of Coach. In the event Coach provided written approval for reassignment, 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 unless Coach remains an on-field Assistant Football Coach.~~The University shall have the right, at any time, to reassign Coach to duties at the University other than as assistant 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 ~~[number]~~two (2~~ # ~~) years and approximately two (2) months, commencing on January 12, 2024 ~~Month #, 20##~~ and terminating, without further notice to Coach, on February 28, 2026 ~~Month ##, 20#~~ unless sooner terminated in accordance with other provisions of this Agreement.

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

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~~Name~~ Collins Contract
20~~##~~ 24 to 20~~##~~26
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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 $350,000, payable in biweekly installments in accordance with normal University procedures, and such salary increases as may be determined appropriate by the Director and President and approved by the Board; and

b) A one-time signing bonus payment of $15,000 will be paid after the execution of this agreement; and

~~a)~~c) Coach may be eligible to receive a Change in Employee Compensation (CEC) increase, if approved by the Idaho Legislature. A CEC, if granted, and in what amounts, will be at the Athletic Director's sole discretion; and

~~c~~d) The opportunity to receive such employee benefits as the University provides generally to non-faculty professional employees, provided that Coach qualifies for such benefits by meeting all applicable eligibility requirements except that, in accordance with Board Policy II.H.6.b.ii, Coach does not accrue and use annual leave (vacation) hours but may take leave (other than sick leave) with prior written approval of the Director; and

~~d~~e) Assignment of one vehicle through the University's Department of Athletics (the Department) trade-out program during the Term of this Agreement, subject to and according to the policy of the Board and any separate agreement(s) relating to the vehicle; specifically, Coach shall be responsible for insurance premiums for personal use of the vehicle; and

e) The opportunity to receive such employee benefits as the Department provides generally to its employees of a comparable level. Coach hereby agrees to abide by the terms and conditions, as now existing or hereafter amended, of such employee benefits.

Coach understands and agrees that financial conditions may require the President, in the President's discretion, to institute furloughs or to take such other actions consistent with Board policy as the President may determine to be necessary to meet such challenges; provided that any furlough applied to Coach must be applied to all other employees of a comparable level.

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In the event of a furlough or other action, the actual salary paid to Coach may be less than the salary stated in Section 3.1.1(a) above.

3.2 Supplemental Compensation. Each year Coach may shall be eligiblepaid to receive supplemental compensation as follows:

3.2.1 Athletic Achievement Incentive Pay.

Regular Season & Non-College Football Playoff ("Non-CFP") Bowl Game:

Participates in the Conference Championship Game	4% of salary
Conference Champions	6% of salary
**Non-CFP Bowl Game Win	2% of salary

Maximum Cumulative Regular Season & Non-CFP Payout 10% of salary

College Football Playoff ("CFP"):

Participates in a first-round game of the College Football Playoff (including a first-round bye)	8% of salary
Participates in a quarterfinal game of the CFP	10% of salary
Participates in the semifinal game of the CFP	12% of salary
Participates in the national championship game of the CFP	16% of salary
College Football Playoff Champions	20% of salary

Maximum Cumulative College Football Playoff Payout 20% of salary

Coach shall be paid supplemental compensation from each of the provisions listed above (subject to the maximums described at the end of each section), provided Coach is employed by University as an Assistant Football Coach at time of each event above.

Any supplemental compensation awarded as Athletic Achievement Incentive Pay shall be paid on the first regular pay date in Month 20##,February, as long as the Coach remains continuously employed as the Assistant Coach on that date.

3.2.2. Academic Achievement Incentive Pay.

Academic Incentive Pay may be earned for the most recent academic year if the annual Team Academic Progress Rate (APR) ranks nationally within XX football as follows:

a) If the annual APR rating is between 50%-59.9% of the 4-year National Ranking, Employee may receive a sum of up to X3% of salary; **or**

b) If the annual APR rating is between 60%-69.9% of the 4-year National Ranking, Employee may receive a sum of up to X4% of salary; **or**

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c) If the annual APR rating is between 70%-79.9% of the 4-year National Ranking, Employee may receive a sum of up to ~~X~~5% of salary; **or**

d) If the annual APR rating is 80% or higher of the 4-year National Ranking, Employee may receive a sum of up to ~~X~~6% of salary.

Any supplemental compensation awarded as Academic Achievement Incentive Pay, shall be paid as soon as reasonably practicable following APR rating determination and verification by the National Collegiate Athletic Association (NCAA), as long as Coach remains continuously employed as Assistant Head Coach on that date.

3.2.3. Conditions for payment of Athletic and Academic Achievement supplemental compensation.

All Incentive Pay amounts pursuant to Section 3.2 shall be cumulative within each of the following sections described above and shall in no event exceed the cumulative total supplemental compensation payment amounts in one contract Year. For these purposes, the year ends on the last day of February:

a) 10% of salary - Regular Season & Non-College Football Playoff ("Non-CFP") Bowl Game and Academic Achievement ("APR") Incentive Pay

b) 20% of salary - College Football Playoff ("CFP")

If Coach qualifies for any supplemental compensation, the amount paid to the Coach will be calculated on the percentage of base salary at time of occurrence. Provided, however, if conditions beyond the control of the University prevent the University from hosting home competitions at full capacity, supplemental compensation may be less than the amounts in Sections 3.2.1 and 3.2.2, above. If Coach is an Assistant Coach for a partial calendar year, Academic Achievement Incentive Pay will be prorated for any partial calendar year.

~~The decisions whether or not to award the Incentive Pay outlined in this Section 3.2, and in what amounts, are within the Director's sole discretion.~~ The decisions may be made based on a variety of factors, including, but not limited to, Coach's individual performance, athletic/academic performance of Coach's assigned player personnel groups, or other performance-related factors. Coach is not entitled to supplemental compensation if Coach is placed on administrative leave or otherwise not performing the duties of Coach during the time the applicable achievement is attained.

Any such supplemental compensation actually paid to Coach shall be reported to the Board on an annual basis.

3.2.4. Employee agrees that the University has the priority right to operate athletic camps and/or clinics on its campus using University facilities.

a) If the University exercises its right to operate camps and/or clinics on campus, the University shall allow Coach the opportunity to earn supplemental compensation by assisting with the camps and/or clinics in Coach's capacity as a University employee. Coach hereby agrees to assist in the marketing, supervision, and general administration of the camps and/or clinics. Coach also agrees that Coach will perform all obligations mutually agreed upon by the parties. In exchange for Coach's participation in the camps and/or clinics, the University shall pay Coach supplemental compensation.

b) If the University allows Coach to operate camps and/or clinics at the University, such operation shall be according to a written agreement which shall include conditions such as:

i. Coach compliance with all NCAA, Conference, and University rules and regulations related, directly or indirectly, to the operation of camps and/or clinics;
ii. Payment for the University's facilities; and
iii. Provision proof of liability insurance.

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

3.3. Footwear; Apparel; Equipment. Coach agrees that the University has the exclusive right to select footwear, apparel and/or equipment for the use of its student-athletes and staff, including Coach, during official practices and games and during times when Coach or the Team is being filmed by motion picture or video camera or posing for photographs in their capacity as representatives of University. In order to avoid entering into an agreement with a competitor of any University selected vendors, Coach shall submit all outside consulting agreements to the University for review and approval prior to execution. Coach shall also report such outside income to the University in accordance with Section 4.2 of this Agreement. Coach further agrees that Coach will not endorse any athletic footwear, apparel and/or equipment products, and will not participate in any messages or promotional appearances which contain a comparative or qualitative description of athletic footwear, apparel or equipment products.

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

ARTICLE 4

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

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

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

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

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

4.2 Outside Activities. Coach shall not undertake any business, professional or personal activities, or pursuits that would prevent Coach from devoting Coach's full time and best efforts to the performance of Coach's duties under this Agreement, that would unreasonably detract from those duties in any manner, or that, in the reasonable opinion of the University, the Department, would reflect adversely upon the University or its athletic program. Subject to the terms and conditions of this Agreement, Coach may, with the prior written approval of the Head Coach and the Director, who may consult with the President, enter into separate arrangements for outside activities and endorsements which are consistent with Coach's obligations under this Agreement. Coach shall report such outside income and business interests to the University in accordance with Section 4.3 of this Agreement. Coach may not use nor may Coach authorize third parties to use the University's name, logos, or trademarks in connection with any such arrangements without the prior written approval of the Director and the President (such approval not to be unreasonably withheld).

4.3. Outside Income. In accordance with NCAA rules, Coach shall obtain prior written approval from the President and the Director (such approval not to be unreasonably withheld) for

all athletically-related and other business-related income and benefits from sources outside the University and shall report the source and amount of all such income and benefits in accordance with the Department's Outside Income Reporting Form. The report shall be in a format reasonably satisfactory to University. In no event shall Coach accept or receive directly or indirectly any monies, benefits, or gratuities whatsoever from any person, association, corporation, University booster club, University alumni association, University foundation, or other benefactor, if the acceptance or receipt of the monies, benefits, or gratuities would violate applicable law or the policies, rules, and regulations of the University, the Board, the conference, or the NCAA.

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

4.5. Disclosure of Criminal Proceedings, Serious Misconduct and Discipline. Coach warrants that prior to signing this Agreement, Coach has disclosed and will continue to disclose if Coach has been accused of, investigated for, convicted of, or pled guilty or no contest to, or received a withheld judgement for a felony or misdemeanor, has been accused of serious misconduct in a civil suit or internal process at any prior institution where Coach was employed, or has been subject to official institution or athletic department disciplinary action at any time at any prior institution where Coach was employed. "Serious misconduct" is defined as any act of harassment prohibited by law, including sexual harassment, sexual misconduct, domestic violence, dating violence, stalking, sexual exploitation, or dishonesty or fiscal misconduct. Any disclosure after the date of this Agreement shall be made as soon as possible, but no later than 72 hours after Coach is on notice of any accusation.

ARTICLE 5

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

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

a) A deliberate or major violation of Coach's duties under this Agreement or the refusal or unwillingness of Coach to perform such duties in good faith and to the best of Coach's abilities;

b) The failure of Coach to remedy any violation of any of the terms of this Agreement within 30 days after written notice from the University;

c) A deliberate or major violation by Coach of any applicable law or the policies, rules or regulations of the University, the Board, the Conference or the NCAA, including but not limited to any such violation which may have occurred during the employment of Coach at another NCAA or NAIA member institution;

d) Ten (10) working days' absence of Coach from duty without the University's consent;

e) Any conduct of Coach that constitutes moral turpitude or that would, in the University's judgment, reflect adversely on the University or its athletic programs;

f) The failure of Coach to represent the University and its athletic programs positively in public and private forums;

g) The failure of Coach to fully and promptly cooperate with the NCAA or the University in any investigation of possible violations of any applicable law or the policies, rules or regulations of the University, the Board, the Conference, or the NCAA;

h) The failure of Coach to report a known violation of any applicable law or the policies, rules or regulations of the University, the Board, the Conference, or the NCAA, by one of Coach's assistant coaches, any other employees for whom Coach is administratively responsible, or a member of the Team; or

i) A violation of any applicable law or the policies, rules or regulations of the University, the Board, the conference, or the NCAA, by one of Coach's assistant coaches, any other employees for whom Coach is administratively responsible, or a member of the Team if Coach knew or should have known of the violation and could have prevented it by ordinary supervision.

j) The failure of Coach to disclose any criminal proceeding or accusation or finding of serious misconduct as required in Section 4.5 of this Agreement.

5.1.2. Suspension, reassignment, or termination for good or adequate cause shall be effectuated by the University as follows: before the effective date of the suspension, reassignment, or termination, the Director or the Director's designee shall provide Coach with notice, which notice shall be accomplished in the manner provided for in this Agreement and shall include the reason(s) for the contemplated action. Coach shall then have an opportunity to respond.

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After Coach responds or fails to respond, the University shall notify Coach whether, and if so when, the action will be effective.

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

5.1.4. If found in violation of 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 due to Resignation or Termination of Head Coach~~

~~In the event of the resignation or termination of the Head Coach, Coach's employment contract may be terminated at the sole discretion of the University, at any time following the resignation or termination, upon thirty (30) days' prior written notice. Provided, however, in the event the Head Coach becomes disabled or is deceased during Coach's Term of employment, Coach's employment contract will continue until the last day of XX following such disability or death; provided, however, if Coach otherwise becomes employed prior to the last day of XX following such disability or death, this Agreement will automatically terminate and no further compensation shall be owed by the University to Coach.~~Reserved.

5.3. Termination of Coach for Convenience of University.

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

5.3.2. In the event that the University terminates this Agreement for its own convenience, the University shall be obligated to pay Coach, as liquidated damages and not a penalty, the salary set forth in Section 3.1.1(a), excluding all deductions required by law, on the regular paydays of the University until the term of this Agreement ends or until Coach obtains reasonably comparable employment, whichever occurs first. In addition, Coach shall be paid any supplemental compensation (subject to the maximums described above), provided Coach was employed by University as an Assistant Football Coach at time of the event and participated in the event.

Liquidated damages are subject to mitigation and offset such that Coach must use reasonable best efforts to obtain other employment during the ~~original t~~Term of this Agreement and, in the event Coach obtains other employment of any kind or nature after such termination, then the amount of compensation the University pays will be adjusted and reduced by the amount of compensation paid to Coach as a result of such other employment.

Coach specifically agrees to inform the University within ten business days of obtaining other employment, and to advise the University of all relevant terms of such employment, including without limitation the nature and location of employment, salary, other compensation, health insurance benefits, life insurance benefits, and other fringe benefits. Failure to so inform and advise the University shall constitute a material breach of this Agreement and the University's obligation to pay compensation under this provision shall end. Coach further agrees to repay to the University all compensation received from the University after the date other employment is obtained unless the compensation was earned and accrued but not yet paid at the time of termination.

In addition, Coach will be entitled to continue with the University ~~health insurance plan and group life insurance~~ benefits they are eligible for as if Coach remained a University employee until the term of this Agreement ends or until Coach obtains other employment, whichever occurs first. Coach shall be entitled to no other compensation or fringe benefits, except as otherwise provided herein or required by law.

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

5.4. Termination by Coach for Convenience.

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

5.4.2. 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.

5.4.3. If Coach terminates this Agreement for convenience at any time, University shall pay Coach through Coach's last day of employment and pay any Supplemental Compensation earned and accrued through participation in a qualifying event, but not yet paid at the effective date of the termination. ~~If Coach terminates this Agreement for convenience at any time, all~~ 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, an amount equal to: Coach's base salary at the time of termination, divided by twelve, such amount multiplied by the number of months remaining of the Term under this Agreement at the time of termination, but in no event to exceed six (6) months, with such product multiplied by:

a) 1.0 if Coach has accepted or before the end of the Term of this Employment Contract accepts, a position as assistant coach or coordinator at any member institution of the Conference; or

b) 0.5 if Coach has accepted or before the end of the Term of this Employment Contract accepts a position as an assistant coach or coordinator at any other (i.e., non-Conference member) institution of higher education in the United States; or

c) 0.25 if Coach has accepted or before the end of the Term of this Employment Contract accepts a position as an assistant coach for any ~~SPORT~~ football team participating in any professional league or conference in the United States or Canada.

And further, if Coach terminates this Agreement for convenience during the first fourteen months of the Term, then the multiplier will be double the multiplier as listed above. Notwithstanding the foregoing, Coach shall owe no liquidated damages to the University if the effective date of termination occurs following the final game of the final season of the Term.

For clarity, if Coach enters into a contract before the end of the Term of this Employment Contract, to serve in the position as a head coach at any institution of higher education in the United States or for the position as head coach for any team participating in any professional league or conference in the United States or Canada, Coach will not owe the University liquidated damages. Coach shall owe no liquidated damages to the University if Coach terminates this Agreement for convenience to commence employment other than as described above.

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

If Coach terminates this Agreement for convenience and does not immediately commence other employment as described above, and therefore does not pay the liquidated damages, but then at a future date within the remaining term of this Agreement, or enters into an agreement to commence in the future, other employment as described above, then liquidated damages will still be owed by Coach and the amount of liquidated damages owed shall be calculated as of the date Coach accepts such employment.

The University, in its sole discretion, may elect to waive a portion of the liquidated damages due to the University.

Coach's obligation, if any, to repay relocation expenses is based on duration of employment and not related to reason for termination and is separate from any obligation to pay liquidated damages.

5.4.4. The parties have both been represented by legal counsel in the contract negotiations and have bargained for and agreed to the foregoing liquidated damages provision, giving consideration to the fact that the University will incur administrative and recruiting costs in obtaining a replacement for Coach, in addition to potentially increased compensation costs if Coach terminates this Agreement for convenience, which damages are extremely difficult to determine with certainty. The parties further agree that the payment of such liquidated damages by Coach and the acceptance thereof by the University shall constitute adequate and reasonable compensation to the University for the damages and injury suffered by it because of such termination by Coach. The liquidated damages are not, and shall not be construed to be, a penalty. For clarity, this Section 5.3 shall not apply if Coach terminates this Agreement to accept employment that is not Similar or Related Employment. This Section 5.3. is also inapplicable if Coach terminates this Agreement because of a material breach by the University.

5.4.5. 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.

5.5. Termination due to Disability or Death of Coach.

5.5.1. 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, or dies.

5.5.2. 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.

5.5.3. 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, 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.

5.6. 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.

5.7. 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.

5.8. 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, and the University policies.

ARTICLE 6

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

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

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

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

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

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

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

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

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

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

the University: Boise State University
Director of Athletics
1910 University Drive
Boise, Idaho 83725-1020

with a copy to: Boise State University
Office of the President
1910 University Drive
Boise, Idaho 83725-1000

Coach: ~~_____~~Stacy Collins
Last known address on file with
University's Human Resource Services

with a copy to: Pete Roussel via pete.roussel@suite615.com

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

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 his 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.

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

University	**Coach**
_____	_____
Jeramiah Dickey Director of Athletics	~~Name of Coach~~Stacy Collins
_____	_____
Date	Date
_____	
Dr. Marlene Tromp President	

~~Name~~ Collins Contract
20~~##~~ 24 to 20~~##~~26
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_____
Date

Approved by the Idaho State Board of Education on the ____ day of _____, 2024.

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~~Name~~ Collins Contract
20~~##~~ 24 to 20~~##~~26
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Coach Stacy Collins Maximum Compensation Calculation - 2024-2026

			Year 1	Year 2
3.1.1a	Annual Base Salary		$ 350,000.00	$ 350,000.00
3.1.1b	One-Time Signing Bonus		$ 15,000.00	$ -
3.2.1 & 3.2.2	Additional Pay based on Regular Season & Non-College Football Playoff (“Non-CFP”) Bowl Game & Academic Achievement (max cumulative payout)		$ 35,000.00	$ 35,000.00
3.2.1	Additional Pay based on College Football Playoff ("CFP") (max cumulative payout)		$ 70,000.00	$ 70,000.00
	Total Maximum potential annual compensation under Employment Agreement		$ 470,000.00	$ 455,000.00

Salary and Incentive Comparisions
Head XX Coaches in Mountain West Conference

Coach	School	Base Salary	Incentives
Mike Thiessen	Air Force	Unknown	Unknown
Stacy Collins	Boise State	$ 350,000	See contract
Tommy Perry	Colorado State	$ 149,750.00	Unknown
John Baxter	Fresno State	$ 219,080.00	**a. Base Salary.** The base salary paid by the University to Employee for their services and the satisfactory performance of the terms and conditions of this Appointment Letter in the position of Assistant Football Coach: Special Teams Coordinator, will be at the rate of $18,257.00 per month or $219,080.00 on an annual basis, payable in equal monthly warrants by the University to Employee on or about the last day of each consecutive calendar month during the term of this appointment. **2) Affiliated Conference Success** a) Eight percent (8%) of current annual base salary if Mountain West Conference or at-large bowl game participant b) Ten percent (10%) of current annual base salary if Mountain West Conference or at-large bowl game and Mountain West Conference Division Champions c) Twelve percent (12%) of current annual base salary if Mountain West Conference or at-large bowl game and Mountain West Conference Championship game winner d) Sixteen percent (16%) of current base salary if Mountain West Conference Championship game winner and BCS/CFP bowl game participant *Only one may be awarded* The performance relating to the Mountain West Conference (MWC) ranking will be evaluated at the conclusion of the MWC regular season (excluding the MWC Championship contest). However, the national rankings will be concluded at the end of the regular season contests for all Division I FBS conferences.
Thomas Sheffield	Hawaii	$ 350,004.00	Unknown
Parker Henry	Nevada	$ 60,000	Unknown
Shane Hunter	New Mexico	$ 200,000.00	Unknown

Salary and Incentive Comparisions
Head XX Coaches in Mountain West Conference

Zac Barton	San Diego State	Unknown	Unknown
Scott White	San Jose State	Unknown	Unknown
James Shibest	UNLV	$ 300,000	Unknown
Nick Paremski	Utah State	$ 150,000	Unknown
Shannon Moore	Wyoming	$ 150,000	Unknown

Liquidated Damages
Head XX Coaches in Mountain West Conference

Coach	School	Length of Contract	Salary	Liquidated Damages Clause?	Type of L.D. Clause	Amount(s) over time
Tim Horton	Air Force	Unknown	Unknown	Unknown	Unknown	Unknown
Stacy Collins	Boise State	2 years	$ 350,000	Yes	Tied to years in contract	See contract
Tommy Perry	Colorado State	At Will	$ 149,750	Unknown	Unknown	Unknown
John Baxter	Fresno State	1 year - 2/1/23-1/31/24	$ 223,880	Yes	Percentage	a) If the Employee resigns his position as Assistant Football Coach: Special Teams Coordinator before the conclusion of the 2023 football season including post-season competition, Employee will pay the Fresno Athletic Corporation ("Athletic Corporation") an early departure fee equal to 50% of his current annual base salary within 30 days of the effective date of the resignation. Amounts owed to the Athletic Corporation shall be paid in full no later than 30 days from the effective date of the resignation.
Thomas Sheffield	Hawaii	2 years - 1/28/22-1/27/24	$ 350,004	Unknown	Tied to years in contract	9. TERMINATION OF AGREEMENT BY COACH. A. Coach may terminate this Agreement without legal or equitable penalty (including any payment of liquidated damages as referenced below) by giving verbal and written notice to the Athletics Director and Head Football Coach after six (6) months of continuous employment of the term set forth in Section 2.A. above. B. If Coach voluntarily terminates this Agreement prior to six (6) months of continuous employment of the term set forth in Section 2.A above and without providing verbal and written notice to the Athletics Director and Head Football Coach as set forth in Section 9.A, then Coach shall pay the University as liquidated damages, a lump sum amount equal to one hundred percent (100%) of Coach's then annual base salary within ninety (90) days of the date on which the termination occurs. This payment is the University's exclusive remedy subject to Coach also complying with Coach's obligations under Sections 8.A.vi, and 10. Coach shall not be liable or responsible for any other damages or loss to University, and the liquidated damage amount to be paid by Coach to University is in lieu of any and all other legal remedies or equitable relief and without regard to any mitigation of damages or loss that University obtains. i. In addition to the payment of liquidated damages as provided above in the event of a termination by the Coach, Coach will be obligated to reimburse University for any non-work related expenses incurred by Coach and paid through University.
Parker Henry	Nevada	At Will	$ 60,000	Unknown	Unknown	Unknown

Liquidated Damages
Head XX Coaches in Mountain West Conference

Shane Hunter	New Mexico	1 year, 2 months	$ 200,000.00	Yes	Percentage	12. **Termination by Request of Coach:** Coach may terminate this Contract at any time upon written notice to the DIA. In the event that Coach terminates this Contract pursuant to this Section, the University shall have no further liability except for base salary and benefits accrued to the date of termination. Coach understands and agrees that termination of this Contract pursuant to this Section prior to the expiration of the Contract Term will cause irreparable harm to the reputation and athletic programs of the University in an amount not capable of precise calculation or quantification. Therefore, if Coach terminates this Agreement during the Contract Term, Coach agrees to pay to the University as liquidated damages, and not as a penalty, **fifty percent (50%)** of his base salary for the remainder of the Contract Term, within sixty (60 days of such termination. Liquidated damages may be modified to a lesser amount at the discretion of the DIA, with approval of the University President.
Zac Barton	San Diego State	Unknown	Unknown	Unknown	Unknown	Unknown
Scott White	San Jose State	Unknown	Unknown	Unknown	Unknown	Unknown
James Shibest	UNLV	At Will	$ 325,000	Unknown	Unknown	Unknown
Nick Paremski	Utah State	At Will	$ 150,000	Unknown	Unknown	Unknown
Shannon Moore	Wyoming	1 year 3/1/23-2/28/24	$ 150,000	Unknown	Unknown	Unknown

BOISE STATE UNIVERSITY

SUBJECT

Graduate Certificate in User Research - request to offer this existing certificate with an online program fee.

APPLICABLE STATUTE, RULE, OR POLICY

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

BACKGROUND/DISCUSSION

Boise State University proposes to offer a graduate Certificate in User Research, an existing graduate certificate offered online, to be offered utilizing an online program fee. This certificate will operate under the guidelines of Board Policy V.R. as it pertains to wholly online programs. The proposed graduate certificate provides students with in-depth knowledge and practical mastery of qualitative research methods rooted in ethnography, with an emphasis on how user research informs design and design thinking. Students complete practical exercises, learn ethical practices, and build portfolio items.

The graduate certificate in User Research is embedded into the User Research emphasis as part of the online master's degree in Digital Communication Management (DCM). Students may complete the User Research as a stand-alone certificate or complete it as part of the DCM degree to complete the degree and emphasis requirements. Students initially interested in the certificate can now house that certificate within an online degree; students initially interested in the DCM masters have an additional opportunity to specialize their skillset and improve their career readiness.

IMPACT

Nearly 300 job postings in Idaho were identified from March 2023 - March 2024 that reference 'user research' skills. Idaho employers include Cisco, Highmark Health, HP, Humana, Meta, Merck, Oracle, Scentsy, and several smaller companies. A few examples of position titles include Director of Digital/User Experience, Director of Product Design, Portfolio Strategists, Product Designers, and Technical Product Managers. Across the United States, over 30,000 job postings in the same one-year period were identified, with approximately 9,000 in the western U.S. Graduates of this certificate program will be able to work in management positions across multiple industry sectors including business, technology, healthcare, and more.

The program's overall size will be scaled to demand. Courses are currently available online, and no new instructional costs are expected to be incurred.

The student fee will be in accordance with the Online Program Fee as defined in the Board Policy V.R., 3.b. ii. The price-point of $525 for the proposed online

certificate aligns with the majority of Boise State University's undergraduate online programs. For students who need 9 credits to earn the certificate, the cost of the program would be $4,725 (9 credits at $525 per credit).

STAFF COMMENTS AND RECOMMENDATIONS

According to Board Policy V.R.3.b.ii – Institutional Online Program Fee, an institutional online program fee may be charged for any fully online undergraduate, graduate, and certificate program. An online program fee shall be in lieu of resident or non-resident tuition (as defined in Idaho Code § 33-3717B) and all other Board approved fees. An online program is defined as one in which all courses are offered and delivered via distance learning modalities, provided however, that the limited on-campus meetings may be allowed if necessary for accreditation purposes or to ensure the program is pedagogically sound.

Boise State's request to assess an online program fee of $525 per credit for the graduate Certificate in User Research aligns with criteria as defined in Board Policy V.R.3.b.ii.

Staff recommends approval.

BOARD ACTION

I move to approve the request by Boise State University to offer a graduate Certificate in User Research, an existing online certificate, to be also offered utilizing an online program fee model. The certificate program will charge an online program fee of $525 per credit.

Moved by _____ Seconded by _____ Carried Yes _____ No _____

IDAHO STATE UNIVERSITY

SUBJECT

Multi-year contract for Seton Sobolewski, Head Women's Basketball Coach

REFERENCE

August 2022	The Idaho State Board of Education (Board) approved a five year employment agreement with Head Women's Basketball Coach Seton Sobolewski. Increased pay and incentives were approved at that time, following a Championship season.

APPLICABLE STATUTE, RULE, OR POLICY

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

BACKGROUND/DISCUSSION

In August 2022, the Board approved a five (5) year employment contract with Seton Sobolewski as the Head Women's Basketball Coach terminating in May 2026. Coach Sobolewski has continued to lead ISU Women's Basketball to perform at a high level academically and athletically. Three times in the last 5 years the Women's Basketball Team has had a perfect APR of 1,000, including the most recent year of 1,000. Idaho State University (ISU) requests approval to enter into a new five (5) year contract with Coach Sobolewski as Head Women's Basketball Coach as an effort to continue to retain a high performing coach by extending term of years. The new contract reflects a salary increase, however it is budget neutral as it does not exceed the increase mandated by the earlier contract.

The base pay in the employment agreement reflects Coach's current base salary, and is subject to annual increases of $6,000 per the prior and proposed contract. The maximum proposed incentive pay for academic achievement is $8,000 which significantly exceeds the athletic incentive amount of winning the conference championship. The proposed employment agreement is in substantial conformance with the Board's model contract. The Liquidated Damages have been updated with a 100% increase to $50,000 to better reflect the cost of making a new hire and addressing transfer portal attrition.

IMPACT

The new contract will be for five (5) years, extending from 7/1/24 to 5/4/29. The previous salary of $139,287 is increased to $151,287.00 based on the $6,000 annual increase which is assigned in the prior contract. Supplementary Compensation remains unchanged from the previous contract as follows:

- 1/26 of annual salary for BSC Regular Season Championship

- 1/26 of annual salary for NCAA Tournament Berth

- $4,000 for earning a Single Year APR of 985-999 or $8,000 for earning a Single Year APR of 1,000

- $3,500 for achieving 18-19 NCAA DI Wins or $5,000 for achieving 20 NCAA DI Wins

- NCAA Tournament Round Wins, 1st = $3,000; 2nd = $6,000; 3rd = $9,000; 4th = $12,000; 5th = $15,000; 6th = $18,000

- $1,500 for each win in a WNIT appearance

- $10,000 for participating in media, fundraising, and public appearances

- Annual increase of $6,000.00 on July 1st for each year of the term.

*All bonuses are contingent upon the ISU Women's Basketball team maintaining a multi-year APR Score of 950 or above

ATTACHMENTS

Attachment 1 – Proposed Clean Contract
Attachment 2 – Redline from Model
Attachment 3 – Redline from Current Contract
Attachment 4 – APR Summary
Attachment 5 – Salary and Incentive Sheet
Attachment 6 – Liquidated Damages Sheet
Attachment 7 – Max Compensation Calculation

STAFF COMMENTS AND RECOMMENDATIONS

The proposed employment agreement is in substantial conformance with the Board-approved model contract with a base salary of $151,287.00 and increase by $6,000 each year on July 1st for the term of the contract.

The contract does contemplate Athletic Achievement Incentives as well as additional compensation for academic achievement and behavior of team members as detailed in Attachment 1 – Section 3.2 Supplemental Compensation. The dollar incentive for academic achievement is tied to the NCAA Academic Progress Rate (APR) Standards that are reported to the Board annually by the institutions.

Should Idaho State University (ISU) decide to terminate the Coach for convenience, ISU would be obligated to pay the Coach, as liquidated damages, the base salary of $151,282 with subsequent annual increases and related benefits until the term of the agreement ends or the Coach obtains reasonably comparable employment, whichever occurs first. If the Coach terminates the agreement for

convenience, they will be held responsible for fifty thousand dollars ($50,000) of liquidated damages as detailed in Attachment 1 – Section 5.3.

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

BOARD ACTION

I move to approve the request by Idaho State University to enter into a five (5) employment agreement with Seton Sobolewski, Head Women's Basketball Coach, commencing on July 1, 2024 and terminating on May 4, 2029, at a base salary of $151,287 and supplemental compensation provisions, as submitted.

Moved by_____Seconded by_____Carried Yes _____No _____

ATHLETICS MULTI-YEAR CONTRACT
SETON SOBOLEWSKI, HEAD COACH - WOMEN'S BASKETBALL

EMPLOYMENT AGREEMENT

This Employment Agreement (Agreement) is entered into by and between IDAHO STATE UNIVERSITY (University), and SETON SOBOLEWSKI (Coach).

ARTICLE 1

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

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

1.3. **Duties.** Coach shall manage and supervise the Team and shall perform such other duties in the University's athletic program as the Director may assign and as may be described elsewhere in this Agreement. The University shall have the right, at any time, to reassign Coach to duties at the University other than as head coach of the Team, provided that Coach's compensation and benefits shall not be affected by any such reassignment, except that the opportunity to earn supplemental compensation as provided in Sections 3.2.1 through 3.2.4. shall cease.

ARTICLE 2

2.1. **Term.** This Agreement is for a fixed-term appointment of four (4) years and 10 months, commencing on July 1, 2024 and terminating, without further notice to Coach, on May 4, 2029 unless sooner terminated in accordance with other provisions of this Agreement.

2.2. **Extension or Renewal.** This Agreement is renewable solely upon an offer from the University and an acceptance by Coach, both of which must be in writing and signed by the parties. This Agreement in no way grants to Coach a claim to tenure in employment, nor shall Coach's service pursuant to this Agreement count in any way toward tenure at the University.

ARTICLE 3

3.1 Regular Compensation

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

a) An annual salary of $151,282 per year, payable in biweekly installments in accordance with normal University procedures, and such salary increases as may be determined appropriate by the Director and President;

b) Each year on July 1st for the term of the contract, if Coach continues to be employed by the University, the annual salary shall increase by the amount of $6,000.

c) The opportunity to receive such employee benefits as the University provides generally to non-faculty exempt employees, provided that Coach qualifies for such benefits by meeting all applicable eligibility requirements (except that in accordance with Board Policy II.H.6.b.ii, University and Coach agree that Coach shall not accrue any annual leave hours, and may take leave (other than sick leave) only with prior written approval of the Director); and

d) The opportunity to receive such employee benefits as the University's Department of Athletics (Department) provides generally to its employees of a comparable level. Coach hereby agrees to abide by the terms and conditions, as now existing or hereafter amended, of such employee benefits.

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

3.2 Supplemental Compensation: The potential supplemental compensation described herein shall be available to Coach only in years when the following conditions are met: (1) the Team operates within the assigned and agreed upon Women's Basketball budget, to include mutually agreed upon budget adjustments in writing which take place during the fiscal year.

3.2.1. Each year the Team is the regular season Conference Champion or Co-Champion, and if Coach continues to be employed as University's Head Women's Basketball Coach as of the ensuing July 1st, the University shall pay to Coach supplemental compensation in an amount equal to two (2) weeks of Coach's Annual Salary during the fiscal year in which the Championship is achieved. The

University shall determine the appropriate manner in which it shall pay Coach any such supplemental compensation.

3.2.2 Each year the Team either wins the Big Sky Conference tournament or obtains an NCAA Women's Basketball Tournament berth, and if Coach continues to be employed as University's head Women's Basketball coach as of the ensuing July 1st, the University shall pay Coach supplemental compensation in an amount equal to two (2) weeks of Coach's Annual Salary during the fiscal year in which the post-season participation is achieved. The University shall determine the appropriate manner in which it shall pay Coach any such supplemental compensation.

3.2.3 Each year Coach shall be eligible to receive supplemental compensation in an amount up to $8,000 based on the academic achievement and behavior of Team members. The determination of whether Coach will receive such supplemental compensation and the timing of the payment(s) shall be at the discretion of the President in consultation with the Director. The determination shall be based on the following factors: the Academic Progress Rate; grade point averages; difficulty of major course of study; honors such as scholarships, designation as Academic All-American, and conference academic recognition; progress toward graduation for all athletes, but particularly those who entered the University as academically at-risk students; and the conduct of Team members on the University campus, at authorized University activities, in the community, and elsewhere. Any such supplemental compensation paid to Coach shall be accompanied with a detailed justification for the supplemental compensation based on the factors listed above.

Women's Basketball APR Score:	Incentive Pay Up To:
985-999	$ 4,000
1000	$ 8,000

3.2.4 Record Bonus. The University must pay to Coach supplemental compensation in the amount of $3,500 for winning eighteen or nineteen (18 or 19) regular season Division I Women's Basketball games, and $5,000 for winning twenty (20) or more regular season Division I Women's Basketball games. Such bonus is contingent upon the Team maintaining a multi-year APR ranking of 950 or better.

3.2.5 Each year the Team advances in the NCAA Women's Basketball Tournament, and if Coach continues to be employed as University's head Women's Basketball coach as of the ensuing May 1st, the University shall pay Coach supplemental compensation in an amount equal to the terms below. The University shall determine the appropriate manner in which it shall pay Coach any such supplemental compensation. Such bonus is contingent upon the Team maintaining a multi-year APR ranking of 950 or better.

Round 1	64 Teams	1st win	$3,000.00
Round 2	32 Teams	2nd win	$6,000.00
Round 3	16 Teams	3rd win	$9,000.00
Round 4	8 Teams	4th win	$12,000.00
Round 5	4 Teams	5th win	$15,000.00
Round 6	2 Teams	6th win	$18,000.00

Possible national championship winner computation bonus total: $63,000.00

3.2.6 Each year the Team advances in the WNIT Women's Basketball Post-Season Tournament, and if Coach continues to be employed as the University's head Women's Basketball coach as of the ensuing July 1st, the University shall pay Coach supplemental compensation in an amount equal to the terms below. The University shall determine the appropriate manner in which it shall pay Coach any such supplemental compensation. Such bonus is contingent upon the Team maintaining a multi-year APR ranking of 950 or better.

Round 1	32 Teams	1st win	$1,500.00
Round 2	16 Teams	2nd win	$1,500.00
Round 3	8 Teams	3rd win	$1,500.00
Round 4	4 Teams	4th win	$1,500.00
Round 5	2 Teams	5th win	$1,500.00

Possible bonus computation total for winning WNIT Women's Basketball Post-Season Tournament: $7,500.00

3.2.7 Coach shall receive the sum of $10,000 from the University or the University's designated media outlet(s) or a combination thereof each year during the term of this Agreement in compensation for participation in media programs, fundraising and public appearances (Programs). Coach's right to receive such a payment shall vest on the date of the Team's last regular season or post-season competition, whichever occurs later. The University shall determine the appropriate manner in which it shall pay Coach any such supplemental compensation.

3.2.8 (SUMMER CAMP—OPERATED BY UNIVERSITY) Coach agrees that the University has the exclusive right to operate youth women's basketball camps on its campus using University facilities. The University shall allow Coach the opportunity to earn supplemental compensation by assisting with the University's camps in Coach's capacity as a University employee. Coach hereby agrees to assist in the marketing, supervision, and general administration of the University's women's basketball Camps. Coach also agrees that Coach will perform all obligations mutually agreed upon by the parties. In exchange for Coach's participation in the University's women's basketball camps, the University shall pay Coach and Coach's designees according to the net proceeds generated by camps as supplemental compensation during each year of employment as head women's basketball coach at the University. This amount shall be paid from camp accounts and a detailed accounting of all revenue and expenses provided to the Director.

3.3 Apparel Agreement. Coach agrees that the University has the exclusive right to select footwear, apparel, and/or equipment for the use of its student-athletes and staff, including Coach, during official practices and games and during times when Coach or the Team is being filmed by motion picture or video camera or posing for photographs in their capacity as representatives of University. Coach recognizes that the University is negotiating or has entered into an agreement with Adidas or another entity (hereinafter referred to as "Apparel Entity"), to supply the University with athletic footwear, apparel and/or equipment. Coach agrees that, upon the University's reasonable request, Coach will consult with appropriate parties concerning an Apparel Entity product's design or performance, shall act as an instructor at a clinic sponsored in whole or in part by Apparel Entity, or give a lecture at an event sponsored in whole or in part by Apparel Entity, or make other educationally related appearances as may be reasonably requested

by the University. Notwithstanding the foregoing sentence, Coach shall retain the right to decline such appearances as Coach reasonably determines to conflict with or hinder Coach's duties and obligations as head football coach. In order to avoid entering into an agreement with a competitor of Apparel Entity, Coach shall submit all outside consulting agreements to the University for review and approval prior to execution. Coach shall also report such outside income to the University in accordance with NCAA rules. Coach further agrees that Coach will not endorse any athletic footwear, apparel and/or equipment products, including Apparel Entity, and will not participate in any messages or promotional appearances which contain a comparative or qualitative description of athletic footwear, apparel or equipment products.

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

ARTICLE 4

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

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

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

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

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

regulations; and (e) the rules and regulations of the conference of which the University is a member.

4.1.5. Coach is responsible for the actions of all institutional staff members who report, directly or indirectly, to Coach. Coach shall promote an atmosphere of compliance within the program and shall monitor the activities of all institutional staff members involved with the program who report, directly or indirectly, to the coach.

4.1.6. Coach shall be responsible to ensure that institutional staff members as described in 4.1.5 complete the following specific compliance related activities:

a) Attendance of Coach and Assistant Coaches at all rules education programs;

b) Prompt and accurate submission of compliance forms, certification forms, CARA forms, and all compliance related information prior to the arrival of a student athlete on the ISU Campus;

c) Thorough, honest, and forthcoming completion of compliance forms;

d) The prompt and complete disclosure of circumstances or facts that may impact the eligibility of a Prospective Student Athlete or which may lead to the need to request an NCAA Eligibility Waiver. The need for NCAA Eligibility Waivers based upon information which was known and not disclosed, or which should have been known, is conduct seriously prejudicial to the University and may constitute adequate cause for discipline up to and including dismissal or termination; and

e) The routine requesting of rules interpretations.

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

4.3 **NCAA Rules.** In accordance with NCAA rules, Coach shall obtain prior written approval from the President for all athletically related income and benefits from sources outside the University and shall report the source and amount of all such income and benefits to the President's Office whenever reasonably requested, but in no event less than annually before the close of business on June 30th of each year or the last regular University work day preceding June 30th. The report shall be in a format reasonably satisfactory to the University. In no event

shall Coach accept or receive directly or indirectly any monies, benefits, or gratuities whatsoever from any person, association, corporation, University booster club, University alumni association, University foundation, or other benefactor, if the acceptance or receipt of the monies, benefits, or gratuities would violate applicable law or the policies, rules, and regulations of the University, the Board, the conference, or the NCAA.

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

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

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

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

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

ARTICLE 5

5.1 Termination of Coach for Cause. The University may, in its discretion, suspend Coach from some or all of Coach's duties, temporarily or permanently, and with or without pay;

reassign Coach to other duties; or terminate this Agreement at any time for good or adequate cause, as those terms are defined in applicable rules and regulations, including in University policy.

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

a) A deliberate or major violation of Coach's duties under this Agreement or the refusal or unwillingness of Coach to perform such duties in good faith and to the best of Coach's abilities;

b) The failure of Coach to remedy any violation of any of the terms of this Agreement within 30 days after written notice from the University;

c) A deliberate or major violation by Coach of any applicable law or the policies, rules or regulations of the University, the Board, the conference or the NCAA, including but not limited to any such violation which may have occurred during the employment of Coach at another NCAA member institution;

d) Ten (10) working days' absence of Coach from duty without the Director's consent;

e) Any conduct of Coach that the University determines brings Coach into general public disrepute, contempt, scandal, or ridicule or that would, in the University's judgment, reflect adversely on the University or its athletic programs, including a violation by Coach of any law, except minor traffic offenses;

f) The failure of Coach to represent the University and its athletic programs positively in public and private forums;

g) The failure of Coach to fully and promptly cooperate with the NCAA or the University in any investigation of possible violations of any applicable law or the policies, rules or regulations of the University, the Board, the conference, or the NCAA;

h) The failure of Coach to report a known violation of any applicable law or the policies, rules or regulations of the University, the Board, the conference, or the NCAA, by one of Coach's assistant coaches, any other employees for whom Coach is administratively responsible, or a member of the Team; or

i) A violation of any applicable law or the policies, rules or regulations of the University, the Board, the conference, or the NCAA, by one of Coach's assistant coaches, any other employees for whom Coach is administratively responsible, or a member of the Team if Coach knew or should have known of the violation and could have prevented it by ordinary supervision.

j) The failure of Coach to disclose Serious Misconduct as required in Section 4.7 of this Agreement.

k) A failure of Coach to maintain a high level of professionalism, including a failure to exercise the proper level of conduct and decorum expected of a highly-visible university employee, which is at all times expected to create a safe and professional environment for student-athletes, subordinates, co-workers, and others who provide support and service to the staff and student athletes at Idaho State University.

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

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

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

5.2 <u>Termination of Coach for Convenience of University</u>

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

5.2.2 In the event that University terminates this Agreement for its own convenience, University shall be obligated to pay Coach, as liquidated damages and not a penalty, the remaining unpaid amounts contained in the salary set forth in Section 3.1.1(a), excluding all deductions required by law, on the regular paydays of University until the term of this Agreement ends or until Coach obtains reasonably comparable employment, whichever occurs first. In the event Coach obtains other employment after such termination, then the amount of compensation the University pays will be reduced by the amount of compensation paid Coach as a result of such other employment, such adjusted compensation to be calculated for each University pay-period by reducing the gross salary set forth in Section 3.1.1(a) (before deductions required by law) by the gross compensation paid to Coach under the other employment, then subtracting from this adjusted gross compensation deductions according to law. In addition, Coach will be entitled to continue with the University health insurance plan and group life insurance as if Coach remained a University employee until the term of this Agreement ends or until Coach obtains reasonably comparable employment or any other employment providing Coach with a reasonably comparable health plan and group life insurance, whichever occurs first. Coach shall be entitled

to no other compensation or fringe benefits, except as otherwise provided herein or required by law. Coach specifically agrees to inform University within ten business days of obtaining other employment and to advise University of all relevant terms of such employment, including without limitation the nature and location of employment, salary, other compensation, health insurance benefits, life insurance benefits, and other fringe benefits. Failure to so inform and advise University shall constitute a material breach of this Agreement and University's obligation to pay compensation under this provision shall end. Coach further agrees to repay to University all compensation received from the University after the date other employment is obtained.

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

5.3 <u>Termination by Coach for Convenience</u>

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

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

5.3.3 If Coach terminates this Agreement for convenience at any time, all obligations of the University shall cease as of the effective date of the termination. If Coach terminates this Agreement for convenience, Coach shall pay to the University, as liquidated damages and not a penalty, the following sum: fifty thousand dollars ($50,000). The liquidated damages shall be due and payable within twenty (20) days of the effective date of the termination, and any unpaid amount shall bear simple interest at a rate of eight (8) percent per annum until paid.

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

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

5.4 Termination due to Disability or Death of Coach

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

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

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

5.5 Interference by Coach. In the event of an announcement to the Athletic Director of a future departure, a formal resignation, termination, suspension, or reassignment, Coach agrees that Coach will not interfere with the University's student-athletes or otherwise obstruct the University's ability to transact business or operate its intercollegiate athletics program.

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

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

ARTICLE 6

6.1 Approval. This Agreement shall not be effective until and unless executed by both parties as set forth below. In addition, the payment of any compensation pursuant to this

agreement shall be subject to the approval of the Board, if required, and the President; the sufficiency of legislative appropriations; the receipt of sufficient funds in the account from which such compensation is paid; and the Board policies and University rules regarding financial exigency.

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

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

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

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

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

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

6.8 Force Majeure. Any prevention, delay or stoppage due to causes beyond a party's reasonable control that make the contract impossible, impracticable, or frustrate the purpose of the contract, whether foreseeable or not, including but not limited to: government or court orders, guidelines, regulations, or actions related to communicable diseases, epidemics, pandemics, or other dangers to public health; strikes, lockouts, labor disputes; acts of God; inability to obtain labor or materials or reasonable substitutes therefor; governmental restrictions, governmental regulations, or governmental controls; enemy or hostile governmental action; civil commotion; fire or other casualty; and other causes beyond the reasonable control of the party obligated to perform (including financial inability), shall excuse the performance by such party for a period equal to any such prevention, delay or stoppage.

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

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

the University: Director of Athletics
Pauline Thiros
Idaho State University
MS 8173
Pocatello, ID 83209

with a copy to: President
Robert Wagner
Idaho State University
MS 8310
Pocatello, ID 83209

Coach: Head Women's Basketball Coach
Idaho State University
MS 8173
Pocatello, ID 83209

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

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

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

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

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

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

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

University	**Coach**
Signature:_____	Signature:_____
Printed Name: Dr. Robert Wagner Idaho State University President	Printed Name: Seton Sobolewski Head Coach Idaho State Women's Basketball
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.]

Idaho State University

Idaho State University

ATHLETICS MULTI-YEAR CONTRACT
~~[COACH NAME]~~,SETON SOBOLEWSKI, HEAD COACH - ~~[SPORT]~~WOMEN'S BASKETBALL

EMPLOYMENT AGREEMENT

This Employment Agreement (Agreement) is entered into by and between IDAHO STATE UNIVERSITY (University), and ~~[LEGAL NAME OF COACH]~~SETON SOBOLEWSKI (Coach).

ARTICLE 1

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

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

1.3. Duties. Coach shall manage and supervise the Team and shall perform such other duties in the University's athletic program as the Director may assign and as may be described elsewhere in this Agreement. The University shall have the right, at any time, to reassign Coach to duties at the University other than as head coach of the Team, provided that Coach's compensation and benefits shall not be affected by any such reassignment, except that the opportunity to earn supplemental compensation as provided in Sections 3.2.1 through 3.2.4. shall cease.

~~**1.4.** Contingent on Successful Background Check. This Agreement is contingent on successful completion of a background check in accordance with University policy for new employees. Should the University, in its sole discretion, determine the results of a background check preclude Coach from employment, then the University may immediately terminate this Agreement with written notice and Coach shall not be entitled to any payment or benefits under this Agreement. [1]~~

ARTICLE 2

2.1. Term. This Agreement is for a fixed-term appointment of ~~[INSERT TERM OF YEARS 3 OR LESS]~~,four (4) years and 10 months, commencing on ~~[INSERT COMMENCEMENT DATE]~~July 1, 2024 and terminating, without further notice to Coach, on ~~[INSERT TERMINATION DATE]~~May 4, 2029 unless sooner terminated in accordance with other provisions of this Agreement.

2.2. Extension or Renewal. This Agreement is renewable solely upon an offer from the University and an acceptance by Coach, both of which must be in writing and signed by the parties. This Agreement in no way grants to Coach a claim to tenure in employment, nor shall Coach's service pursuant to this Agreement count in any way toward tenure at the University.

ARTICLE 3

3.1 Regular Compensation

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

a) An annual salary of ~~$[INSERT SALARY AMOUNT IN USD]~~$151,282 per year, payable in biweekly installments in accordance with normal University procedures, and such salary increases as may be determined appropriate by the Director and President;

~~b~~b) Each year on July 1st for the term of the contract, if Coach continues to be employed by the University, the annual salary shall increase by the amount of $6,000.

c) The opportunity to receive such employee benefits as the University provides generally to non-faculty exempt employees, provided that Coach qualifies for such benefits by meeting all applicable eligibility requirements (except that in accordance with Board Policy II.H.6.b.ii, University and Coach agree that Coach shall not accrue any annual leave hours, and may take leave (other than sick leave) only with prior written approval of the Director); and

~~c~~d) The opportunity to receive such employee benefits as the University's Department of Athletics (Department) provides generally to its employees of a comparable level. Coach hereby agrees to abide by the terms and conditions, as now existing or hereafter amended, of such employee benefits.

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

3.2 Supplemental Compensation: The potential supplemental compensation

described herein shall be available to Coach only in years when the following conditions are met: (1) ~~[INSERT CONDITIONS SUCH AS MINIMUM APR THRESHOLD] and (2)~~ the Team operates within the assigned and agreed upon ~~[TEAM/SPORT]~~Women's Basketball budget, to include mutually agreed upon budget adjustments in writing which take place during the fiscal year.

3.2.1. Each year the Team is the ~~[INSERT TRIGGER EVENT: BIG SKY CHAMP, COACH OF YEAR, ETC]~~,regular season Conference Champion or Co-Champion, and if Coach continues to be employed as University's Head ~~[INSERT TEAM/SPORT]~~Women's Basketball Coach as of the ensuing July 1st, the University shall pay to Coach supplemental compensation in an amount equal to ~~[INSERT AMOUNT IN WEEKS]~~two (2) weeks of Coach's Annual Salary during the fiscal year in which the ~~[TRIGGER EVENT]~~Championship is achieved. The University shall determine the appropriate manner in which it shall pay Coach any such supplemental compensation.

~~3.2.2 [ADD OTHER SUPPLEMENTAL COMPENSATION CLAUSES AS APPROPRIATE, SUCH AS CONFERENCE CHAMPION, COACH OF THE YEAR, SELECTION TO NCAA TOURNAMENT, ETC]~~

3.2.2 Each year the Team either wins the Big Sky Conference tournament or obtains an NCAA Women's Basketball Tournament berth, and if Coach continues to be employed as University's head Women's Basketball coach as of the ensuing July 1st, the University shall pay Coach supplemental compensation in an amount equal to two (2) weeks of Coach's Annual Salary during the fiscal year in which the post-season participation is achieved. The University shall determine the appropriate manner in which it shall pay Coach any such supplemental compensation.

3.2.3 Each year Coach shall be eligible to receive supplemental compensation in an amount up to ~~$[INSERT USD AMOUNT]~~$8,000 based on the academic achievement and behavior of Team members. The determination of whether Coach will receive such supplemental compensation and the timing of the payment(s) shall be at the discretion of the President in consultation with the Director. The determination shall be based on the following factors: the Academic Progress Rate; grade point averages; difficulty of major course of study; honors such as scholarships, designation as Academic All-American, and conference academic recognition; progress toward graduation for all athletes, but particularly those who entered the University as academically at-risk students; and the conduct of Team members on the University campus, at authorized University activities, in the community, and elsewhere. Any such supplemental compensation paid to Coach shall be accompanied with a detailed justification for the supplemental compensation based on the factors listed above.

~~[TEAM/SPORT]~~Women's Basketball APR Score: Incentive Pay Up To:

~~970-979~~	~~$ [USD AMOUNT]~~
~~980-989~~	~~$ [USD AMOUNT]~~
~~990~~985-999	$ ~~[USD AMOUNT]~~4,000
1000	$ ~~[USD AMOUNT]~~8,000

~~3.2.4~~3.2.4 Record Bonus. The University must pay to Coach supplemental compensation in the amount of $3,500 for winning eighteen or nineteen (18 or 19) regular season Division I Women's Basketball games, and $5,000 for winning twenty (20) or more regular season Division I Women's Basketball games. Such bonus is contingent upon the Team maintaining a multi-year APR ranking of 950 or better.

3.2.5 Each year the Team advances in the NCAA Women's Basketball Tournament, and if Coach continues to be employed as University's head Women's Basketball coach as of the ensuing May 1st, the University shall pay Coach supplemental compensation in an amount equal to the terms below. The University shall determine the appropriate manner in which it shall pay Coach any such supplemental compensation. Such bonus is contingent upon the Team maintaining a multi-year APR ranking of 950 or better.

Round 1	64 Teams	1st win	$3,000.00
Round 2	32 Teams	2nd win	$6,000.00
Round 3	16 Teams	3rd win	$9,000.00
Round 4	8 Teams	4th win	$12,000.00
Round 5	4 Teams	5th win	$15,000.00
Round 6	2 Teams	6th win	$18,000.00

Possible national championship winner computation bonus total: $63,000.00

3.2.6 Each year the Team advances in the WNIT Women's Basketball Post-Season Tournament, and if Coach continues to be employed as the University's head Women's Basketball coach as of the ensuing July 1st, the University shall pay Coach supplemental compensation in an amount equal to the terms below. The University shall determine the appropriate manner in which it shall pay Coach any such supplemental compensation. Such bonus is contingent upon the Team maintaining a multi-year APR ranking of 950 or better.

Round 1	32 Teams	1st win	$1,500.00
Round 2	16 Teams	2nd win	$1,500.00
Round 3	8 Teams	3rd win	$1,500.00
Round 4	4 Teams	4th win	$1,500.00
Round 5	2 Teams	5th win	$1,500.00

Possible bonus computation total for winning WNIT Women's Basketball Post-Season Tournament: $7,500.00

3.2.7 Coach shall receive the sum of $10,000 from the University or the University's designated media outlet(s) or a combination thereof each year during the term of this Agreement in compensation for participation in media programs, fundraising and public appearances (Programs). Coach's right to receive such a payment shall vest on the date of the Team's last regular season or post-season competition, whichever occurs later. The University shall determine the appropriate manner in which it shall pay Coach any such supplemental compensation.

3.2.8 (SUMMER CAMP—OPERATED BY UNIVERSITY) Coach agrees that the University has the exclusive right to operate youth ~~[TEAM/SPORT]~~women's basketball camps on its campus using University facilities. The University shall allow Coach the opportunity to earn

supplemental compensation by assisting with the University's camps in Coach's capacity as a University employee. Coach hereby agrees to assist in the marketing, supervision, and general administration of the University's ~~[TEAM/SPORT]~~women's basketball Camps. Coach also agrees that Coach will perform all obligations mutually agreed upon by the parties. In exchange for Coach's participation in the University's ~~[TEAM/SPORT]~~women's basketball camps, the University shall pay Coach and Coach's designees according to the net proceeds generated by camps as supplemental compensation during each year of employment as head ~~[TEAM/SPORT]~~women's basketball coach at the University. This amount shall be paid from camp accounts and a detailed accounting of all revenue and expenses provided to the Director.

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

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

ARTICLE 4

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

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

4.1.2. Develop and implement programs and procedures with respect to the evaluation, recruitment, training, and coaching of Team

members which enable them to compete successfully and reasonably protect their health, safety, and well-being;

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

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

4.1.5. Coach is responsible for the actions of all institutional staff members who report, directly or indirectly, to Coach. Coach shall promote an atmosphere of compliance within the program and shall monitor the activities of all institutional staff members involved with the program who report, directly or indirectly, to the coach.

4.1.6. Coach shall be responsible to ensure that institutional staff members as described in 4.1.5 complete the following specific compliance related activities:

a) Attendance of Coach and Assistant Coaches at all rules education programs;

b) Prompt and accurate submission of compliance forms, certification forms, CARA forms, and all compliance related information prior to the arrival of a student athlete on the ISU Campus;

c) Thorough, honest, and forthcoming completion of compliance forms;

d) The prompt and complete disclosure of circumstances or facts that may impact the eligibility of a Prospective Student Athlete or which may lead to the need to request an NCAA Eligibility Waiver. The need for NCAA Eligibility Waivers based upon information which was known and not disclosed, or which should have been known, is conduct seriously prejudicial to the University and may constitute adequate cause for discipline up to and including dismissal or termination; and

e) The routine requesting of rules interpretations.

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

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

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

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

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

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

exploitation, or any assault that employs the use of a deadly weapon or causes serious bodily injury.

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

ARTICLE 5

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

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

a) A deliberate or major violation of Coach's duties under this Agreement or the refusal or unwillingness of Coach to perform such duties in good faith and to the best of Coach's abilities;

b) The failure of Coach to remedy any violation of any of the terms of this Agreement within 30 days after written notice from the University;

c) A deliberate or major violation by Coach of any applicable law or the policies, rules or regulations of the University, the Board, the conference or the NCAA, including but not limited to any such violation which may have occurred during the employment of Coach at another NCAA member institution;

d) Ten (10) working days' absence of Coach from duty without the Director's consent;

e) Any conduct of Coach that the University determines brings Coach into general public disrepute, contempt, scandal, or ridicule or that would, in the University's judgment, reflect adversely on the University or its athletic

programs, including a violation by Coach of any law, except minor traffic offenses;

f) The failure of Coach to represent the University and its athletic programs positively in public and private forums;

g) The failure of Coach to fully and promptly cooperate with the NCAA or the University in any investigation of possible violations of any applicable law or the policies, rules or regulations of the University, the Board, the conference, or the NCAA;

h) The failure of Coach to report a known violation of any applicable law or the policies, rules or regulations of the University, the Board, the conference, or the NCAA, by one of Coach's assistant coaches, any other employees for whom Coach is administratively responsible, or a member of the Team; or

i) A violation of any applicable law or the policies, rules or regulations of the University, the Board, the conference, or the NCAA, by one of Coach's assistant coaches, any other employees for whom Coach is administratively responsible, or a member of the Team if Coach knew or should have known of the violation and could have prevented it by ordinary supervision.

j) The failure of Coach to disclose Serious Misconduct as required in Section 4.7 of this Agreement.

k) A failure of Coach to maintain a high level of professionalism, including a failure to exercise the proper level of conduct and decorum expected of a highly-visible university employee, which is at all times expected to create a safe and professional environment for student-athletes, subordinates, co-workers, and others who provide support and service to the staff and student athletes at Idaho State University.

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

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

5.1.4 If found in violation of NCAA regulations, Coach shall, in addition to the provisions of Section 5.1, be subject to disciplinary or corrective action as set forth in the

provisions of the NCAA enforcement procedures. This Section applies to violations occurring at the University or at previous institutions at which Coach was employed.

5.2 Termination of Coach for Convenience of University

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

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

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

5.3 Termination by Coach for Convenience

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

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

5.3.3 If Coach terminates this Agreement for convenience at any time, all obligations of the University shall cease as of the effective date of the termination. If Coach terminates this Agreement for convenience, Coach shall pay to the University, as liquidated damages and not a penalty, the following sum: ~~[INSERT SUM].~~fifty thousand dollars ($50,000). The liquidated damages shall be due and payable within twenty (20) days of the effective date of the termination, and any unpaid amount shall bear simple interest at a rate of eight (8) percent per annum until paid.

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

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

5.4 Termination due to Disability or Death of Coach

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

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

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

5.5 Interference by Coach. In the event of an announcement to the Athletic Director of a future departure, a formal resignation, termination, suspension, or reassignment, Coach

agrees that Coach will not interfere with the University's student-athletes or otherwise obstruct the University's ability to transact business or operate its intercollegiate athletics program. ~~In the event of an announcement to the Athletic Director of a future departure, a formal resignation, termination, suspension, or reassignment, Coach agrees that Coach will not interfere with the University's student athletes or otherwise obstruct the University's ability to transact business or operate its intercollegiate athletics program.~~

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

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

ARTICLE 6

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

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

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

6.4 Waiver. No failure of the University to enforce a right of this Agreement shall constitute a waiver of that right. No waiver of any default in the performance of this Agreement shall be effective unless in writing and signed by the waiving party. The waiver of a particular

breach in the performance of this Agreement shall not constitute a waiver of any other or subsequent breach. The resort to a particular remedy upon a breach shall not constitute a waiver of any other available remedies.

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

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

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

6.8 **Force Majeure.** Any prevention, delay~~,~~ or stoppage due to causes beyond a party's reasonable control that make the contract impossible, impracticable, or frustrate the purpose of the contract, whether foreseeable or not, including but not limited to: government or court orders, guidelines, regulations, or actions related to communicable diseases, epidemics, pandemics, or other dangers to public health; strikes, lockouts, labor disputes; acts of God; inability to obtain labor or materials or reasonable substitutes therefor; governmental restrictions, governmental regulations, or governmental controls; enemy or hostile governmental action; civil commotion; fire or other casualty; and other causes beyond the reasonable control of the party obligated to perform (including financial inability), shall excuse the performance by such party~~, so long as such party uses its best efforts to remedy such failure or delays if reasonable to do so~~ for a period equal to any such prevention, delay or stoppage.

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

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

the University: Director of Athletics
Pauline Thiros
Idaho State University
MS 8173
Pocatello, ID 83209

with a copy to: President
~~Kevin Satterlee~~Robert Wagner
Idaho State University
MS 8310
Pocatello, ID 83209

Coach: ~~[INSERT COACH NAME AND CONTACT INFO]~~Head Women's Basketball Coach
Idaho State University
MS 8173
Pocatello, ID 83209

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

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

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

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

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

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

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

University	**Coach**
Signature:_____	Signature:_____
Printed Name: ~~Kevin Satterlee~~Dr. Robert Wagner	Printed Name: ~~[COACH NAME]~~Seton Sobolewski
Idaho State University President	Head Coach ~~[SPORT/TEAM]~~Idaho State Women's Basketball
Date:_____	Date:_____

~~[FOR ANY CONTRACT GREATER THAN 3 YEARS]~~ 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.]

ATHLETICS MULTI-YEAR CONTRACT
SETON SOBOLEWSKI, HEAD COACH - WOMEN'S BASKETBALL

EMPLOYMENT AGREEMENT

This Employment Agreement (Agreement) is entered into by and between IDAHO STATE UNIVERSITY (University), and SETON SOBOLEWSKI (Coach).

ARTICLE 1

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

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

1.3. Duties. Coach shall manage and supervise the Team and shall perform such other duties in the University's athletic program as the Director may assign and as may be described elsewhere in this Agreement. The University shall have the right, at any time, to reassign Coach to duties at the University other than as head coach of the Team, provided that Coach's compensation and benefits shall not be affected by any such reassignment, except that the opportunity to earn supplemental compensation as provided in Sections 3.2.1 through 3.2.4. shall cease.

ARTICLE 2

2.1. Term. This Agreement is for a fixed-term appointment of ~~five (5~~four (4) years and 10 months, commencing on July 1, ~~2022~~2024 and terminating, without further notice to Coach, on May ~~21, 2027~~4, 2029 unless sooner terminated in accordance with other provisions of this Agreement.

2.2. Extension or Renewal. This Agreement is renewable solely upon an offer from the University and an acceptance by Coach, both of which must be in writing and signed by the parties. This Agreement in no way grants to Coach a

claim to tenure in employment, nor shall Coach's service pursuant to this Agreement count in any way toward tenure at the University.

ARTICLE 3

3.1 Regular Compensation

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

a) An annual salary of $~~139,287~~151,282 per year, payable in biweekly installments in accordance with normal University procedures, and such salary increases as may be determined appropriate by the Director and President;

b) Each year on July 1st for the term of the contract, if Coach continues to be employed by the University, the annual salary shall increase by the amount of $6,000.

c) The opportunity to receive such employee benefits as the University provides generally to non-faculty exempt employees, provided that Coach qualifies for such benefits by meeting all applicable eligibility requirements (except that in accordance with Board Policy II.H.6.b.ii, University and Coach agree that Coach shall not accrue any annual leave hours, and may take leave (other than sick leave) only with prior written approval of the Director); and

d) The opportunity to receive such employee benefits as the University's Department of Athletics (Department) provides generally to its employees of a comparable level. Coach hereby agrees to abide by the terms and conditions, as now existing or hereafter amended, of such employee benefits.

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

3.2 Supplemental Compensation: The potential supplemental compensation described herein shall be available to Coach only in years when the following conditions are met: (1) the Team operates within the assigned and agreed upon Women's Basketball budget, to include mutually agreed upon budget adjustments in writing which take place during the fiscal year.

3.2.1. Each year the Team is the regular season Conference Champion or Co-Champion, and if Coach continues to be employed as University's Head Women's Basketball Coach as of the ensuing July 1st, the University shall pay to Coach supplemental compensation in an amount equal to two (2) weeks of Coach's Annual Salary during the fiscal year in which the Championship is achieved. The University shall determine the appropriate manner in which it shall pay Coach any such supplemental compensation.

3.2.2 Each year the Team either wins the Big Sky Conference tournament or obtains an NCAA Women's Basketball Tournament berth, and if Coach continues to be employed as University's head Women's Basketball coach as of the ensuing July 1st, the University shall pay Coach supplemental compensation in an amount equal to two (2) weeks of Coach's Annual Salary during the fiscal year in which the post-season participation is achieved. The University shall determine the appropriate manner in which it shall pay Coach any such supplemental compensation.

3.2.3 Each year Coach shall be eligible to receive supplemental compensation in an amount up to $8,000 based on the academic achievement and behavior of Team members. The determination of whether Coach will receive such supplemental compensation and the timing of the payment(s) shall be at the discretion of the President in consultation with the Director. The determination shall be based on the following factors: the Academic Progress Rate; grade point averages; difficulty of major course of study; honors such as scholarships, designation as Academic All-American, and conference academic recognition; progress toward graduation for all athletes, but particularly those who entered the University as academically at-risk students; and the conduct of Team members on the University campus, at authorized University activities, in the community, and elsewhere. Any such supplemental compensation paid to Coach shall be accompanied with a detailed justification for the supplemental compensation based on the factors listed above.

Women's Basketball APR Score:	Incentive Pay Up To:
985-999	$ 4,000
1000	$ 8,000

3.2.4 Record Bonus. The University must pay to Coach supplemental compensation in the amount of $3,500 for winning eighteen or nineteen (18 or 19) regular season Division I Women's Basketball games, and $5,000 for winning twenty (20) or more regular season Division I Women's Basketball games. Such bonus is contingent upon the Team maintaining a multi-year APR ranking of 950 or better.

3.2.5 Each year the Team advances in the NCAA Women's Basketball Tournament, and if Coach continues to be employed as University's head Women's Basketball coach as of the ensuing May 1st, the University shall pay Coach supplemental compensation in an amount equal to the terms below. The University shall determine the appropriate manner in which it shall pay Coach any such supplemental compensation. Such bonus is contingent upon the Team maintaining a multi-year APR ranking of 950 or better.

Round 1	64 Teams	1st win	$3,000.00
Round 2	32 Teams	2nd win	$6,000.00

Round 3	16 Teams	3rd win	$9,000.00
Round 4	8 Teams	4th win	$12,000.00
Round 5	4 Teams	5th win	$15,000.00
Round 6	2 Teams	6th win	$18,000.00

Possible national championship winner computation bonus total: $63,000.00

3.2.6 Each year the Team advances in the WNIT Women's Basketball Post-Season Tournament, and if Coach continues to be employed as the University's head Women's Basketball coach as of the ensuing July 1st, the University shall pay Coach supplemental compensation in an amount equal to the terms below. The University shall determine the appropriate manner in which it shall pay Coach any such supplemental compensation. Such bonus is contingent upon the Team maintaining a multi-year APR ranking of 950 or better.

Round 1	32 Teams	1st win	$1,500.00
Round 2	16 Teams	2nd win	$1,500.00
Round 3	8 Teams	3rd win	$1,500.00
Round 4	4 Teams	4th win	$1,500.00
Round 5	2 Teams	5th win	$1,500.00

Possible bonus computation total for winning WNIT Women's Basketball Post-Season Tournament: $7,500.00

3.2.7– Coach shall receive the sum of $10,000 from the University or the University's designated media outlet(s) or a combination thereof each year during the term of this Agreement in compensation for participation in media programs, fundraising and public appearances (Programs). Coach's right to receive such a payment shall vest on the date of the Team's last regular season or post-season competition, whichever occurs later. The University shall determine the appropriate manner in which it shall pay Coach any such supplemental compensation.

3.2.8 (SUMMER CAMP—OPERATED BY UNIVERSITY) Coach agrees that the University has the exclusive right to operate youth women's basketball camps on its campus using University facilities. The University shall allow Coach the opportunity to earn supplemental compensation by assisting with the University's camps in Coach's capacity as a University employee. Coach hereby agrees to assist in the marketing, supervision, and general administration of the University's women's basketball Camps. Coach also agrees that Coach will perform all obligations mutually agreed upon by the parties. In exchange for Coach's participation in the University's women's basketball camps, the University shall pay Coach and Coach's designees according to the net proceeds generated by camps as supplemental compensation during each year of employment as head women's basketball coach at the University. This amount shall be paid from camp accounts and a detailed accounting of all revenue and expenses provided to the Director.

3.3 Apparel Agreement. Coach agrees that the University has the exclusive right to select footwear, apparel, and/or equipment for the use of its student-athletes and staff, including Coach, during official practices and games and during times when Coach or the Team

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

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

ARTICLE 4

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

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

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

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

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

and immediately report to the Director and to the Department's Director of Compliance if Coach has reasonable cause to believe that any person or entity, including without limitation representatives of the University's athletic interests, has violated or is likely to violate any such laws, policies, rules or regulations. Coach shall cooperate fully with the University and Department at all times. The applicable laws, policies, rules, and regulations include: (a) Board policies; (b) University's policies and procedures; (c) the policies of the Department; (d) NCAA rules and regulations; and (e) the rules and regulations of the conference of which the University is a member.

4.1.5. Coach is responsible for the actions of all institutional staff members who report, directly or indirectly, to Coach. Coach shall promote an atmosphere of compliance within the program and shall monitor the activities of all institutional staff members involved with the program who report, directly or indirectly, to the coach.

4.1.6. Coach shall be responsible to ensure that institutional staff members as described in 4.1.5 complete the following specific compliance related activities:

a) Attendance of Coach and Assistant Coaches at all rules education programs;

b) Prompt and accurate submission of compliance forms, certification forms, CARA forms, and all compliance related information prior to the arrival of a student athlete on the ISU Campus;

c) Thorough, honest, and forthcoming completion of compliance forms;

d) The prompt and complete disclosure of circumstances or facts that may impact the eligibility of a Prospective Student Athlete or which may lead to the need to request an NCAA Eligibility Waiver. The need for NCAA Eligibility Waivers based upon information which was known and not disclosed, or which should have been known, is conduct seriously prejudicial to the University and may constitute adequate cause for discipline up to and including dismissal or termination; and

e) The routine requesting of rules interpretations.

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

connection with any such arrangements without the prior written approval of the Director and University Marketing and Communications.

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

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

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

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

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

4.8 **Media and Fundraising Obligations.** Coach must fully participate in media and fundraising programs and public appearances (Programs) through the term of this contract as requested by the Director or the Director's designee. Agreements requiring Coach to participate in Programs related to Coach's duties as an employee of the University are the property of the University. The University shall have the exclusive right to negotiate and contract with all producers of media productions and all parties desiring public appearances by Coach. Coach agrees to cooperate with the University in order for these Programs to be successful and agrees to provide Coach's services to and perform on the Programs and to cooperate in their production, broadcasting, and telecasting. It is understood that neither Coach nor any assistant coaches shall appear without the prior written approval of the Director on any competing radio or television program (including but not limited to a coach's show, call-in show, or interview show) or a

regularly scheduled news segment, except that this prohibition shall not apply to routine news media interviews for which no compensation is received. Without the prior written approval of the Director, Coach shall not appear in any commercial endorsements which are broadcast on radio or television that conflict with those broadcast on the University's designated media outlets.

ARTICLE 5

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

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

a) A deliberate or major violation of Coach's duties under this Agreement or the refusal or unwillingness of Coach to perform such duties in good faith and to the best of Coach's abilities;

b) The failure of Coach to remedy any violation of any of the terms of this Agreement within 30 days after written notice from the University;

c) A deliberate or major violation by Coach of any applicable law or the policies, rules or regulations of the University, the Board, the conference or the NCAA, including but not limited to any such violation which may have occurred during the employment of Coach at another NCAA member institution;

d) Ten (10) working days' absence of Coach from duty without the Director's consent;

e) Any conduct of Coach that the University determines brings Coach into general public disrepute, contempt, scandal, or ridicule or that would, in the University's judgment, reflect adversely on the University or its athletic programs, including a violation by Coach of any law, except minor traffic offenses;

f) The failure of Coach to represent the University and its athletic programs positively in public and private forums;

g) The failure of Coach to fully and promptly cooperate with the NCAA or the University in any investigation of possible violations of any applicable law or the policies, rules or regulations of the University, the Board, the conference, or the NCAA;

h) The failure of Coach to report a known violation of any applicable law or the policies, rules or regulations of the University, the Board, the conference, or the NCAA, by one of Coach's assistant coaches, any other

employees for whom Coach is administratively responsible, or a member of the Team; or

i) A violation of any applicable law or the policies, rules or regulations of the University, the Board, the conference, or the NCAA, by one of Coach's assistant coaches, any other employees for whom Coach is administratively responsible, or a member of the Team if Coach knew or should have known of the violation and could have prevented it by ordinary supervision.

j) The failure of Coach to disclose Serious Misconduct as required in Section 4.7 of this Agreement.

k) A failure of Coach to maintain a high level of professionalism, including a failure to exercise the proper level of conduct and decorum expected of a highly-visible university employee, which is at all times expected to create a safe and professional environment for student-athletes, subordinates, co-workers, and others who provide support and service to the staff and student athletes at Idaho State University.

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

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

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

5.2 <u>Termination of Coach for Convenience of University</u>

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

5.2.2 In the event that University terminates this Agreement for its own convenience, University shall be obligated to pay Coach, as liquidated damages and not a penalty, the remaining unpaid amounts contained in the salary set forth in Section 3.1.1(a), excluding all deductions required by law, on the regular paydays of University until the term of this Agreement ends or until Coach obtains reasonably comparable employment, whichever occurs first. In the event Coach obtains other employment after such termination, then the amount of compensation

the University pays will be reduced by the amount of compensation paid Coach as a result of such other employment, such adjusted compensation to be calculated for each University pay-period by reducing the gross salary set forth in Section 3.1.1(a) (before deductions required by law) by the gross compensation paid to Coach under the other employment, then subtracting from this adjusted gross compensation deductions according to law. In addition, Coach will be entitled to continue with the University health insurance plan and group life insurance as if Coach remained a University employee until the term of this Agreement ends or until Coach obtains reasonably comparable employment or any other employment providing Coach with a reasonably comparable health plan and group life insurance, whichever occurs first. Coach shall be entitled to no other compensation or fringe benefits, except as otherwise provided herein or required by law. Coach specifically agrees to inform University within ten business days of obtaining other employment and to advise University of all relevant terms of such employment, including without limitation the nature and location of employment, salary, other compensation, health insurance benefits, life insurance benefits, and other fringe benefits. Failure to so inform and advise University shall constitute a material breach of this Agreement and University's obligation to pay compensation under this provision shall end. Coach further agrees to repay to University all compensation received from the University after the date other employment is obtained.

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

5.3 <u>Termination by Coach for Convenience</u>

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

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

5.3.3 If Coach terminates this Agreement for convenience at any time, all obligations of the University shall cease as of the effective date of the termination. If Coach terminates this Agreement for convenience, Coach shall pay to the University, as liquidated damages and not a penalty, the following sum: ~~twenty-five~~fifty thousand dollars ($~~25~~50,000). The liquidated damages shall be due and payable within twenty (20) days of the effective date of the termination, and any unpaid amount shall bear simple interest at a rate of eight (8) percent per annum until paid.

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

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

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

5.4 Termination due to Disability or Death of Coach

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

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

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

5.5 Interference by Coach. In the event of an announcement to the Athletic Director of a future departure, a formal resignation, termination, suspension, or reassignment, Coach agrees that Coach will not interfere with the University's student-athletes or otherwise obstruct the University's ability to transact business or operate its intercollegiate athletics program.

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

5.7 Waiver of Rights. Because Coach is receiving a multi-year contract and the opportunity to receive supplemental compensation and because such contracts and opportunities are not customarily afforded to University employees, if the University suspends or reassigns Coach, or terminates this Agreement for good or adequate cause or for convenience, Coach shall have all the rights provided for in this Agreement but hereby releases the University

from compliance with the notice, appeal, and similar employment-related rights provided for in Board policy, IDAPA 08.01.01 et seq., and the University Policies and Procedures.

ARTICLE 6

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

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

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

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

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

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

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

6.8 Force Majeure. Any prevention, delay or stoppage due to causes beyond a party's reasonable control that make the contract impossible, impracticable, or frustrate the purpose of the contract, whether foreseeable or not, including but not limited to: government or court orders, guidelines, regulations, or actions related to communicable diseases, epidemics, pandemics, or other dangers to public health; strikes, lockouts, labor disputes; acts of God; inability to obtain

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

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

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

the University: Director of Athletics
Pauline Thiros
Idaho State University
MS 8173
Pocatello, ID 83209

with a copy to: President
~~Kevin Satterlee~~Robert Wagner
Idaho State University
MS 8310
Pocatello, ID 83209

Coach: Head Women's Basketball Coach
Idaho State University
MS 8173
Pocatello, ID 83209

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

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

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

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

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

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

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

University	**Coach**
Signature:_____	Signature:_____
Printed Name: ~~Kevin Satterlee~~Dr. Robert Wagner	Printed Name: Seton Sobolewski
Idaho State University President	Head Coach ~~IDaho~~Idaho State Women's Basketball
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.]

IDAHO STATE UNIVERSITY
Women's Basketball APR History and National Percentile Rank

SINGLE YEAR NCAA ACADEMIC PROGRESS RATE (APR) SCORES

	2018-19	2019-20	2020-21	2021-22	2022-23	REPORT YEAR
Women's Basketball	1000	982	1000	1000	982	Raw Score for single year
Percentile Rank within Sport	80-90	Not Calculated Covid	80-90	80-90	Not Yet Available	

MULTI-YEAR APR (4-Year Rolling Average)

Women's Basketball	995	991	995	996	991

Big Sky Conference Women's Basketball Head Coach Salary and Incentives Chart
Supporting Information for ISU Head Women's Basketball Coach (Seton Sobolewski) Contract
*Information pulled from most recent Big Sky Conference Salary Survey

INSTITUTION	BASE SALARY	INCENTIVES
Sacramento State	$ 150,000.00	$2,500 for BSC HC of the Year or Co-Head Coach of the Year $2,500 for BSC Regular Season Championship $5,000 for BSC Tournament Championship $5,000 for undefeated BSC season $5,000 for and At Large selection to the NCAA Tournament $5,000 for each win in the first 2 rounds of the NCAA Tournament $7,500 for reaching the round of 16 in the NCAA Tournament $10,000 for each win after reaching the round of 16 in the NCAA Tournament $2,000 for an invitation to the WNIT $2,000 for each win in the WNIT $2,500 for posting a four year rolling APR above 965 $2,500 for a cumulative team GPA of 3.2 or higher
Weber State	$ 123,235.00	$2,500 for BSC Regular Season Championship $2,500 for BSC Tournament Championship $1,000 for single year APR of 950 or greater $750 for BSC Coach of the Year $3,000 for each win in Rounds 1, 2, 3, of NCAA Tournament to be shared by the coaching staff at the discretion of the Head Coach $6,000 for each win AFTER round 3 of the NCAA Tournament to be shared by the coaching staff at the discretion of the Head Coach $1,500 for each win in Rounds 1, 2, 3, of the WNIT to be shared by the coaching staff at the discretion of the Head Coach
Montana State	$ 197,000.00	$30,000 media appearance bonus $12,500 retention incentive each year Coach remains employed as of July 1st $2,500 for each semester the team achieves a GPA of 3.45 or higher $5,000 for each year the team achieves a GPA of 3.45 or higher $10,000 for each year the team earns an APR of 985 $5,000 for each year the department earns an APR of 985 $5,000 for each year the team is placed in the top 10 of the annual team GPA recognition by the WBCA $5,000 for exceeding 300 in season tickets sold in year 1 $5,000 for exceeding 350 in season tickets sold in year 2 $5,000 for exceeding 400 in season tickets sold in year 3 $17,500 for each year Coach promotes and participates in fundraising activities, social activities, Booster functions, public speaking engagements, and ticket sales campaigns $7,500 for BSC Coach of the Year or Co-Coach of the Year $7,000 for recognition as a regional and/or national Coach of the Year $5,000 for selection to the NCAA Tournament $2,500 for selection to the WNIT $10,000 for each win in the NCAA Tournament $25,000 for advancing to the Final Four of the NCAA Tournament $50,000 for winning the NCAA Tournament $5,000 for achieving 20-23 wins including regular and post season

		$5,000 for achieving 24-28 wins including regular and post season $7,500 for achieving 29 wins including regular and post season
Portland State	$ 146,504.00	$2,500 for 20 wins vs. Division I opponents $5,000 for advancing to the NCAA Tournament $5,000 for each NCAA Tournament win $2,500 for advancing to the WNIT $2,500 for each WNIT win $5,000 for earning a single year APR of 940 or higher $5,000 for earning a BSC regular season Championship, including a tie $5,000 for earning BSC Coach of the Year
Norther Arizona	$ 149,350.00	$3,000 for earning APR of 975; $5,000 for earning APR of 987; $7,000 for earning APR of 1,000 $3,000 for earning a team GPA of 3.3; $5,000 for earning a team GPA of 3.4; $7,000 for earning a team GPA of 3.5 $7,000 for BSC Regular Season Championship, including ties $7,000 for BSC Tournament Championship $7,000 for NCAA Tournament Appearance (Not AQ) $3,000 for each NCAA Tournament win $40,000 for NCAA National Championship $3,000 for WNIT appearance $7,000 for WNIT Championship $4,000 for BSC Coach of the Year $13,000 for National Coach of the Year
Idaho	$ 120,016.00	One Thirteenth of annual salary for becoming eligible for the NCAA Tournament One Thirteenth of annual salary for a top 25 ranking in any published national final poll $2,000 for BSC Coach of the Year $1,500 for earning APR of 960 or higher $18,000 for for participataion in media programs and public appearances $5,000 for advancing to the Round of 16 of the NCAA Tournament $3,500 for appearance in the WNIT $1,000 for participation in the WBI Coach is entitled to a bonus equal to a Net Game Guarantee
Northern Colorado	$ 135,000.00	$5,000 for an increase of five (5) percent in home paid attendance revenue in current season over immediately preceding season $10,000 for women's basketball student-athlete annual academic performance at or above 940 of the NCAA Academic Performance Rate $5,000 for team grade point average (GPA) after Fall and Spring semester at or above 3.00 $5,000 for women's basketball finishing in the top three (3) in Big Sky Conference regular season and/or achieving 20 wins $5,000 for one or more women's basketball student-athletes' receipt of Big Sky Conference regular or post-season award; including honorable mention $5,000 for winning or sharing the Big Sky Conference Women's Basketball regular season title or winning the Big Sky Conference Women's Basketball Tournament
Eastern Washington	$ 136,300.00	$2,500 annual retention increase $2,000 for BSC Regular Season Championship $1,000 for each win in the BSC Tournament $2,000 for BSC Tournament Championship $5,000 for each win in the first 2 rounds of the NCAA Tournament to be shared with coaching staff at the discretion of the Head Coach

		$7,500 for reaching the round of 16 in the NCAA Tournament to be shared with coaching staff at the discretion of the Head Coach $10,000 for each win after reaching the round of 16 in the NCAA Tournament, to be shared with coaching staff at the discretion of the Head Coach $1,000 for each non-NCAA post season win $1,000 should the team cumulative GPA exceed 3.4 after the spring quarter, or if the multi-year APR is 975 or greater
Montana	$ 140,000.00	$10,000 media and fundraising bonus $5,000 for Coach of the Year $5,000 for NCAA berth; plus $2,500 for each assistant $5,000 for each win advancing in the WNIT; plus $2,500 for each win per assistant $7,500 for a first round win; plus $2,500 for each assistant $10,000 for a second round win; plus $5,000 for each assistant $20,000 for each sweet 16 win; plus $10,000 per sweet 16 win for each assistant $25,000 for each final four win; plus $12,500 per final four win for each assistant $4,000 maximum for GPA exceeding 3.2; plus $1,000 for each assistant $2,500 for APR exceeding 950; plus $500 for each assistant $5,000 for GSR exceeding overall Division I WBB GSR rate; plus $1,000 for each assistant $1,000 for no "0-for-2" APR hits; $250 for each assistant $7,500 for 2,000+ ticket games sold per game $5,000 for season ticket sales of 3,000
Idaho State	$ 151,287.00	1/26 of annual salary for BSC Regular Season Championship 1/26 of annual salary for BSC Tournament Championship $4,000 for earning a Single Year APR of 985-999 $8,000 for earning a Single Year APR of 1,000 $3,500 for achieving 18-19 NCAA Division I wins $5,000 for achieving 20 or more NCAA Division I wins NCAA Tournament Round Wins, 1st = $3,000; 2nd = $6,000; 3rd = $9,000; 4th = $12,000; 5th = $15,000; 6th = $18,000 $1,500 for each win in a WNIT appearance $10,000 for participating in media, fundraising, and public appearances *All bonuses are contingent upon the ISU Women's Basketball functioning within the approved budget

Big Sky Conference Women's Basketball Head Coach Salary and Incentives Chart
Supporting Information for ISU Head Women's Basketball Coach (Seton Sobolewski) Contract

INSTITUTION	LENGTH OF CONTRACT	Latest Recorded FY Total Compensation	LIQUIDATED DAMAGES CLAUSE?	TYPE OF LIQUIDATED DAMAGES CLAUSE	STRUCTURE OF LIQUIDATED DAMAGES	
Sacramento State	5 years	$ 187,500.00	NO	Coach must inform the Director if Coach is seeking another position and obtain a release to do so.	NA	
Weber State	4 years	$ 115,000.00	YES	Flat rate	$20,000	
Montana State	4 years	$ 257,500.00	YES	Tied to value of compensation for years remaining on the contract	...Coach will pay University, as liquidated damages: an amount equal to that portion (pro-rata) of the Coach's Base salary and benefits remaining unpaid under this Agreement.	
Portland State	5 years	$ 146,504.00	YES	Flat rate	$30,000	
Northern Arizona	5 years	$ 194,440.00	YES	Flat rate	An amount equal to one year's base salary.	
Idaho	5 years	$ 178,390.00	YES	Sliding scale	...if the Coach terminates with three or more years remaining liquidated damages shall be $100,000; with less than 3 years but 2 or more years the liquidated damages are $75,000; with less than 2 years but more than one year $50,000; and the sum of zero with less than one year remaining.	Vacant, last contract on record reflected.
Northern Colorado	5 years	$ 161,500.00	YES	Flat rate	$60,000	
Eastern Washington	5 years	$ 136,300.00	YES	Flat rate	New Coach, not a full year of data available.	
Montana	5 years	$ 176,312.00	YES	Sliding scale with multiplier	An amount equal to base salary multiplied by the remaining years on the contract, plus a prorated amount for any partial year.	
Idaho State	5 years	$ 163,865.00	YES	Flat rate	$50,000	

Coach Seton Sobolewski Maximum Compensation Calculation: FY 2024-2029

Contract Reference:		Yr 1	Yr 2	Yr 3	Yr 4	Yr 5
3.1.1	Annual Salary	$ 151,287.00	$ 157,287.00	$ 163,287.00	$ 169,287.00	$ 175,287.00
3.2.1	Bonus: Regular Season Championship	$ 4,596.00	$ 4,596.00	$ 4,596.00	$ 4,596.00	$ 4,596.00
3.2.2	Bonus: NCAA Tournament Berth	$ 4,596.00	$ 4,596.00	$ 4,596.00	$ 4,596.00	$ 4,596.00
3.2.3	Bonus: Academic Achievement	$ 8,000.00	$ 8,000.00	$ 8,000.00	$ 8,000.00	$ 8,000.00
3.2.4	Bonus: Win Record	$ 5,000.00	$ 5,000.00	$ 5,000.00	$ 5,000.00	$ 5,000.00
*3.2.5	Bonus: NCAA Tournament Wins	$ 63,000.00	$ 63,000.00	$ 63,000.00	$ 63,000.00	$ 63,000.00
*3.2.6	Bonus: WNIT Tournament Wins	$ 7,500.00	$ 7,500.00	$ 7,500.00	$ 7,500.00	$ 7,500.00
3.2.7	Bonus: Media, Fundraising and PR	$ 10,000.00	$ 10,000.00	$ 10,000.00	$ 10,000.00	$ 10,000.00
	Total Maximum Annual Compensation Under Proposed Contract:	$ 246,479.00	$ 252,479.00	$ 258,479.00	$ 264,479.00	$ 270,479.00

* Only one or the other of these bonuses may be achieved, not both.

UNIVERSITY OF IDAHO

SUBJECT

Amendment of existing lease at UI Research Park in Post Falls for Protelligent, Inc.

APPLICABLE STATUTE, RULE, OR POLICY

Idaho State Board of Education Governing Policies & Procedures, Section V.I.2(a)

BACKGROUND/DISCUSSION

Since 2017 the UI Research Park in Post Falls has leased commercial space to Protelligent, Inc, a cybersecurity firm from California that is registered to conduct business in Idaho. UI developed the facilities in Post Falls to promote local economic development by providing suitable commercial space to serve business needs and for companies to receive support and collaborate with on-site UI expertise. This is one of several private and public entity tenants in this facility that operates at this site with recurring, shorter term lease renewals or amendments.

The attached draft lease amendment is simply a three-month extension of an often-renewed lease arrangement. In the past such periodic short-term renewals or amendments for low value leases did not require Board approval when the new term is for a period of less than five years. However, August 2023 Board policy changes appear to now require Board approval for any extension of an existing term of a lease when such extension results in a cumulative period of occupation exceeding five years. Aside from periodic escalations in rent to cover increased operating costs of the facility, the terms of the lease have remained essentially unchanged for several years. Because the prior lease expired March 31 and the tenant and UI Research Park only came to agreement on an amendment earlier that month, the deadline for submission to the April Regents' agenda had passed and the next available meeting for required Regents' approval was not scheduled until two months later, only two weeks before this proposed short-term lease amendment is set to expire. The tenant has indicated its intention to move out of the facility after June 30.

IMPACT

UI collects lease revenue from its operation of the Research Park to cover expenses of occupancy and management of the facility.

ATTACHMENTS

Attachment 1 – Draft Lease Amendment

STAFF COMMENTS AND RECOMMENDATIONS

Board Policy V.I.2.a. Institutional Approval Authorization Limits requires Board approval of leases of real property under the control of an institution, if the lease revenue is "over $2M or if the term of the lease exceeds five (5) year." This policy further specifies, "if a lease term including renewal terms did not exceed 5 years under the original term of a lease, but through amendment the term is extended, Board approval is required."

Staff recommends approval.

BOARD ACTION

I move to approve the request by the University of Idaho for authority to enter a lease amendment with Protelligent, Inc in substantial conformance to the form submitted to the Board in Attachment 1 and to authorize the University's Associate Vice President for Budget and Planning to execute the lease and any related transactional documents.

Moved by _____ Seconded by _____ Carried Yes _____ No _____

AMENDMENT TO TENANT LEASE

This Lease Amendment (Amendment) is made by and between the Board of Regents of the University of Idaho (Landlord), and Protelligent, Inc, a California Corporation registered to conduct business in the State of Idaho (Tenant). This Amendment shall revise the Tenant Lease between the parties that commenced on April 1, 2022, and Amendment shall become effective upon the date signed by Landlord.

Now, THEREFORE, in consideration of the mutual promises contained herein, Landlord and Tenant agree as follows:

A. Section 2.1 of the Tenant Lease is hereby amended to revise the termination date to June 30, 2024.

B. Section 3.1 of the Lease is hereby amended to state that the Tenant agrees to pay the Landlord $3054 per month as rent, commencing on April 1, 2024.

C. All other provisions of the Lease are unchanged and shall remain in full force and effect.

IN WITNESS WHEREOF, the parties hereto have executed this Amendment on the date(s) set forth below.

TENANT	LANDLORD
_____	_____
Christopher George Chief Executive Officer	Kim Salisbury, AVP Budget & Planning
_____	_____
Date	Date

UNIVERSITY OF IDAHO

SUBJECT

Renewal of existing lease at UI College of Agricultural and Life Sciences' Agribusiness Incubator for Hat Ranch Winery, LLC in Caldwell.

APPLICABLE STATUTE, RULE, OR POLICY

Idaho State Board of Education Governing Policies & Procedures, Section V.I.2(a)

BACKGROUND/DISCUSSION

Since 2014, UI College of Agricultural and Life Sciences CALS has leased commercial space at its Agribusiness Incubator in Caldwell to a local business, Hat Ranch Winery, LLC. The Regents acquired the property in the 1990's to promote local economic development by providing suitable commercial space to serve local small business needs and to receive support from on-site UI expertise. This is one of several private tenants in this facility that continues business development with recurring, shorter term lease renewals or amendments.

The attached draft lease is a two-year renewal of an often-renewed lease arrangement. In the past such periodic short-term renewals or amendments for low value leases did not require Board approval when the new term is for a period of less than five years. However, August 2023 Board policy changes appear to now require Board approval for any extension of an existing term of a lease when such extension results in a cumulative period of occupation exceeding five years. Aside from periodic escalations in rent to cover increased operating costs of the facility, the terms of the lease have remained essentially unchanged for several years.

IMPACT

UI CALS collects lease revenue from its operation of the facility to cover expenses of occupancy and management of the facility.

ATTACHMENTS

Attachment 1 – Draft Lease Agreement

STAFF COMMENTS AND RECOMMENDATIONS

Board Policy V.I.2.a. Institutional Approval Authorization Limits requires Board approval of leases of real property under the control of an institution, if the lease revenue is "over $2M or if the term of the lease exceeds five (5) year." This policy further specifies, "if a lease term including renewal terms did not exceed 5 years under the original term of a lease, but through amendment the term is extended, Board approval is required."

Staff recommends approval.

BOARD ACTION

I move to approve the request by the University of Idaho for authority to enter into a lease with Hat Ranch Winery, LLC in substantial conformance to the form submitted to the Board in Attachment 1 and to authorize the University's Associate Vice President for Budget and Planning to execute the lease and any related transactional documents.

Moved by _____ Seconded by _____ Carried Yes _____ No _____

TENANT LEASE

THIS TENANT LEASE ("**Lease**") is made by and between THE BOARD OF REGENTS OF THE UNIVERSITY OF IDAHO ("**Landlord**") and HAT RANCH WINERY, LLC, an Idaho limited liability company ("**Tenant**"). Landlord hereby leases to Tenant and Tenant hereby leases from Landlord the Premises (hereinafter defined) upon all of the terms and conditions provided herein.

ARTICLE 1
PREMISES/ FACILITY/PARKING

1.1 Premises

The premises comprise the area shown as Bays E, F and G on the floor plan attached hereto as Exhibit A ("**Premises**"). Premises is located at 1904 E Chicago St, Caldwell ID 83605 and located in a building, together with related driveways, parking areas, fixtures and improvements ("**Facility**").

1.2 Common Areas

Subject to the terms of this Lease, Tenant shall have the non-exclusive right in common with other occupants of the Facility, to use certain access roads, parking areas, sidewalks, entrances, corridors, grounds, lobby areas, meeting rooms, common restrooms, and other building amenities within the Facility provided and designated from time to time by Landlord for the general use and convenience of the occupants of the Facility (collectively, "**Common Areas**").

1.3 Parking

Tenant's use of the Common Areas shall include use, on an unassigned basis, of those portions of the Common Areas designated by Landlord from time to time for Tenant parking and access to such parking. Parking spaces available to Tenant shall be used for parking only by vehicles no larger than full-sized passenger automobiles. No overnight parking for Tenant vehicles is permitted without the written consent of Landlord. Tenant shall not permit or allow any vehicles that belong to or are controlled by Tenant or Tenant's employees, suppliers, shippers, customers or invitees to be loaded or parked in areas other than those designated by Landlord for such activities. If Tenant permits or allows any of the prohibited activities described in this Section, Landlord shall have the right, in addition to all other rights and remedies that it may have under this Lease, to remove or tow away the vehicle involved without prior notice to Tenant and the cost thereof shall be paid to Landlord within ten (10) days after notice from Landlord to Tenant.

ARTICLE 2
LEASE TERM/CONDITION OF PREMISES

2.1 Lease Term

Lease term shall commence on July 1, 2024, and shall terminate on June 30, 2026. This Lease may also be terminated prior to the Lease termination date by either party. The party choosing to terminate must provide sixty days written notice to the other party.

2.2 Improvement to Premises and Acceptance of Condition of Premises

If improvements to the Premises and/or Facility are deemed necessary by the parties, Landlord shall arrange and perform that work and make the installations in the Premises and/or Facility substantially as listed in Exhibit B (the "**Improvements to Premises**"). If no work is deemed necessary by Landlord and Tenant, Exhibit B shall simply state "No improvements to Premises or Facility necessary", and such statement shall be deemed as Tenant's acknowledgement and acceptance of Premises and Facility "AS IS". Other than as listed in Exhibit B, Landlord has no obligation to improve, alter or remodel the Premises or Facility beyond repair and maintenance of the existing facility infrastructure as provided herein and Tenant hereby acknowledges that no improvements beyond those specified in Exhibit B shall be provided by Landlord. All such installations provided herein shall immediately become and remain the property of Landlord.

ARTICLE 3
PAYMENT OF RENT/ADDITIONAL RENT

3.1 Amount and Payment of Monthly Rent and Additional Rent

Tenant agrees to pay monthly rent of $2266 for each month of the Lease term to Landlord on or before the first day of that month for which rent is due, e.g. payment for January shall be due on January 1. If the first day of the month falls on a weekend or holiday payment shall be due the first University business day thereafter. Payment must be RECEIVED by the close of business on the due date to be considered timely. Without separate invoice from Landlord, Tenant shall make its monthly rent check payable to "Bursar, University of Idaho" and forward payment to the University of Idaho Agribusiness Office at 1904 E Chicago Street, Caldwell ID 86305, or to such other address as Landlord may designate in writing. All other monies besides monthly rent payable by Tenant to Landlord under this Lease shall be deemed to be additional rent and shall be separately invoiced by Landlord and payable and recoverable as rent in the manner herein provided and Landlord shall have all rights against Tenant for default in any such payment. Rent shall be paid to Landlord during the entire term of this Lease, without abatement, deduction or set-off of any kind. Tenant's obligation to pay all rent due under this Lease shall survive the expiration or earlier termination of this Lease. Should this Lease commence on a day other than the first day of the month or terminate on a day other than the last day of the month, the rent for such partial month shall be prorated.

3.2 Late Payment Charge

If Tenant fails to pay any rent within fifteen (15) days of when due (as provided in Section 3.1 above), Tenant shall pay to Landlord a late payment charge for each occurrence of $20 to help defray the additional cost to Landlord for processing such late payments. If Tenant fails to pay any rent when due for any period exceeding thirty days, such unpaid amounts shall, in addition to late payment of $20 also pay an additional delinquency fee that shall bear interest from the date due until paid at the rate of eighteen percent (18%) per annum. These provisions for late charges shall be in addition to Landlord's other rights and remedies hereunder or at law or in equity and shall not be construed as liquidated damages or as limiting Landlord's remedies in any manner.

3.3 Personal Property Taxes

Tenant shall pay prior to delinquency all personal property taxes and business taxes with respect to all property and business activities of Tenant on Premises and shall provide promptly upon request of Landlord written proof of such payments.

ARTICLE 4

Article intentionally deleted.

ARTICLE 5
SECURITY DEPOSIT

5.1 Security Deposit

Upon execution of the Lease, Tenant shall deposit an amount equal to two month's rent (as established in Section 3.1 above) as security for the faithful performance and observance by Tenant of all the terms, covenants, conditions, provisions and agreements of this Lease ("**Security Deposit**"). This amount is separate from and in addition to the amount due as "monthly rent" as provided by Section 3.1 of this Lease. If Tenant shall default with respect to any covenant or condition of this Lease including, but not limited to the payment of rent, Landlord may, but shall not be obligated to, apply all or any part of such deposit to the payment of any sum in default or any other sum which Landlord may be required to spend or incur by reason of Tenant's default, and, in such event, Tenant shall, upon demand, deposit with Landlord the amount so applied so that Landlord shall have the full deposit on hand at all times during the term of this Lease. If Tenant shall have fully complied with all the covenants and conditions of this Lease, the Security Deposit or any balance thereof shall be refunded to Tenant upon Landlord's final inspection of the Premises and within thirty (30) days after Tenant has vacated the same and after any accrued charges for which Tenant is responsible (such as but not limited to repair of damages to the Premises attributable to Tenant) and have been determined and paid in full. Tenant agrees that if this Security Deposit is insufficient to compensate Landlord for any damages, costs, and expenses not covered thereby, including loss of rental income during any period reasonably required to repair physical damages to Premises or to clean Premises, Tenant shall pay the balance thereof, immediately upon demand.

ARTICLE 6
USE AND OCCUPANCY

6.1 Permitted Use, Signage and Preservation of Business Incubator Setting

Premises shall be occupied and used only for the specific purpose of wine production, cellaring, storage, shipping, and vintner training and for no other business or purpose without the prior written consent of Landlord. Tenant shall not display any sign or advertisement on the exterior of Premises or Facility without the written consent of Landlord and such consent may be withheld at the sole discretion of Landlord. Landlord shall place upon a common sign structure in the Facility's courtyard a business identification panel with Tenant's business name. Such panel shall be designed and placed by Landlord at no additional cost to Tenant beyond monthly rent.

No act shall be done in or about the Premises or Common Areas that is unlawful or that will increase the existing rate of insurance on the Building. Tenant shall not commit or allow to be committed any waste upon the Premises or Facility, or any public or private nuisance or other act or thing which disturbs the quiet enjoyment of any other tenant or occupant in the Facility. Tenant shall not, without the written consent of Landlord, use any apparatus, machinery or device in the Premises, which will cause any substantial noise or vibration about the Premises. If any of Tenant's office machines and equipment should disturb the quiet enjoyment of any other tenants in the Facility, then Tenant shall take such action as may be necessary to eliminate the disturbance (subject to any Premises or Facility alteration approvals from Landlord). Tenant shall comply with all state, federal, and local laws, ordinances, and regulations relating to its use of the Premises and shall observe such reasonable rules and regulations as may be adopted and distributed to Tenant in writing by Landlord for the safety, care and cleanliness of the Premises or the Facility, and for preservation of a professional business incubator setting at the Facility.

6.2 Compliance with Environmental Laws

Tenant represents, warrants, and covenants to Landlord that:

(a) Tenant and Premises will remain in compliance with all applicable laws, ordinances, and regulations (including consent decrees and administrative orders) relating to public health and safety and protection of the environment, including those statutes, laws, regulations, and ordinances identified in subparagraph (h), all as amended and modified from time to time (collectively, "**Environmental Laws**"). All governmental permits relating to the use or operation of the Premises required by applicable Environmental Laws are and will remain in effect, and Tenant will comply with them.

(b) Tenant will not permit any release, generation, manufacture, storage, treatment, transportation, or disposal of hazardous material, as that term is defined in subparagraph (h), on, in, under, or from Premises in violation of any Environmental Laws. Tenant will promptly notify Landlord, in writing, if Tenant has or acquires notice or knowledge that any hazardous material has been or is threatened to be released, generated, manufactured, stored, treated, transported, or disposed of, on, in, under, or from Premises in violation of any Environmental Laws; and if any hazardous material is found on Premises in violation of any Environmental Laws, Tenant, at its own cost and expense, will immediately take such action as is necessary to detain the spread of and remove the hazardous material to the complete satisfaction of Landlord and the appropriate governmental authorities.

(c) Tenant will immediately notify Landlord and provide copies upon receipt of all written complaints, claims, citations, demands, inquiries, reports, or notices relating to the condition of Premises or compliance with Environmental Laws. Tenant will promptly cure and have dismissed with prejudice any of those actions and proceedings to the satisfaction of Landlord. Tenant will keep Premises free of any lien imposed pursuant to Environmental Laws.

(d) Landlord will have the right at all reasonable times and from time to time to conduct environmental audits of Premises, and Tenant will cooperate in the conduct of those audits. The audits will be conducted by a person(s) of Landlord's choosing, and if any hazardous material is detected or if a violation of any of the warranties, representations, or covenants

contained in this paragraph is discovered, the fees and expenses of such person(s) will be borne by Tenant and will be paid as additional rent under this Lease on demand by Landlord.

(e) If Tenant fails to comply with any of the foregoing warranties, representations, and covenants, Landlord may cause the removal (or other cleanup acceptable to Landlord) of any hazardous material from Premises and/or Facility. The costs of hazardous material removal and any other cleanup (including transportation and storage costs) will be additional rent under this Lease, whether or not a court has ordered the cleanup, and those costs will become due and payable on demand by Landlord. Tenant will give Landlord, its agents, and employees, access to Premises to remove or otherwise clean up any hazardous material. Landlord, however, has no affirmative obligation to remove or otherwise clean up any hazardous material, and this Lease will not be construed as creating any such obligation.

(f) Tenant will indemnify and hold harmless Landlord and its employees, agents, officers, and directors from and against any claims, demands, penalties, fines, liabilities, settlements, damages, costs, or expenses of any kind or nature, known or unknown, contingent or otherwise, arising out of or in any way related to the acts and omissions of Tenant, Tenant's officers, directors, employees, agents, contractors, subcontractors, subtenants, and invitees with respect to (1) the generation, manufacture, operations involving, transport, treatment, storage, handling, production, processing, disposal, release, or threatened release of any hazardous materials which are on, from, or affecting the Premises, including, without limitation, the soil, water, vegetation, buildings, and improvements on the Premises; (2) any personal injury (including wrongful death) or property damage (real or personal) arising out of or related to such hazardous materials; (3) any lawsuit brought or threatened, settlement reached, or governmental order relating to such hazardous materials; and (4) any violations of laws, orders, regulations, requirements, or demands of governmental authorities, or any reasonable policies or requirements of Landlord, which are based upon or in any way related to such hazardous material including, without limitation, attorney and consultant fees, investigation and laboratory fees, court costs, and litigation expenses. This indemnification will survive this Lease.

(g) At the end of this Lease, Tenant will surrender Premises to Landlord free of any and all hazardous materials and in compliance with Environmental Laws affecting Premises.

(h) For the purpose of this Section, the term "**hazardous materials**" includes, without limitation, any flammable explosives, radioactive materials, hazardous materials, hazardous wastes, hazardous or toxic substances, or related materials defined in the Comprehensive Environmental Response, Compensation and Liability Act of 1980, as amended (42 U.S.C. § 9601 et seq.), the Hazardous Materials Transportation Act, as amended (49 U.S.C. § 1801 et seq.), the Resource Conservation and Recovery Act of 1976, as amended (42 U.S.C. § 6901 et seq.); and in the regulations adopted and publications promulgated pursuant to them, or any other federal, state, or local environmental laws, ordinances, rules, or regulations now enacted or enacted after this date.

(i) The provisions of this Section shall be in addition to any and all obligations and liabilities Tenant may have to Landlord and common law, will survive this Lease.

6.3 Relocation

Landlord shall have the right, at its option and upon at least thirty (30) days' written notice to Tenant, to relocate Tenant and to substitute for the Premises described above other spaces in the Facility containing at least as much useable area as the original Premises. Such substituted Premises shall be improved by Landlord at its expense, with improvements at least equal in quantity and quality to those in the original Premises. Landlord shall pay the expenses reasonably incurred by Tenant in connection with such substitution of Premises, including, but not limited to costs of moving, telecommunication infrastructure relocation, etc., up to an amount that shall not exceed $6.00 per useable square foot of the new Premises.

ARTICLE 7
UTILITIES AND SERVICES

7.1 Utilities

Municipal water, sewer, and garbage collection are provided to Tenant by Landlord at no additional cost to Tenant. However, if Tenant’s use of water, sewer, or garbage collection services results in charges to Landlord from the service provider that exceeds those charges deemed by Landlord to be customary for the Permitted Use of Premises, Landlord reserves the right to bill Tenant for such extraordinary use as additional rent. Electricity and utility services for heating and cooling are metered separately and shall be paid by Tenant directly to service provider.

7.2 Maintenance, Janitorial, and Shared Equipment Services

Landlord shall provide regular maintenance and janitorial services for Building and Common Areas, but janitorial services for Premises are the responsibility and at the expense of Tenant. Landlord may provide certain shared office equipment and services at some additional cost for Tenant’s use. Use of this equipment and services is optional and charges shall only be assessed with use by Tenant, Tenant’s employees, guests, or invitees and such charges shall be in accordance with a payment schedule established by Landlord prior to Tenant’s participation during the Term of this Lease. In the event of specific facility, maintenance, janitorial or shared equipment service questions, Tenant may contact the UI Food Technology Center at 208-795-5332 and/or such other number as Landlord may provide from time to time.

7.3 Landlord’s Liability

Landlord shall not be liable to Tenant for any loss or damage caused by or resulting from any variation, interruption, or failure of such utilities and services due to any cause whatsoever. No temporary interruption or failure of such services incident to the making of repairs, alterations or improvements, or due to accident or strike, or conditions or events beyond Landlord's reasonable control shall be deemed an eviction of Tenant or relieve Tenant from any of Tenant's obligations hereunder.

ARTICLE 8

CARE OF PREMISES/END OF TERM

8.1 Landlord's Responsibility

As long as Tenant is not in default of any of the provisions of this Lease, Landlord shall maintain Premises and Building in reasonably good condition except for damage occasioned by the act or omission of Tenant, the repair of which shall be paid for by Tenant.

8.2 Tenant's Responsibility

Tenant shall take good care of the Premises. Tenant's responsibility shall extend to its visitors, contractors, guests or agents. Tenant shall, at the expiration or termination of this Lease, surrender and deliver the Premises to Landlord in as good condition as when received by Tenant from Landlord or as thereafter improved, reasonable use and wear excepted. At the expiration or termination of this Lease, Landlord shall cause all carpets in Premises to be professionally cleaned and shall thereafter submit a bill to Tenant for the reasonable costs associated with such cleaning. Such bill shall be paid by Tenant as additional rent and shall be due promptly upon receipt by Tenant. Tenant shall be responsible for the cost of replacement of carpet that is damaged as a result of dragging or pushing furniture in the Premises or Common Areas.

Tenant shall not make any alterations, additions or improvements in or to Premises, or make changes to locks on doors, or add, disturb or in any way change any plumbing or wiring without first obtaining the written consent of Landlord. Unless specifically approved by Landlord to the contrary, ALL alterations, additions, or improvements shall be completed by Landlord or Landlord's contractor and shall become the property of Landlord during the Lease term and after termination. If such approval is given, it shall assign costs for completing such work to Landlord or Tenant and shall also establish if such alterations, additions, and improvements shall be removed by Tenant at Tenant's expense at the end of term.

All damage or injury done to Premises or Common Areas by Tenant or by any persons who may be in or upon Premises and Common Areas with the consent of Tenant, including the cracking or breaking of glass of any windows and doors, shall be paid for by Tenant, and Tenant shall pay all damage to the Facility caused by Tenant's misuse of the Premises or the appurtenances thereto. If Tenant refuses or neglects to pay for repairs and/or maintain the Premises or any part thereof in a manner reasonably satisfactory to Landlord, Landlord shall have the right, upon giving Tenant five (5) days' written notice of Landlord's election to do so, to make such repairs or perform such maintenance on for the account of Tenant. In such event, such work shall be paid for by Tenant as additional rent and shall be due promptly upon receipt of a bill therefor. Anything to the contrary herein notwithstanding, in the event that an emergency condition should exist because of the failure of Tenant to perform any of its obligations to repair or maintain Premises in accordance with this Lease, Tenant shall not be entitled to any notice and Landlord may immediately assume all or any portion of such obligations and Tenant shall be responsible for all costs of remedy. For the purposes of the preceding sentence, the phrase "**emergency condition**" shall mean any condition constituting an immediate risk of injury to person, serious damage to property or impairment of Landlord's or another tenant's or occupant's business. No exercise by Landlord of any rights herein reserved shall entitle Tenant to any damage for any injury or inconvenience occasioned thereby or to any abatement of rent. Tenant shall not put any

curtains, draperies or other hangings on or beside the windows in the Premises without first obtaining Landlord's consent. All normal repairs necessary to maintain the Premises in a tenantable condition shall be done by or under the direction of Landlord and at Landlord's expense except as otherwise provided herein. Landlord shall be the sole judge as to what repairs are necessary.

Tenant shall not make any alterations, additions or improvements in or to Common Areas.

8.3 Surrender of Possession

Upon expiration of the term of this Lease, whether by lapse of time or otherwise, Tenant shall promptly and peacefully surrender Premises to Landlord.

8.4 Removal of Property

Any trade fixtures, equipment, or other personal property placed in the Premises by Tenant and not affixed to the walls, ceiling, floors, or other part thereof, shall remain the property of Tenant, and provided that Tenant is not in default of performance of this Lease, they may be removed by Tenant at any time during the term hereof.

Those trade fixtures or equipment which must necessarily be affixed to the walls, ceiling, floors, or other part of the Premises in such a manner that damage thereto will result from the installation or removal thereof, shall not be installed without the prior consent in writing and approval of the manner of installation by Landlord. If so installed, they shall remain a part of the Premises and not be removed therefrom unless Landlord shall demand their removal, in which event they shall promptly be removed by Tenant, and Tenant shall be responsible for repair of all damage to any part of the Premises occasioned by their installation or removal. If Tenant shall fail to remove any other property of any nature whatsoever from the Premises or Facility at the termination of this Lease, or when Landlord has the right of re-entry, Landlord may, at its option, remove and store said property without liability for loss thereof or damage thereto, such storage to be for the account and at the expense of Tenant. If Tenant shall not pay the cost of storing any such property after it has been stored for a period of thirty (30) days or more, Landlord may, at its option, sell, or permit to be sold, any or all of such property at public or private sale, in such manner at such times and places as Landlord, in its sole discretion, may deem proper, without notice to Tenant, and shall apply the proceeds of such sale as follows: first, to the cost and expense of such sale, including advertising costs and reasonable attorneys' fees actually incurred; second, to the payment of the costs or charges for storing any such property; third, to the payment of any other sums of money which may then be or thereafter become due Landlord from Tenant under any of the term hereof; and, fourth, the balance, if any, to Tenant.

ARTICLE 9
ACCESS

9.1 Access

Tenant will permit Landlord and its agents to enter into and upon the Premises at all reasonable times for the purpose of inspecting the same or for the purpose of cleaning, repairing, altering or improving the Premises or Building. Nothing contained in this Article 9 shall be deemed to

impose any obligation upon Landlord not expressly stated elsewhere in this Lease. When reasonably necessary, Landlord may temporarily close entrances, doors, corridors, or other facilities without liability to Tenant by reason of such closure and without such action by Landlord being construed as an eviction of Tenant or relieve Tenant from the duty of observing and performing any of the provisions of this Lease. Landlord shall have the right to require Tenant to exclusively use service or delivery access routes as designated by Landlord from time to time. Landlord shall have the right to enter the Premises for the purpose of showing the Premises to prospective tenants at any time during the Lease term.

ARTICLE 10
DAMAGE OR DESTRUCTION

10.1 Damage or Destruction

If Premises shall be damaged, either wholly or in part, by fire or other casualty, Landlord may, at its option, restore the Premises to their previous condition, and in the meantime, the monthly rent shall be abated in the same proportion as the untenantable portion of the Premises bears to the whole thereof. Notwithstanding the foregoing, if the fire or other casualty results from or arises out of Tenant's willful or negligent act or omission, monthly rent shall not be abated. If the Building shall be destroyed or damaged by fire or other casualty to the extent that more than twenty percent (20%) thereof is damaged, notwithstanding that the Premises may be unaffected directly by such destruction or damage, Landlord may, at its election, terminate this Lease upon thirty (30) days' prior written notice.

ARTICLE 11
INDEMNITY AND INSURANCE

11.1 Indemnification

Tenant shall defend and indemnify Landlord and hold it harmless from and against any and all liability, damages, costs or expenses, including attorneys' fees, arising from any act, omission or negligence of Tenant, or the officers, contractors, licensees, agents, servants, employees, guests, invitees, or visitors of Tenant in and about the Facility, or arising from any accident, injury, or damage, howsoever and by whomsoever caused, to any person or property, occurring in or about the Facility; provided that the foregoing provision shall not be construed to make Tenant responsible for loss, damage, liability or expense resulting from injuries to third parties caused by the willful act or negligence of Landlord, or of any officer, contractor, licensee, agent, servant, employee, guest, invitee or visitor of Landlord.

Landlord shall not be liable for any loss or damage to personal property or loss of income sustained by Tenant, or other persons, which may be caused by the Facility or the Premises, or any appurtenances thereto, being out of repair, or by the bursting or leakage of any water, gas, sewer or steam pipe, or by theft, or by any act or neglect of any tenant or occupant of the Facility, or of any other person, or by any other cause of whatsoever nature, unless caused by the gross negligence or willful misconduct of Landlord.

11.2 Insurance Coverage

By requiring insurance herein, Landlord does not represent that coverage and limits will necessarily be adequate to protect Tenant, and such coverage and limits shall not be deemed as a limitation on Tenant's liability under the indemnities granted to Landlord in this Lease. Failure to maintain the required insurance may result in termination of this Lease at Landlord's option.

Tenant shall, at Tenant's sole cost and expense, throughout the term of this Lease, obtain and maintain insurance of the types and in the amounts described below:

Commercial General and Umbrella Liability Insurance. Tenant shall maintain commercial general liability (CGL) and, if necessary, commercial umbrella insurance with a limit of not less than $1,000,000 each occurrence and in the aggregate. If such CGL insurance contains a general aggregate limit, and if Tenant owns or operates more than one location other than the location under this Lease, then the CGL shall be endorsed to show that "limits apply per location". CGL insurance shall be written on standard ISO occurrence form (or a substitute form providing equivalent coverage) and shall cover liability arising from premises, operations, independent contractors, products-completed operations, personal injury and advertising injury, and liability assumed under an insured contract including the tort liability of another assumed in a business contract. The policy shall be on a primary occurrence form non-contributable to insurance carried by Landlord.

Workers' Compensation. Where required by law, Tenant shall maintain all statutorily required coverages including Employer's Liability.

All policies (except Workers Compensation and personal property) shall name Landlord as an additional insured. Certificates of Insurance shall be issued to Landlord within five (5) days after the commencement date shown in Section 2.1 of this Lease and prior to any renewal or change of policy term of Tenant's insurance. Additional Insured Endorsement shall be attached to the Certificate. The Certificate shall indicate on the certificate if Tenant's insurance applies at more than the location insured under this Lease. Failure of Landlord to demand such certificate or other evidence of full compliance with these insurance requirements or failure of Landlord to identify a deficiency from evidence that is provided shall not be construed as a waiver of Tenant's obligation to maintain such insurance.

ARTICLE 12
ASSIGNMENT/ SUBLETTING

12.1 Assignment and Subletting by Tenant Prohibited

This Lease shall not be assigned by Tenant and the Premises shall not be sublet by Tenant.

ARTICLE 13
LIENS/ INSOLVENCY

13.1 Liens and Insolvency

Tenant shall keep the Premises and the Facility free from any liens arising out of any work performed, materials ordered or obligations incurred by Tenant. If Tenant becomes insolvent, voluntarily or involuntarily bankrupt, or if a receiver or assignee or other liquidating officer is appointed for the business of Tenant, then Landlord may terminate Tenant's right of possession under this Lease at Landlord's option.

ARTICLE 14
DEFAULT

14.1 Default

Time is of the essence hereof, and if at any time the rent or additional rent reserved herein shall become in arrears and be unpaid when due and continue to be unpaid for a period of ten (10) days after written demand for the payment thereof from Landlord specifying such failure to pay, or if Tenant shall default in the performance of any of the other terms, covenants and provisions of this Lease on its part to be performed and such failure is not cured within twenty (20) days after written demand for the performance thereof, or if Premises become vacant or deserted while no rent is being paid, or if Tenant files or has filed against it in any court pursuant to any statute, a petition in bankruptcy or insolvency, or for reorganization or for appointment of a receiver or trustee of all or a substantial portion of the property owned by Tenant, or if Tenant makes an assignment for the benefit of creditors, or any execution or attachment shall be issued against Tenant of all or a substantial portion of Tenant's property, whereby all or any portion of the Premises covered by this Lease or any improvement thereon shall be taken or occupied or attempted to be taken or occupied by someone other than Tenant and such adjudication, appointment, assignment, petition, execution or attachment shall not be set aside, vacated, discharged or bonded within thirty (30) days after the determination, issuance of filing of the same, then, and in such event, Landlord shall have the right to terminate this Lease and the term hereof, as well as all of the right, title and interest of Tenant hereunder, by giving Tenant not less than the aforementioned ten (10) days' notice in writing for default on rent and not less than the aforementioned twenty (20) days' notice in writing for all other defaults of such intention and upon the expiration of the time fixed in such notice (if such default shall not have been cured), this Lease and the term hereof, as well as all the right, title and interest of Tenant hereunder, shall wholly terminate in the same manner and with the same force and effect (except as to Tenant's liability) as if the date fixed by such latter notice were the expiration of the term herein originally granted, and Landlord may enter into and/or repossess said Premises, either by force or summary proceedings, or otherwise, and Tenant hereby expressly waives service of notice of intention to re-enter or to institute legal proceedings to that end.

In the event of a cancellation or termination hereof by either the issuance of a dispossessory warrant or summons, or the service of a notice of termination as hereinabove provided, or otherwise, Tenant shall, nevertheless, remain and continue liable to Landlord in a sum equal to

all of the rent and all additional charges for the balance of the term; and Landlord may re-enter said Premises, using such force for that purpose as may be necessary without being liable to any prosecution for said re-entry or for the use of such force, and Landlord may repair or alter said Premises in such manner as to Landlord may seem necessary or advisable, and/or let or relet said Premises or any or all parts thereof for the whole or any part of the remainder of the original term hereof or for a longer or shorter period, in Landlord's name or otherwise, and, out of any rent so collected or received, Landlord shall first pay to itself the expense and cost of retaking, repossessing, repairing and/or altering said Premises and the expenses of removing all persons and property therefrom; second, pay to itself any cost or expense sustained in securing any new tenant or tenants; and third, to pay to itself any balance remaining and apply the whole said balance, or so much thereof as may be required, toward payment of the liability of Tenant to Landlord for the sum equal to the rents reserved herein and then unpaid by Tenant for the remainder of the term. Any entry or re-entry by Landlord, whether had or taken under summary proceedings or otherwise, shall not absolve or discharge Tenant from liability hereunder. The words "re-enter" and "re-entry" as used in this Lease are not restricted to their technical legal meaning. The failure of Landlord to relet the Premises or any part or parts thereof shall not release or affect Tenant's liability for damages or otherwise.

Should any rent so collected by Landlord after the payments aforesaid be insufficient fully to pay to Landlord a sum equal to all rent and other charges herein reserved, the balance or deficiency shall be paid by Tenant following receipt of notice from Landlord of the amount of such balance or deficiency that is due. Upon the first day of each month during the term of this Lease, Tenant shall pay to Landlord the amount of said deficiency then existing and shall remain liable for any portion thereof not so paid; and the right of Landlord to recover from Tenant the amount of such deficiency, or a sum equal to the amount of all rent and other charges herein reserved if there shall be no reletting by Landlord, shall survive the issuance of any dispossessory warrant or other termination of the term hereof.

Suit or suits for the recovery of any such deficiency or damages, or for a sum equal to any installment or installments of rent or charges payable hereunder may be brought by Landlord, from time to time at Landlord's election, and nothing herein contained shall be deemed to require Landlord to await the date whereon this Lease or the term hereof would have expired by limitation had there been no such default by Tenant or no such termination. Rather, Landlord shall have the right to recover from Tenant (in addition to past-due rent and other sums then owing) the total amount of rent which would be payable over the then remaining term of this Lease.

Tenant hereby expressly waives any and all rights of redemption granted by or under any present or future laws in the event of Tenant being evicted or dispossessed for any cause, or in the event of Landlord obtaining possession of demised Premises, by reason of the violation of Tenant of any of the covenants and conditions of this Lease.

Upon expiration or sooner termination of this Lease, all improvements and additions to the Premises shall become the property of Landlord.

ARTICLE 15

NON-WAIVER

15.1 Non-Waiver

Waiver by Landlord of any breach of any term, covenant, or condition herein contained shall not be deemed to be a waiver of such term, covenant or condition; or of any subsequent breach of the same or any other term, covenant or condition herein contained. The subsequent acceptance of rent hereunder by Landlord shall not be deemed to be a waiver of any preceding breach by Tenant of any term, covenant or condition of this Lease, other than the failure of Tenant to pay the particular rental so accepted, regardless of Landlord's knowledge of such preceding breach at the time of acceptance of such rent.

ARTICLE 16

NOTICES

16.1 Notices

Any notice authorized to be given from Landlord to Tenant or from Tenant to Landlord shall be sufficiently served or given for all purposes if delivered personally or if sent by United States certified mail, return receipt requested, addressed to the party in question at the following address:

Landlord:	Vice President for Finance and Administration University of Idaho 875 Perimeter Dr MS 3168 Moscow ID 83844-3168
Tenant:	Hat Ranch Winery, LLC 15243 Plum Rd Caldwell ID 83607

For the purposes of this Lease, a notice served by mail shall be deemed to have been delivered on the date mailed, as indicated by the postal service postmark on the certified mail receipt or on the envelope containing the notice.

ARTICLE 17

ATTORNEYS' FEES

17.1 Attorneys' Fees

In the event any person initiates or defends any legal action or proceeding to enforce or interpret any of the terms of this Lease, the prevailing party in any such action or proceeding shall be entitled to recover from the losing party in any such action or proceeding its reasonable costs and attorneys' and paralegal's fees (including its reasonable costs and attorneys' and paralegal's fees on any appeal).

ARTICLE 18

LANDLORD'S LIABILITY

18.1 Landlord's Liability

Anything in this Lease to the contrary notwithstanding, covenants, undertakings and agreements herein made on the part of Landlord are made and intended not as personal covenants, undertakings and agreements or for the purpose of binding Landlord personally or the assets of Landlord, except Landlord's interest in the Premises and Facility, but are made and intended for the purpose of binding only Landlord's interest in the Premises. No personal liability or personal responsibility is assumed by, nor shall at any time be asserted or enforceable against Landlord or its agents or employees, and their respective heirs, legal representatives, successors and assigns on account of the Lease or on account of any covenant, undertaking or agreement of Landlord in this Lease contained. In the event this Lease is assigned by Landlord, Landlord's liability hereunder shall terminate upon the effective date of said assignment.

ARTICLE 19

GENERAL PROVISIONS

19.1 Time is of the Essence

In all instances where Tenant is required by the terms and provisions of this Lease to pay any sum or to do any act at a particular time or within an indicated period, it is understood and agreed that time is of the essence.

19.2 Waiver of Jury Trial

Landlord and Tenant hereby agree that each of them shall waive trial by jury in any action, proceeding or counterclaims brought by either Landlord or Tenant against the other. This waiver applies to any matters whatsoever arising out of or in any way connected with this Lease, or the relationship of Landlord and Tenant, or Tenant's use of the Premises, or any emergency statute, or any remedy authorized by statute.

19.3 Successors

Except as otherwise specifically provided, the terms, covenants, and conditions, contained in this Lease shall apply to and bind the heirs, successors, executors, administrators, and permitted assignees of the parties to this Lease.

19.4 Joint and Several Liability

If there is more than one Tenant, the obligations imposed by this Lease upon Tenant shall be joint and several.

19.5 Entire Agreement - Captions

This Lease contains the entire agreement of the parties. No representations, promises, or agreements oral or otherwise between the parties not contained in this Lease shall be of any force and effect. Neither this Lease nor any provisions hereof may be changed, waived, discharged, or terminated except in writing executed by Landlord and Tenant. The captions for Lease sections

are for convenience only and shall have no effect upon the construction or interpretation of any part of this Lease.

19.6 Severability

The illegality, invalidity or unenforceability of any term, condition, or provision of the Lease shall in no way impair or invalidate any other term, condition, or provision of the Lease. All such other terms, conditions, and provisions shall remain in full force and effect.

19.7 Brokerage Commission

Tenant and Landlord each represents and warrants that it has dealt with no broker, agent or finder in account of this Lease. Tenant agrees to defend, indemnify, and hold harmless Landlord from and against any and all claims, damages, and costs, including attorneys' fees, in connection with any claim for brokerage, finder's, or similar fees, or compensation related to this Lease, which may be made or alleged as a result of acts or omissions of that party.

19.8 Authorization to Sign Lease

If Tenant is a corporation, each individual executing the Lease on behalf of Tenant represents and warrants that he/she is duly authorized to execute and deliver the Lease on behalf of Tenant in accordance with Tenant's bylaws or a duly adopted resolution of Tenant's Board of Directors, and that the Lease is binding upon Tenant in accordance with its terms. Tenant shall concurrently with its execution of the Lease, deliver to Landlord upon its request, a certified copy of such bylaws or the resolution of its Board of Directors authorizing the execution of the Lease. If Tenant is a partnership or trust, each individual executing the Lease on behalf of Tenant represents and warrants that he/she is duly authorized to execute and deliver the Lease on behalf of Tenant in accordance with the terms of the partnership or trust agreement, respectively, and that the Lease is binding upon Tenant in accordance with its terms. Tenant shall concurrently with its execution of the Lease deliver to Landlord, upon its request, such certificates or written assurances from the partnership or trust as Landlord may request authorizing the execution of the Lease. If Tenant is a limited liability company, each individual executing the Lease on behalf of Tenant represents and warrants that he/she is duly authorized to execute and deliver the Lease on behalf of Tenant in accordance with Tenant's Operating Agreement and that the Lease is binding upon Tenant in accordance with its terms.

19.9 Governing Law and Venue

This Lease shall be governed by, construed and enforced in accordance with the laws of the State of Idaho. The venue for any action brought to enforce this Agreement or otherwise shall be in the state district court of Latah County, Idaho.

19.10 Force Majeure

Time periods for Landlord's performance under this Lease, including services to be furnished by Landlord as provided for in this Lease, shall be extended for periods of time during which Landlord's performance is prevented due to circumstances beyond Landlord's control. This would include, without limitation, strikes, embargoes, repairs, alterations, governmental action, acts of God, war, or other strife. Landlord shall not be liable for any costs or damages incurred

by Tenant due to such circumstances. Suspension or interruption of any services provided by Landlord shall not result in any abatement of rent, be deemed an eviction, or relieve Tenant of any obligation under this Lease

19.11 Recordation

This Lease or memorandum hereof, shall not be recorded by Tenant.

19.12 Binding Effect

Submission of this instrument for examination or signature by Tenant does not constitute an offer to lease, or a reservation of or option for a lease, and it is not effective as a lease or otherwise until execution and delivery by both Landlord and Tenant.

19.13 Building Regulations

Tenant shall obey all written rules and regulations of the Facility as imposed by Landlord from time to time so long as such rules and regulations are necessary for the safety of persons at the Facility, the protection of the Facility from damage, the preservation of the professional business incubator setting, and they do not unreasonably affect Tenant's permitted use of the Premises. Any rules and regulations are in addition to and shall not be construed to modify or amend this Lease in any way. Landlord shall not be liable for failure of any other tenant to obey such rules and regulations. Failure by Landlord to enforce any current or subsequent rules or regulations against any tenant of the Facility shall not constitute a waiver thereof.

19.14 Relationship of Parties

Nothing contained in this Lease shall be construed as creating the relationship of principal or agent, partnership or joint venture. Neither the method of setting monthly rent rates, nor any provision of this Lease, or any act of the parties shall be deemed to create any relationship other than that of landlord and tenant.

19.15 Equal Opportunity

Each party agrees not to discriminate against any employee or applicant for employment in the performance of this Lease with respect to tenure, terms, conditions, or privileges of employment, or any matter directly or indirectly related to employment, because of race, sex, color, religion, national origin, disability, ancestry, or status as a Vietnam veteran. Breach of this covenant may be regarded as a material breach of this Lease.

19.16 Non-use of Names and Trademarks

No party to this Lease shall, without written consent in each case from the other party, use any name, trade name, trademark, or other designation of any other party hereto (including contraction, abbreviation, or simulation) in advertising, publicity, promotional, or similar activities or context.

IN WITNESS WHEREOF, Landlord and Tenant have respectively executed this Lease on
the day and year below.

LANDLORD:
Board of Regents of the University of Idaho,
a body politic and corporate organized and
existing under the laws of the State of Idaho

By _____

Name _____

Its _____

Date of Landlord's signature_____

TENANT:
Hat Ranch Winery, LLC
an Idaho limited liability company

By _____

Name _____

Its _____

Exhibit List

Exhibit A: Floor Plan of Building Showing Premises Leased

Exhibit B: List of Improvements or Acknowledgement of Acceptance

EXIBIT A LEASED PREMISES

EXHIBIT B ACCEPTANCE OF PREMISES

No improvements to Premises or Facility necessary.

UNIVERSITY OF IDAHO

SUBJECT

Renewal of existing office lease from Lookout Federal Credit Union for UI's Center on Disability and Human Development (CDHD) programs in Pocatello.

APPLICABLE STATUTE, RULE, OR POLICY

Idaho State Board of Education Governing Policies & Procedures, Section V.I.2(a)

BACKGROUND/DISCUSSION

Since 2012, University of Idaho CDHD has utilized office space to serve the Pocatello area with its "IdahoSTARS" program. "IdahoSTARS" is a grant funded program that works with childcare providers to improve the quality of childcare in Idaho, and with families to recognize and find quality childcare in their community. The program supports outreach services at its seven offices located throughout the State of Idaho. This specific lease provides about 1000 sf of office space for program employees to work and meet with families seeking their services. UI requests permission to extend the current lease as provided by the attached draft addendum. While prior UI occupation of this office space has been covered by a continuous series of 1–3-year leases since 2012 to match the duration of periodic grant funding, prior Board of Regents policy did not require Board approval for each periodic renewal so long as no single term exceeded five years, or the rent did not exceed the approval threshold established by the then current Board policy. However, August 2023 Board policy changes appear to now require Board approval for any extension of an existing term of a lease when such extension results in a cumulative period of occupation exceeding five years. Aside from annual escalations in commercial lease rates, the terms of the lease have remained essentially unchanged for several years.

IMPACT

The rent amount paid is covered by program funding from Idaho Department of Health and Welfare and a Child Care and Development Block Grant.

ATTACHMENTS

Attachment 1 – Draft Lease Addendum

STAFF COMMENTS AND RECOMMENDATIONS

Board Policy V.I.2.a. Institutional Approval Authorization Limits requires Board approval of leases of real property under the control of an institution, if the lease revenue is "over $2M or if the term of the lease exceeds five (5) year." This policy further specifies, "if a lease term including renewal terms did not exceed 5 years under the original term of a lease, but through amendment the term is extended, Board approval is required."

Staff recommends approval.

BOARD ACTION

I move to approve the request by the University of Idaho for authority to enter into a lease with Lookout Federal Credit Union in substantial conformance to the form submitted to the Board in Attachment 1 and to authorize the University's Associate Vice President for Budget and Planning to execute the lease and any related transactional documents.

Moved by _____ Seconded by _____ Carried Yes _____ No _____

LOOKOUT FEDERAL CREDIT UNION
COMMERCIAL LEASE AGREEMENT ADDENDUM

This lease agreement addendum is entered into this 26th day of March 2024 and will take effect on August 1, 2024, by and between Lookout Federal Credit Union ("Landlord") and Board of Regents of the University of Idaho ("Tenant").

It is agreed that Tenant will continue with the lease of the space they currently occupy for an additional three (3) years from August 1, 2024 through July 31, 2027. Pricing for this three-year extension will be as follows:

August 1, 2024 – July 31, 2025	$1,210.23 per month
August 1, 2025 – July 31, 2026	$1,234.44 per month
August 1, 2026 – July 31, 2027	$1,259.13 per month

All other aspects of the original lease dated July 1, 2021 will remain in force as outlined in that lease.

In Witness Whereof, the parties hereto have set their hands the date set forth below:

LANDLORD:
Lookout Federal Credit Union

_____
Cory Omanson
SVP/CFO

TENANT:
Board of Regents of the University of Idaho

_____
By:
Title:

Dated this ___ day of March 2024

IDAHO 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 4 certificates for the 2022-2023 school year.
October 2023	Board approved 16 provisional certificates for the 2023-2024 school year. Board approved procedures for processing emergency provisional certificates.
December 2023	Board approved 117 provisional certificates for the 2023-2024 school year.
February 2024	Board approved 26 provisional certificates for the 2023-2024 school year.
April 2024	Board approved 10 provisional certificates for the 2023-2024 school year.

APPLICABLE STATUTE, RULE, OR POLICY

Idaho Code § 33-1201 and 33-1203

BACKGROUND

Section 33-1201, Idaho Code, requires that every person who is employed to serve in any elementary or secondary school 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." Section 33-1203, Idaho Code 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.

DISCUSSION

Three (3) complete Emergency Provisional Certificate applications for Instructional certificate(s)/endorsement(s) were received by the Idaho Department of Education by April 16, 2024.

The Certification Department of the Idaho Department of Education reviewed each candidate's full application. Each candidate presented below, requesting Instructional certificate(s)/endorsement(s), 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 Idaho Department of Education is requesting authorization to issue provisional certificates as presented below.

1. **St. Maries Joint School District #041**
   Applicant Name: Gregory Whiddon
   Certificate: Provisional
   Endorsement(s): Music (K-12)
   College Training: Masters
   Declared Emergency Date: 3/11/2024
   Hire/Assignment Date: 2/12/2024
   Summary of Recruitment Efforts: The position was advertised for several months after a staff member resigned.

2. **Blaine County School District #061**
   Applicant Name: Lynn Mason-Pattnosh
   Certificate: Provisional
   Endorsement(s): English (6-12)
   College Training: BA
   Declared Emergency Date: 4/9/2024
   Hire/Assignment Date: 3/4/2024
   Summary of Recruitment Efforts: The teacher took a leave of absence due to the death of his son. While out, Lynn filled in as a guest teacher. The teacher eventually resigned, and the school is applying for the Provisional for the remainder of the year.

3. **Council School District #013**
   Applicant Name: Ruben Castro-Rodriguez
   Certificate: Provisional
   Endorsement(s): Music (K-12)
   College Training: BA
   Declared Emergency Date: 3/11/2024
   Hire/Assignment Date: 2/20/2024
   Summary of Recruitment Efforts: The position was posted on the district website as well as social media. Recruitment efforts also involved reaching out to local universities for potential candidates.

IMPACT

If the Board approves the request, the Idaho Department of Education 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 Idaho Department of Education 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. Candidates that have already completed a baccalaureate degree or higher are not eligible to apply through another pathway.

Staff recommends that the Board authorize the Idaho Department of Education to issue one-year provisional certificates for candidates 1-3 as presented above.

BOARD ACTION

I move to authorize the Idaho Department of Education to issue emergency provisional standard instructional certificates for candidates 1-3 as presented above, effective for the 2023-2024 school year only, and pending a cleared background check.

Moved by _____Seconded by _____Carried Yes _____No ____

IDAHO DEPARTMENT OF EDUCATION

SUBJECT

Appointments to the Assessment Item Review Committee

REFERENCE

November 2014	Board appointed 30 committee members for a two (2) or four (4) year term. A list of 90 additional members were appointed to perform a one-time review.
August 2016	Board approved the appointment of committee members.
August 2017	Board approved the appointment of committee members.
August 2018	Board approved the appointment of committee members.
June 2019	Board approved the appointment of twelve (12) new committee members
August 2022	Board appointed 30 committee members for four (4) year term.

APPLICABLE STATUTE, RULE, OR POLICY

Section 33-134, Idaho Code - Assessment Item Review Committee

BACKGROUND/DISCUSSION

In accordance with Section 33-134, Idaho Code, the State Department of Education (Department) recommended, and the State Board of Education appointed, a review committee to ensure that committee members could review the content in questions used on state assessments. The law requires a committee of thirty individuals in each of the six (6) educational regions in the state. Each region is represented by two (2) parents, one (1) teacher, one (1) school board member, and one (1) public or charter school administrator. Committee members shall serve a term of four (4) years.

The committee reviews all summative computer adaptive test questions for potential bias and sensitivity. The committee is authorized to make recommendations to revise or eliminate test questions from the Idaho Standards Assessment Tests (ISAT) in English Language Arts/Literacy, Mathematics, and Science based on the potential bias or sensitivity identified. The Idaho alternate assessments (IDAA) in English Language Arts/Literacy, Science, and Mathematics are also subject to review. Content from all these assessments will be presented to the Assessment Item Review Committee in August 2024. The Department anticipates sharing the results of the upcoming Assessment Item Review Committee meeting with the Board in December 2024.

Due to a low response and attendance rate for the 2023 Assessment Item Review Committee meeting, the Department has requested via email that committee members express their commitment to maintaining their membership on the committee throughout their stipulated term. Members were afforded the option to submit a request for resignation from the committee should they no longer wish to participate in the annual Assessment Item Review Committee meetings and were

informed that a "no-response" by the deadline of February 23rd, 2024 would result in an assumed resignation.

Based on the feedback, or lack thereof, received from committee members in February 2024, the Department recruited new applicants to fill open positions on Idaho's Assessment Item Review Committee.

Background and application information regarding the committee were distributed through the Department's newsletter, website, webinars, and email lists to relevant audiences who expressed their interest in joining the committee via an online application.

Prospective applicants were asked to self-identify as a parent, teacher, school board member, or school administrator. They were also asked to identify their region and confirm their willingness to attend the 2024-2025 Bias and Sensitivity Assessment Item Review in Boise in August 2024. Reviewers who, in the past, had served as an "alternate" were also offered the opportunity to become a committee member.

The IDE requests that the Board appoint new committee members to replace members who have resigned, have become inactive, or can no longer serve on Idaho's Assessment Item Review Committee.

IMPACT

Approval would introduce five teachers, six parents, two school board members, and four K-12 administrators from all six of Idaho's regions to Idaho's Assessment Item Review committee. All proposed and current members have expressed a commitment to attend the fall 2024 in-person review meeting in Boise.

Approval of the list would significantly increase the number of active members on the committee, providing a more thorough review of Idaho's computer-adaptive assessment items. It would also ensure that each region of Idaho, and each subgroup of reviewers, is more evenly represented in the item review than in previous years.

ATTACHMENTS

Attachment 1	Proposed New Assessment Item Review Committee Members
Attachment 2	Complete Assessment Item Review Committee Member List with Indication of Proposed New Members

BOARD STAFF COMMENTS AND RECOMMENDATIONS

Board staff recommends approval of seventeen (17) new committee members as presented in Attachment 1.

BOARD ACTION

I move to approve the request by the Idaho Department of Education to appoint the seventeen (17) individuals identified in Attachment 1 for a four-year term on the Assessment Item Review Committee beginning in fall 2024 and exiting in fall 2028.

Moved by _____ Seconded by _____ Carried Yes _____ No ____

PROPOSED NEW ASSESSMENT ITEM REVIEW COMMITTEE MEMBERS

Region	First Name	Last Name	Role
Region 1	Richard	Meyer	Board Member
Region 1	Peggy	Loutzenhiser	Administrator
Region 1	Jennifer	Kelly	Parent
Region 2	Alicia	Wheeler	Teacher
Region 2	Jolyn	Hobson	Administrator
Region 3	Joy	McDaniel	Parent
Region 3	Allyson	Randall	Teacher
Region 3	Lori	Frasure	Board Member
Region 3	Joy	McDaniel	Parent
Region 4	Joy	Kane	Administrator
Region 4	Charity	Smith	Teacher
Region 4	Chelsea	Lee	Parent
Region 5	Angie	Eldredge	Parent
Region 5	JoDee	Cook	Teacher
Region 6	Christina	Fullmer	Teacher
Region 6	Lisa	Puckett	Administrator
Region 6	Mark	Olsen	Parent

COMPLETE ASSESSMENT ITEM REVIEW COMMITTEE MEMBER LIST WITH INDICATION OF PROPOSED NEW MEMBERS

Region	First Name	Last Name	Role	Committee Status	Exit Year
1	Richard	Meyer	Board Member	Pending	2027
1	Peggy	Loutzenhiser	Administrator	Pending	2027
1	Jennifer	Kelly	Parent	Pending	2027
1	Tim	Hunt	Parent	Active	2025
2	Alicia	Wheeler	Teacher	Pending	2027
2	Jolyn	Hobson	Administrator	Pending	2027
3	Joy	McDaniel	Parent	Pending	2027
3	Lori	Frasure	Board Member	Pending	2027
3	Allyson	Randall	Teacher	Pending	2027
3	Kim	Arrasmith	Administrator	Active	2025
3	Tanya	Koyle	Parent	Active	2025
4	Joy	Kane	Administrator	Pending	2027
4	Charity	Smith	Teacher	Pending	2027
4	Chelsea	Lee	Parent	Pending	2027
4	Darlene	Dyer	Parent	Active	2025
5	Angie	Eldredge	Parent	Pending	2027
5	JoDee	Cook	Teacher	Pending	2027
5	Carmelita	Benitez	Administrator	Active	2025
6	Christina	Fullmer	Teacher	Pending	2027
6	Lisa	Puckett	Administrator	Pending	2027
6	Mark	Olsen	Parent	Pending	2027
6	Karen	Pyron	Board Member	Active	2025

IDAHO DEPARTMENT OF EDUCATION

SUBJECT

Adoption of Praxis II Assessments and Idaho Qualifying Scores

REFERENCE

April 2022	The Board accepted the Professional Standards Commission recommendation to approve proposed Praxis II assessments and Idaho cut scores.
December 2022	The Board accepted the Professional Standards Commission recommendation to approve proposed Praxis II assessments and Idaho cut scores.
April 2023	The Board approved Praxis II assessments and Idaho cut scores.

APPLICABLE STATUTE, RULE, OR POLICY

IDAPA 08.02.02.015.01.d - Standard Instructional Certificate
IDAPA 08.02.02.017.01 - Content, Pedagogy and Performance Assessment for Certification

BACKGROUND/DISCUSSION

One of the requirements for obtaining a Standard Instructional Certificate is that proficiency be shown in the area of endorsement being sought (IDAPA 08.02.02.015.01.d). Each candidate must meet or exceed the state qualifying score on the State Board of Education (Board)-approved content area assessment. Praxis II – Subject Assessments are one of the Board-approved content area assessments.

Educational Testing Service (ETS) periodically expires assessments, replacing them with regenerated assessments and updated multi-state qualifying scores. The following regenerated assessments are for exams previously adopted by the Board. The Department of Education recommends the following regenerated assessments and qualifying scores to the Board for approval, effective September 1, 2024:

- Adoption of Praxis II assessment 5581 Social Studies, with a multi-state qualifying score of 153, to replace expiring assessment 5081 Social Studies: Content Knowledge.
- Adoption of Praxis II assessment 5123 Family and Consumer Sciences, with a multi-state qualifying score of 151, to replace expiring assessment 5122 Family and Consumer Sciences.
- Adoption of Praxis II assessment 5053 Technology and Engineering Education, with a multi-state qualifying score of 157, to replace expiring assessment 5051 Technology Education.

The last administration date of all expiring assessments is August 31, 2025. Board adoption of the regenerated tests, effective September 1, 2024, will allow candidates a choice of tests before the last administration date of the expiring test.

IMPACT

Approval of assessments and qualifying scores ensures compliance with Idaho Administrative Code.

ATTACHMENTS

Attachment 1	Regenerated Assessments and Qualifying Scores Recommended for Board Approval
Attachment 2	All ETS Praxis II Assessments & Cut Scores

STAFF COMMENTS AND RECOMMENDATIONS

Board staff recommends approval of the three regenerated assessments and qualifying scores as presented in attachment 1.

BOARD ACTION

I move to approve the proposed Praxis II assessments and qualifying scores as provided in Attachment 1, effective September 1, 2024.

Moved by _____ Seconded by _____ Carried Yes _____ No _____

The Department of Education recommends the following regenerated assessments and qualifying scores to the Board for approval, effective September 1, 2024:

- Adoption of Praxis II assessment 5581 Social Studies, with a multi-state qualifying score of 153, to replace expiring assessment 5081 Social Studies: Content Knowledge;
- Adoption of Praxis II assessment 5123 Family and Consumer Sciences, with a multi-state qualifying score of 151, to replace expiring assessment 5122 Family and Consumer Sciences; and
- Adoption of Praxis II assessment 5053 Technology and Engineering Education, with a multi-state qualifying score of 157, to replace expiring assessment 5051 Technology Education.

Standard Instructional Certificate

Endorsement Code	Endorsement	Content/ Grade Level	ETS Praxis II Subject Assessment	Idaho Cut Score	Multi State Cut Score
7010	All Subjects (Candidates can take 5001 OR 7811)	(K-8)	Elementary Education: 5002 Reading and Language Arts Subtest AND	157	157
			Elementary Education: 5003 Mathematics Subtest AND	157	157
			Elementary Education: 5004 Social Studies Subtest AND	155	155
			Elementary Education: 5005 Science Subtest	159	159
7010	All Subjects (Candidates can take 5001 OR 7811)	(K-8)	CKT Elementary Education: 7812 Reading and Language Arts Subtest AND	161	161
			CKT Elementary Education: 7813 Mathematics Subtest AND	150	150
			CKT Elementary Education: 7814 Science Subtest AND	154	154
			CKT Elementary Education: 7815 Social Studies Subtest	161	161
8222	American Government/Political Science	(5-9)	5089 Middle School Social Studies	149	-
7222		(6-12)	5931 Government/Political Science	149	149
7770	American Indian Language	(K-12)	-	-	-
7038	Bilingual Education	(K-12)	5362 English to Speakers of Other Languages	155	155
8421	Biological Science	(5-9)	5442 Middle School Science	152	152
7421		(6-12)	5236 Biology	154	154
7083	Blended Early Childhood Education/Early Childhood Special Education	(Birth-Grade 3)	5025 Early Childhood Education OR Elementary Subtests (See All Subjects 5001 or 7811) AND	156	156
			5692 Special Education: Early Childhood/Early Intervention	159	159
7014	Blended Elementary Education/Elementary Special Education	(Grade 4-6)	Elementary Subtests (See All Subjects 5001 or 7811)	See All Subjects	See All Subjects
7035	Blind and Low Vision	(Pre-K-12)	5354 Special Education: Core Knowledge and Applications AND	145	151
			5282 Special Education: Teaching Students with Visual Impairments	163	163
8440	Chemistry	(5-9) (6-12)	5442 Middle School Science	152	152
7440		(6-12)	5246 Chemistry	146	146
8144	Communication	(5-9)	5221 Speech Communication: Content Knowledge	143	-
7144		(6-12)			
8400	Computer Science	(5-9)	5652 Computer Science	149	149
7400		(6-12)			
9921	CTE - Agriculture Science & Technology	(6-12)	5701 Agriculture	147	147
9093	CTE - Business Technology Education	(6-12)	5101 Business Education: Content Knowledge	148	154
9400	CTE - Computer Science	(6-12)	5652 Computer Science	149	149
9401	CTE - Engineering	(6-12)	~~5051 Technology Education~~ 5053 Technology and Engineering Education	~~154~~ 157	~~159~~ 157
9970	CTE - Family and Consumer Sciences	(6-12)	~~5122 Family and Consumer Sciences~~ 5123 Family and Consumer Sciences	~~153~~ 151	~~153~~ 151
9092	CTE - Marketing Technology Education	(6-12)	5561 Marketing Education	158	-
9981	CTE - Technology Education	(6-12)	~~5051 Technology Education~~ 5053 Technology and Engineering Education	~~154~~ 157	~~159~~ 157
7030	Deaf/Hard of Hearing	(Pre-K-12)	5354 Special Education: Core Knowledge and Applications AND	145	151
			5272 Special Education: Education of Deaf and Hard of Hearing Students	160	160
7019	Early Childhood Special Education	(Pre-K-3)	5025 Early Childhood Education OR Elementary Multiple Subtests (See All Subjects 5001 or 7811) AND	156	156
			5692 Special Education: Early Childhood/Early Intervention	159	159
7140	Early Literacy	(K-3)	5205 Teaching Reading: Elementary	159	159
8451	Earth and Space Science	(5-9)	5442 Middle School Science	152	152
7451		(6-12)	5572 Earth and Space Sciences	154	154
8228	Economics	(5-9)	5089 Middle School Social Studies	149	-
7228		(6-12)	5911 Economics	150	150
8990	Engineering	(5-9)	5051 Technology Education	154	159
7990		(6-12)			
8120	English	(5-9)	5047 Middle School English Language Arts	164	164
7120		(6-12)	5038 English Language Arts: Content Knowledge	167	167
7126	English as a Second Language (ESL)	(K-12)	5362 English to Speakers of Other Languages	155	155
7036	Exceptional Child Education	(K-8)	5543 Special Education: Core Knowledge and Mild to Moderate Applications AND Elementary Subtests (See All Subjects 5001 or 7811)	153	158
7037		(6-12)		See All Subjects	See All Subjects
7029		(K-12)			
8226	Geography	(5-9)	5089 Middle School Social Studies	149	-
7226		(6-12)	5921 Geography	153	-
8452	Geology	(5-9)	5442 Middle School Science	152	152
7452		(6-12)	5572 Earth and Space Sciences	154	154
7028	Gifted and Talented	(K-12)	5358 Gifted Education	157	157
8520	Health	(5-9)	5551 Health Education	155	-
7520		(6-12)			
7521		(K-12)			
8221	History	(5-9)	5089 Middle School Social Studies	149	-
7221		(6-12)	5941 World and U.S. History: Content Knowledge	141	-
8133	Humanities	(5-9)	-	-	-
7133		(6-12)			
8134	Journalism	(5-9)	5224 Journalism	153	153
7134		(6-12)			
7080	Junior ROTC	(6-12)	-		
7139	Literacy	(K-12)	5206 Teaching Reading	156	156
8320	Mathematics - Middle Level	(5-9)	5164 Middle School Mathematics	157	157
7300	Mathematics	(6-12)	5165 Mathematics	159	159
8820	Music	(5-9)	5113 Music: Content Knowledge	148	161
7820		(6-12)			
7810		(K-12)			
7420	Natural Science	(6-12)	5436 General Science	141	141
7989	Online-Teacher	(Pre-K-12)	-	-	-
8510	Physical Education (PE)	(5-9)	5091 Physical Education: Content Knowledge	143	-
7512		(6-12)			
7511		(K-12)			
8430	Physical Science	(5-9)	5442 Middle School Science	152	152
7430		(6-12)	5485 Physical Science	157	157
8450	Physics	(5-9)	5442 Middle School Science	152	152
7450		(6-12)	5266 Physics	145	145
8231	Psychology	(5-9)	5391 Psychology	154	154
7231		(6-12)			

Standard Instructional Certificate

Endorsement Code	Endorsement	Content/ Grade Level	ETS Praxis II Subject Assessment	Idaho Cut Score	Multi State Cut Score
8453	Science - Middle Level	(5-9)	5442 Middle School Science	152	152
7200	Social Studies	(6-12)	~~5081 Social Studies: Content Knowledge~~ 5581 Social Studies	~~150~~ 153	153
8220	Social Studies - Middle Level	(5-9)	5089 Middle School Social Studies	149	-
8229	Sociology	(5-9)	5952 Sociology	154	154
7229		(6-12)			
8236	Sociology/Anthropology	(5-9)	5952 Sociology	154	154
7236		(6-12)			
7296	Teacher Leader - Instructional Technology				
7297	Teacher Leader - Instructional Specialist	-			
7298	Teacher Leader - Literacy	-	5205 Teaching Reading: Elementary **(OR)**	159	159
			5206 Teaching Reading (K-12) **(OR)**	156	156
			5302 Reading Specialist	165	165
7299	Teacher Leader - Mathematics	-	5164 Middle School Mathematics **(OR)**	157	157
			5165 Mathematics **(OR)**	159	159
			5037 Elementary Education: Math Specialist	153	153
7045	Teacher Leader - Special Education	-			
7020	Teacher Librarian	(K-12)	5312 School Librarian	154	154
8137	Theater Arts	(5-9)	5641 Theatre	148	-
7137		(6-12)			
8852	Visual Arts	(5-9)	5134 Art: Content Knowledge	151	158
7852		(6-12)			
7851		(K-12)			
8700	World Language (All other languages not listed below)	(5-9)	5841 World Language Pedagogy	151	158
7700		(6-12)			
7710		(K-12)			
8702	World Language - American Sign Language	(5-9)	0634 American Sign Language Proficiency Interview (ASLPI) by Gallaudet	3 (score is equivalent to a 160 scale score)	160
7702		(6-12)			
7701		(K-12)			
8796	World Language - Chinese	(5-9)	5665 Chinese (Mandarin): World Language	164	164
7796		(6-12)			
7715		(K-12)			
8830	World Language - French	(5-9)	5174 French: World Language	156	162
7730		(6-12)			
7712		(K-12)			
8740	World Language - German	(5-9)	5183 German: World Language	157	163
7740		(6-12)			
7713		(K-12)			
7792	World Language - Japanese	(K-12)	5661 Japanese	156	156
7750	World Language - Latin	(K-12)	5601 Latin	152	-
7714	World Language - Russian	(K-12)	5671 Russian: World Language	130	130
8720	World Language - Spanish	(5-9)	5195 Spanish: World Language	163	168
7720		(6-12)			
7711		(K-12)			

SUBJECT

Graduate Medical Education – Committee Appointments

REFERENCE

December 5, 2017	Board approved a Graduate Medical Education 10-year plan.
June 2018	Board approved first reading of Board Policy III.C. Graduate Medical Education Committee.
August 2018	Board approved second reading of Board Policy III.C. Graduate Medical Education Committee.
June 2020	Board approved reappointments to the Graduate Medical Education Committee.
August 2020	Board approved the appointments of Dr. Jaren Blake and Dr. A.J. Weinhold to the Graduate Medical Education Committee.
October 2020	Board approved the appointments of Dr. Thomas Mohr and Dr. John Grider to the Graduate Medical Education Committee.
October 2022	Board approved the appointments of Dr. Perry Brown Jr., Dr. Abby Davids, Dr. Robyn Dreibelbis, and Dr. Matthew Larsen and the reappointments of Dr. Mary Barinaga, Dr. Justin Glass, Dr. John Grider, Dr. Melissa Hagman, Susie Keller, Dr. Samantha Portenier, Dr. Kimberly Stutzman, and Dr. William Woodhouse to the Graduate Medical Education Committee.
December 2022	Board approved the reappointment of Dr. Clay Prince, Chief Medical Officer for Madison Health, to the Graduate Medical Education Committee.

APPLICABLE STATUTE, RULE, OR POLICY

Idaho State Board of Education Governing Policies & Procedures, Section III.C.

BACKGROUND/DISCUSSION

The Graduate Medical Education (GME) committee plays a vital role in making recommendations on the implementation and refinement of the 10-year GME plan approved by the Board at the December 5, 2017 special Board meeting.

Consistent with Board Policy III.C, the purpose of the GME Committee is to provide recommendations to the Board on ways to enhance graduate education in the state of Idaho. The committee also supports the development, implementation, and monitoring of the Board's graduate medical education short and long-term plans. The committee reports to the Board through the Instruction, Research, and Student Affairs Committee.

A maximum of thirty (30) members can serve on the committee. All committee members are appointed by the Board. Committee members represent postsecondary institutions providing graduate medical education for Idaho, residency sites, the Idaho Medical Association, and the Office of the State Board of Education. Representatives from medical organizations include a physician and an administrator. Appointments and/or reappointments serve five-year terms.

The Board is currently being asked to consider appointing Dr. Brandon Mickelson, MD of the Idaho State University Family Medicine Residency; Dr. Caroline Elizabeth Gass, MD of the University of Washington Boise Psychiatry; Dr. Patricia Howell-DelTufo, MD of Eastern Idaho Regional Medical Center; and Travis Leach of West Valley Medical Center. These individuals would replace the previous GME representatives of these four (4) respective institutions and serve in these roles through the remainder of their stated terms.

IMPACT

The four (4) candidates offered their individual letters of interest as well as their professional credentials to serve on the GME Committee on behalf of their designated institutions.

ATTACHMENTS

Attachment 1 – GME Committee Members 2024
Attachment 2 – Letter of Interest and CV for Brandon Mickelsen, MD
Attachment 3 – Letter of Interest and CV for Caroline Elizabeth Gass, MD
Attachment 4 – Letter of Interest and CV for Patricia Howell-DelTufo, MD
Attachment 5 – Letter of Interest and CV for Travis Leach, MBA, FACHE

STAFF COMMENTS AND RECOMMENDATIONS

Staff recommends approval.

BOARD ACTION

I move to appoint Dr. Brandon Mickelsen, MD of the Idaho State University Family Medicine Residency, to serve on the Graduate Medical Education Committee effective immediately and expiring June 30, 2027.

Moved by _____ Seconded by _____ Carried Yes _____ No _____

I move to appoint Dr. Caroline Elizabeth Gass, MD of University of Washington (UW) Boise Psychiatry, to serve on the Graduate Medical Education Committee effective immediately and expiring June 30, 2025.

Moved by _____ Seconded by _____ Carried Yes _____ No _____

I move to appoint Dr. Patricia Howell-DelTufo, MD of Eastern Idaho Regional Medical Center to serve on the Graduate Medical Education Committee effective immediately and expiring June 30, 2025.

Moved by _____ Seconded by _____ Carried Yes _____ No _____

I move to appoint Travis Leach, MBA FACHE of West Valley Medical Center, to serve on the Graduate Medical Education Committee effective immediately and expiring June 30, 2025.

Moved by _____ Seconded by _____ Carried Yes _____ No _____

GRADUATE MEDICAL EDUCATION COMMITTEE MEMBERS (updated 4-2024)

Institution	Representative	Email	Term Expiration June 30 of
Office of State Board of Education	Matt Freeman, Executive Director Patrick Coulson, CFO	mfreeman@edu.idaho.gov pcoulson@edu.idaho.gov	Ex Officio
GME Coordinator	Ted Epperly, MD	tedepperly@fullcircleidaho.org	Ex Officio
Idaho Hospital Association	Brian Whitlock	bwhitlock@teamiha.org	2025
Idaho Medical Association	Susie Pouliot Keller, CEO (Mike Cunnington, IMA Director of Government Affairs)	susie@idmed.org cunnington@idmed.org	2027
Idaho College of Osteopathic Medicine	Robyn Dreibelbis, DO	rdreibelbis@icom.edu (updated email 1/2024)	2027
University of Utah School of Medicine	Ben Chan, MD (Occasionally Kylie Christensen Assoc Director/ MPH for RUUTE and Regional Affairs for Chan)	Benjamin.Chan@hsc.utah.edu kylie.christensen@hsc.utah.edu	2025
University of Washington School of Medicine	Mary Barinaga, MD – Vice Chair	barinm@uw.edu	2027
Full Circle Family Med Boise	Abby Davids, MD	abbydavids@fullcircleidaho.org	2027
Full Circle Family Med Caldwell	Samantha Portenier, MD	samanthaportenier@fullcircleidaho.org	2027
Full Circle Family Med Nampa	Kim Stutzman, MD	KimStutzman@fullcircleidaho.org	2027
Full Circle Family Med Twin Falls	Joshua Kern, MD	kernjw@slhs.org	2025
Full Circle Pediatrics	Perry Brown, MD	PerryBrown@fullcircleidaho.org	2027
Idaho State University Family Medicine Residency	Brandon Mickelson, MD	brandonmickelsen@isu.edu	2027 Pending SBOE Review/Approval
ISU Family Medicine Rexburg	A.J. Weinhold, MD	weinana@isu.edu ajweinhold@isu.edu	2025

Coeur d' Alene Family Medicine Residency	Dick McLandress, MD	RMclandress@kh.org rmclandr@uw.edu	2025
EIRMC Family Medicine	Joshua Stringam, DO Luisa Hiendlmayr, MD (APD) has been attending in lieu of Stringham	Joshua.Stringam@hcahealthcare.com luzpineda25@gmail.com	Stringam pending Hiendlmayr 2025
EIRMC Internal Medicine	Vacant/ Patricia Howell-DelTufo, MD representing		
EIRMC Psychiatry	Matt Larsen, DO	Drmattlarsen@gmail.com	2027
UW Boise Internal Medicine	Moe Hagman, MD – Chair	mhagman@uw.edu	2027
UW Boise Psychiatry	Caroline Elizabeth (Liz) Gass, MD	Caroline.Gass@va.gov	2025 Pending SBOE Review/Approval
University of Utah/Idaho Psychiatry Residency	Beth Botts, MD	Elizabeth.Botts@hsc.utah.edu	2025
Saint Alphonsus Healthcare	Lisa Nelson, MD (Occasionally Diane Johnson for Nelson)	Lisa.M.Nelson@saintalphonsus.org Diane.L.Johnson@saintalphonsus.org	2025
St. Luke's Healthcare	Bart Hill, MD	hillb@slhs.org	2025
Portneuf Medical Center	~~Dan Snell, MD~~ unable/vacant		
Madison Memorial Hospital	Clay Prince, MD	clayprince@mmhnet.org	2027
Kootenai Health	Jon Ness	jness@kh.org	2025
Boise VAMC	Andy Wilper, MD	wilpera@gmail.com	2025
Eastern Idaho Regional Medical Center	Patricia Howell-DelTufo, MD	patricia.howell@hcahealthcare.com	2025 Pending SBOE Review/Approval
West Valley Medical Center	Travis Leach	Travis.Leach@hcahealthcare.com	2025 Pending SBOE Review/Approval

Idaho State
UNIVERSITY

Department of Family Medicine
465 Memorial Drive • Pocatello, Idaho 83201

May 10, 2024

Brandon Mickelsen, DO
Director ISU Family Medicine Residency
465 Memorial Dr.
Pocatello, ID 83201
208-282-4508
brandonmickelsen@isu.edu

Idaho State Board of Education
650 W. State Street
Boise, ID 83702

To whom it may concern,

My name is Brandon Mickelsen, and I am the Director at the Idaho State University Family Medicine Residency. I request to serve as the representative for this medical school on the statewide Graduate Medical Education Committee. I have also sent my Curriculum Vitae for your review.

Sincerely,

Brandon Mickelsen, DO
Director ISU Family Medicine Residency

Phone: (208) 282-4508 • Fax: (208) 282-4818 • www.isu.edu/fmed
ISU is an Equal Opportunity Employer

Curriculum Vitae

Name: Brandon Mickelsen
1642 Monte Vista
Pocatello, ID 83201

Employment: Idaho State University
465 Memorial Drive
Pocatello ID 83201
08/2009-present

Personal Data:
Birth: 08/26/1978, Pocatello ID, U.S. citizen,

Education:
Bachelor of Science: Idaho State University 5/18/2002 (Honors)
Doctor of Osteopathic Medicine: University of New England 6/03/2006

Postgraduate Training:
Internship Idaho State University Family Medicine 06/26/2006/ -06/30/2007
Residency: Idaho State University Family Medicine 6/30/2007-6/30/2009

Faculty Positions:
Idaho State University Family Medicine Residency Director 2014-present
Idaho State University Department of Family Medicine Associate Faculty 2009-2014
University of Washington Department of Family Medicine Clinical Assistant Professor 2015-2023
University of Washington Department of Family Medicine Clinical Associate Professor 2023-present
University of Washington Department of Family Medicine Associate Faculty 2010-2015
Idaho College of Osteopathic Medicine Clinical Assistant professor of Family Medicine 2019-present

Hospital positions:
Portneuf Medical Center: Medical staff member
Portneuf Medical Center: CME chair 2016-2021

Honors:
Resident teaching award: 2009
Preceptor of the Year 2011 and 2013

Certifications:
Advanced Cardiac Life Support 01/2018
Certified ALSO instructor 2025
NRP 2023
Board Certified family physician 07/08/2029
CCD 2024
NIPDD graduate 2016

License:
Idaho expires 06/30//2023

Professional Organizations:
American Academy of Family Physicians (AAFP):
Idaho Academy of Family Physicians: (Member of board 2017-2020, 2021 president-elect; 2022 president; 2023 past president)
Idaho Medical association (Past speaker of the House, Vice speaker, and resident representative; board member 2008-2017; 2022-present):
Southeast Idaho Medical society (President 2010-present)
Society for teachers of Family Medicine
Association for Family Medicine Residency Directors
Idaho Medical Association Trustee 2022-Present

Lectures:
I teach U of W med students during their family medicine rotation 5-10 hours a week
Lectures: I have presented an average of 5-25 lectures a year at the hospital and the residency (2009-Present)
I am an ALSO certified instructor and help teach 1-2 regional courses every year.

Leadership:
Idaho Academy of Family Physicians board member 2017-present
Idaho Academy of family physician's president 2022-2023
Idaho Medical Association resident representative 2007-2009
Idaho Medical Association Vice speaker and speaker of the house 2009- 2017
Southeast Idaho Medical Society president 2011-Present
Chief Resident 2007-2009
WWAMI family medicine residency director's member at large 2021-2022
WWAMI family medicine residency directors network vice president 2022
WWAMI family medicine residency director's network president 2023-Present

Regional/National presentations
March 2017 WWAMI FM directors meeting: Ways to increase faculty salary
May 2017 IAFP annual meeting: Chronic Kidney Disease.
May 2018 IAFP annual meeting: shoulder pain and COPD
April 2019 PDW Kansas City Teaching Implicit Bias
April 2019 PDW Kansas City a CHC and Residency partnership.
May 2019 IAFP annual meeting: Pediatric update
December 2019 WWAMI FM director meeting: Residency Quality curriculum
September 2020 WWAMI FM director meeting: Moonlighting in residency
February 2022 IAFP statewide CME "Tetanus"
June 2022 WWAMI FM Directors Improving faculty teaching
March 2024 WWAMI FM Directors Using AI in residencies
May 2024 IAFP annual meeting "Osteoporosis"

May 10, 2024

Caroline Elizabeth Gass
Program Director, University of Washington Boise Psychiatry Residency
500 W Fort St, Building 116
Boise, ID 83702
208-422-1000 x7458
Caroline.gass@va.gov

Idaho State Board of Education
650 W. State Street
Boise, ID 83702

To whom it may concern,

My name is Liz Gass, and I am the Program Director for the University of Washington Boise Psychiatry Residency Program. I request to serve as the representative for this graduate medical education program on the statewide Graduate Medical Education Committee. I have also sent my Curriculum Vitae for your review.

Sincerely,

C. Elizabeth Gass, MD, MPH
Psychiatrist

Caroline Elizabeth Gass, MD, MPH

Curriculum Vitae

1. PERSONAL DATA

Place of birth: Durham, NC
Citizenship: USA
Email: cegass@gmail.com

2. EDUCATION

2005-2009	B.S. in Biochemistry, *summa cum laude*, North Carolina State University
2012-2013	M.P.H., University of North Carolina at Chapel Hill
2009-2014	M.D., University of North Carolina at Chapel Hill

3. POSTGRADUATE TRAINING

2014-2015	Internship in Psychiatry, University of Washington
2015-2018	Residency in Psychiatry, University of Washington
2018-2019	Fellowship in Consult-Liaison Psychiatry, University of Washington
2019-2020	Fellowship in Forensic Psychiatry, Albert Einstein/Montefiore

4. FACULTY POSITIONS HELD

2020-2022	Adjunct Professor of Psychiatry, Idaho College of Osteopathic Medicine
2020-2024	Clinical Instructor, University of Washington Department of Psychiatry and Behavioral Sciences
2024-	Clinical Assistant Professor, University of Washington Department of Psychiatry and Behavioral Sciences (appointment beginning July 1, 2024)

5. HOSPITAL POSITIONS HELD

2018-2019	Emergency Psychiatrist (moonlighting), Harborview Medical Center, Seattle, WA
2019	Inpatient Psychiatrist (moonlighting), Bronx Psychiatric Center, Bronx, NY
2020	Inpatient Psychiatrist (telehealth/locum tenens), Eastern Idaho Regional Medical Center, Idaho Falls, ID
2020-2022	West Valley Medical Group, LLC DBA West Valley Medical Group Psychiatry, Caldwell, ID
2022-2023	Inpatient Unit Chief, Boise VA Medical Center, Boise, ID Associate Program Director, UW Boise Psychiatry Residency Program, Boise, ID

6. CURRENT EMPLOYMENT

2023-	Consultation-Liaison Psychiatrist, Boise VA Medical Center
2023-	Program Director, University of Washington Boise Psychiatry Residency Program
2023-2024	Site Director, University of Washington Idaho Advanced Clinician Track
2021-	Mountain West Psychiatric Consulting, PLLC, Boise, ID

7. HONORS

2018	Graduation with an Area of Distinction in Research, University of Washington Psychiatry Residency Program
2021	Psychotherapy Supervisor of the Year, University of Washington Idaho Advanced Clinician Track

8. BOARD CERTIFICATIONS

2018	Board Certified in Psychiatry by the American Board of Psychiatry and Neurology *Issue date: 9/24/2018* *Recertification date: 12/31/2024*
2021	Board Certified in Consultation-Liaison Psychiatry by the American Board of Psychiatry and Neurology *Issue date: 11/1/2021* *Recertification date: 12/31/2024*
2021	Board Certified in Forensic Psychiatry by the American Board of Psychiatry and Neurology *Issue date: 11/15/2021* *Recertification date: 12/31/2024*

9. LICENSURE

2020-	Idaho State Physician and Surgeon License with Primary Supervising Physician Designation *Initial issue date: 6/2/2020* *Expiration date: 6/30/2024*
2020-	Idaho Board of Pharmacy Controlled Substance Practitioner License *Initial issue date: 6/12/2020* *Expiration date: 1/31/2025*
2018-	DEA license *Issue date: 8/31/2021* *Expiration date: 09/30/2024*

10. PROFESSIONAL ORGANIZATIONS

2020-	American Psychiatric Association
2022-	Idaho Medical Association
2022-	Idaho Psychiatric Association Executive Board Member-- Secretary
2022-	American Association of Directors of Psychiatric Residency Training
2023-	Academy of Consultation-Liaison Psychiatry

11. TEACHING AND LEADERSHIP RESPONSIBILITIES

2018-2021	University of Washington Underserved Pathway Mentor
2020-2021	Idaho College of Osteopathic Medicine, Mental Health OMS-II Course, Lecturer and Assessment Item Writer
2022-2023	University of Washington WWAMI Boise Site Psychiatry Clerkship Director
2022-	University of Washington Boise Psychiatry Residency Program: Didactic Instructor: 18 total hours of lectures for the 2022-2023 academic year

2023-	Caseload Supervisor for University of Washington Boise Psychiatry Residents
2023-	Lead Journal Club Facilitator, University of Washington Boise Psychiatry Residency Program
2024-	University of Washington School of Medicine Medical Student Progress Committee- Voting Member

May 14, 2024

Idaho State Board of Education
650 W. State Street
Boise, ID 83702

To whom it may concern,

My name is Dr. Patricia Howell, and I am the CMO at Eastern Idaho Regional Medical Center. I request to serve as the representative for this medical school on the statewide Graduate Medical Education Committee. I have also sent my Curriculum Vitae for your review.

Sincerely,

Patty Howell MD

Patricia Howell, M.D., CMO

3100 Channing Way
Idaho Falls, ID 83404
EIRMC.com

Patricia (Patty) A. Howell, MD

133 Stillwater Drive
Idaho Falls, ID 83404
Patricia.Howell@HCAHealthcare.com
303-519-8701

Summary of Qualifications:

- Dedicated and relational physician executive that thrives on perceiving the possibilities in her surroundings and the people she works with. Enjoys seeing what is and what can be.
- Excels at creating harmony and enjoys turning challenges into coordinated operations.
- Deep seated love of Hospital Quality with 11 years experience in Medical Staff Governance in HCA and more than 10 years in CMO roles in private practice and hospital settings (nonprofit and for profit)
- Strategic thinker with 24 years in the Denver Market spanning two health systems, from bedside care to HCA National Committee work. Starting 3rd year in Idaho.
- Entrepreneurial physician that set up an independent practice and merged it with a larger practice eight years later. Helped CarePoint growth by aligning them with Blue Sky Neurology, leading to unprecedented growth for both organizations after their merger.

Work History

Chief Medical Officer - December 6, 2021 to present
Eastern Idaho Regional Medical Center (EIRMC) - Idaho Falls, Idaho
Oversight for:
Medical Staff Office
Quality Department
Medical Director Collaboratives
Pharmacy (2021-2023)
Laboratory (2021-2023)
DIO for Residency Programs (Family Medicine, Internal Medicine, Psychiatry)
Trauma Executive Sponsor
Spearheading effort to launch Kidney Transplant Program
*Brought plasmapheresis to the hospital at medical staff request coordinating lab, pharmacy, nursing and physicians.
*Represented EIRMC GME programs on State Board of Education GME Committee – testified at JFAC Legislative session to obtain yearly funding for residency growth. (2023 and 2024)

Chief Medical Officer - May 2017 to November 22, 2024
Porter Adventist Hospital - Englewood, Colorado

Porter Adventist Hospital was founded in 1930 to serve the needs of its surrounding population. Porter boasts a unique blend of services for a community hospital. The Porter Center for Joint Replacement is a leading hip and knee replacement center. At the same time, Porter serves its community through Behavioral Health Inpatient services as well as providing complex services of ECMO and a newly reimagined Transplant Center for solid organ disease.

- Provide direct leadership and/or entity supervision to Quality, Pharmacy, Transplant (Service Line Development), and Medical Staff Services. Have a close working relationship with Risk Management, Safety, Utilization Review, and Physician Wellness activities in the hospital, as well as with our active medical staff.
- Mentoring Quality Director producing a 16-point improvement in Engagement/eSat (10 points over benchmark) and a 26-point increase in Engagement/Recommend (9 points over benchmark).
- Enabling specialty pharmacy development within Porter for Hepatitis treatment through the Transplant Service line as well as treatments through Advanced Endoscopy Center.
- Revamped Transplant Program including recruiting of new physicians in all but one role. Brought in all new policies and procedures and hired a Lean consultant to assist in details of orienting all personnel and creating standard work around this new policy base. Personally created workflows in Epic to data mine radiology reports from all 17 Centura facilities for liver lesions and cirrhosis to be reviewed at Hepatobiliary Rounds. Interviewed for each position personally to ensure competence as well as proper culture with each physician and staff member. UNOS cited our final presentation of the changes made as one of the top two presentations they had ever seen.
- Reorganized the Medical Staff in several functions. Mentored the incoming President of the Medical Staff with resulting reinstitution of the Citizenship Committee to improve physician alignment with policy. Transitioned Peer Review from the Quality Department to the Medical Staff Department to increase transparency of physician issues for credentialing purposes. Serve as a resource to current Medical Staff Leadership.
- Improved physician satisfaction scores utilizing Glint surveys from 33rd to 77th percentile (above benchmark 74th percentile).
- Continued upward trend in HCAHPS Likely to Recommend score 75.1% (2018), 76.3% (2019), 76.6% (2020).
- Partnered with Centura Enterprise and Press-Ganey leadership in roll-out of Highly Reliable Organization (HRO) training. This led to a 27% increase in near-miss reporting (best in Centura) as well as improvements in our Culture of Safety survey by an average of 2.7% in all categories.
- Led Incident Command Center throughout the COVID-19 Crisis. Ran all aspects of hospital response including the return to normalcy ramp-up of the OR, now performing at greater than 100% prior run rate and compliant with all public health

order parameters.

- Direct Daily Safety Huddle (Tier One) and facilitate problem solving as well as participate in Tier Two (Centura Quality level) Huddle daily. Attend Tier Three (Centura Enterprise) Huddle upon request.
- Solicited buy-in from Enterprise to incorporate Lean Department into Quality to more closely reflect regulatory requirements.
- Led Quality Department through multiple surveys leading to extensive experience with Joint Commission, Colorado Department of Health and Epidemiologic surveys.

Centura Hospitalists - 2015-2017
Saint Anthony's Hospital - Lakewood, CO

- Spearheaded work in patient satisfaction leading to highest HCAHPS physician scores seen at SAH up to that time.

CarePoint, PC - 2008-2015
CMO, Hospitalist Division - 2012-2015
Rose, Swedish and North Suburban Medical Centers - Denver, CO

- Was in charge of recruiting, scheduling, policy and performance of all functions for the Hospitalist Division at three hospitals.

Medical Director, Hospitalist Division - 2008-2012

CarePoint Director of Trauma Medical Service (TMED) - 2012-2015

- Merged prior practice with CarePoint in 2008 and was in charge of the entirety of the operation at Swedish Hospital.
- Successfully bid and won contracts at Swedish, Rose and North Suburban Hospital.

Family Practice Inpatient, PC - 2000-2008
Founding Partner and President - Denver, CO

- Founded original practice, then arranged merger with CarePoint, PC.

Acute Inpatient Medicine, PC - 1999-2000
Hospitalist - Denver, CO

Education:

Residency
Swedish Family Medicine Residency - 1996-1999
University of Colorado Health Sciences Center - Englewood, Colorado

- Chief Resident
- Swedish Nominee for Mead Johnson Award
- Swedish Nominee for William F. Barrows Award

- Administrator for Residency Journal Club

Doctor of Medicine - 1992-1996
University of Nevada School of Medicine - Reno and Las Vegas, Nevada
- Alpha Omega Alpha
- Merck Manual Award Winner
- Janet M. Glasgow Memorial Achievement Citation

Bachelor of Science, College of Human & Community Sciences - 1992-1996
Pre-Med Studies - University of Nevada, Reno
- Hertz Gold Medal Winner - Valedictorian of 1700 graduates
- Outstanding Senior Student, College of Human and Community Sciences
- Vice-President, Alpha Epsilon Delta (Premed Honor Society)
- Phi Kappa Phi Honor Society - Student Vice President
- Phi Kappa Phi UNR Outstanding Junior

Medical Leadership
- CarePoint Board of Directors, 2008-2015
- Continental Division Representative, HCA Hospitalist Physician Action Committee
- Member of HealthONE HCA Presidents' Council
- Member of Medical Executive Committee - Swedish
- Past President of the Medical Staff, 2012
- President of the Medical Staff - Swedish
- President-Elect of the Medical Staff - Swedish
- Department Chair
- Assistant Department Chair
- Chairman of Credentials Committee
- Member of Swedish Hospitalist Committee
- Medical Director of the Swedish Clinical Documentation Improvement Team
- TMED Representative to the Trauma Quality Assurance Committee
- Past Chairman of Primary Care Outreach Committee (Founded)
- Past Chair of Quality Medical Executive Committee

Teaching Appointments
- Past Assistant Clinical Professor - Department of Family Medicine, University of Colorado Health Sciences Center - 10 years actively teaching hospital medicine to residents

Awards

- 2012 Rocky Mountain Hospital Medicine Peak Performer

Swedish Dala Awards: Voted by Hospital Employees
- 2010 Most Votes in All Categories Combined
- 2010 Most Positive Attitude
- 2010 Most Respectful
- 2009 Best Team Player
- 2008 Most Compassionate Bedside Manner
- 2008 Best Positive Attitude
- 2008 Most Respectful
- 2006 Most Responsive

- Residency Award - 2001 Hospital Preceptor of the Year

Publications

Effects of a Non-Surgical Hospitalist Service on Trauma Patient Outcomes.
Surgery, Volume 145, Issue 4, Pages 355-361

A Five-Year Review of a Surgical Hospitalist Program for Trauma Patients: A MatchedCohort Study. Orlando A, Salottolo K, Uribe P, Howell PA, Slone DS, Bar-Or D. Surgery. 2012

WEST VALLEY MEDICAL CENTER
1717 Arlington Avenue | Caldwell, ID 83605
(208) 459-4641 | WestValleyIsBetter.com

May 10, 2024

Travis Leach
Chief Executive Officer, West Valley Medical Center
1717 Arlington Avenue
Caldwell, ID 83605
travis.leach@hcahealthcare.com

Idaho State Board of Education
650 W. State Street
Boise, ID 83702

To whom it may concern,

My name is Travis Leach, and I am the Chief Executive Officer at West Valley Medical Center. I request to serve as the representative on the statewide Graduate Medical Education Committee. I have also sent my Curriculum Vitae for your review.

Sincerely,

Travis Leach, MBA, FACHE

Travis Leach, MBA, FACHE
2482 E. Mount Etna Dr.
Meridian, ID 83642
(208) 484-9774 ♦ travleac@outlook.com

EXECUTIVE LEADER

Highly accomplished Senior Executive with extensive business administration and operations expertise, healthcare leadership, change leadership, business development, human resources, community and provider relations, strategic planning, technology development, and regulatory compliance

PROFESSIONAL EXPERIENCE

Hospital Corporation of America (HCA) May 2023 to Present
West Valley Medical Center, Caldwell, Idaho
Chief Executive Officer

Lead day to day operations for a 150-bed acute care hospital and associated Medical Office Buildings, Clinics and off-campus Surgical Center. Directly lead the Hospital Senior Leadership Team ensuring achievement of financial, operational and strategic plans with a focus on excellence.

Key Accomplishments to date:
- Achieved and maintained top decile Emergency Room, and top quartile Acute Care patient experience scores.
- Achieved Level III TSE Trauma Designation 1/2024

Trinity Health
Saint Alphonsus Medical Center, Nampa, Idaho February 2018 to May 2023
President

Lead day to day operations for a newly built 106-bed acute care hospital. Oversee and service locations consisting of on and off-campus locations including Oncology Center, free standing Emergency Department, Primary Care, Specialty Care Clinics, Occupational Medicine, Sports Medicine, Obstetrics Center, Urgent Care locations, system laboratory and retail pharmacy services across a mixed urban, sub-urban and rural geography. Directly lead the Hospital Senior Leadership Team, within a highly matrixed organization, ensuring achievement of financial, operational and strategic plans with a focus on excellence.

Key Accomplishments:
- Achieved top decile Emergency Room, and top quartile Acute Care patient experience scores.
- Developed and built a new state-of-the-art Cancer Institute including expanded outpatient medical oncology infusion center and new radiation oncology program.
- Expanded previously unavailable services including Epidemiologists, Critical Care Pulmonology, Gastroenterology, Neurology and Palliative Care.
- Expansion of Cardiology program including a four-fold increase in Interventional Cardiology procedures.
- Achieved State Level III Trauma, STEMI and Level II (Primary) Stroke Designations.
- Developed and launched Military and Veterans Health program.
- Successful implementation employee engagement program, boosting staff engagement by over 17%.
- Proven success on all financial, clinical and quality Key Performance Indicators.
- Fully Accredited by The Joint Commission during our new hospital survey and multiple re-certifications.

Trinity Health March 2014 to February 2018
Saint Alphonsus Health System, Boise, Idaho
Regional Director of Surgical Services

Responsible for 45 operating and 15 procedure rooms for various surgical specialties, including Trauma, General Surgery, Neurosurgery, Orthopedics, Cardiovascular, Endovascular, ENT and Surgical Sub-Specialties. Supervised Pre-Surgical Screening, Surgical Prep and Recovery, Endoscopy and Post Anesthesia Care Units and Sterile Processing Departments for Health System performing over 21,600 surgeries and 7,400 endoscopy procedures annually. Directly lead perioperative management team and over 390 staff across the Health System and 11 procedural units from Western Idaho to Eastern Oregon.

Key Accomplishments:
- Created and implemented Enhanced Recovery Program for Joint procedures, reducing Length of Stay from 1.9 days to 14.1 hours.
- Development of a Trans-catheter Aortic Valve Replacement (TAVR)/Vascular Hybrid Surgical program.
- Exceeded surgical volume targets and overall projections every year.
- Improved all Key Performance Indicators for each site.
- Promoted from Medical Center Perioperative Director to Regional Director of Surgical Services, Saint Alphonsus Health System.

Trinity Health June 2010 to March 2014
Saint Alphonsus Health System, Boise, Idaho
Director, Medical Staff Services and Office of Education

Directed the operations of Saint Alphonsus Health System Medical Staff Services and Office of Education. Planned, developed and supervised effective systems and strategies to support Medical Staff credentialing and verification services, medical education and physician education across the Health System.

Key Accomplishments:
- Led the integration of four hospitals and multiple ambulatory clinics into the Saint Alphonsus Health System. Created a comprehensive on-boarding, credentialing, privileging, physician education and Graduate Medical Education system.

Family Medicine Residency of Idaho, Inc., Boise, Idaho Sept. 2003 to Sept. 2010
Chief Operating Officer (COO)

Administrative and operations lead of a 45-physician, six mid-level and 75 support staff, 50,000 patient visit, 5 clinic-site primary care treatment, procedure, and Family Medicine Residency program. Supervised all department managers and directors and over 180 employees including Information Technology, Medical Records, Reception, Billing, Scheduling, Nursing, HIV Services, Minor Surgical and Endoscopy, Human Resources, Social Services, and Accounting and Finance departments.

Key Accomplishments:
- Led organization through complete corporate overhaul including billing and accounting functions, clinic operations, and governance transformation to become a Federally Qualified Health Center.
- Successfully created and implemented a Human Resources Information system.
- Led successful installation of an Electronic Health Record, Practice Management, Digital x-ray and Lab Interface systems.
- Demonstrated increase in responsibility and continued promotions in position from HIV Services Manager, Human Resources and Grants Services Manager, and Chief Operating Officer and Interim Chief Financial Officer.

Alliance Family Services, Inc., Twin Falls, Idaho October 1999 to Sept. 2003
Chief Executive Officer, Founder

Oversaw and directed daily operations including finance, human resources, risk management, state and federal law compliance, conflict resolution, quality assurance, marketing, contract negotiation, project planning, and maintaining a positive treatment team. Coordinated multiple offices with over 30 employees, serving 10 counties statewide.

Key Accomplishments:
- Independently founded mental health corporation: *Alliance Family Services, Inc.*
- Created, designed and implemented multiple programs for the State of Idaho Department of Health and Welfare, Child Protective Services, Children's Mental Health, Adult and Child Development Center, Juvenile Corrections, local school districts and private entities and clients.
- Negotiated and awarded major mental health managed care contracts in Southern Idaho and Northern Idaho.

Advocacy and Learning Associates, Twin Falls, Idaho September 1998 to October 1999
Clinic Administrator

Directly managed clinic operations including human resources, risk management, marketing, therapist supervision, and training of staff for two children's mental health clinics in Southern Idaho. Coordinated educational, home, clinic, and community needs for clients and their families.

Key Accomplishments:
- From September 1998 to October 1999 doubled client load.
- Opened and expanded new treatment center into Twin Falls, Idaho market significantly increasing revenues and services for the company in the service area.

Ascent, CEDU Family of Services, Sandpoint, Idaho August 1996 to September 1998
Counselor, Shift Supervisor

Responsible for the day-to-day operations, safety, and supervision of staff and teenagers in a troubled youth wilderness program. Responsible for 10 counselors and 40 students daily. Supervised and planned daily activities, ensured staff and student safety in crisis situations, and management of workshops and counseling. Promoted from Counselor to Shift Supervisor.

VisionQuest, Tucson, Arizona January 1996 to August 1996
Operations Manager

Responsible for the operations of a 60-youth and 30-staff cross-country wagon train, which traveled over 2,500 miles through Arizona, California, Nevada and Utah. Coordinated treatment staff, education staff, logistical support and daily operations. Promoted from Counselor to Deputy Program Master of Operations after 6 months.

MILITARY SERVICE

United States Army National Guard 1994 – 1998
United States Army Reserve 1991 – 1994

EDUCATION AND CERTIFICATIONS

- Fellow - American College of Healthcare Executives (FACHE)
- Surgical/Medical Bioethics – University of Washington School of Medicine
- Master of Business Administration (MBA), Human Resource Management, University of Phoenix, Boise ID
- Bachelor of Arts in Criminal Justice, Washington State University, Pullman, WA
- Bachelor of Arts in Sociology, Washington State University, Pullman, WA
- Competent Toastmaster Certification (2004), Competent Leader Certification
- Idaho Falls High School, Idaho Falls, ID - Diploma

AWARDS

- Nampa Chamber of Commerce Board member of the Year (2022)
- Trinity Health Strategic Leadership Program Awards: "Taking a Calculated Risk" and "Best Integration of Content" for Enhanced Recovery After Surgery Project (2018)
- Colleague Engagement Star Unit Award (2015, 2016 and 2017)
- President's Commendation Nominee, Saint Alphonsus (June 2013)
- Employee of the month, Family Medicine Residency of Idaho (2004)

SPECIAL PROJECTS AND LEADERSHIP INITIATIVES

- Trinity Health Strategic Leadership Program Graduate (Oct 2016 - Oct 2018)
- Culture Change and Engagement Certified Facilitator – Trinity Health (2015 - 2023)
- Trinity Health Transforming Operations Perioperative Lead, SAHS (2014 – 2018)
- United Way of Treasure Valley Oral Health Project (2010)
- Federally Qualified Health Center Certification (2007, 2008, 2009)
- Club officer (2003 - 2004) – Toastmasters International

COMMUNITY RELATIONS and BOARDS

- Regent, American College of Healthcare Executives (March 2024 – present)
- Idaho Hospital Association – Southwest Regional Leadership Council Director (Jan 2024 – present)
- Boys and Girls Club of Ada County Board of Directors (August 2023 – present)
- Caldwell Night Rodeo Board of Directors (2022 – present)
- Idaho Youth Ranch Board of Directors (2022 – present)

- City of Nampa Chamber of Commerce Board of Directors (2018 to present), Chairman (2020-22)
- Saint Alphonsus Home Health and Hospice Joint Venture Board of Directors (2020 - 2023)
- City of Nampa Mayor's Community Leaders Forum Member (2019 to present)
- Saint Alphonsus Nampa Foundation Board of Directors, President (2018 - 2023)
- City of Nampa Healthcare Advisory Task Force (2020 - 2021)
- Intermountain Medical Imaging Joint Venture Board of Directors (2018 to 2020)
- Emergency Medical Plazas of Idaho Joint Venture Board of Directors (2018 - 2020)
- Ada Canyon Medical Education Consortium (ACMEC) Board of Directors (2010 – 2014)
- University of Washington, Advanced Psychiatry Residency Board of Directors (2011 - 2014)
- Idaho Health Data Exchange, Board of Directors (2008,2009)

INTERESTS

- Family adventures and travel with my wife, sons and extended family
- Lifelong Learning – Leadership literature, Reliance in Healthcare, and Healthcare Policy
- Downhill Skiing, motorcycle touring, bicycling and camping

SUBJECT

Data Management Council Appointments

REFERENCE

October 2020	The Board approved the second reading of Board Policy I.O., shifting one position from the Department of Education to the Office of the State Board of Education to align with the move of the ISEE data system and adding one at-large member.
February 2021	The Board reappointed Chris Campbell and Todd King to the Data Management Council.
April 2021	The Board reappointed Cathleen McHugh, Grace Anderson, Tami Haft, Scott Thomson, and Heather Luchte to the Data Management Council. The Board appointed Spencer Barzee to the Data Management Council.
October 2021	The Board appointed Thomas Sharpe to the Data Management Council.
December 2021	The Board appointed Kevin Chandler to the Data Management Council.
June 2022	The Board reappointed Thomas Sharpe, Matthew Rauch, and Georgia Smith to the Data Management Council. The Board appointed Ayaka Nukui to the Data Management Council.
October 2022	The Board appointed Lindsey Brown to the Data Management Council.
April 2023	The Board 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.
October 2023	The Board appointed William Goodman and Scott Woolstenhulme to the Data Management Council.

APPLICABLE STATUTE, RULE, OR POLICY

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

BACKGROUND/DISCUSSION

The Data Management Council (Council) was established by the Board pursuant to Board policy I.O. to make recommendations to the Board on the oversight and development of Idaho's Statewide Longitudinal Data System (SLDS) and to oversee the creation, maintenance, and usage of said system. Section 33-133, Idaho Code, defines the state "data system" to include the State's elementary, secondary, and postsecondary longitudinal data. The SLDS consists of three areas

of data and is referred to as EASI (the Education Analytics System of Idaho). EASI is a P-20W system consisting of P-12, postsecondary, and workforce data. The P-12 data is commonly referred to as the Idaho System for Educational Excellence (ISEE), the postsecondary data is referred to as the Postsecondary Measures of Academic Progress (PMAP), and the labor data (managed by the Department of Labor) is referred to as the Idaho Labor Market Information (ILMI).

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

a. Two representatives from the Office of the State Board of Education.
b. Three representatives from public postsecondary institutions, of whom at least one shall be from a community college and no more than one member from any one institution.
c. One representative who serves as the registrar at an Idaho public postsecondary institution, which may be from the same institution represented above.
d. One representative from the State Department of Education.
e. Three representatives from a school district, with at least one from an urban district and one from a rural district, and no more than one member from any one district.
f. One representative from the Division of Career Technical Education.
g. One representative from the Department of Labor.
h. One at-large member.

Appointments are made for two-year terms and commence on July 1st. Incumbent candidates can be reappointed as long as they are eligible to serve based on the Council's current membership structure.

Six members' terms end on June 30, 2024. William Goodman, Nashea Noble, Ayaka Nukui, and Scott Woolstenhulme have agreed to remain on the Council. Shari Ellertson and Georgia Smith have resigned upon the end of their terms.

The Council reached out and received nominations from Wesley McClintick as a Post-Secondary At-Large representative and Salvador Vazquez as the Idaho Department of Labor representative.

IMPACT

Reappointment of the four current members along with appointment of Wesley McClintick and Salvador Vazquez will result in all seats on the Data Management Council being filled.

ATTACHMENTS

Attachment 1 – Current DMC Membership October 2023
Attachment 2 – Goodman DMC Reappointment
Attachment 3 – Noble DMC Reappointment
Attachment 4 – Nukui DMC Reappointment
Attachment 5 – Woolstenhulme DMC Reappointment
Attachment 6 – McClintick DMC Nomination

Attachment 7 – Vazquez DMC Nomination

STAFF COMMENTS AND RECOMMENDATIONS

The Data Management Council considered the applications during a meeting in April. The Council voted to recommend William Goodman, Nashea Noble, Ayaka Nukui, and Scott Woolstenhulme for reappointment along with appointment of Wesley McClintick and Salvador Vazquez.

Staff recommends approval.

BOARD ACTION

I move to approve the appointment of William Goodman to the Data Management Council as a K-12 urban district representative commencing July 1, 2024, and ending June 30, 2026.

Moved by _____ Seconded by _____ Carried Yes _____ No _____

I move to approve the appointment of Nashea Noble to the Data Management Council as a community college representative commencing July 1, 2024, and ending June 30, 2026.

Moved by _____ Seconded by _____ Carried Yes _____ No _____

I move to approve the appointment of Ayaka Nukui to the Data Management Council as a State Department of Education representative commencing July 1, 2024, and ending June 30, 2026.

Moved by _____ Seconded by _____ Carried Yes _____ No _____

I move to approve the appointment of Scott Woolstenhulme to the Data Management Council as a K-12 at-large representative commencing July 1, 2024, and ending June 30, 2026.

Moved by _____ Seconded by _____ Carried Yes _____ No _____

I move to approve the appointment of Wesley McClintick to the Data Management Council as a public postsecondary institution representative commencing July 1, 2024, and ending June 30, 2026.

Moved by _____ Seconded by _____ Carried Yes _____ No _____

I move to approve the appointment of Salvador Vazquez to the Data Management Council as a Department of Labor representative commencing July 1, 2024, and ending June 30, 2026.

Moved by _____ Seconded by _____ Carried Yes _____ No _____

Data Management Council Membership

October 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

Scott Woolstenhulme
Superintendent of Schools
Bonneville Joint School District 93
Member since 2023
Term: October 18, 2023 – June 30, 2024

Rural District

Scott Thomson
Executive Director
North Idaho STEM Charter Academy
Member since 2019
Term: July 1, 2023 – June 30, 2025

Urban District

William Goodman
Chief Technology Officer
Boise School District
Member during 2015 and since 2023
Term: October 18, 2023 – June 30, 2024

Division of Career Technical Education

Heather Luchte (DMC Secretary)
Chief Performance and Accountability Officer
Idaho 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

From: Will Goodman
To: Doug Armstrong
Subject: DMC Reappointment
Date: Monday, March 11, 2024 2:23:49 PM

CAUTION: This email originated outside the State of Idaho network. Verify links and attachments BEFORE you click or open, even if you recognize and/or trust the sender. Contact your agency service desk with any concerns.

Hi Doug,

I would like to be considered for Reappointment. I was just appointed partway through this school year. I would like more time to work with the committee. Thank you.

Will Goodman
Chief Technology Officer
Boise School District
8169 West Victory Road
Boise, Idaho 83709
(208) 854-4096

From: Nashea Noble
To: Doug Armstrong
Subject: Reappointment DMC
Date: Wednesday, March 6, 2024 2:17:14 PM
Attachments: image001.png

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Doug,

Hello! I am writing to express my interest in serving another term on the Data Management Council.

As my current term approaches its conclusion, I am excited about the opportunity to remain on the DMC and am prepared to continue dedicating my time and efforts to the meaningful work we take on together.

Thank you for considering my request. I look forward to the possibility of continuing our collaboration.

Nashea Noble

Nashea Noble
Institutional Data Analyst
Institutional Effectiveness
208-769-7812
nanoble@nic.edu
www.nic.edu

North Idaho College
1000 W. Garden Ave. | Coeur d'Alene, ID | 83814

From: Ayaka Nukui
To: Doug Armstrong
Subject: DMC Reappointment Request
Date: Monday, March 25, 2024 4:28:00 PM
Attachments: image001.png
image002.png
image003.png
image004.png
image005.png
image006.png

To whom it may concern:

I would like to continue to serve as a member of the Data Management Council to increase collaborations and to maintain a full understanding of existing standards/requirements/priorities, while representing the Superintendent's and our program offices perspectives. I have both technical and programmatic knowledge of the ISEE and have been working very closely with the State Board of Education staff, SDE program offices, and local education agency/school staff.

Please let me know if you have any questions.

Sincerely,

Ayaka

Ayaka Nukui
Director of Assessment and Accountability

Idaho Department of Education
Superintendent Debbie Critchfield

(208) 332-6926
sde.idaho.gov

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From: Scott Woolstenhulme
To: Doug Armstrong
Subject: Re: [External Email] Reminder: DMC - Reappointment 2024-26
Date: Tuesday, March 12, 2024 11:27:51 PM
Attachments: image001.png

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Mr. Doug Armstrong,

Yes, I am still interested in continuing on the Data Management Council. I was just appointed in November and have only had a very limited opportunity to participate so far. I would look forward to the opportunity to continue to serve on this Council.

Dr. Scott Woolstenhulme
Superintendent
Bonneville Joint School District 93

05/09/24

Dear Data Management Council,

I am writing to express my interest in the open seat on the Data Management Council. I have extensive experience as a data analyst and Director at the University of Idaho. I have an educational background in statistics and economics.

Over the years, I've had the opportunity to interact with the Board through the IR Director's meetings and now the monthly meetings. Much like data analysis, they serve to tie the inherent intent of Board requests to the data itself. Meeting with IR and Board representatives across the state with shared goals and common tasks has been a wonderful professional experience. The resulting data analysis has been more enriching and directed knowing the underlying thought processes.

The DMC can further enrich my understanding of Board concerns and help me better serve my institution. I believe I have the experience and desire necessary to be an asset to this group. Further, being more closely involved in the DMC will increase my knowledge of how the SLDS data from the UI is used as well as how research requests could tie to institutional data needs.

I look forward to learning more about the SBOE and the DMC, especially the research results tied to such requests. Thank-you for your consideration.

Regards,

Wesley McClintick

From: Salvador Vazquez
To: Doug Armstrong
Cc: Georgia Smith
Subject: DMC nomination
Date: Thursday, April 11, 2024 7:36:04 AM

Doug,

I am excited about the opportunity to be nominated for a seat on the Data Management Council this year. To support my nomination, I present a summary of my qualifications and expertise in research and data management below.

I offer a rich background in data analysis and research to the Data Management Council. With a foundation in engineering and statistics, I boast over 20 years of successful leadership in research projects for the Idaho Department of Labor. In my current capacity as Labor Market Information Director, I oversee and promote the department's labor market information initiatives. Previously, I held the role of Research Supervisor, where I led actuarial services, unemployment insurance forecasting, and outcome-focused workforce projects.

Possessing a solid grasp of data analysis tools and methodologies, I excel in SQL coding, statistical software, and data visualization tools. I remain dedicated to staying updated with emerging technologies in data science and artificial intelligence.

My comprehensive experience in data analysis, research, and project management, coupled with my technical expertise and commitment to continuous learning, positions me as a valuable asset to the Data Management Council, representing the interests of the Idaho Department of Labor.

Regards,

Salvador Vazquez | Labor Market Information Director
Research and Analysis Bureau
Idaho Department of Labor
317 West Main Street | Boise, ID 83735

Phone: 208-332-3570 ext 3218

Fax: 208-334-6455
Salvador.Vazquez@labor.idaho.gov

The information contained in this e-mail from the Idaho Department of Labor may be privileged, confidential or otherwise protected from disclosure. People who share such information with unauthorized individuals may face penalties under state and federal law. If you receive this e-mail in error, please reply to the sender that the e-mail has been received in error and delete this message.

SUBJECT

Accountability Oversight Committee Appointments

REFERENCE

April 2010	The Board approved second reading of Board Policy III.AA, creating the Accountability Oversight Committee
April 2016	The Board approved second reading of amendment to Board Policy I.Q. adjusting the Accountability Oversight Committee by adding a fifth at-large member with a background in special education.
October 2018	The Board approved second reading of proposed amendments to Board Policy I.Q. adding two (2) members to the committee and designating representation.
August 2020	The Board approved the reappointment of Julian Duffey, Anne Ritter, Rob Sauer, and Roger Stewart.
June 2022	The Board approved reappointment of Julian Duffey, Anne Ritter, and Roger Stewart, and initial appointment of Wendy Johnson.
August 2023	The Board approved reappointment of Iris Chimburas and Jodie Mills.

APPLICABLE STATUTE, RULE, OR POLICY

Idaho State Board of Education Governing Policies & Procedures, Section I.Q. Accountability Oversight Committee

BACKGROUND/DISCUSSION

The Board's Accountability Oversight Committee (committee) was established in April 2010 as an ad-hoc committee of the Idaho State Board of Education. The committee is charged with providing "recommendations to the Board on the effectiveness of the statewide student achievement system and make recommendations on improvements and/or changes as needed." Board Policy I.Q., Accountability Oversight Committee, outlines the membership and responsibilities of the committee. The committee consists of:

- Two Board members
- The Superintendent of Public Instruction (or designee)
- One member with special education experience
- One member with experience serving in a school district with a focus on assessment and accountability
- One member with experience as a district superintendent
- One member with experience as a school principal or charter school administrator

- One person with experience working with student achievement assessments and data
- Two members at-large.

Julian Duffey and Roger Stewart were initially appointed in May 2016 and Anne Ritter was appointed in October 2018. All three were reappointed in June 2022, and Wendy Johnson was appointed for her first term at the same meeting. As shown in the current membership list (Attachment 1), the current terms for these members end on June 30, 2024. The members' statements of interest for reappointment of Julian Duffey, Anne Ritter, and Roger Stewart are provided as Attachment 2. Wendy Johnson has decided not to seek reappointment to the committee, as she will be changing school districts and her role for the upcoming school year. The Accountability Oversight Committee has recommended Julian Duffey, Anne Ritter, and Roger Stewart for reappointment. The committee will bring a recommendation to fill the superintendent position currently held by Wendy Johnson in August 2024.

Julian Duffey is designated as the member with special education experience. He is the Director of Special Education of Jefferson County School District and was previously the Special Education Director for Bonneville Joint School District for eight years. Julian is also the Co-Founder and Director of Balance Point Consulting which provides consulting, training and professional services related to special education. Julian has a Master of Education in Educational Administration and has taught courses in the Department of Special Education and Department of Educational Leadership and Instructional Design at Idaho State University as an adjunct professor. Julian is Past President of the Idaho Council for Exceptional Children. He previously spent four years as a Vice Principal and three years as a special education teacher in Eastern Idaho school districts. Julian was a member of the United States Navy for seven years.

Anne Ritter is designated as an at-large member of the committee. Anne brings her background in law, juvenile justice, counseling, and school board experience to the committee. She is a graduate of the University of Redlands (1973 BA in History), the University of Southern California (1974 MSEd in counseling) and Western State University College of Law (1982 JD). She has worked as a juvenile diversion counselor for the LA County Superintendent of Schools, a teacher at Tracy Education Center for the ABC Unified School District, a teacher for second-time drunk drivers in a court diversion program, a private attorney, numerous Bar Review courses, and as an adjunct professor of law for both Ventura and Santa Barbara Colleges of Law. Anne was a member of the West Ada School Board of Trustees for 13 years, the president of the Idaho Schools Board Association in 2013, and a member of the National School Boards Board of Directors from 2013-2015. She currently serves on the Meridian Medical Arts Charter High School Board of Directors.

Roger Stewart is the current Chair of the Accountability Oversight Committee and is designated as the member with experience working with student achievement assessments and data. Roger has a Ph.D. in Curriculum and Instruction and is a retired professor of the Literacy, Language, and Culture at Boise State University, where he was a faculty member from 1995 to 2020. His research and publications include a variety of education-related topics, including large-scale assessments and their influence on instruction and school change. Roger previously taught at University of Wyoming and Purdue University. Roger was a classroom teacher in Indiana for six years.

IMPACT

Approval of reappointment of Julian Duffey, Anne Ritter, and Roger Stewart will maintain a full committee through June 30, 2024. To ensure the committee has a minimal gap in full membership, the committee will bring a recommendation to the Board in August 2024 to fill the position that Wendy Johnson will be vacating on June 30.

ATTACHMENTS

Attachment 1 – Current AOC Membership List
Attachment 2 – Current Members' Statements of Interest in Reappointment

BOARD STAFF COMMENTS AND RECOMMENDATIONS

Pursuant to Board Policy I.Q., terms run from July 1 through June 30 of the applicable year. In making appointments to the Accountability Oversight Committee, consideration should be given to the appointees' background, representative district / school size, and regional distribution.

Staff recommends approval of the reappointment of Julian Duffey, Anne Ritter, and Roger Stewart.

BOARD ACTION

I move to approve the reappointment of Julian Duffey to the Accountability Oversight Committee for a term of 2 years commencing July 1, 2024 and ending on June 30, 2026.

Moved by _____ Seconded by _____ Carried Yes _____ No _____

I move to approve the reappointment of Anne Ritter to the Accountability Oversight Committee for a term of 2 years commencing July 1, 2024 and ending on June 30, 2026.

Moved by _____ Seconded by _____ Carried Yes _____ No _____

I move to approve the reappointment of Roger Stewart to the Accountability Oversight Committee for a term of 2 years commencing July 1, 2024 and ending on June 30, 2026.

Moved by _____ Seconded by _____ Carried Yes _____ No _____

ACCOUNTABILITY OVERSIGHT COMMITTEE
DECEMBER 2023

State Board of Education Member
Ex-Officio

Linda Clark
Secretary
State Board of Education

State Board of Education Member
Ex-Officio

Cindy Siddoway
Member
State Board of Education

Superintendent of Public Instruction or Designee
Ex-Officio

Ryan Cantrell
Deputy Superintendent
State Department of Education

Committee Chair, Student Achievement Assessment and Data Representative
Term: July 1, 2022 - June 30, 2024

Roger Stewart
Retired Professor, College of Education
Boise State University

School District Assessment and Accountability Representative
Term: July 1, 2023 - June 30, 2025

Jodie Mills
Chief Academic Officer
Boise School District #1

School District Superintendent Representative
Term: July 1, 2022 - June 30, 2024

Wendy Johnson
Superintendent
Kuna School District #3

School Level Administrator Representative
Term: December 13, 2023 - June 30, 2025

Geoff Penrose
Principal, Sandpoint Middle School
Lake Pend Oreille School District #84

Special Education Representative
Term: July 1, 2022 - June 30, 2024

Julian Duffey
Director of Special Education
Jefferson County School District #251

Member At Large
Term: July 1, 2023 - June 30, 2025

Iris Chimburas
Director of Indian Education
Lapwai School District #341

Member At Large
Term: July 1, 2022 - June 30, 2024

Anne Ritter
Board Member
Meridian Medical Arts Charter School

Board Staff Support

Alison Henken
K-12 Accountability and Projects Program Manager
Office of the State Board of Education
alison.henken@osbe.idaho.gov
208-332-1579

March 24, 2024

To: Idaho State Board of Education
From: Julian Duffey

Hello, this is a letter to express my interest in continuing to serve on the Accountability Oversight Committee (AOC). I would appreciate the board considering my reappointment for another term to represent students with disabilities on the committee.

I am seeking reappointment to ensure that students that sometimes have trouble advocating for themselves continue to have a voice in the process. Since my last appointment I have continued to train school districts, parent groups, and work with regional disability organizations to increase the quality and breadth of their training efforts. I am also the special education director for Jefferson School District 251 and consider it the highest honor being granted the opportunity to bring this specialized perspective to the AOC.

Thank you for your consideration,

Julian Duffey
Student Services Director SD251
Co-Founder, Balance Point LLC

To: Idaho State Board of Education

From: Anne Ritter

Date: March 14, 2024

RE: Reappointment to the Accountability Oversight Committee

I would like to continue my appointment to the Accountability Oversight Committee. Please consider my application for an additional 2 year term.

I have enjoyed the data analysis, the identification of gaps in achievement levels among identifiable groups of students, the impacts of various interventions on Idaho's student academic growth and the continued emphasis on improving Idaho's educational system. The continued and sustained focus on student achievement and the policy implications from the school board level have particular interest for me.

Sincerely,

Anne Ritter

March 14, 2024

Dear Members of the Idaho State Board of Education:

I would like to continue to work on the Accountability Oversight Committee and thus request the Board to consider my re-appointment for another term. I have chaired the committee for the past several years, and whether I remain chair or not, I would like to continue on the committee since we still have work to complete in our ongoing efforts to refine the processes behind the development of the committee's Annual Student Achievement Report. Our goal concerning the report is to continue working on our internal AOC processes and our partnership with State Department of Education staff as we continue to work together to refine our annual report development system. Our goal is to develop a flexible system that is employed each year to guide report development while adapting as conditions and personnel change. To me, this work has been capacity building within the organizations to accomplish the complex task of developing the annual report in an efficient, effective, and responsive manner. The AOC, Board staff, and SDE staff have worked diligently over the past several years to accomplish this goal and have made much progress. Additionally, I have enjoyed my work on the committee and look forward to remaining involved since the committee has important, ongoing work to complete in addition to the annual achievement report. I would appreciate the opportunity to remain a part of that work.

Respectfully,

Roger Stewart

IDAHO DIVISION OF VOCATIONAL REHABILITATION

SUBJECT

Idaho State Rehabilitation Council Appointments

REFERENCE

April 2018	The Board appointed two current members to the Council and one new member.
June 2018	The Board appointed two members to the Council.
August 2018	The Board appointed one new member and re-appointed a former member to the Council.
June 2019	The Board appointed three new members to the Council.
August 2019	The Board appointed one new member to the Council.
October 2019	The Board appointed one new member to the Council.
April 2020	The Board appointed one new member and re-appointed two members to the Council.
June 2020	The Board appointed four new members and re-appointed one member to the Council.
October 2020	The Board appointed two new members to the Council.
June 2021	The Board appointed one new member and re-appointed four members to the Council.
August 2021	The Board appointed two new members to the Council.
October 2021	The Board appointed one new member to the Council.
December 2022	The Board appointed three new members to the Council.
October 2023	The Board appointed one current member to the Council.
December 2023	The Board appointed five 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:

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 (2) 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 two (2) nominations for Board consideration as follows:

The Council is recommending appointment of Danielle Larsen as representative of Community Rehabilitation Program (CRP) service providers.

The Council is recommending appointment of Janice Carson as representative of a disability group.

IMPACT

The reappointments will maintain compliance with CFR 34 Part 361.16 and result in sixteen (16) total members.

ATTACHMENTS

Attachment 1 – Current Council Membership
Attachment 2 – Danielle Larsen Application and Resume
Attachment 3 – Janice Carson Application and 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 appoint Danielle Larsen as representative of Community Rehabilitation Program (CRP) service providers. for a three-year term, effective immediately through June 13, 2027.

Moved by _____ Seconded by _____ Carried Yes_____ No_____

I move to appoint Janice Carson as a representative of a disability group for a three-year term, effective immediately through June 13, 2027.

Moved by _____ Seconded by _____ Carried Yes_____ No_____

Members Shall Represent	Representation Required	Name	Region	Term	Term Dates	Voting Member	#
Former Applicant or Recipient of VR services	Minimum 1	Mark Reinhardt	Treasure Valley	1st	12/21/2022-12/20/2025	Yes	1
		Stephanie Taylor-Thompson	Eastern Idaho	1st	8/26/2021-8/25/2024	Yes	2
Parent Training & Information Center	Minimum 1	Sarah Gornik	Treasure Valley	2nd	7/01/2021-6/30/2024	Yes	3
Client Assistant Program	Minimum 1	Nancy Grant	Treasure Valley	1st	Effective 12/21/2022 No term limit	Yes	4
General VR Counselor	Minimum 1	Vacant	Treasure Valley	1st			
Pre-ETS VR Counselor		Kent Ireton	South Central	1st	12/13/2023 12/12/2026	**No**	5
Community Rehabilitation Program	Minimum 1	Pam Harris	North Idaho	2nd	7/01/2021-6/30/2024	Yes	6
Business, Industry and Labor	Minimum 4	Diana Colgrove	North Idaho	1st	12/21/2022-12/20/2025	Yes	7
		Jeff DeForest	Treasure Valley	1st	12/13/2023 12/12/2026	Yes	8
		Darin Lindig	Treasure Valley	2nd	6/01/2021-5/31/2024	Yes	9
		Lucas Rose	North Idaho	1st	12/13/2023 12/12/2026	Yes	10
		Angie Tuft	Treasure Valley	1st	12/13/2023 12/12/2026	Yes	11
Disability Groups	No minimum or maximum	Vacant					
		Tim Blonsky	Treasure Valley	1st	8/26/2021-8/25/2024	Yes	12
		Dave Maxwell	Treasure Valley	2nd	6/01/2022-5/31/2025	Yes	13
		Vacant			Vacated 08/31/2023		
State Independent Living Council	Minimum 1	Jami Davis	Treasure Valley	1st	10/21/2021-10/20/2024	Yes	14
Department of Education	Minimum 1	Randi Cole	Treasure Valley	2nd	10/18/2023-10/17/2026	**No**	15
Director of Vocational Rehabilitation	Minimum 1	Jane Donnellan	Treasure Valley	No end date		**No**	16

Idaho's Native American Tribes	Minimum 1	Ramona Medicine Horse	Blackfoot	No end date		Yes	17
Workforce Development Council	Minimum 1	James Pegram	Treasure Valley	1st	7/01/2021-6/30/2024	Yes	18

STATE REHABILITATION COUNCIL APPLICATION FORM

Name: Danielle Larsen

Mailing Address:

Home/Cell Phone: Work Phone:

E-Mail:

Please explain why you would like to serve on the State Rehabilitation Council

My goal for applying for this position, one to gain more knowledge of the VR side of the Employment Service which would create better learning/training opportunities for my staff and self. Two I would like to create a great working relationship/collabration between VR and CRP's, which in turn, would produce great products for people with disabilities.

What Boards, Commissions, Councils, or Task Forces, etc., have you previously, or currently served on?

Name:	IACP	Term Date:	current
Name:	VSI	Term Date:	2019
Name:		Term Date:	
Name:		Term Date:	

It is the expectation for members is to be able to commit to 1 day per quarter and 1 hour per month to dedicate to State Rehab Council activities. Do you have commitments or conflicts that might prevent you from attending quarterly Council meetings?

☒ **No** ☐ **Yes If "Yes" please explain:**

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**

Please attach a resume so that the Council may learn about employment history, educational background, group affiliations, community involvement and interests.

RETURN TO:

IDAHO STATE REHABILITATION COUNCIL
ATTN: Council Secretary
650 West State Street, Room 150
P.O. Box 83720
Boise, Idaho 83720-0096

Danielle Larsen

Summary of Qualifications

- Highly organized and detail-oriented.
- Successful at streamlining businesses and financial operations to boost productivity and profitability.
- Excellent background in managing budgets, processing invoices and reconciling accounts.
- Skilled at balancing multiple schedules, planning projects, inspiring teams and providing unsurpassed customer support.
- Energetic and self-motivated individual with exceptional communication skills and a tireless work ethic.

Professional Experience

RISE - *Boise, Idaho* **2014 to present**
Employment Director
I am responsible for managing the success of the Employment Program Services. As the Director I am tasked with developing programs to support the organization's strategic direction, as well as creating and managing long term goals. I am in charge of developing budgets and operating plans for programs. As the Employment Director will supervise Employment Specialists and Job Mentors. Additionally, the Director is tasked with building relationships.

GENERAL PROGRAM OVERSIGHT:
● Maintain department policies and procedures, and develop additional policies as needed
● Oversee quality assurance of program
● Demonstrate knowledge of regulatory guidelines including but not limited to state, federal and contractual, and implement effectively
● Ensure the program is in support of the company mission and company strategic plan
● Maintain current service model in compliance with state regulations
● Implement new service models in compliance with state, federal and contractual regulations
● Ensure all inquiries, referrals, and complaints are addressed in a timely manner
● Implement and be department contact for EMR
● Participate in additional meetings/committees, as assigned

PERSONNEL MANAGEMENT:
● Provide general performance management of staff
● Develop, facilitate and participate in department team meetings
● Monitor department's recruitment goals and notify recruitment team of hiring needs in a timely fashion
● Ensure expedient response to hiring needs by communicating needs with recruiter, responding to candidates within 24 hours, coordinating interviewing schedule and making timely offer to candidates
● Responsible for supporting and collaborating in the development of company-wide employee retention activities
● Actively identifies and mentors staff for future development and cross-trains upcoming leaders for leadership positions

BUDGETING/FINANCE:
● With direction & collaboration from the Executive Team, Develop annual department budget
● Manage expenses to client volume and develop ways to meet revenue goals
● Monitor department financials to ensure goals are being met, or expedient corrective action is being taken
● Determine areas of program growth and coordinate with appropriate administrative support

(i.e. marketing, executive team, recruiting)
● Review documentation, invoices, claims reporting, for quality assurance and accuracy
● Review & understand financial statements
BUSINESS STRATEGY:
● Initiate and set goals for programs according to the strategic objectives of the organization
● Devise evaluation strategies to monitor performance and determine the need for improvements
● Provide strategic vision of the department and strong leadership
PROFESSIONALISM
● Ensure adherence to RISE's mission statement, "creating opportunities for and with people" and promote the values of the organization
● Functions as a team player working for the improvement of the department and the company
● Establish and maintain professional boundaries with clients and employees
● Foster a safe environment for learning and growth
● Maintain communication with supervisor, colleagues and employees as needed

Boise School District - *Boise, Idaho* **2008-2014**
Supervisor

- Plan and coordinate activities to create an organized, efficient environment that provides healthy meals for 600+ students in a deadline-driven, two-hour period.
- Provide supervision to staff and students.
- Ensure compliance with policies and procedures.
- Build relationships and sustain open lines of communication with colleagues, students and parents.
- Improve safety and efficiency by providing consistent leadership in an ever-changing unpredictable setting
- Promote the goals and priorities of the school district and cafeteria vendor by implementing policies, mitigating potential conflicts and maintaining a positive, professional setting for students and staff.

Larsen Company Trim – *Boise, Idaho* **2000-2014**
Administrative Assistant

- Perform financial and administrative functions to contribute to company stability and success.
- Respond to customer inquiries.
- Track project budgets and expenses.
- Create time sheets for 18 employees.
- Monitor Accounts Payable and Accounts Receivable.
- Collect outstanding payments.
- Schedule meetings and make travel arrangements.
- Conduct job interviews.

Core Competencies

- Office Management and Administration
- Client and Vendor Relations
- Travel, Meeting & Event Coordination
- Visitor Reception
- Budgeting
- Bookkeeping
- Training
- Billing
- Marketing
- Quality Assurance
- Payroll Processing
- Creative Problem Solving

Education

ITT Technical Institute – *Boise, ID*
Associate of Science Degree, Paralegal Studies

Idaho Division of Vocational Rehabilitation

STATE REHABILITATION COUNCIL APPLICATION FORM

Name: Janice Carson

Mailing Address:

Home/Cell Phone: Work Phone:

E-Mail:

Please explain why you would like to serve on the State Rehabilitation Council

I have worked in education as a special education teacher, a Department of Education Special Education Coordinator, as a state Director of an AT Act program, and as a Special Education professor. Over these 33 years, my core interest has focused on the secondary transition process from K12 to adulthood to ensure Idahoans with disabilities can live, work, learn, and play in their communities. As a member of the SRC, I look forward to sharing my personal and professional knowledge and supporting the IDVR staff and administration.

What Boards, Commissions, Councils, or Task Forces, etc., have you previously, or currently served on?

Name:	Idaho Developmental Disabilites Council	Term Date:	Ongoing
Name:	Idaho State Rehab Council	Term Date:	May 2023
Name:	State Independent Living Council	Term Date:	2016
Name:		Term Date:	

It is the expectation for members is to be able to commit to 1 day per quarter and 1 hour per month to dedicate to State Rehab Council activities. Do you have commitments or conflicts that might prevent you from attending quarterly Council meetings?

☑ **No** ☐ **Yes If "Yes" please explain:**

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**

Please attach a resume so that the Council may learn about employment history, educational background, group affiliations, community involvement and interests.

RETURN TO:

IDAHO STATE REHABILITATION COUNCIL
ATTN: Council Secretary
650 West State Street, Room 150
P.O. Box 83720
Boise, Idaho 83720-0096

CURRICULUM VITAE

University of Idaho

NAME: Janice Carson **DATE:** October 4, 2023

RANK OR TITLE: Clinical Assistant Professor, Director Idaho Assistive Technology

DEPARTMENT: Curriculum and Instruction

OFFICE LOCATION AND CAMPUS ZIP:

OFFICE PHONE:
FAX:
EMAIL:

DATE OF FIRST EMPLOYMENT AT UI: June 2011

DATE OF PRESENT RANK OR TITLE: January 2023

EDUCATION BEYOND HIGH SCHOOL:

Degrees:

Doctor of Education, Idaho State University, Pocatello, ID, May 2015, Education Leadership,
Dissertation topic: A Structured Approach in the Development of an Online Assistive Technology Professional Development Training
Master of Education, Idaho State University, Pocatello, ID, May 2004, Instructional Technology
Bachelor of Science, Idaho State University, Pocatello, ID, December 1995, Elementary Education/Human Exceptionality

Certificates and Licenses:

Idaho Education Credential: Standard Exceptional Child (Generalist K/12)

EXPERIENCE:

Teaching Appointments:

Clinical Assistant Professor, Department of Curriculum and Instruction, University of Idaho, Moscow, ID, January 2023- Present
Affiliate Faculty, Department of Curriculum and Instruction, University of Idaho, Moscow, ID, October 2011-December, 2022
Adjunct Faculty, Department of Instructional Design, Idaho State University, Pocatello, ID, August 2005–May 2007
Special Education Teacher, O'Leary Junior High, Twin Falls, ID, August 2004–May 2007
Elementary Teacher, Lighthouse Christian School, Twin Falls, ID, August 1998–May 2004
Elementary Teacher, Kimberly Elementary, Twin Falls, ID, August 1996–May 1998

Academic Administrative Appointments:

Director, Idaho Assistive Technology Project, Moscow, ID June 2011–Present
Co-Director Training and Technical Assistance, Center on Disabilities and Human Development, Moscow, ID, 2015–Present
Director, Idaho Special Education Statewide Technical Assistance, Moscow, ID, July 2017–Present
Quality Assurance Coordinator/Secondary Transition Coordinator, Special Education, Idaho State Department of Education, Boise, ID, August 2008–May 2011
Regional Special Education Coordinator, Boise State University, Boise, ID, June 2007–July 2008

TEACHING ACCOMPLISHMENTS:

Areas of Specialization: Special Education, Instructional Design, Assistive Technology, Educational Leadership

Courses Taught:

University of Idaho

EDSP 597	Practicum (synchronous & asynchronous online; 2018, 2022)
EDSP 504	Orientation to ASD (synchronous & asynchronous online; 2015)
EDSP 430/530	Assistive Technology and UDL K12 (synchronous & asynchronous online; 2014-present)
EDSP 504	Assistive Technology and UDL K12 (synchronous & asynchronous online; 2013)
EDSP 550	Alternative and Augmentative Communication Strategies for Persons with Moderate or Severe Disabilities (asynchronous online; 2011)

Idaho State University

EDUC 311	Instructional Technology Practicum (2005, 2006, 2007)

Students Advised:

Graduate Students:

Advisor:

Oslem Oner

Advised to completion of degree- committee member:

Howard Fulk (Ph.D.)
Carrie Hall (Ph.D.)
Nicole Erickson (Ph.D.)
Melica Haarr (M.Ed.)
Amanda Remackle (M.Ed.)
Mackenzie Baxter (M.Ed.)
Lauren Jansen (M.Ed.)
Madisen Yockey (M.Ed.)

Doctoral committee service:

Whitney Sherman (Special Education)
Kalley Malone (Special Education)
Adrienne Seamans (Special Education)

Courses Developed:

University of Idaho

EDSP 530: Assistive Technology and UDL K12

SCHOLARSHIP ACCOMPLISHMENTS:

Refereed/Adjudicated (blind review):

Scheef, A.R., Hollingshead, A., Malone*, K., Sherman*, W. M., Seamans*, A., Sabala*, T., & **Carson, J.** (2022). Increasing the independence of students with disabilities in the classroom through indirect paraprofessional support. *TEACHING Exceptional Children*.

Peer Reviewed/Evaluated (not blind review):

Hollingshead, A., Zabala, J., & **Carson, J.** (2021). The SETT framework and evaluating assistive technology remotely. Special Education TODAY blog, Council for Exceptional Children. https://exceptionalchildren.org/blog/sett-framework-and-evaluating-assistive-technology-remotely.

Technical/Professional Reports (7 of 33):

Carson, J. (2023, December). *Idaho Assistive Technology Annual Report.,* submitted to the U.S. Administration for Community Living.

Fodor, J. & Murphy, C.L., **Carson, J.,** Crist, M., & Mitchell, G. (2022, July). *Center on Disabilities and Human Development Annual Report*, submitted to the U.S. Administration on Developmental

Disabilities.

Fodor, J., Murphy, C.L., **Carson, J**., & Crist, M. (2022, June). *University of Idaho's Center on for Excellence in Developmental Disabilities Education, Research, and Service: Core Grant Application July 2022-June 2027.*, submitted to the Administration for Community Living Administration on Disabilities.

Pitt, T., Markve, M., Hatchett, N., Lowenthal, A., Monaghan, M., & **Carson, J.** (2022, March). Idaho Vocational Rehabilitation (IDVR) Services Portion of the Combined State Plan: 2 Year Modification., submitted to U.S. Department of Education.

Carson, J. (2022, February). *State Grant for Assistive Technology Program: Idaho State Plan for FY 2022-2025.,* submitted to the U.S. Administration for Community Living.

Taylor, J., **Carson, J.**, Dunston, S., & Hyatt, J. (2009, February). *State Performance Plan/Annual Performance Report: Part B for STATE FORMULA GRANT PROGRAMS under the Individuals with Disabilities Education Act for reporting on FFY 2007*. Boise, ID.

Carson, J. (2008, October). *Individuals with Disability Education Act: Local Education Agency 5-Year Compliance Monitoring System*. Idaho State Department of Education.

Presentations and Other Creative Activities:

International and National Presentations (masked/blind peer-reviewed) (3 of 5):

Carson, J., Butler, C., Kuhlmeier, A., & Dyer, D. (2020, January). *Cracking the AAC code: How to turn SLPs into codebreakers.* Presentation at the Assistive Technology Industry Association (ATIA) Annual Conference. Orlando, FL.

Carson, J., Scheef, A., & Lowenthal, A. (2018, November). *Inclusive Idaho: Statewide inter-agency initiatives to promote competitive integrated employment for all.* Presentation at the Association of University Centers on Disabilities (AUCD) Annual Conference. Washington, D.C.

Scheef, A., & **Carson, J.,** (2018, November). *Using peer support arrangements to promote positive post-school outcomes for students with developmental disabilities.* Presentation at the Association of University Centers on Disabilities (AUCD) Annual Conference. Washington, D.C.

Invited Presentations:

Carson, J. & Kramer, K. (2021, November). *Communication access for older persons.* Presentation for Idaho Commission on Aging Commissioners Quarterly Meeting. Boise. ID.

Hager, R., & **Carson, J.,** (2014, September). *A historical background of scholastic assessments and the use of assistive technology in the United States.* Presentation at the Rehabilitation Engineering and Assistive Technology of North America (RESNA) Quarterly Outreach. Virtual.

State and Regional Presentations

Scheef, A., Doty, M., & **Carson, J**. (2018, October). *Think College Idaho.* Presentation at the Idaho Council for Exceptional Children Annual Conference. Boise, ID.

Carson, J. (2015, October) *Assistive technology solutions for students with high incidence disabilities.* Presentation at the Idaho Council for Exceptional Children Annual Conference. Boise, ID.

Carson, J. (2015, October) *Assistive technology solutions for students with low incidence disabilities.* Presentation at the Idaho Council for Exceptional Children Annual Conference. Boise, ID.

Carson, J. (2015, September) *Technology to support struggling readers.* Presentation at the Cassia County School District Inservice. Burley, ID.

Carson, J. (2014, October). *Leveling the playing field for struggling readers with accessible instructional materials.* Presentation at the Idaho Council for Exceptional Children Annual Conference. Boise, ID.

Carson, J. & Dyer. D. (2014, October). *Access for all: Using AT for ELA to help meet the CCSS requirements.* Presentation at the Idaho Council for Exceptional Children Annual Conference. Boise, ID.

Carson, J. & Dyer, D. (2013, October). *Assistive technology in the common core state standards for English language arts- reading.* Presentation at the Idaho Council for Exceptional Children Annual Conference. Sun Valley, ID.

Carson, J. & Dyer, D. (2013, October). *Assistive technology in the common core state standards for English language arts- writing and mathematics.* Presentation at the Idaho Council for Exceptional Children Annual Conference. Sun Valley, ID.

Panels/Invited Talk

Panelist. Office of Special Education Programs Accessible Instructional Materials. (April 2014). Washington, DC.

Grants

Awarded ($28,838,912) (6 of 77):

Cole, R**.,** Hyatt, J**.,** & **Carson, J.** (Awarded $9,798,373, 2023-2028). Idaho Pathways to Partnerships Innovative Model Demonstration Project. *US Department of Education-Rehabilitation Services Administration.* **Carson, J.**, Murphy, C., & Scheef, A. (Awardee $5,152,782, 2023-2028). Idaho Competitive Integrated Employment Center (ICIE). *Idaho State Department of Education.*

Scheef, A., **Carson J.,** Hollingshead, A., & Raney, T. (Awarded $1,049,532, 2023-2028). Idaho's Model Paraeducators Advance to Certified Teacher (IMPACT). Preparation of Early Intervention and Special Education Personnel Serving Children with Disabilities Who have High-Intensity Needs (84.325K), Office of Special Education Programs (OSEP), U.S. Department of Education.

Carson, J. & Scheef, A. (Awarded $176,957, 2023-2028). Vandal Summer Academy. *Idaho Vocational Rehabilitation.*

Carson, J., Murphy, C.& Fodor, J. (Awarded $1,580,731, July 2023). Special Education State Technical Assistance. Special education training and technical assistance to Idaho local education agencies. *Idaho State Department of Education*.

Carson, J., & Scheef, A. (Awarded $33,540, June 2023). Vandal Summer Academy: College exploration opportunity for Idaho high school students with disabilities. *Idaho Division of Vocational Rehabilitation.*

Carson, J. (Awarded $89,144, July 2023). Idaho National Deaf-Blind Equipment Distribution Program. Provide distance communication for individuals who are deaf/blind. *Federal Communications Commission*.

Carson, J. (Awarded $481,765, October 2022). Idaho Assistive Technology Project. *Administration for Community Living*.

SERVICE:

Committee Assignments:

College Level

College of Education, Health and Human Sciences

Member, Graduate Research and Policy Committee, 2023-present

Member, Instructional Materials Technology Center (IMTC) Advisory Committee, 2012-2014

Department Level

Center on Disabilities and Human Development

Member, Center on Disabilities and Human Development Leadership Team, 2015-present

Professional, Advisory, and Scholarly Organizations:

Idaho Council on Developmental Disabilities, 2021- Present

Idaho Farm and Ranch Center, 2020-Present

Idaho State Rehabilitation Council, 2017- 2023

National Association of Assistive Technology Act Programs, 2011-Present

State Independent Living Council, 2008-2016

Idaho Interagency Council on Secondary Transition, 2007-2011
Council for Exceptional Children, 1993-2011

Offices/Membership Held in Professional Organizations/Service:
Idaho Developmental Disability Council, 2021-Present
Past Board Chair, National Association of Assistive Technology Act Programs, 2020-2022
Chair, Idaho State Rehabilitation Council, 2020-Present
Vice Chair, Idaho State Rehabilitation Council, 2019-2020
Board Chair, National Association of Assistive Technology Act Programs, 2018-2020
Project Co-Lead, Think College Idaho, 2017-present
Board Vice Chair, National Association of Assistive Technology Act Programs, 2017- 2018
Chair, State Independent Living Council, 2016-2017
Board Member, National Association of Assistive Technology Act Programs, 2014- 2017

Extramural Service:
Remote Proctoring for Summative Assessments Policy Stakeholder Group Task/Force, Smarter Balance Assessment Consortium, 2020-2021
Assistive Technology Leadership Expert Panel (LEP), Administration for Community Living, Fall 2019
Inclusive Education Task Force, Idaho Council on Developmental Disabilities, 2014-2017
Co-Laboratory Accessible Instructional Materials Workgroup, CAST, Fall 2011

Proposal Reviewing:
Association of University Centers on Disabilities, general session proposal reviewer, (2012)

Grant Reviewing:
Administration for Community Living, assistive technology alternative financing program discretionary grant competition panel reviewer, (2020).
Administration for Community Living, assistive technology alternative financing program discretionary grant competition panel reviewer, (2019).

TAB	DESCRIPTION	ACTION
1	IDAHO STATE UNIVERSITY ANNUAL PROGRESS REPORT	Informational
2	BOARD POLICY VII.C – CTE CERTIFICATIONS ENDORSEMENT UPDATE – FIRST READING OF PROPOSED AMENDMENTS	Action
3	BOARD POLICIES VII.A (GENERAL POLICIES AND DEFINITIONS), VII.B (PROGRAM DELIVERY), AND IV.D (EDUCATOR PREPARATION AND CERTIFICATION) –SECOND READING OF PROPOSED AMENDMENTS	Action
4	BOARD POLICY I.G (CONFLICT OF INTEREST), BOARD BYLAWS, AND BOARD POLICY II.Q (CONFLICT OF INTEREST AND ETHICAL CONDUCT – ALL EMPLOYEES) – SECOND READING OF PROPOSED REPEAL AND AMENDMENTS	Action
5	BOARD POLICY V.W - LITIGATION – SECOND READING OF PROPOSED AMENDMENTS	Action
6	BOARD POLICY V.H - AUDITS – SECOND READING OF PROPOSED AMENDMENTS	Action
7	BOARD POLICY I.M – ANNUAL PLANNING AND REPORTING – SECOND READING OF PROPOSED AMENDMENTS	Action
8	DOCKET 08.0111.2401 –TEMPORARY AND PROPOSED RULE – REGISTRATION OF POSTSECONDARY EDUCATIONAL INSTITUTIONS AND PROPRIETARY SCHOOLS	Action
9	DOCKET 08.0201.2401 – TEMPORARY AND PROPOSED RULE – RULES GOVERNING ADMINISTRATION	Action

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IDAHO STATE UNIVERSITY

SUBJECT

Idaho State University (ISU) 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 Idaho State University 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

ISU's strategic plans and initiatives drives the University's integrated planning, programming, budgeting, and assessment cycle and is the basis for the institution's annual budget requests and performance measure reports.

ATTACHMENTS

Attachment 1 – Idaho State University Annual Progress Report

BOARD ACTION

This item is for informational purposes only.

Idaho State University

PROGRESS REPORT

2024

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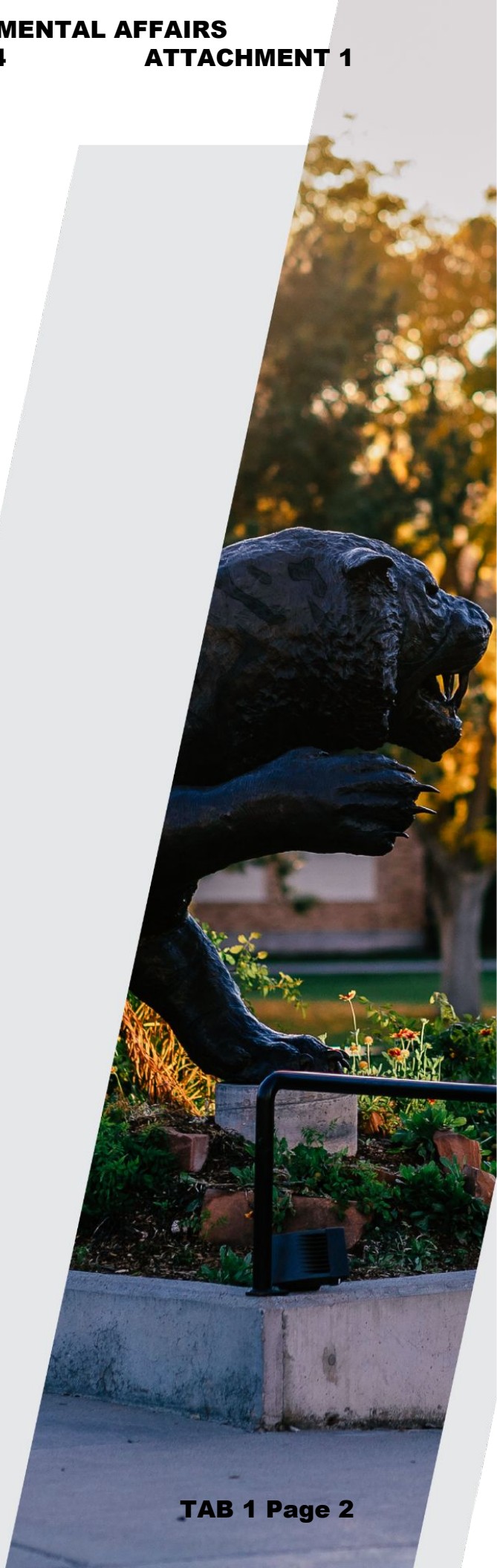

Executive Summary

For the academic year of 2023-2024, Idaho State University focused institutional efforts and priorities around the five goals defined in the University's strategic plan and the Budget Optimization Initiative.

Idaho State University continues to move forward to become healthier as an institution and remain focused on our mission. Overall, ISU made substantial progress in meeting our core mission of engaging students through learning and research opportunities. Our successes include increasing enrollment for a fifth consecutive semester, continuing to increase retention rates, making progress in addressing the University's budget deficit, and launching the Bold Path Forward initiative, a Presidential listening campaign that will lead to the development of new strategic initiatives in the coming academic year. As an institution, we are poised to continue our momentum making a positive impact on our students and communities.

ISU continues to focus initiatives on our 5-year strategic plan that carries through 2027. With the Bold Path Forward initiative, new strategic priorities will continue to be added as we chart the course to an impactful future.

1. **Increase Student Access, Opportunity, Retention, and Success:** We build a diverse and thriving student population by providing all students with the tools, opportunities, and environment to support their goals, learning, and achievement.
2. **Strengthen Programmatic Excellence:** Programmatic excellence is at the core of student achievement. The University continually evolves to meet workforce demands and recruit, retain, and support highly qualified faculty and staff. We allocate resources to strengthen programs and opportunities focused on student achievement and success.
3. **Cultivate External Partnerships:** We contribute to the betterment of all communities through strong collaborations and partnerships. The University will continue to foster existing beneficial partnerships and build new associations that advance Idaho State's mission.
4. **Expand Research, Clinical, and Creative Activities:** We change lives for the better by expanding our research, clinical, and creative activities. We focus on increasing human knowledge, serving the needs of society, and supporting artistic ventures.
5. **Energize the Bengal Community:** We engage and build strong relationships with all members of the Bengal Community to achieve academic success and innovation, advance learning and research, and enhance lives. The Bengal Community includes students, faculty, staff, alumni, community members, friends, and partners who engage with the University and support its success.

President Wagner has identified the following foundational pillars for the institution as we move into the next academic year. These pillars will help bridge the gap and guide decision-making as new priorities and initiatives are identified in conjunction with the current strategic plan:

1. Access
2. Collaboration
3. Impact
4. Bold Action

This report will provide the State Board of Education with high-level accomplishments made in the 2023-2024 academic year and outline specific priorities Idaho State University will focus on in the 2024-2025 academic year.

A Year in Review

The following provides a high-level overview of some of ISU's accomplishments during the academic year 2023-2024.

Institutional Accomplishments
2023-2024

Title	Description
Recruitment Efforts	ISU continues to support institutional efforts to host Bengal Visit Day (our largest annual student recruitment event) for prospective students. Bengal Visit Day provides an opportunity to showcase the programs and opportunities available at Idaho State. Efforts on student recruitment are paying off as ISU has seen three straight years of enrollment growth.
Retention Initiatives	Retention continues to increase at Idaho State University. Through diligent work and a focus on intentional, student-centric strategic initiatives, ISU broke student retention records by achieving a retention rate of 74%. This represents an 11% increase since 2019.
Program Prioritization	Idaho State University relies upon its program prioritization process to ensure a consistent and engaged evaluation of its academic programs for alignment with state workforce needs and student interest. In doing so, our process supports our institutional mission and ensures appropriate and efficient use of resources. The program prioritization process for ISU's most recent five-year report, internally known as the Program Health and Sustainability Model was submitted to and approved by the Idaho State Board of Education in 2021, and is leading to a number of innovative developments that will enhance student experience, increase retention, and support student success. Since ISU's submission in 2021, there have been 19 program discontinuances and 3 more are anticipated in the upcoming year. Over the course of the last four years, approximately 80 programs were expected to develop and articulate action plans for programmatic improvement. We have also launched 20 new degree programs, and, as part of our strategic engagement in attending to workforce needs, we have initiated 41 new academic certificates. These certificates are designed to create a suite of workforce-informed stackable credentials to prepare students for Idaho workforce opportunities. This coming academic year (24/25), we will be reviewing our current matrices, processes and rubrics and revising these in preparation for the launch of the next multi-year cycle of the State Board of Education's required program prioritization process.
University Advancement	Fundraising results have continued to improve. In August, ISU celebrated the close of the multi-year scholarship campaign surpassing the $20M goal by achieving $24M. This year's Bengal Giving Day showed strong results with over $1.1M in gift support. A similar pattern of generosity can also be seen in overall philanthropy to the ISU Foundation. With another two months to go in the fiscal year, results for FY24 have surpassed the $17M goal having reached $27M in new commitments to date.
Capital Projects	**Eames Phase III** - ISU successfully completed the third phase of construction in the William and Karin A. Eames building with generous philanthropic support from the Eames family and EDA grant funds. This renovation consisted of the design and construction of 12,040 square feet of space for the Diesel/On-Site Power Generation Program with the College of Technology.

ICCU Alumni Center - With philanthropic support, ISU was able to complete the construction of the newest facility on campus, the ICCU Bengal Alumni Center in April of 2023. The building now houses all University Advancement and Foundation functions while also providing event space for the campus community.

ICCU Dome - In partnership with Idaho Central Credit Union, ISU completed the second half of a significant renovation of the ICCU Dome (formerly Holt Arena). Funding for this project allowed ISU to update all seating throughout the facility, including the construction of a new President's Deck and the addition of premium loge box seating. The project also provided for a new playing surface, the addition of modern structural bracing to comply with current engineering standards, and also added translucent panels and the installation of a new ceiling liner as an enhancement to the look and feel for the fan experience. The renovation of the ICCU Dome was completed for a successful kickoff to the 2023 football season.

Library Renovation and Starbucks Cafe - In partnership with our Food Service Provider, utilizing donor support and university reserves, ISU completed planned renovations for the Eli M. Oboler Library. The first phase of the project included the completion of a 2,406-square-foot Starbucks Cafe which was completed during the fall of 2022. The second phase of the project involved the renovation of 15,387 square feet of space for student gathering, study, and lounge space. Completion of the second phase of the project was achieved in April 2024.

College of Pharmacy Remodel - With significant philanthropic support from the L.S. Skaggs Foundation, ISU is currently renovating Leonard Hall which houses the ISU College of Pharmacy on the Pocatello campus. The project will renovate 20,390 square feet of Leonard Hall with state-of-the-art teaching and research labs for the College. Substantial completion of the project is scheduled for August of 2025.

Meridian Campus Expansion - ISU continues efforts to significantly expand the Meridian Health Sciences campus on 22.024 acres of university-owned property located at 785 S. Locust Grove Road in Meridian, ID. ISU completed a 30-year master plan and conceptual vision for the buildout of this campus which was approved by the Idaho State Board of Education in the fall of 2023. In support of this project, ISU received PBFAC capital funds in the amount of $5.3M in FY24 to initiate site and infrastructure design, including costs related to engineering inspections, soil testing, water and sewer infrastructure, utilities, earthwork, landscaping, paving and roadways, and site access. Currently, ISU is working with the City of Meridian on an application to have the property annexed into the City of Meridian and zoned properly for property development. ISU anticipates completion of the annexation process by Fall of 2024 at which time construction applications can begin for site infrastructure.

Deferred Maintenance Update - ISU is in the advanced stages of the design and construction of several high-profile deferred maintenance projects. Deferred maintenance projects of note that are anticipated to be completed during FY 2025 are the renovation and reconstruction of the Student Union Parking Lot, the redesign and construction of the Reed Gym Swimming Pool, significant renovation and modernization of the ISU Heat Plant which provides centralized steam heat to approximately 80% of the Pocatello campus, and the demolition of the West Campus Housing building which had previously been closed due to significant hazards in the facility. In total, ISU received $90M in deferred maintenance funding during FY23 and FY24. Deferred maintenance funds will be vital to the repair and modernization of facilities projects on the Pocatello, Meridian, and Idaho Falls campuses. We expect to continue deferred maintenance projects with this funding through at least FY26 in close partnership with DPW.

Athletics

The Department of Athletics has been committed to building a culture of excellence. Athletics is focused on four major target areas, and reviews metrics against benchmarks in each annually:

1. Academic Excellence and Student Athlete Development
2. Program Integrity
3. Competitive Success
4. Outreach and Engagement

With these targets guiding efforts, last year brought numerous successes.

- After a decade-long championship drought, Idaho State Athletics has won four championships in four years. Most recently, new Head Coach Andrew Rich was named Big Sky Conference Coach of the Year and the team garnered 12 postseason awards as ISU Softball were crowned Big Sky Conference Champions.
- Idaho State Women's Tennis won the Big Sky Conference Season Championship, marking the first in program history.
- Idaho State Athletics negotiated the first ever venue naming rights deal to name the ICCU Dome, worth more than $6 million over 10 years.
- ISU Men's Basketball advanced to the semi-final of Big Sky Conference Championships for the first time in 37 years.
- The Bengals were the only school in the league to achieve a 3.0 or greater average GPA across every team, for a department average of 3.4, boasting 49 student-athletes with a perfect 4.0, and 54% of student-athletes above a 3.5.
- Bengal student-athletes graduated at a rate of 89%, and 8 teams reported a perfect APR score of 1000.

College of Arts and Letters

The College of Arts and Letters is responding to current workforce needs by developing new programs and offerings. Specifically, the college has overseen the creation of several certificates designed to be practical and marketable additions to a student's major and/or minor. These certificates keep credit requirements achievable while still offering meaningful educational experiences and career-enhancing training. Some examples include:

- Undergraduate certificate designed to enhance skills for writing in technical and business contexts such as professional document design, producing technical reports, and the effective use of various business communications media.
- Interdisciplinary undergraduate and graduate certificates for students who wish to pursue careers or other involvement in environmental resource management, public policy, and environmental advocacy.
- Undergraduate certificate focused on developing conflict management competencies for application in various contexts. Courses in this program offer a combination of skill development and exploration of the broader dynamics of conflict in organizational, political, social, and cultural systems.
- Cross-disciplinary graduate certificate offering concentrated training in cultural resource management, introducing students to various approaches and frameworks, related law and policy, and methodological approaches and techniques. This program is directly tied to job market demand in the government service industry and will give students a competitive advantage in employment seeking.
- A graduate certificate in applied linguistics. This program would be professionally valuable for those going into speech pathology, English as a second language teachers, special education and classroom teachers, social workers, school psychologists, or those in other language-related professions.

College of Business

The College of Business had a great year and saw many notable accomplishments including a 9.3% enrollment increase from the same time last year, and ISU Business students winning the 2024 International Collegiate Business Strategy Competition (ICBSC) in Anaheim, California. The past academic year was also the first time for many exciting College of Business events hosted at ISU including the first-ever statewide Sales Competition with students from ISU, Boise State, University of Idaho, and BYU-I; the first Big Sky Women's Entrepreneurship Challenge during the 2024 Women's Business Symposium; the inaugural Idaho Economic Outlook Symposium in January with great attendance from across the region; and the 2nd annual ISU Financial Literacy Week.

College of Education	In partnership with more than 10 school districts, the College of Education is launching a third cohort of students in the Paraprofessional to Certified Teacher (PaCT) program which provides an affordable, convenient pathway for paraprofessionals to earn a college degree and teacher certification. Beginning this fall more than 70 students enrolled. This program has generated goodwill and enhanced relationships with school districts across regions 4, 5, and 6. This program transforms paraprofessionals' lives while helping to address the ongoing teacher shortage in Idaho.
Kasiska Division of Health Sciences	The Kassiska Division of Health Sciences (KDHS) has celebrated many milestones over the last year including 30 years of the Family Medicine Residency program, graduating the first class of Idaho State/University of Utah Idaho Track Psychiatry Residency students, the establishment of an interdisciplinary psychiatric and counseling clinic, and the creation of multiple articulation and pathways agreements with sister institutions for students to enter ISU health programs.
College of Health	The College of Health has seen program growth over the last year with new programming in dental hygiene, program expansions with dietetics in the Meridian campus, accelerated nursing in Coeur d'Alene in partnership with Kootenai Health, and BSN and accelerated nursing through the support of Magic Valley-St. Luke's. Grants that impact the health of Idahoans were awarded to ISU College of Health. The college received $751,003 to re-establish and expand simulation education in support of health science programs. The Physician Assistant program was awarded a $1.4 million dollar HRSA grant to train rural health professionals, and a $2.1M grant was awarded in support of scholarships to support training for individuals who work with individuals with significant disabilities.
College of Pharmacy	The College of Pharmacy is working to open two new Bengal Pharmacy locations in Chubbuck and McCammon. All licensing and contracts are set to be completed in June of 2024. In addition, the college initiated a 4-year gradual budget optimization plan, aiming to steadily decrease the operating deficit and achieve a balanced budget based on actual revenue derived from an enrollment target of 50 Doctor of Pharmacy students. The plan preserves all existing programs and strategic priorities. Faculty development and travel opportunities will continue to receive support, even as administrative positions and expenses are reduced. The ultimate goal is to progressively achieve a balanced annual budget while ensuring the preservation of all programs, lowering operating costs, and initiating the process of replenishing reserves by the fiscal year 2027.
College of Science and Engineering	The College of Science and Engineering continues to be nationwide leaders. In collaboration with the INL Digital Engineering Department and ISU Nuclear Engineering Department, the world's first operating nuclear reactor digital twin for safeguards verification was developed. This allows for near-real-time data transfers to an INL developed reactor physics and AI model intended to identify improper reactor operations. This work has been nominated for an R&D 100 award and received an endorsement from Idaho Governor Brad Little. The AGN-201 reactor and digital twin are now being leveraged for additional research including an LDRD proposal involving applied autonomous control.
College of Technology	The College of Technology is focused on meeting workforce needs. The Mechanical Engineering Technology program welcomed its first cohort. This program was launched to meet industry needs and is listed as an Idaho hot job. The Nuclear Operator program, which directly feeds graduates to the Idaho National Lab, increased its capacity to teach more students.
Graduate School	The Graduate School is working to expand its reach and increase student support. Investments in stipend and tuition support, summer funding, and graduate student research travel were a key focus over the last year. ISU also saw an increase in graduate-level certificate programs from 13 - 25.
Library	The ISU Library continues to be a resource for all students, faculty, and staff. Over the last year, the Library team has answered 2,859 reference questions; reached 6,161 students delivering custom Library workshops to classes on demand; borrowed 4, 297 items on behalf of ISU students; and lent 3,689 items to students at other universities.

Research	Trending upward year after year, ISU was awarded nearly $49 million in external sponsorships last year. Expenditures (all external sponsorships) have grown steadily over the past five years from just under $20M in FY2019 to $29.7M in FY2023, a 33% increase. Expenditures specific to research and development reported to the National Science Foundation have grown from $14.5M to $17.5M since 2020. These positive trends exemplify Idaho State's classification as a Carnegie Doctoral, High Research Activity University. ISU researchers are seeking and winning larger grant awards, with the steadiest growth in the federal government-supported research and development sector. Last year, ISU students received just over $2.25 million in externally sponsored wages and stipends to participate in research and creative scholarship activities.
Campus Master Plan	ISU kicked off a comprehensive master plan project in the fall of 2023 in partnership with the SmithGroup, one of the leading campus planning and design firms in the United States. The project will guide the physical development of all campus locations and will provide short and long-term objectives with a 30-year outline. The plan will serve as an extension of the Strategic Plan to fulfill the mission of Idaho State University. The Master Plan Project was divided into three phases: Understand, Explore, and Realize. Phase I of the project, completed in March 2024, was focused on data collection, campus listening sessions, and gaining an understanding of the mission and strategic plan of Idaho State University. Phase II of the project is currently underway and involves data analysis and the exploration of various ideas and concepts while testing conceptual options with the campus community. The final phase of the project will be completed in the fall of 2024 and will focus on the strongest ideas as a draft 30-year master plan is presented with recommendations for review, consideration, and refinement with the campus community. The project is scheduled for completion in December 2024.

Budget Optimization Initiative

Idaho State University's Budget Optimization Initiative is a multi-year process led by the Budget Advisory Group, an inclusive body representative of the campus community, to strategically balance Central University Fund revenues and expenditures by FY2026/2027.

This initiative is led with the same agile and iterative, collaborative, principle-driven, and data-informed approach used to create ISU's comprehensive budget model. The Budget Advisory Group is engaging extensively with all units and stakeholder groups to garner the collective best thinking of the campus community.

Areas of Focus:

- Continued growth in enrollment and net tuition revenue
- Growing and leveraging other revenue sources in alignment with ISU's strategic plan and academic and research plan
- Scaling successes and best practices University-wide
- Examining our scholarship and discounting practices
- Evaluating organizational and financial structures
- Focusing on efficiencies and effectiveness
- Expanding our data set and looking at benchmark data from peer institutions
- Budget reallocations and reductions based on established parameters and criteria
- Short-term measures to reduce drawdown of central reserves

ISU has made real and substantive progress toward our goal of establishing a sustainable, balanced budget and a model of strategic, agile, and data-informed resource allocation. This is an adaptive challenge that requires strong foundations:

- We have developed trust, transparency, and inclusivity in budget development and administration through extensive outreach, dialogue, and conversation across the university
- We have shifted the culture from siloed thinking to one of maximizing university resources
- We have developed robust longitudinal data sets to support unit- and departmental analyses and decision-making
- We have developed structures to support innovation, growth, and stewardship
- We have developed systems that foster empowerment, mutual accountability, responsiveness, and adaptation at the local level

Financial Results

FY2024 One-time savings through the implementation of a Hiring Pause
Additional revenues through program growth and revised revenue split structures
Personnel and operating expenditure savings through reorganization, shared service models, and efficiencies

FY2025 Centralization of salary savings and vacant positions
Development of hiring criteria and supporting data sets
Additional revenues through program growth and revised revenue split structures
Personnel and operating expenditure savings through reorganization, shared service models, and efficiencies

Financial Impact to Date (recurring):

Centralized Salary Savings	$ 3,700,000
Efficiencies and Restructuring	3,316,500
Total	$ 7,016,500

Optimization Projects

Project	Description
Scholarship Practices	Ensure ISU scholarship practices align with and support the Strategic Enrollment Management Plan; identify opportunities for reducing central scholarship expenses in alignment with industry best practices
Early College	Identify opportunities for increased enrollment, collaboration with Enrollment Management, matriculation, and net central revenue
Transfers and Subsidies	Reduce central transfers and subsidies in alignment with budget principles and deficit reduction goals
Benchmarking	Benchmark academic, service, and administrative staffing and expenditures with peers; identify opportunities for efficiencies and realignment; incorporate benchmarking data as appropriate in budget allocation criteria
Online Program Fees	Review online program strategies and results; identify opportunities for expansion and increased net central revenue
Purchasing	Identify opportunities for savings through shared contracts and leveraging Jaeggaer and related systems
Administrative and Service Unit Allocation Model	Use internal and benchmarking data sets to develop an allocation model for administrative and service units that aligns with budget principles, activity levels, and deficit reduction goals
Transportation and Motor Pool	Develop options for improved efficiency, service, value-added activity, and budget savings
Technology	Develop a shared service model for information technology at ISU; identify opportunities for increased service, efficiency, efficacy, and budget savings
Continuing Education	Identify opportunities for increased coordination, efficiency, enrollment, impact, and net revenue generation
Administrative Support Services	Identify opportunities for increasing service and reducing FTE through shared service models, training, and process and system improvement. Identify opportunities for increased standardization in functions and workload, professional development, and career progression.
Marketing and Communications	Identify opportunities for increased service, efficiency, efficacy, and budget savings in alignment with university strategic goals and priorities.
University Events	Identify opportunities for increased service, efficiency, efficacy, community impact, and budget savings.
Student Activity Fees	Review all student activity fees and units supported by student activity fees to ensure resources are being used effectively, efficiently, and in alignment with budget principles.
Custodial and Grounds Services	Identify opportunities for increased service, efficiency, efficacy, community impact, and budget savings.
University Administration	Analyze ISU's administrative structure, staffing, and compensation levels. Identify opportunities for increased service, efficiency, efficacy, and budget savings.
Non-Academic Revenue Growth	Establish a revenue enhancement revolving fund to support and incentivize entrepreneurial initiatives that align with ISU's mission and generate new revenues.
Academic Program Growth	Develop standardized, data-informed structures and processes for reviewing and supporting new and expanded academic programs.

The Year Ahead

The following provides a high-level overview of some of ISU's initiatives that will be the focus of the academic year 2024-2025.

Goals and Priorities
2024-2025

Project Charter	Description
Bold Path Forward	The Bold Path Forward initiative provides forums for faculty, staff, and students to share the opportunities and challenges facing ISU. Over the course of the spring 2024 and fall 2024 semesters, President Wagner will be conducting listening sessions to learn from the campus community. The intent of these listening sessions is to gather information that the President will use to launch new strategic initiatives that align with the strategic plan as the university moves into the future.
Campus Master Plan	ISU will continue engaging the campus community in Phase III of the Campus Master Plan to bring forward a final draft for board approval in 2025. This 30-year master plan will help guide strategic priorities and innovative campus planning. ISU has not had a campus master plan for many years and finalizing a visionary plan for ISU will be a positive step forward.
Capital Fundraising Campaign	ISU will move forward with the initial planning stages for launching a Capital Fundraising Campaign. University Advancement will work to conduct a fundraising capacity assessment to set institutional goals for a large-scale campaign to launch in the coming years.
Budget Optimization	The Budget Optimization Initiative continues to be a key focus for the University. Institutional efforts to find strategic efficiencies in our budget practices will continue through 2024-2025. Over the next year, ISU will evaluate institutional financial aid strategies as a new optimization project to look for ways to best support students while leveraging resources.
External Relationships	For the past five years, University leadership has focused on internal relationships. This focus was due to efforts to shift the culture of the campus community to one where people felt heard and valued. ISU has seen tremendous progress in the culture and efforts will continue to ensure improvements are not lost. For the upcoming year and beyond, ISU leadership will work to strengthen external relationships that will benefit the institution as we start efforts on a capital campaign. There are many opportunities for external collaboration and partnerships that will bring support to ISU.
Enrollment Management	ISU will continue to focus on institutional efforts on recruitment and retention to ensure we see sustained growth.
Health Sciences	Idaho State University will continue to focus on our statewide mission of health sciences education. We are dedicated to excellence in the health sciences and will continue to seek out statewide collaborations to meet the needs of Idaho. As we navigate the complexities of modern healthcare workforce needs, ISU will lead with pioneering programs, impactful research, and an unwavering commitment to community service.
Innovation of Campus Technologies and Services	This initiative will review and assess all information technology support on campus to evaluate the efficiency and effectiveness of service delivery, user access, organizational structure, and budgets with the goal of optimal alignment of all services.
Strategic Enrollment Plan	ISU will develop a strategic enrollment management plan that provides a comprehensive strategy designed to achieve and maintain optimum recruitment, retention, and graduation rates. The plan will outline ISU's strategy and anticipated outcomes to identify, recruit, enroll, retain, and graduate students in alignment with ISU's mission. It will communicate a clear picture of Idaho State's identity and brand; create a value proposition; clearly articulate outcomes; distinguish ISU from our competition; and focus on the demographics of entering classes. The development of the strategic enrollment management plan will require institution-wide effort, coordination, and support.

Eastern Idaho - Idaho Falls and Twin Falls

ISU is actively engaged in evaluating the program offerings and strategic partnership opportunities on our Idaho Falls and Twin Falls campuses. We are working to establish effective collaborations as we seek to understand and meet the needs of the students of region 4 and 6. President Wagner is actively engaged in conversations with the College of Eastern Idaho and the College of Southern Idaho on expanding program offerings. ISU is actively engaged in partnerships with our sister institutions and we are committed to working together to expand collaborations.

We are dedicated to our mission of serving students in our service regions and are excited for additional growth opportunities as we move forward. We acknowledge that there is additional work to do, and we are committed to continuing to do that work – as an institution and in collaboration with our sister institutions in the region. A summary of current work/available programming is included below.

Idaho Falls

Current Program Offerings/Collaborations:

- 10 associate degree programs — 3 in-person programs, 2 in-person or through hybrid delivery methods, and 5 online programs.
- 45 bachelor's degree programs — 9 in-person programs, 7 hybrid delivery, 12 both online and hybrid delivery, 17 online, and 1 is offered in any of the three modalities (in-person, hybrid, and online).
- 48 Graduate Degree programs — 12 in-person programs, 8 both hybrid and online modalities, and 28 online programs.
- Over the course of the last 10 years, ISU has received in transfer an average of 35 students per year from the College of Eastern Idaho. That number has increased significantly in recent years with 49 transferring in AY21, 61 in AY22, and 59 in AY23.

We are constantly striving to identify the right balance of programming and operational affordability to ensure we provide students with access to the programs they want in the ways they wish to experience them. Through a commissioned analysis conducted in 2022 by Hanover Research, conversations with industry and regional partners, and in collaboration with the College of Eastern Idaho, we have now done (or begun the implementation of) the following:

- Aligned our Pocatello Campus and University Place Campus course times to reduce barriers for students who prefer to take advantage of offerings on multiple campuses.
- Increased the number of in-person General Education offerings on the University Place campus to facilitate the completion of the required General Education curriculum.
- Audited the University Place course schedule and corrected competing scheduling times for high-demand/high-need courses.
- Began adding a student-centric/workforce-needs informed suite of programming on the Idaho Falls campus with targeted offerings in the following areas: RN to BSN, Accelerated Nursing BSN, Project Management (UG/GR Certificate), BS in Software Engineering, Professional Writing (UG Certificate), Policy Development (UG Certificate), Supply Chain Management (GR/UG Certificate), BS in Health Science, and Bachelor in Social Work.
- Re-established the “bi-campus” incentive program that compensates faculty traveling between campuses for the costs associated with doing so in order to teach courses in person at University Place.

- Recently, we created new nursing matriculation pathways from CEI to ISU, and we are currently engaged with CEI in ongoing conversations about additional pathways from their programs to ours.
- Provided, at no cost, two large capacity, tiered classrooms to CEI on the University Place campus for the 2024-2025 school year. In addition, two faculty offices for traveling faculty and advisors have also been made available to CEI at no cost.

Twin Falls

Current Program Offerings:

- 110 degree programs online or mostly online Certificates or Degrees available for all students, and 12 in-person courses.
- Over the course of the last 3 years, ISU has received in transfer an average of 81 students per year from the College of Southern Idaho.

ISU is committed to helping address the teacher shortage and believes that additional in-person offerings in the Region are warranted. ISU is committed to conducting a workforce needs analysis of the region to determine what those programs are and begin the process of identifying resources to invest in the growth of programming in the Twin Falls area. The following shows what has recently been implemented to begin meeting these needs:

- Hired a full-time faculty member in Twin Falls as the Teaching and Education Lead for the campus.
- Participating in bi-monthly ISU/CSI Advising Correlation meetings.
- Holding recruitment/information sessions with each of the CSI in-person education classes to enlarge the teacher education pipeline.
- Creating and disseminating informational recruitment video for CSI education students as an additional recruiting tool.
- Conducting a "needs assessment"-type survey of current CSI sophomores to identify barriers to continuation towards bachelor's degree completion.
- Planning expansion of the PaCT launch in Twin Falls this next year, including marketing, communications, and recruitment campaign. (PaCT program is the ISU Scholarship program that recruits and scholarships paraprofessionals interested in completing their bachelor's degree to become full-time, credentialed teachers).
- Secured agreements with two district superintendents in the Magic Valley to develop a partnership and recruit for the remaining openings in the PaCT 2024 cohort.
- Currently running a national search for an additional faculty member in education to increase in-person, upper-division education offerings on the campus.

Idaho College of Osteopathic Medicine (ICOM)

Idaho State University is committed to fostering ongoing and expanding partnerships with ICOM to expand health degree programs to meet the growing workforce needs in Idaho.

In May of 2024, ISU and ICOM signed a new Memorandum of Understanding. ISU and ICOM will work closely together to enhance and improve existing infrastructure and program offerings that allow for future growth in healthcare fields critical in caring for Idaho's citizens. This improved MOU will help ISU and ICOM enhance research partnerships and expand joint degree programs, such as the Master's of Public Health, Health Informatics, and Healthcare Administration which are each available from ISU concurrently with the Doctor of Osteopathic Medicine from ICOM. Over the next year, ISU will focus on these areas.

The Numbers

- We received "Gold Status" as a Military Friendly University for 2023-2024 based on student surveys, veteran retention, graduation rates, and job placement.
- We support industry needs - 18 of 20 Idaho Hot Jobs are in fields offered at ISU.
- We continue to meet community health needs - ISU teaches 34 of the Department of Labor's 48 health occupations in the U.S. This sector is expected to grow much faster than the average of all occupations.
- ISU is focusing on creating new certificates to support workforce development - increased by 49 from Fall 2021 up to Fall 2024 as of April 30, 2024.
- We strive for excellence - Once again, 100% of ISU's specialized accredited programs are in good standing with their accrediting organizations.
- INL currently employs 1,166 ISU graduates and hosted 58 ISU interns in 2023.

Enrollment Numbers

(As reported in the performance measure report)

ISU Key Data	FY2019	FY2020	FY2021	FY2022	FY2023	FY2024
Total Fall **Enrollment** Undergraduate and Graduate	**12,387**	**12,425**	**11,786**	**12,157**	**12,319**	**12,640**
- Undergraduate	10,416	10,365	9,583	9,831	10,026	10,424
- Graduate	1,971	2,060	2,203	2,326	2,293	2,216
Retention Rate: fall-to-fall, full-time, first-time bachelor degree-seeking student	63% (Fall 2017 cohort)	64% (Fall 2018 cohort)	63% (Fall 2019 cohort)	67% (Fall 2020 cohort)	71% (Fall 2021 cohort)	74% (Fall 2022 cohort)
Total Idaho resident new degree-seeking undergraduate students in fiscal year-end of term	1,681	1,584	1,437	1,522	1,456	*1,802

*FY2024 uses Census Day data for Spring 2024 because the report is due before the end of term.

ISU Key Data	FY2018	FY2019	FY2020	FY2021	FY2022	FY2023
Graduation Rate: percent of full-time, first-time students from the cohort who complete their program within 1½ times the normal program length (**bachelor degree-seeking**)	32% (Fall 2012 cohort)	34% (Fall 2013 cohort)	33% (Fall 2014 cohort)	36% (Fall 2015 cohort)	34% (Fall 2016 cohort)	35% (Fall 2017 cohort)
Graduation Rate: percent of full-time, first-time students from the cohort who complete their program within 1½ times the normal program length (**all degree-seeking**)	33% (Fall 2012 cohort)	36% (Fall 2013 cohort)	34% (Fall 2014 cohort)	39% (Fall 2015 cohort)	37% (Fall 2016 cohort)	38% (Fall 2017 cohort)
Graduation Rate: full-time new first-year students and new **transfer students** to complete any undergraduate certificate/degree program within 18 semesters (6 years).	42% (Fall 2012 cohort)	45% (Fall 2013 cohort)	43% (Fall 2014 cohort)	46% (Fall 2015 cohort)	47% (Fall 2016 cohort)	47% (Fall 2017 cohort)
Graduation Rate: full-time new first-year students and new **transfer students** to complete any undergraduate certificate/degree program within 18 semesters (6 years). **Idaho Residents Only**	40% (Fall 2012 cohort)	45% (Fall 2013 cohort)	45% (Fall 2014 cohort)	46% (Fall 2015 cohort)	46% (Fall 2016 cohort)	45% (Fall 2017 cohort)

ISU Foundation Key Data	FY2018	FY2019	FY2020	FY2021	FY2022	FY2023	FY2024 At 3.31.24
Contributions, Net[1]	$9,827,927	$12,444,201	$10,496,438	$9,954,563	$29,651,862	$21,815,908	$13,811,748
Endowment Funds	$57,584,648	$56,346,446	$56,133,138	$75,190,280	$73,679,139	$81,896,751	$97,966,531

[1] Accrual basis - reflects adjustments for pledges and estimates for uncollectible pledges at NPV.

Conclusion

Substantial progress was made in the 2023-2024 academic year. The University has good momentum and early indicators of positive enrollment data moving into this Fall semester. We are optimistic for the future and as always, Idaho State is dedicated to being a higher education leader in the state.

Idaho State University

DIVISION OF CAREER TECHNICAL EDUCATION (Division)

SUBJECT

Board Policy VII.C. Career Technical Educator Certification – First Reading

REFERENCE

April 22, 2020	Board approved first reading of proposed amendments to Board Policy IV.E. grandfathering in certain occupational endorsements.
April 27, 2020	Board approved second reading proposed amendments to Board Policy IV.E.
August 26, 2021	Board approved first reading of proposed amendments to Board Policy IV.E. updating career technical educator endorsement provisions.
October 21, 2021	Board approved second reading of proposed amendments to Board policy IV.E.
June 14, 2023	Board approved first reading of proposed amendments to Board policy IV.E. moving the policies regarding the Division to Section VII and repealing Board policy IV.E.
August 23, 2023	Board approved second reading of proposed policy amendments to Board policy IV.E. moving the policies regarding the Division to Section VII and repealing Board policy IV.E.

APPLICABLE STATUTE, RULE, OR POLICY

State Board of Education Policy VII.C.
Section 33-2201, 33-2203, and 33-2205, Idaho Code.

BACKGROUND/DISCUSSION

Pursuant to Section 33-2203, Idaho Code, the State Board for Career Technical Education is authorized "to prescribe qualifications for teachers, directors and supervisors for such subjects, and to have full authority to provide for the certification for such" educators. The Division of Career Technical Education ("Division") is responsible for managing the process and issuing career technical secondary and postsecondary educator certificates. The minimum requirements for issuing career technical certificates are established in Section 33-2205, Idaho Code, while the program area endorsement requirements are contained in Board policy VII.C.

As the Division works through the annual process of updating standards or creating standards for emerging career technical education programs it also triggers a review of any impacted certificate endorsement areas. This year two new endorsement areas have been identified as well as minor technical updates.

The proposed amendments to Board policy VII.C. would create new endorsement for cybersecurity and aircraft maintenance programs as well as update the title of the small engine repair endorsement to Powersports and Outdoor Power Equipment. Additional technical amendments include updating an existing reference to IDAPA 08.02.02 and changing the name of the Heavy Equipment/Diesel Technology endorsement to Heavy Duty Truck and Equipment.

IMPACT

The proposed amendments will make technical corrections, update language for the small engine repair endorsements to current standards and add endorsements for aircraft maintenance and cybersecurity programs.

ATTACHMENTS

Attachment 1 – Board Policy VII.C. First Reading

STAFF COMMENTS AND RECOMMENDATIONS

Board staff recommends approval of the first reading of the proposed amendments to Board Policy VII.C as presented in Attachment 1.

BOARD ACTION

I move to approve the first reading of Board Policy VII.C. Career Technical Educator Certification as provided in Attachment 1

Moved by _____ Seconded by _____ Carried Yes _____ No _____

ATTACHMENT 1

Idaho State Board of Education
GOVERNING POLICIES AND PROCEDURES
SECTION: VII. DIVISION OF CAREER TECHNCIAL EDUCATION
Subsection: C. Career Technical Educator Certification **August 202~~3~~4**

Occupational Specialist Certificate Endorsements, effective July 1, 2020. Pursuant to Section 33-1201, Idaho Code, every person employed in an elementary or secondary school in the capacity of a teacher must have a certificate issued under the authority of the State Board of Education. Certification requirements are established in IDAPA 08.02.02. ~~Each~~ Occupational specialist certificates must have one or more endorsements indicating the occupational area in which the teacher is qualified ~~in~~ to provide instruction ~~in~~. Endorsement eligibility is determined by the ~~Idaho~~ Division of Career Technical Education. Career technical education endorsements consist of the following:

1. Endorsements A-C
   a. Administrative Services (6-12). Industry experience that indicates applied competence in the majority of the following areas: proficiency in word processing, spreadsheet, database, presentation, and technology media applications; accounting functions; legal and ethical issues that impact business; customer relations; business communication; and business office operations.
   b. Agribusiness (6-12). Industry experience that indicates applied competence in the majority of the following areas: plant and animal science; agricultural economic principles; business planning and entrepreneurship; agriculture business financial concepts and recordkeeping systems; risk management in agriculture; laws related to agriculture and landowners; marketing and sales plans; and sales.
   c. Agriculture Food Science and Processing Technologies (6-12). Industry experience that indicates applied competence in the majority of the following areas: properties of food; principles of processing; post-processing operations; safety practices; and equipment and tools used in food processing.
   d. Agriculture Leadership and Communications (6-12). Industry experience that indicates applied competence in the majority of the following areas: applied communications and leadership through agricultural education; supervised agricultural experience; career opportunities in agricultural science, communications, and leadership; agriculture's impact on society; agricultural science principles; agricultural communication principles; and agricultural leadership principles.
   e. Agriculture Mechanics and Power Systems (6-12). Industry experience that indicates applied competence in the majority of the following areas: safety practices; tools and hardware; metal technology; power systems; electricity; mathematical applications; insulation; and careers in agricultural mechanics and powers systems.
   ~~e.~~f. Aircraft Maintenance (6-12). Industry experience that indicates applied competence in the majority of the following areas: aviation safety regulations, aviation industry trends; aviation career paths, skills, and qualifications; knowledge of aircraft systems including electrical, hydraulic, pneumatic, avionics, and propulsion systems, and other components; aircraft maintenance principles and

practices; maintenance tools and equipment; experience in inspecting, troubleshooting, and diagnosing issues with aircrafts; composite repair techniques, and preventative and structural maintenance.

~~f.~~g. Animal Science (6-12). Industry experience that indicates applied competence in the majority of the following areas: animal agricultural industries; nutritional requirements for livestock; livestock reproductive systems; principles of evaluation for animal selection; animal welfare, handling, and quality assurance; medication and care; disease transmission and care; harvesting and processing of animal products; and animal science risk management.

~~g.~~h. Apparel/Textiles (6-12). Industry experience that indicates applied competence in the majority of the following areas: fashion trends; design sketches; color and fabric selection; production of clothing and accessories; and enhancement of function and safety.

~~h.~~i. Applied Accounting (6-12). Industry experience that indicates applied competence in the majority of the following areas: accounting functions; accounting ethics; software application packages; financial statements; asset protection and internal controls; inventory records; long-term assets; and payroll procedures.

~~i.~~j. Automated Manufacturing (6-12). Industry experience that indicates applied competence in the majority of the following areas: lab organization and safety practices, blueprint reading, measuring, computer-aided design (CAD); computer-aided manufacturing (CAM), computer numeric control (CNC), fundamental power system principles, manufacturing processes, electronic and instrumentation principles, machining, robotics and materials-handling systems, and additive (3D) printing.

~~j.~~k. Automotive Collision Repair (6-12). Industry experience that indicates applied competence in the majority of the following areas: auto body collision-repair practices; tools; trade skills in refinishing, welding, and painting.

~~k.~~l. Automotive Maintenance and Light Repair (6-12). Industry experience that indicates applied competence in the majority of the following areas: service, maintenance, and repair practices for a wide variety of vehicles; and diagnosing, adjusting, repairing, and replacing individual vehicle components and systems.

~~l.~~m. Business Digital Communications (6-12). Industry experience that indicates applied competence in the majority of the following areas: elements and principles of design and visual communications; professional communication skills; editing and proofreading; copyright and intellectual property law; portfolio development; content development strategy; branding and corporate identity; graphic communication production; video editing; web page development; web page design and layout; and web-related planning and organizational standards.

~~m.~~n. Business Management (6-12). Industry experience that indicates applied competence in the majority of the following areas: planning and organizing; directing, controlling and evaluating goals and accomplishments; financial decision-making; competitive analysis and marketing strategies; human resource management; customer relations; technology; project management; operations and inventory; and social responsibility.

~~n.~~o. Cabinetmaking and Bench Carpentry (6-12). Industry experience that indicates applied competence in the majority of the following areas: cabinetmaking

and millwork production; cutting, refinishing, installing, and shaping of various materials; knowledge of industry standards and construction applications; hardware; and blueprint reading.

~~o.~~p. Certified Welding (6-12). Industry experience that indicates applied competence in the majority of the following areas: fundamental print reading; measurement and layout/fit-up techniques; properties of metals; shielded metal arc welding (SMAW); gas metal arc welding (GMAW and GMAW-S); flux cored arc welding (FCAW-G); gas tungsten arc welding (GTAW); thermal cutting processes; welding codes; inspection and testing principles; and fabrication techniques.

~~p.~~q. Child Development and Services (6-12). Industry experience that indicates applied competence in the majority of the following areas: early childhood-education career paths and opportunities for employment; ethical conduct; advocacy for children; child/human development and learning; family and community relations; child observation, documentation, and assessment; positive relationships and supportive interaction; and approaches, strategies, and tools for early childhood education.

~~q.~~r. Commercial Photography (6-12). Industry experience that indicates applied competence in the majority of the following areas: ethics in photography, elements and principles of design composition, cameras and lenses, exposure settings, light sources, digital workflow, presentation techniques and portfolios, and production using industry standard software.

~~r.~~s. Computer Support (6-12). Industry experience that indicates applied competence in the majority of the following areas: basic network technologies, laptop support, PC support, printer support, operating systems, security, mobile device support, troubleshooting techniques, and trends in the industry.

~~s.~~t. Construction Trades Technology (6-12). Industry experience that indicates applied competence in the majority of the following areas: comprehensive knowledge of structural systems and processes, classical and contemporary construction elements, knowledge of industry standards, knowledge of architecture, basic cabinetry and millwork, and blueprint reading.

~~t.~~u. Cosmetology (6-12). Industry experience that indicates applied competence in the majority of the following areas: hair design; skincare; nail care; industry guidelines and procedures; entrepreneurship; and communications. Instructor must hold a current and valid Idaho license or certificate as a cosmetologist.

v. Culinary Arts (6-12). Industry experience that indicates applied competence in the majority of the following areas: experience as a chef in a full-service restaurant; business operations experience in the culinary/catering industry; communication and organization skills with customers and vendors; industry-recognized food safety and sanitation certification; knowledge of proper food handling, ingredients, food quality and control practices; culinary tools and equipment; cooking methods; meal preparation; menu planning principles and industry trends and career options.

~~u.~~w. Cybersecurity (6-12). Industry experience that indicates applied competence in the majority of the following areas: fundamentals of cybersecurity, cyber operations, offensive security, defense security, forensics, incident

response, networking, risk management, cyber systems thinking, and advanced topics in cybersecurity

2. Endorsements D-N
   a. Dental Assisting (6-12). Industry experience that indicates applied competence in the majority of the following areas: dental professions pathways; ethics in dental practice; nutrition as related to oral health; infection control; occupational safety; dental-related anatomy and pathology; dental anesthesia; dental assisting skills; dental materials; and dental radiology. Instructor must hold a current and valid Idaho license or certificate as a dental assistant, dental hygienist, or dentist.
   b. Digital Media Production (6-12). Industry experience that indicates applied competence in the majority of the following areas: graphic design industry structure; elements and principles of design composition; visual communication; industry-standard software production; ethics and graphic design; digital portfolios; mathematical skills as related to design; communication skills; editing and proofreading; video editing; digital media and production; dissemination techniques and methods; broadcasting equipment, camera, and lens operations; light sources; presentation techniques; public speaking; and writing skills.
   c. Drafting and Design (6-12). Industry experience that indicates applied competence in the majority of the following areas: technical drawings, scale drawings, architectural drafting, mechanical drafting, orthographic projection, two- and three-dimensional drawings, manual drafting, and computer aided design.
   d. Ecology and Natural Resource Management (6-12). Industry experience that indicates applied competence in the majority of the following areas: ecological concepts and scientific principles related to natural resource systems; forest types; forest management components and practices; fire ecology and management; importance and application of GPS/GIS in natural resource management; fish and wildlife ecology; and mineral and energy resources management.
   e. Electrical Technology (6-12). Industry experience that indicates applied competence in the majority of the following areas: digital and solid-state circuits, DC principles, AC concepts, soldering techniques, circuits, and electrician-associated electronic components and tools. Instructor must hold a current and valid Idaho license or certificate as an electrician.
   f. Electronics Technology (6-12). Industry experience that indicates applied competence in the majority of the following areas: digital and solid-state circuits; DC principles; AC principles; soldering techniques; circuits; digital electronics; electronic circuits; electronic devices; and electronic digital circuitry simulations and associated electronic components and tools.
   g. Emergency Medical Technician (EMT) (6-12). Industry experience that indicates applied competence in the majority of the following areas: fundamental knowledge of the emergency management services (EMS) system; medical and legal/ethical issues in the provision of emergency care; EMS systems workforce safety and wellness; documentation; EMS system communication; therapeutic communication; anatomy and physiology; medical terminology; pathophysiology; and lifespan development (per the EMR and EMT sections of the Idaho EMS Education Standards located on the Idaho Department of Health and Welfare

website). Instructor must have passed the National Registry exam. Instructor must hold a current and valid Idaho EMS license or certificate and be certified as an EMT instructor through Idaho EMS.

h. Firefighting (6-12). Industry experience that indicates applied competence in the majority of the following areas: knowledge of local, state, and federal laws and regulations; firefighting procedures; firefighting tactics; firefighting equipment and vehicles; EMT basic training; first aid and CPR training; and reporting requirements under Idaho criminal code. Instructor must hold a current and valid Idaho license or certificate as an EMT and firefighter.

i. Graphic Design (6-12). Industry experience that indicates applied competence in the majority of the following areas: the graphic design industry; elements and principles of design and visual communication; production using industry standard software; branding and corporate identity; ethical and legal issues related to graphic design; portfolio development and evaluation; mathematics for visual communications; communication; editing and proofreading; graphic design in digital media; and applied art.

j. HVAC Technology (6-12). Industry experience that indicates applied competence in technical subjects and skills related to the HVAC trade as approved by the Idaho HVAC Board and the Idaho State Board for Career Technical Education: installing, altering, repairing, and maintaining HVAC systems and equipment including air conditioners, venting or gas supply systems, ductwork, and boilers. Instructor must hold a current and valid Idaho license or certificate as an HVAC Technician.

k. Heavy Duty Truck and Equipment~~/Diesel Technology~~ (6-12). Industry experience that indicates applied competence in the majority of the following areas: knowledge of diesel engine service; preliminary inspection; identification and repair of vehicle components; preventative maintenance; and heavy equipment applications.

l. Hospitality Management (6-12). Industry experience that indicates applied competence in the majority of the following areas: business structures; economics; human resources; sales and marketing; finance and budgeting; safety and security; legal and ethical considerations; event planning and management; teamwork; communication skills; lodging operations; and food and beverage operations.

m. Hospitality Services (6-12). Industry experience that indicates applied competence in the majority of the following areas: careers in the hospitality and tourism industry; customer service; event planning implementation; procedures applied to safety, security, and environmental issues; practices and skills involved in lodging occupations and travel-related services; and facilities management.

n. Industrial Mechanics (6-12). Industry experience that indicates applied competence in the majority of the following areas: industrial mechanics knowledge; shop skills; diagnostic and repair techniques; welding; hydraulic; electronic systems; and maintenance and preventative maintenance.

o. Journalism (6-12). Industry experience that indicates applied competence in the majority of the following areas: legal and ethical issues related to journalism and photojournalism, principles and techniques of media design, design formats, journalistic writing, social media and digital citizenship, and media leadership.

p. Law Enforcement (6-12). Industry experience that indicates applied competence in the majority of the following areas: knowledge of local, state, and federal laws and regulations; defensive strategies; investigative strategies; search principles and strategies; tactical procedures; vehicle operations; knowledge of weapons and use where appropriate; first aid and CPR training; social and psychological sciences; and identification systems.
q. Marketing (6-12). Industry experience that indicates applied competence in the majority of the following areas: economic systems; international marketing and trade; ethics; external factors to business; product/service management; pricing; distribution channels; advertising; sales promotion; public relations; retail management; market research and characteristics; digital marketing; and financing and financial analysis.
r. Medical Assisting (6-12). Industry experience that indicates applied competence in the majority of the following areas: human anatomy, physiology and pathology, medical terminology, pharmacology, clinical and diagnostic procedures, medication administration, patient relations, medical law and ethics, scheduling, records management, and health insurance. Instructor must hold a current and valid medical assistant certification as evidenced in the national registry.
s. Networking Support (6-12). Industry experience that indicates applied competence in the majority of the following areas: PC hardware configuration, fundamental networking technologies, operating systems, basic networking, basic security, and basic network configurations.
t. Nursing Assistant (6-12). Industry experience that indicates applied competence in the majority of the following areas: scope of practice; ethics and legal issues; communication and interpersonal relationships; documentation; care practices; infection prevention; human anatomy and physiology; medical terminology; personal care procedures; physiological measurements; nutritional requirements and techniques; procedures and processes related to elimination; quality patient environment; patient mobility; admission, transfer, and discharge procedures; care of residents with complex needs; and safety and emergency. Instructor must hold a current and valid Idaho registered nursing license and be approved as a certified CNA primary instructor through Idaho Department of Health and Welfare.

3. Endorsements O-~~W~~Z
   a. Ornamental Horticulture (6-12). Industry experience that indicates applied competence in the majority of the following areas: safety practices; plant anatomy; plant physiology; plants identification skills; growing media; plant nutrition; integrated pest management; plant propagation; ornamental horticulture crops; business concepts; plant technologies; ornamental design standards; and career opportunities in ornamental horticulture.
   b. Pharmacy Technician (6-12). Industry experience that indicates applied competence in the majority of the following areas: patient profile establishment and maintenance; insurance claim preparation; third-party insurance provider correspondence; prescription and over-the-counter medications stocking and inventorying; equipment and supplies maintenance and cleaning; and cash

register operation. Instructor must be a pharmacist, registered nurse, or pharmacy technician holding a current and valid Idaho license or certification.

c. Plant and Soil (6-12). Industry experience that indicates applied competence in the majority of the following areas: plant anatomy and identification; plant processes, growth, and development; soil and water; plant nutrition; integrated pest management; careers and technology; and safety.

d. Plumbing Technology (6-12). Industry experience that indicates applied competence in technical subjects and skills related to the plumbing trade as approved by the Idaho Plumbing Board and the Idaho Board for Career Technical Education: repairing, installing, altering, and maintaining plumbing systems and fixtures including interconnecting system pipes and traps, water drainage, water supply systems, and liquid waste/sewer facilities. Instructor must hold a current and valid Idaho license or certificate as a plumber.

e. ~~Small Engine Repair/Power Sports~~Powersports and Outdoor Power Equipment (6-12). Industry experience that indicates applied competence in the majority of the following areas: small gasoline engine construction and performance; industry-related resources; equipment used to diagnose and troubleshoot issues; repair; entrepreneurship; and customer service.

~~e.~~f. Pre-Engineering Technology (6-12). Industry experience that indicates applied competence in the majority of the following areas: lab safety; impacts of engineering; ethics of engineering; design process; documentation; technical drawing; 3D modeling; material science; power systems; basic energy principles; statistics; and kinematic principles.

~~f.~~g. Precision Machining (6-12). Industry experience applied the majority of the following areas: precision machining practices; tools used to shape parts for machines; industrial mechanics; shop skills; safety in practice; blueprint reading; and diagnostic and repair techniques.

~~g.~~h. Programming and Software Development (6-12). Industry experience that indicates applied competence in the majority of the following areas: basic programming principles; problem solving; programming logic; validation; repetition; programming classes;, exceptions, events, and functionality; arrays and structure; design principles; system analysis; and implementation and support.

~~h.~~i. Rehabilitation Services (6-12). Industry experience that indicates applied competence in the majority of the following areas: ethical, legal, and professional responsibilities; medical terminology; anatomy and physiology; roles and responsibilities of the rehabilitation team; patient care skills; therapeutic interventions; and common pathologies. Instructor must be a health professional holding a current and valid Idaho license or certificate in his/her field of study.

~~i.~~j. ~~Small Engine Repair/Power Sports (6-12). Industry experience that indicates applied competence in the majority of the following areas: small gasoline engine construction and performance; industry-related resources; equipment used to diagnose and troubleshoot issues; repair; entrepreneurship; and customer service.~~

~~j.~~k. Web Design and Development (6-12). Industry experience that indicates applied competence in the majority of the following areas: web page development, web page design and layout, integration of web pages, web planning and organizational standards, and web marketing.

~~k.~~l. Work-Based Learning Coordinator (6-12). Educators assigned to coordinate approved work-based experiences must hold this endorsement. Applicants must hold an occupational endorsement on the Degree Based Career Technical Certificate or Occupational Specialist Certificate, and complete coursework in coordination of work-based learning programs.

4. Degree Based Career Technical Certificate Endorsements:

   a. Agricultural Science and Technology (6-12). Thirty (30) semester credit hours to include coursework in methods of teaching agricultural science and technology, agriculture education, agriculture mechanics, agriculture business management, soil science, animal science, plant science, and horticulture.
   b. Business Technology Education (6-12). Twenty (20) semester credit hours to include coursework in methods of teaching business technology education, accounting, computer and technical applications in business, economics, business communication/writing, finance, marketing, business management, and office procedures. Additional coursework may include entrepreneurship or business law.
   c. Computer Science (6-12). Successful attainment of an Institutional Recommendation for the Computer Science (6-12) endorsement on a Standard Instructional Certificate, completion of coursework satisfying ~~Section 04.b above, and related industry experience satisfying Section 4.c above~~IDAPA 08.02.02.015.04.a.
   ~~c.~~d. Cybersecurity Technology Education (6-12). Twenty (20) semester credit hours to include coursework or entry-level cybersecurity certifications in methods of teaching cybersecurity, fundamentals of cybersecurity, cyberoperations, offensive security, defense security, forensics, incident response, networking, risk management, cyber-systems thinking, and advanced topics in cybersecurity
   ~~d.~~e. Engineering (6-12). Successful attainment of an Institutional Recommendation for the Engineering (6-12) endorsement on a Standard Instructional Certificate, completion of coursework satisfying ~~Section 04.b above, and related industry experience satisfying Section 04.c above~~IDAPA 08.02.02.015.04.a.
   ~~e.~~f. Family and Consumer Sciences (6-12). Thirty (30) semester credit hours to include coursework in methods of teaching family and consumer sciences; foundations of family and consumer sciences; consumer economics and family resources; child/human development; early childhood laboratory or practicum teaching experience; family and interpersonal relationships; food safety; the science of food preparation or culinary arts; lifespan nutrition and wellness; living environments and interior design; and apparel and textiles. Additional coursework may include hospitality and tourism, and entrepreneurship.
   ~~f.~~g. Marketing Technology Education (6-12). Twenty (20) semester credit hours to include coursework in methods of teaching marketing technology education, marketing, business management, economics, merchandising/retailing, finance, and accounting. Additional coursework may include entrepreneurship.
   ~~g.~~h. Technology Education (6-12). Twenty (20) semester credit hours to include coursework in methods of teaching technology education; communication technology; computer applications; construction technology; electronics technology; manufacturing technology; power, energy, and transportation; principles of engineering design; and other relevant emerging technologies.

ATTACHMENT 1

5. The following career technical education endorsements awarded prior to July 1, 2020 shall be grandfathered and shall not be awarded after July 1, 2020:

   a. Agricultural Business Management (6-12)
   b. Agricultural Power Machinery (6-12)
   c. Agricultural Production (6-12)
   d. Animal Health and Veterinary Science (6-12)
   e. Aquaculture (6-12)
   f. Business Management/Finance (6-12)
   g. Child Development Care and Guidance (6-12)
   h. Culinary Arts (6-12)
   i. Dietitian (6-12)
   j. Farm and Ranch Management (6-12)
   k. Fashion and Interiors (6-12)
   l. Food Service (6-12)
   m. Forestry (6-12)
   n. Horticulture (6-12)
   o. Information/Communication Technology (6-12)
   p. Microcomputer Applications (6-12)
   q. Natural Resource Management (6-12)
   r. Networking and Computer Support (6-12)
   s. Orientation to Health Professions (6-12)
   t. Programming and Web Design (6-12)

6. The review and approval of professional development courses subject to the provisions of Section 33-1614, Idaho Code, will be evaluated and approved by the Division.

IDAHO DIVISION OF CAREER TECHNICAL EDUCATION

SUBJECT

Board Policy IV.D and VII.A. and B - Second Reading

REFERENCE

June 2016	The Board approved for the first time career technical education standards previously set by IDCTE in Workplace Readiness, Agricultural and Natural Resources, Business and Marketing Education, Engineering and Technology Education, Family and Consumer Sciences, and Skilled and Technical Sciences.
August 2019	The Board approved first reading of proposed amendments to Board policy IV.E. adding incorporated by reference CTE program content standards.
October 2019	The Board approved second reading of proposed amendments to Board policy IV.E.
June 2022	The Board approved first reading of proposed amendments to Board Policy IV.E. adding incorporated by reference program content standards for Cybersecurity, Electric, HVAC, and Plumbing Program.
August 2022	The Board approved second reading of proposed amendments.
June 2023	The Board approved first reading of amendments to Board policy moving Board policies specific to the Division of Career Technical Education from Subsection IV.E. to Section VII.
August 2023	The Board approved second reading of proposed amendments.
April 2023	The Board approved the first reading of proposed amendments to Board policy IV.D. and VII.A. an B, set out the process and reporting requirements for updating career technical education program standards.
April 2024	The Board approved the first reading of proposed amendments to Board policies VII.A, VII.B, and IV.D.

APPLICABLE STATUTE, RULE, OR POLICY

Idaho State Board of Education Policies and Procedures, Section VII.D.
Section 33-107(4)(B), Idaho Code
Chapter 22, Title 33, Idaho Code

BACKGROUND/DISCUSSION

Career technical education programs consist of cluster programs and pathway programs. Pathway programs are made up of sequential courses meeting the

approved pathway content standards. The standards are grouped into six major categories: Agricultural and Natural Resources; Business and Marketing Education; Engineering and Technology Education; Health Sciences; Family and Consumer Sciences; and Skilled and Technical Sciences. In addition to these six categories, the standards include two additional areas incorporated into the specific program categories: Workplace Readiness and First Steps (career pathways). Each major category is made up of several program sub-areas. For example, Family and Consumer Sciences encompasses Culinary Arts Standards, Early Childhood Education Standards, Entrepreneurship Standards, and Hospitality and Tourism Standards. These standards are updated on a rotating basis working with industry partners as applicable to the program areas. There are currently of 50 separate program pathway standards that are reviewed and updated on a rotating basis.

The current process requires the Board to approve the amendments to the standards concurrent with amendments to the policy itself to update the dates of the incorporated by refenced documents in the policy. The policy amendments require two readings before becoming finalized while the amended standards are approved once. Consistent with the Board discussion at the April 2024 regular Board meeting, the Division is requesting policies to be updated to set out the actual review process and required components while delegating the approval of individual standards to the Division Administrator. This practice is consistent with existing delegated authority throughout Board policy.

The specific amendments include updates to the content standards language used for academic content standards in Board policy IV.D to include the terminology used for career technical education pathway standards and other technical updates. More substantive changes update the list of program areas, and incorporate the current industry driven process the Division uses for updating program standards, public comment requirements and reporting requirements.

Division staff worked with the Department of Education prior to the first reading to include reference to their participation in the standards review process. No comments were received between the first and second reading. There have been no amendments to the language approved by the Board in the first reading.

IMPACT

Approval of the amendments will enable the Division to be more responsive to industry, allowing the Division to make updates to the pathway standards as new pathways and amendments to pathways standards are updated.

ATTACHMENTS

Attachment 1 – Proposed Amendments to Board Policy VII. A
Attachment 2 – Proposed Amendments to Board Policy VII. B
Attachment 3 – Proposed Amendments to Board Policy IV.D.

BOARD STAFF COMMENTS AND RECOMMENDATIONS

Title 33, Chapter 22, Idaho Code, governs the general duties of the Division of Career Technical Education. This section of Code does not contemplate the establishment of standards for Pathways programs. The means by which this work is accomplished is a matter of administering the program, which the Board can delegate to its State Administrator pursuant to Idaho Code § 33-107. Board staff recommends approval of the proposed amendments.

BOARD ACTION

I move to approve the second reading of amendments to Board Policy VII.A and B as provided in Attachment 1 and Attachment 2.

Moved by _____ Seconded by _____ Carried Yes _____ No _____

AND

I move to approve the second reading of proposed amendments to Board Policy IV.D. as provided in Attachment 3.

Moved by _____ Seconded by _____ Carried Yes _____ No _____

ATTACHMENT 1

Idaho State Board of Education
GOVERNING POLICIES AND PROCEDURES
SECTION: VII. DIVISION OF CAREER TECHNCIAL EDUCATION
Subsection: A. General Policies and Definitions **August 2023**

1. Purpose

   The Division of Career Technical Education (Division) provides leadership and coordination for programs in career technical education in various parts of the state. The general purpose of the Division is to carry out the governing policies and procedures of the Board and the applicable provisions of state and federal career technical education regulations assigned to the Division and the implementation of Chapter 22, Title 33, Idaho Code.

2. Delegation of Authority

   The Administrator is the chief program and administrative officer of the Division, is appointed by, and serves in this position at the pleasure of the Board. The Administrator of the Division of Career Technical Education serves as the chief executive officer of the statewide career technical education system with the responsibility to supervise and manage career technical education programs in Idaho within the framework of the Board's Governing Policies and Procedures for the organization, management, direction, and supervision of the agency and is held accountable by the Board for the successful functioning of the institution or agency in all of its units, divisions, and services pursuant to Board Policy I.E. Executive Officers. Matters brought before the Board in its capacity as the State Board of Career Technical Education shall follow the same policies and procedures established by the Board for all agencies and institutions under its governance.

3. Internal Policies and Procedures

   The chief executive officer may establish additional policies and procedures for the internal management of the Division of Career Technical Education that complement, but do not supplant, the Governing Policies and Procedures of the Board. Such internal policies and procedures are subject to Board review and action.

3. Definitions

   a. Concentrator means a secondary student enrolled in a capstone course.

   b. Local Education Agencies means a public-school district or charter school, including specially chartered districts.

   c. Technical College Leadership Council (TCLC) means the career technical education deans of the six regional public technical colleges in Idaho.

d. Technical Skill Assessment means an assessment given at the culmination of a pathway program during the capstone course and measures a student's understanding of the technical requirements of the occupational pathway.

e. Workplace Readiness Assessment means an assessment of a career technical education student's understanding of workplace expectations.

4. Functions

The Division provides statewide leadership, administration, supervision, planning, and coordination for career technical education activities in Idaho. The major functions include:

a. Statewide Administration: maintaining a qualified professional staff to provide statewide leadership and coordination for career technical education and the programs offered in accordance with applicable state and federal regulation, Fire Service Training and STAR Motorcycle Safety Program.

b. Supervisory and Consultative Services: providing technical assistance to local education agencies to assist in the implementation and maintenance of career technical education programs including support and leadership for student organizations and education equity.

c. Planning: assisting local education agencies in the development of annual plans and data collection and analyzing services for the establishment of a five-year plan, annual plans, and accountability reports from the local education agencies.

d. Evaluation: conducting and coordinating career technical education evaluations in accordance with state and federal guidelines to monitor program activities and to determine the status of program quality in relation to established standards and access.

e. Budget Preparation: preparing annual budgets and maintaining a statewide finance and accountability system.

f. Program and Professional Improvement: initiating and coordinating research, curriculum development, process improvement, and staff development statewide.

g. Management Information: collecting, analyzing, evaluating and disseminating data and program information which provides a comprehensive source of accurate, current, and easily accessible information for statewide decision making.

h. Coordination: providing liaison with related state agencies and organizations, business and industry, and community-based organizations.

5. Organization.

The programs and services of the Division are organized into two (2) broad segments: (a) Regular Occupational Programs and (b) Special Programs and Support Services.

a. Regular Occupational Programs are programs designed to prepare students at the secondary and postsecondary levels with the skills, knowledge, attitudes, and habits necessary for entry-level employment in recognized occupations in Idaho regions, and may extend to the Northwest and nationally. These programs also provide the supplemental training to upgrade the skills of those citizens of Idaho who are currently employed. Regular programs include, but are not limited to, clusters and pathways in the following program areas:

   i. Agriculture, Food and Natural Resources;
   ii. Business and Marketing;
   iii. Engineering and Technology Education;
   iv. Family and Consumer Sciences and Human Services;
   v. Health Professions and Public Safety; ~~and~~
   vi. Trades and Industry~~.~~;
   vii. Individualized Occupational Training;
   viii. Workplace Readiness; and
   ~~vii.~~ix. First Steps: Understanding the World of Work (career pathways)

   A program quality manager is employed in each program area to provide leadership and technical assistance to local education agencies. Program areas and pathways may be added in emergent areas as identified through the comprehensive local needs assessment processes. Emergent areas may be added on a conditional basis pending development of appropriate standards. The Administrator shall report to the Board, no less than annually, the standards that have been reviewed, the standards that have been updated, and any emergent or new program areas that are being developed.

b. Special Programs and Support Services are special programs designed to serve students who are considered special populations, students with special needs, and include other program activities not considered occupational in nature. These programs include Single Parent/Displaced Homemaker, Education Equity, and middle school career technical education.

c. Through state and federal regulations, or by contract for administration, the Division may supervise and manage other career technical training programs as appropriate.

ATTACHMENT 2

Idaho State Board of Education
GOVERNING POLICIES AND PROCEDURES
SECTION: VII. DIVISION OF CAREER TECHNCIAL EDUCATION
Subsection: B. Program Delivery **August 2023**

1. Program Delivery

   Career technical education programs are made available at three (3) levels in Idaho -- secondary, postsecondary, and workforce training.

2. Secondary Programs

   a. Secondary Programs are provided through participating local education agencies and career technical ~~schools~~centers. Secondary programs are established by the Division and may be categorized as either a cluster program or a pathway program.

   b. Cluster Program: provides introductory and intermediate courses as an introduction to a career technical area and the opportunity to learn workplace readiness expectations. A cluster program must meet the following requirements:

      i. Consist of a variety of foundation and intermediate courses within a single Career Cluster. The program does not culminate in a capstone course.
      ii. Offer a program that is three or more semesters (or the equivalent) in length.
      iii. Demonstrate a strong career/workplace readiness skills alignment.
      iv. Participate in a related Career Technical Student Organization.
      v. Maintain an active Technical Advisory Committee to guide program development and foster industry engagement.
      vi. Require a nationally validated, industry-based Workplace Readiness Assessment created to evaluate skills and attitudes needed for success in the workplace administered by an approved assessment developer as part of the program.

   c. Pathway Program: provides specific career area occupational preparation, the opportunity to learn workplace readiness expectations, and the knowledge and skill development required to transition into a similar postsecondary program. A pathway program must meet the following requirements:

      i. Consist of a sequence of courses that culminate in a capstone course and aligns with ~~Board approved~~ career technical education ~~content~~ pathway standards approved by the Career Technical Education State Administrator.
      ii. Offer a program that is three or more semesters (or the equivalent) in length.
      iii. Demonstrate a strong career/workplace readiness skills alignment.
      iv. Participate in a related Career Technical Student Organization.
      v. Maintain an active Technical Advisory Committee to guide program development and foster industry engagement.

vi. Require the Workplace Readiness Assessment as part of the program.
vii. Demonstrate alignment to similar postsecondary program outcomes as well as to relevant industry recognized standards.
viii. Offer work-based learning experience opportunities for students (paid or unpaid).
ix. Require a pathway-identified Technical Skill Assessment for all students enrolled in the capstone course (concentrators).
~~x. Ensure the program meets the requirements for concentrators to obtain Technical Competency Credit for aligned postsecondary programs.~~
~~xi.~~x. Require a nationally validated, industry-based technical skill assessment administered by an approved developer.

d. All junior and senior concentrators are required to take the technical skill assessment associated with their program. In the event a senior concentrator is enrolled in a pathway program that does not yet have an approved technical skill assessment, that student will take only the workplace readiness assessment until the pathway program technical skill assessment has been approved.

e. All seniors enrolled in more than one career technical education course are required to take the workplace readiness assessment.

f. Secondary Program Approval

The Division accepts applications each year from local education agencies to establish new secondary career technical programs, change a program type or reactivate an inactive program. To be considered in a given fiscal year the application must be received no later than February 15. Only approved programs are eligible to receive added-cost funds, or additional career technical education funding including, Idaho Program Quality Standards, Program Quality Initiative, Workforce Readiness Incentive Grant, and federal Perkins funding. In order to receive added-cost funds, a program must also be taught by an appropriately certified career technical education teacher. Career technical education teacher certification requirements are established in IDAPA 08.02.02. Applications must be submitted in a format established by the Administrator.

The Division will evaluate applications on standard criteria. Approval of new programs and reactivation of inactive programs will be based on available funding; priority will be given to pathway programs. A local education agency must demonstrate that, as part of its decision for creating, changing, or reactivating a career technical program, the local education agency has considered the recommendations from a local technical advisory committee. If such a committee does not already exist, the local education agency must create a committee for the express purpose of evaluating local and/or regional need for the proposed career technical program and for providing guidance on the application for such program. Applications must indicate if the program is a cluster or a pathway program and will be evaluated according to the specific program type. Denial of applications will

be based on failure to meet the application requirements, including but not limited to missing deadlines, information, failure to meet minimum program requirements or failure to respond to any request for additional information within the timeframe specified in the application. Local education agencies will be notified of their application status on or before April 30 of the application year. Prior to receiving added-cost funds, the local education agency must submit the applicable statement of assurances, as outlined in the application approval letter.

i. Comprehensive high school new cluster programs will be evaluated on the following criteria:

1) Meeting minutes that reflect recommendations from the local technical advisory committee
2) Alignment with one of four approved cluster program areas
3) Provides basic workplace readiness skills
4) Connection to a Career Technical Student Organization (CTSO) supported by the Division
5) Representation on the technical advisory committee in alignment with the program area industry
6) Realistic, applied learning, provided through lab and industry-related activities
7) Facilities to accommodate the program with equipment and space
8) Agreement with the Statement of Assurances, as defined in the application

ii. Comprehensive high school new pathway programs will be evaluated on the following criteria:

1) Meeting minutes that reflect recommendations from the local technical advisory committee
2) Alignment with one of the approved pathway programs established by the Division
3) Provide basic workplace readiness skills
4) Consists of sequential, intermediate and capstone courses that meet the minimum requirements
5) Connection to a Career Technical Student Organization (CTSO) supported by the Division
6) Technical advisory committee that includes representatives from the identified occupational pathway
7) Realistic, applied learning, provided through lab and industry-related activities
8) Work-based learning opportunities
9) Regional need for the program, established through labor market data
10) Alignment with ~~Board~~ approved ~~program~~ pathway standards
11) Alignment to related postsecondary program

12) Facilities to accommodate a pathway program with the appropriate and relevant equipment and space for the pathway
13) Agreement with the Statement of Assurances, as defined in the application

iii. Career Technical ~~School~~ Center (CT~~S~~C) pathway programs must meet the evaluation criteria for a new pathway program, as well as the criteria outlined in IDAPA 55.01.03.

g. Allowable Use of Added-Cost Funds

Added-cost funds are distributed to school districts to cover instructor and program expenses beyond those normally encountered by Idaho public schools at the secondary level. Allocations are calculated based on career technical education teacher full-time equivalency (FTE) and must be used to support all career technical education programs in the school districts. Added-cost funds may only be used for expenses directly related to an approved career technical education program in five (5) categories:

i. Instructional and Program Promotion Materials and Supplies

1) Single copy reference materials, including single-user electronic reference materials
2) Consumable student lab and classroom manuals
3) Consumable materials and supplies that support the instructional program
4) Workplace Readiness Assessment (WRA) and Technical Skill Assessment (TSA) exam costs (excluding retakes) for those exams administered outside the Division-funded testing window
5) Web-based licensed products to support program instruction and management
6) Materials and supplies used in CTE program promotion

ii. Equipment

1) Equipment costing $500 or more per unit cost and having an expected life greater than two years (software is not considered equipment)
2) Computers and peripherals necessary for program instruction above and beyond equipment provided to academic classrooms

iii. Salaries

1) Time beyond the normal academic year to be defined as the last school session calendar day of the current year and before the first session calendar day of the subsequent year, which should be a documented agreement between the district and the CTE instructor

2) Time during the normal academic year for CTSO advisors who travel and stay in hotels to attend state and national leadership conferences with their students, beyond the normal school week to include one (1) day for a state leadership conference and two (2) days for a national leadership conference
3) For health professions programs only, time beyond the normal school day, i.e., evenings and weekends, for licensed professional teachers delivering required instruction to students at clinical sites

iv. Contracts

1) Services contracted by the district for maintaining and repairing CTE equipment and for operating and maintaining CTE labs and shops (e.g., equipment service contracts and hazardous waste disposal)
2) Fees and expenses for supplemental specialized instruction (e.g., certified CPR trainer, OSHA certification instructor, short-term specialized instruction from subject matter expert, supplemental staff to supervise students in a clinical environment)

v. Travel and Professional Expenses

1) Instructor travel costs and fees for CTE-related professional development (e.g., conferences, seminars, workshops, state-sponsored meetings, summer conference, and back-to-industry experiences related to the CTE program)
2) Instructor travel costs and fees related to CTE student activities and CTSO activities (e.g., conference registration fees, mileage, per diem, lodging)
3) Instructor membership dues for professional associations and CTSO affiliations related to program area.
4) Up to ten percent (10%) of the CTE added-cost funding for student transportation within the state to a state-approved CTSO leadership conference or event

vi. Added-Cost Funds may not be used for:

1) Print textbooks, electronic textbooks, and/or other electronic media used as the primary source of content delivery
2) Technology related to general instructional delivery (e.g., projectors, cell phones)
3) Classroom equipment, supplies, and web-based licensed products that are provided to all district teachers and classrooms
4) Fundraising equipment and supplies
5) Equipment not related to program instruction

6) Salaries and benefits for certified employees (i.e., teachers who hold certification) and classified employees (i.e., employees other than certified or professional teachers)
7) Salaries and benefits to replace furlough days
8) Salaries and benefits for district pre-service and/or in-service days
9) Salaries and benefits for substitutes
10) Contracted salaries or benefits to provide the basic instructional program
11) Fees to obtain or renew teaching credentials and/or professional licenses
12) Tuition and transcripted credits, including professional development credits
13) Individual student travel fees and expenses

9. First Steps: Understanding the World of Work courses taught by an instructor holding a career technical educator certification may be included as part of a cluster or approved pathway program regardless of the content area endorsement the instructor holds.

10. Postsecondary Programs

a. Postsecondary Programs are provided through the state system of six (6) regional technical colleges. Postsecondary programs are defined in Board Policy III.E and are reviewed by the Administrator. In accordance with Board Policy III.G., the Administrator shall meet with the Technical College Leadership Council (TCLC) on a regular basis. The regional technical colleges are:

i. College of Western Idaho (Nampa)
ii. College of Southern Idaho (Twin Falls)
iii. College of Eastern Idaho (Idaho Falls)
iv. Idaho State University College of Technology (Pocatello)
v. Lewis-Clark State College (Lewiston)
vi. North Idaho College (Coeur d'Alene)

b. Workforce Training Programs are primarily provided through the six (6) regional technical colleges to provide upgrading and retraining programs for persons in the work force and to support regional industry needs. These offerings range from brief seminar classes to intensive courses which normally are fewer than 500 hours of annual instruction.

1~~0~~1. ~~Program Content~~Pathway Standards

a. To be considered for approval, career technical education programs must meet ~~the program content standards approved by the Board~~approved pathway standards or be in an approved emergent area:

i. Agricultural, Food, and Natural Resources~~, as revised and adopted on August 29, 2019.~~
ii. Business and Marketing Education~~, as revised and adopted on August 29, 2019~~
iii. Engineering and Technology Education~~, as revised and adopted on August 24, 2022~~
iv. Health Professions and Public Safety ~~Sciences, as adopted on August 29, 2019.~~
v. Family and Consumer Sciences and Human Services~~, as revised and adopted on June 3, 2022.~~
vi. ~~Skilled and Technical Sciences, as revised and adopted on August 24, 2022.~~Trades and Industry
vii. Workplace Readiness~~, as adopted on August 26, 2021.~~
viii. First Steps: Understanding the World of Work (career pathways)

b. Pathway standards shall be reviewed on a five (5) year rotating basis. Reviews shall be facilitated by the Division's applicable program quality staff. Review committees shall be made up of, at a minimum, industry representatives and secondary and postsecondary educators specific to the occupation pathway being reviewed, including State Department of Education staff as applicable to the program area. Pathway standards updates shall consist of, but are not limited to:
   i. Standards Setting - The formal process for setting standards will be "industry-driven" and will involve Program Quality Managers, as well as a diverse group of businesses and industry members, educators, and others.
   ii. Criticality Survey - Once the technical standards and student learning outcomes have been developed and vetted through the initial standards writing team, the standards are shared with a larger group of related industry representatives through a critical survey.
   iii. Standards Publishing - Draft standards are publicly posted and timeline established for implementation.
   iv. Test Item Development - Using the criticality survey as a blueprint, secondary and postsecondary instructors, assessment vendor, and program quality managers write test items for the secondary Technical Skill Assessment (TSA).
   v. Pilot - TSAs are aligned with Idaho industry-recognized standards and measure technical knowledge. The TSA is a nationally validated, industry-based assessment, administered by an approved vendor and is the end of program assessment for pathways.
   vi. Test Item Analysis - Test item analysis uses the test questions and data derived from the pilot assessment to determine the quality of the test items and to assess the test as a whole. Items that are not effective may be revised or eliminated to include both the question and possible answers. Item analysis typically focuses on four major pieces of information: test score reliability, item difficulty, item discrimination, and distractor information.
   vii. Set Cut Score - Secondary and postsecondary instructors, assessment vendor and program quality managers determine the cut or passing score for the assessment.

viii. Badge or Microcredential Creation – program quality managers will work with the Performance Management Microcredential Coordinator to develop the microcredentials aligned to the new standards and a completed list of industry-validated set of badges.

ix. Implementation Plan - The set of standards are aligned to the TSA each year. If standards are revalidated and a pilot is created during a school year, the pilot should be offered in the same school year, but the TSA for that same school year should align to the existing standards. The newly adopted standards will take affect the following school year and align with the TSA.

ATTACHMENT 3

Idaho State Board of Education
GOVERNING POLICIES AND ROCEDURES
SECTION: IV. ORGANIZATION SPECIFIC POLICIES AND PROCEDURES
Subsection: D. Educator Preparation, Certification, and Standards
~~December 2023~~June 2024

1. Standards Approval
While maintaining a balance between the local governance of school districts and the Idaho constitutional requirement for a uniform and thorough system of public education, the State Board of Education sets minimum standards to provide the framework through which our public schools then provide educational opportunities to Idaho students. 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 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, program standards, and pathway standards reviews will be facilitated by the Division of Career Technical Education ~~and must meet the same review requirements as academic content standards~~ pursuant to the provisions established in Board Policy VII.B. 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, 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. Additional members may be included at the discretion of the Department. To the extent possible, representatives shall be chosen from a combination of large and small schools or districts and provide for regional representation.

ii. The review committee will make an initial determination regarding the need to update the standards.

iii. Based on the review, the committee shall meet to develop initial recommendations for the creation of new content standards or amendments to the existing content standards. The Department will provide multiple opportunities for public input on the draft recommendations including but not limited to the Department website and processes that allow for individuals in each region of the state to participate.

iv. Drafts of the recommended amendments will be made available to the public for comment for a period of not less than 20 days. At the close of the comment period the committee will finalize recommendations for Board consideration.

b. Standards for Certificated School Personnel

The Standards for Certificated School Personnel set the minimum standards certificated school personnel must meet in each certification and endorsement area to be eligible for certification or to receive subject area endorsements. Teacher preparation programs must be in alignment with these certifications standards to be considered for approval or re-approval.

The standards are reviewed and updated based on a five (5) year cycle, where 20% of the standards are reviewed each year. Standards may be identified for review in advance of the five (5) year cycle, however, all standards must be reviewed every five (5) years. Subject area certification standards must be in alignment with their corresponding subject area content standards incorporated by reference into IDAPA 08.02.03, where applicable. Reviews of career technical education (CTE) educator standards will be facilitated by the Division of Career Technical Education. The Professional Standards Commission (PSC) is responsible for reviewing and making recommendations to the Board on amendments or additions to non-CTE educator standards. The PSC will report annually to the Office of the State Board of Education the standards reviewed during the previous year and if that review resulted in recommendations for amendments or if no amendments were recommended during the review cycle.

2. Instructional Staff Certificate Endorsements

Individuals holding an instructional certificate or occupational specialist certificate must have one or more endorsements attached to their certificate. Instructional staff are eligible to teach in the grades and content areas of their endorsements. Occupational specialist certificate endorsements are listed in Board Policy IV.E. Division of Career Technical Education. To be eligible for each type of endorsement, either the following credit requirement must be met or the individual must have

qualified to add the endorsement through one of the routes for Alternative Authorization for new endorsements established in IDAPA 08.02.02.021. Credits used for determining eligibility in one endorsement area may also be used to meet the requirements for a corresponding endorsement area where the requirements overlap.

a. All Subjects (K-8). Thirty (30) semester credit hours to include coursework in discipline-specific methods of teaching elementary subject areas, cognitive processes, learner development, learning differences, literacy and language development, K-8 subject content, classroom management and behavioral supports, instructional strategies and interventions, and formative and summative assessments.

b. American Government /Political Science (5-9 or 6-12). Twenty (20) semester credit hours to include coursework in methods of teaching the social sciences, six (6) semester credit hours in American government, six (6) semester credit hours in U.S. history survey, and three (3) semester credit hours in comparative government. Course work may include three (3) semester credit hours in world history survey. Remaining coursework must be in political science.

c. Anthropology (5-9 or 6-12). Twenty (20) semester credit hours to include coursework in methods of teaching the social sciences and in the area of anthropology. Coursework may include six (6) semester credit hours in sociology.

d. Bilingual Education (K-12). Twenty (20) semester credit hours to include coursework in bilingual education methods; upper division coursework in one (1) modern language other than English, including writing and literature; cultural diversity; linguistics; second language acquisition theory and practice; foundations of ESL/bilingual education; legal foundations of ESL/bilingual education; identification and assessment of English learners; and biliteracy. To obtain this endorsement, the candidate must score an advanced low or higher (as defined by the American Council on the Teaching of Foreign Languages or equivalent) on an oral proficiency assessment conducted by an objective second party.

e. Biological Science (5-9 or 6-12). Twenty (20) semester credit hours to include coursework in methods of teaching science, lab safety, molecular and organismal biology, heredity, ecology, and biological adaptation.

f. Blended Early Childhood Education/Early Childhood Special Education (Birth - Grade 3). Thirty (30) semester credit hours to include coursework in methods of teaching early childhood and special education, child development and learning, curriculum development and implementation, family and community relationships, assessment and evaluation, central concepts of birth - grade 3 subjects, professionalism, and clinical experience including a combination of general and special education in the following settings: birth to age three (3),

ages three to five (3-5), and grades K-3 general education.

g. Blended Elementary Education/Elementary Special Education (Grade 4 - Grade 6). Twenty (20) semester credit hours to include coursework in methods of teaching elementary and special education, central concepts of grade 4 - grade 6 subjects, assessment, and clinical experiences in grades four (4) through six (6). This endorsement may only be used in conjunction with the Blended Early Childhood/Early Childhood Special Education (Birth – Grade 3) endorsement and cannot be used in a middle school setting.

h. Blind and Low Vision (Pre-K-12) Thirty (30) semester credit hours to include coursework in methods of teaching the blind and visually impaired, assessment and evaluation, designing and monitoring individualized education programs, central concepts of academic subjects, special education law, family and community relationships, and accommodations and modifications for the blind and visually impaired.

i. Chemistry (5-9 or 6-12). Twenty (20) semester credit hours to include coursework in methods of teaching science, lab safety, and inorganic and organic chemistry.

j. Communication (5-9 or 6-12). Complete one (1) of the following options:

    i. Twenty (20) semester credit hours to include coursework in methods of teaching communication arts, interpersonal communication, argumentation/personal persuasion, group communication, nonverbal communication, public speaking, journalism/mass communication, and social media; or
    ii. Complete an endorsement in English and complete (12) semester credit hours to include coursework in methods of teaching communication arts, interpersonal communication, argumentation/personal persuasion, and public speaking.

k. Computer Science (5-9 or 6-12). Twenty (20) semester credit hours to include coursework in methods of teaching computer science; data representation and abstraction; design, development, and testing algorithms; software development processes; digital devices, systems, and networks; and the role of computer science and its global impact.

l. Deaf/Hard of Hearing (Pre-K-12). Thirty (30) semester credit hours to include coursework in methods of teaching the deaf/hard of hearing, bimodal communication, sign language acquisition and learning, literacy development, hearing technology, spoken language development, students with disabilities, assessments, designing and monitoring individualized education programs, and special education law.

m. Early Childhood Special Education (Pre-K-3). Twenty (20) semester credit hours

to include coursework in methods of teaching early childhood; child development and behavior with emphasis in cognitive-language, physical, social, and emotional areas, birth through age eight (8); curriculum and program development for young children ages three to eight (3-8); transitional services; planning, implementing, and evaluating environments and materials for young children ages three to eight (3-8); identifying and working with atypical young children ages three to eight (3- 8); designing and monitoring individualized education programs; special education law; and parent-teacher relations. This endorsement may only be added to the Exceptional Child Education (K-8 or K-12) endorsement.

n. Early Literacy (K-3). Twenty (20) semester credit hours to include coursework in methods of teaching reading and writing; the body of knowledge regarding the science of reading; the cognitive process of learning to read and write; phonological and phonemic awareness; oral language development; phonics, vocabulary, fluency, and comprehension; diagnostic literacy assessments and analysis leading to the development and implementation of individual reading improvement plans; data analysis related to early recognition of literacy difficulties including characteristics of dyslexia; data driven instruction and intervention; language acquisition and development; stages of reading and writing development; early elementary reading and writing resources including children's literacy advocacy strategies for meeting the needs of struggling readers and writers; and the Idaho Comprehensive Literacy Plan.

o. Earth and Space Science (5-9 or 6-12). Twenty (20) semester credit hours to include coursework in methods of teaching science, lab safety, earth science, astronomy, and geology.

p. Economics (5-9 or 6-12). Twenty (20) semester credit hours to include coursework in methods of teaching the social sciences, three (3) semester credit hours in microeconomics, three (3) semester credit hours in macroeconomics, and six (6) semester credit hours in personal finance/consumer economics. Remaining course work must be in business, economics, or finance.

q. Engineering (5-9 or 6-12). Twenty (20) semester credit hours to include coursework in methods of teaching engineering and in areas of engineering.

r. English (5-9 or 6-12). Twenty (20) semester credit hours to include coursework in secondary English language arts methods, grammar, American literature, British literature, multicultural/world literature, young adult literature, literary theory, and advanced composition.

s. English as a Second Language (ESL) (K-12). Twenty (20) semester credit hours to include coursework in methods of teaching language acquisition, a modern

language other than English, cultural diversity, linguistics, second language

acquisition theory and practice, foundations of ESL/bilingual education, legal foundations of ESL/bilingual education, and identification and assessment of English learners.

t. Exceptional Child Education (K-8, 6-12, or K-12). Thirty (30) semester credit hours to include coursework in methods of teaching the exceptional child, learner development and individual learning differences, assessment and evaluation, designing and monitoring individualized education programs, central concepts of academic subjects, individual behavioral supports, instructional strategies and interventions, special education law, family and community relationships, and accommodations and modifications.

u. Geography (5-9 or 6-12). Twenty (20) semester credit hours to include coursework in methods of teaching the social sciences, cultural geography, and physical geography, and a maximum of six (6) semester credit hours in world history survey. Coursework may include three (3) semester credit hours in economics. Remaining coursework must be in geography.

v. Geology (5-9 or 6-12). Twenty (20) semester credit hours to include coursework in methods of teaching science, lab safety, and in the area of geology.

w. Gifted and Talented Education (K-12). Twenty (20) semester credit hours to include coursework in methods of teaching gifted and talented learners, assessment and identification of gifted and talented learners, differentiated instruction, creative and critical thinking, social and emotional needs of gifted and talented learners, program design, curriculum, and instruction.

x. Health (5-9, 6-12, or K-12). Twenty (20) semester credit hours to include coursework in secondary methods of teaching health; planning, organization, and administration of a school health program; health, wellness, and behavior change; mental/emotional health; nutrition; human sexuality; and health risk behaviors. Remaining semester credits must be in health-related coursework. To obtain a Health (K-12) endorsement, applicants must complete coursework in elementary health methods.

y. History (5-9 or 6-12). Twenty (20) semester credit hours to include coursework in methods of teaching the social sciences, six (6) semester credit hours in U.S. history survey, and six (6) semester credit hours in world history survey. Coursework may include three (3) semester credit hours in American government. Remaining coursework must be in history.

z. Humanities (5-9 or 6-12). Complete an endorsement in English, history, music, theatre arts, visual arts, or world language; and complete twenty (20) semester credit hours as follows:

i. English endorsement - twenty (20) semester credit hours in two (2) or more of the following areas: architecture, comparative world religion, dance, history, humanities survey, music, philosophy, theatre arts, visual arts, and world language.
ii. History endorsement - twenty (20) semester credit hours in two (2) or more of the following areas: architecture, comparative world religion, dance, humanities survey, literature, music, philosophy, theatre arts, visual arts, and world language.
iii. Music endorsement - twenty (20) semester credit hours in two (2) or more of the following areas: architecture, comparative world religion, dance, history, humanities survey, literature, philosophy, theatre arts, visual arts, and world language.
iv. Theatre arts endorsement - twenty (20) semester credit hours in two (2) or more of the following areas: architecture, comparative world religion, dance, history, humanities survey, literature, music, philosophy, visual arts, and world language.
v. Visual arts endorsement - twenty (20) semester credit hours in two (2) or more of the following areas: architecture, comparative world religion, dance, history, humanities survey, literature, music, philosophy, theatre arts, and world language.
vi. World language endorsement - twenty (20) semester credit hours in two (2) or more of the following areas: architecture, comparative world religion, dance, history, humanities survey, literature, music, philosophy, theatre arts, and visual arts.

aa. Journalism (5-9 or 6-12). Complete one (1) of the following options:
i. Twenty (20) semester credit hours in the area of journalism to include coursework in methods of teaching communication arts and six (6) semester credit hours in communication arts.
ii. Complete an English endorsement and twelve (12) semester credit hours to include coursework in methods of teaching communication arts and in the area of journalism.

bb. Literacy (K-12). Twenty (20) semester credit hours to include coursework in methods of teaching reading and writing; foundations of literacy including reading, writing, listening, speaking, viewing, and language; language acquisition and development; diversity of literacy learners; literacy in the content area; literature for youth; diagnostic reading and writing; literacy assessments; data analysis and identification of characteristics of literacy difficulties including dyslexia; data driven instruction; instructional interventions; and the Idaho Comprehensive Literacy Plan.

cc. Mathematics (6-12). Twenty (20) semester credit hours to include coursework in secondary methods of teaching mathematics, Euclidean and transformational geometry, linear algebra, discrete mathematics, statistical modeling and

probabilistic reasoning, and the first two (2) courses in a standard calculus sequence.

dd. Mathematics - Middle Level (5-9). Twenty (20) semester credit hours to include coursework in secondary methods of teaching mathematics, algebraic thinking, functional reasoning, Euclidean and transformational geometry, and statistical modeling and probabilistic reasoning. Six (6) semester credit hours of computer programming may be substituted for six (6) semester credit hours of mathematics content.

ee. Music (5-9 or 6-12 or K-12). Twenty (20) semester credit hours to include coursework in secondary methods of teaching music, theory and harmony, aural skills, music history, conducting, applied music, and piano proficiency (class piano or applied piano). To obtain a Music (K-12) endorsement, applicants must complete elementary music methods coursework.

ff. Natural Science (6-12). Complete one (1) of the following options:

i. Complete an endorsement in one of the following: biological science, chemistry, Earth science, geology, or physics; and complete a total of twenty-four (24) semester credit hours as follows:
   1) Biological science endorsement. Eight (8) semester credit hours in each of the following: chemistry, physics, and Earth science or geology.
   2) Chemistry endorsement. Eight (8) semester credit hours in each of the following: biology, physics, and Earth science or geology.
   3) Earth science or geology endorsement. Eight (8) semester credit hours in each of the following: biology, chemistry, and physics.
   4) Physics endorsement. Eight (8) semester credit hours in each of the following areas: biology, chemistry, and Earth science or geology.

ii. Complete an endorsement in Agriculture Science and Technology, and complete twenty-four (24) semester credit hours to include coursework in methods of teaching science, lab safety, and six (6) semester credit hours in each of the following: biology, chemistry, physics, and Earth science or geology.

gg. Online Teacher (K-12). Twenty (20) semester credit hours to include coursework in methods of online teaching; assistive technology; learning management systems and content management systems; synchronous, asynchronous, and blended learning environments; and instructional strategies for the online environment. Candidates must complete an eight (8)-week online clinical practice

in a K-12 setting or complete one (1) year of verifiable, successful experience as a teacher delivering online instruction in a K-12 setting within the past three (3) years.

hh. Physical Education (PE) (5-9 or 6-12 or K-12). Twenty (20) semester credit hours to include coursework in secondary methods of teaching PE; sports, skillful movement, physical activity, and outdoor skills; student evaluation in PE; safety and prevention of injuries; fitness and wellness; PE for special populations; exercise physiology; kinesiology/biomechanics; motor behavior; and current certification in cardiopulmonary resuscitation, automated external defibrillator use, and first aid. To obtain a PE K-12 endorsement, applicants must complete coursework in elementary PE methods.

ii. Physical Science (5-9 or 6-12). Twenty (20) semester credit hours to include coursework in methods of teaching science, lab safety, and in the area of physical science to include a minimum of eight (8) semester credit hours in each of the following: chemistry and physics.

jj. Physics (5-9 or 6-12). Twenty (20) semester credit hours to include coursework in methods of teaching science, lab safety, and in the area of physics.

kk. Psychology (5-9 or 6-12). Twenty (20) semester credit hours to include coursework in methods of teaching the social sciences and in the area of psychology.

ll. Science – Middle Level (5-9). Twenty-four (24) semester credit hours to include coursework in methods of teaching science, lab safety, and eight (8) credits in each of the following: biology, earth science, and physical science.

mm. Social Studies (6-12). Complete one of the following options:

i. A course in methods of teaching the social sciences and twelve (12) semester credit hours in each of the following: American government/political science, economics, geography, and history

ii. A course in methods of teaching the social sciences, fifteen (15) semester credit hours in each of the following: American government/political science and history, and nine (9) semester credit hours in each of the following: economics and geography.

iii. Complete an endorsement in American government/political science, economics, geography, or history and complete a total of thirty-six (36) semester credit hours as follows:

1) American government/political science endorsement - twelve (12) semester credit hours in each of the following: economics, geography, and history.
2) Economics endorsement – twelve (12) semester credit hours in each of the following: American government/political science, geography, and history.
3) Geography endorsement – twelve (12) semester credit hours in each of the following: American government/political science, economics, and history.

4) History endorsement – twelve (12) semester credit hours in each of the following: American government/political science, economics, and geography.

nn. Social Studies – Middle Level (5-9). Twenty (20) semester credit hours to include coursework in methods of teaching the social sciences and at least five (5) semester credit hours in each of the following: geography, history, and American government/political science or economics.

oo. Sociology (5-9 or 6-12). Twenty (20) semester credit hours to include coursework in methods of teaching the social sciences and in the area of sociology. Coursework may include six (6) semester credit hours in anthropology.

pp. Teacher Leader. Teacher leaders hold a standard instructional certificate or a degree-based career technical certificate and provide technical assistance to teachers and other staff with regard to the selection and implementation of appropriate teaching materials, instructional strategies, and procedures to improve educational outcomes for students. Individuals who hold this endorsement facilitate the design and implementation of sustained, intensive, and job- embedded professional learning based on identified student and teacher needs.

i. Teacher Leader – Instructional Specialist
1) Complete three (3) years of full-time certificated teaching experience while under contract in an accredited school setting.
2) Complete a state board approved program of at least twenty (20) post baccalaureate semester credit hours of study aligned to Idaho Teacher Leader Standards at an accredited college or university or a state board approved equivalent. Coursework to include clinical supervision, instructional leadership, and advanced pedagogical knowledge, and demonstrated competencies in the following areas: providing feedback on instructional episodes, engaging in reflective dialogue centered on classroom instructional management and/or experience, focused goal-setting and facilitation of individual and collective personal growth, understanding the observation cycle, and knowledge and expertise in data management platforms.
3) Complete ninety (90) supervised contact hours to include facilitation of both individual and group professional development activities.

ii. Teacher Leader – Instructional Technology
1) Complete three (3) years of full-time certificated teaching experience while under contract in an accredited school setting.
2) Complete a state board approved program of at least twenty (20) post baccalaureate semester credit hours of study aligned to Idaho Teacher Leader Standards at an accredited college or university or a state board approved equivalent. Coursework to include technology integration and

assessments, online education infrastructure and execution, instructional technology theory and foundations pedagogy, systems and performance evaluation, and applied project experiences.

3) Complete ninety (90) supervised contact hours to include facilitation of both individual and group professional development activities.

iii. Teacher Leader – Literacy

1) Hold a literacy endorsement or meet the requirements of a literacy endorsement, and complete three (3) years of full-time certificated teaching experience while under contract in an accredited school setting.
2) Complete a state board approved program of at least twenty (20) post baccalaureate semester credit hours of study aligned to Idaho Teacher Leader Standards at an accredited college or university or a state board approved equivalent. Coursework to include foundational literacy concepts; fluency, vocabulary development, and comprehension; literacy assessment concepts; and writing process; all of which are centered on the following emphases: specialized knowledge of content and instructional methods; data driven decision making to inform instruction; research-based differentiation strategies; and culturally responsive pedagogy for diverse learners.
3) Complete ninety (90) supervised contact hours to include facilitation of both individual and group professional development activities.

iv. Teacher Leader – Mathematics

1) Hold a mathematics (6-12) or (5-9) endorsement and complete three (3) years of full-time certificated teaching experience while under contract in an accredited school setting.
2) Complete a state board approved program of at least twenty (20) post baccalaureate semester credit hours of study aligned to Idaho Teacher Leader Standards at an accredited college or university or a state board approved equivalent. Coursework to include number and operation, geometry, algebraic reasoning, measurement and data analysis, and statistics and probability, all of which are centered on the following emphases: structural components of mathematics; modeling, justification, proof, and generalization; and specialized mathematical knowledge for teaching.
3) Program shall include ninety (90) supervised contact hours to include facilitation of both individual and group professional development activities.

v. Teacher Leader – Special Education

1) Hold an Exceptional Child Education endorsement or Blended Early Childhood Education/Early Childhood Special Education endorsement and complete three (3) years of full-time certificated teaching experience, at least two (2) years of which must be in a special education classroom setting, while under contract in an accredited school setting.

2) Complete a state board approved program of at least twenty (20) post baccalaureate semester credit hours of study aligned to Idaho Teacher Leader Standards at an accredited college or university or a state board approved equivalent. Coursework to include assessment of learning behaviors; individualization of instructional programs based on educational diagnosis; behavioral and/or classroom management techniques; program implementation and supervision; use of current methods, materials, and resources available; management and operation of special education management platforms; identification and utilization of community or agency resources and support services; counseling, guidance, and management of professional staff, and special education law, including case law.
3) Program shall include ninety (90) supervised contact hours to include facilitation of both individual and group professional development activities.

qq. Teacher Librarian (K-12). Twenty (20) semester credit hours to include coursework in collection development and materials selection, literature for children and/or young adults, organization of information to include cataloging and classification, school library administration and management, library information technologies, information literacy, and reference and information service.

rr. Theatre Arts (5-9 or 6-12). Twenty (20) semester credit hours to include coursework in secondary methods of teaching theatre arts, acting and directing, and six (6) semester credits in technical theatre/stagecraft.

ss. Visual Arts (5-9, 6-12, or K-12). Twenty (20) semester credit hours to include coursework in methods of teaching secondary arts, 2-dimensional and 3-dimensional studio areas, six (6) semester credit hours in foundation art and design, and three (3) credits in art history. To obtain a Visual Arts (K-12) endorsement, applicants must complete elementary arts methods coursework.

tt. World Language (5-9, 6-12 or K-12). Twenty (20) semester credit hours to include coursework in methods of teaching language acquisition, twelve (12) intermediate or higher credits in a specific world language, and coursework in two (2) or more of the following areas: grammar, conversation, composition, culture, or literature. To obtain an endorsement in a specific world language (K-12), applicants must complete an elementary methods course. To obtain an endorsement in a specific world language, applicants must complete the following:

i. Score an intermediate high (as defined by the American Council on the Teaching of Foreign Languages or equivalent) on an oral proficiency assessment conducted by an objective second party; and
ii. A qualifying score on a state board approved specific world language content

assessment, or if a specific world language content assessment is not available, a qualifying score on a state board approved world language pedagogy assessment.

SUBJECT

Board Policy I.G. – Conflict of Interest – proposed repeal; Board Bylaws – proposed revisions; Board Policy II.Q – Conflict of Interest – proposed revisions; – Second Reading

REFERENCE

April 2002	The Board established Board Policy I.G.
December,13 2002	The Board approved amendments to Board Policy I.G.
December 2008	Minor technical corrections were made to Policy I.G. Board approval is not required for technical corrections.
February 2000	The Board established Board Policy II.Q.
July 2001	The Board approved amendments to Board Policy II.Q
December 2008	Minor technical corrections were made to Policy II.Q. Board approval is not required for technical corrections.
February 2014	The Board approved revisions to the Board Bylaws.
February 2015	The Board approved amendments to Board Bylaws.
August 2016	The Board approved amendments to Board Bylaws.
April 2024	The Board approved first reading of proposed amendments to Board Policy II.Q and the Board Bylaws and the proposed repeal of Board Policy I.G.

APPLICABLE STATUTE, RULE, OR POLICY

Idaho Code § 33-105 – Rules – Executive Department
Board Policy I. Board Bylaws (Operational Procedures)
Board Policy I.G. – General Governing Policies and Procedures - Conflict of Interest
Board Policy II.Q – Human Resources Policies and Procedures - Conflict of Interest and Ethical Conduct – All Employees

BACKGROUND/DISCUSSION

Board Policies I.G. and II.Q. both address conflicts of interest. Proposed changes include relocating the text of I.G. to the Board's Bylaws to clarify its application to Board members. Policy II.Q. is located within the Board's human resources policies and procedures and is applicable to the employees of the institutions and agencies under the Board's governance. Additional changes to both policies are intended to make references consistent between the two policies.

No comments were received between readings. No changes have been made to the proposed amendments since the Board approved the first reading.

IMPACT

The proposed repeal and relocation of conflict of interest policy related to Board Members will ensure that policy related to Board Members is more properly located in the Board Bylaws. The proposed revisions to Board Policy II.Q will help clarify the conflict of interest and ethical conduct expectations of employees.

ATTACHMENTS

Attachment 1 – Board Policy I.G. – Proposed Repeal
Attachment 2 – Board Bylaws – Proposed Revision
Attachment 3 – Board Policy II.Q – Proposed Revisions

BOARD STAFF COMMENTS AND RECOMMENDATIONS

Board staff recommends approval of the repeal and amendments as presented.

BOARD ACTION

I move to approve the proposed repeal and relocation of Board Policy I.G., the proposed revisions to the Board Bylaws, and the proposed revisions to Board Policy II.Q as presented in Attachments 1, 2, and 3.

Moved by _____ Seconded by _____ Carried Yes _____ No _____

Idaho State Board of Education

GOVERNING POLICIES AND PROCEDURES

SECTION: I. GENERAL GOVERNING POLICIES AND PROCEDURES

SUBSECTION: G. Conflict of Interest ~~December 2008~~June 2024 repealed and relocated to I.BYLAWS (Operational Procedures)

~~1. Policy~~

~~Members of the Board and administrators and employees of the institutions and agencies serve a public interest role and have a clear obligation to conduct all affairs of the institution, school and agency in a manner consistent with that role. All decisions of the Board, administrators, and employees are to be made solely on the basis of a desire to promote the best interests of the institution, school or agency and the public good.~~

~~2. Procedure~~

~~a. The policy of the Board requires that in the event the Board, administrators, or employees must consider any transaction for an institution, school or agency that also involves (a) a member of the Board, an administrator, or employee or (b) a member of his or her immediate family or close relative ("immediate family" means the employee's spouse, parent, step-parent, guardian, brother, sister, mother-in-law, father-in-law, child, or stepchild; "close relative" means the employee's grandmother, grandfather, aunt, uncle, niece, nephew, brother-in-law, sister-in-law, first cousin, or grandchild.), or (c) an organization with which a member of the Board, an administrator, or employee is affiliated, such Board member, administrator, or employee, at the first knowledge of such transaction, must disclose such real or potential conflict. Board members disclose to the Board and administrators and employees disclose to his or her supervisor.~~

~~b. Such disclosure is further required of Board members, administrators, or employees concerning all relationships and business affiliations that reasonably could give rise to a conflict of interest involving an institution, school or agency. For the purpose of this procedure, affiliation is understood to exist if the Board member, administrator, employee, or a member of the family is:~~

~~(1) An officer, director, trustee, partner, employee, or agent of such organization; or~~

~~(2) Either the actual or beneficial owner of more than five percent (5%) of the voting stock or controlling interest of such organization; or~~

~~(3) Has any other direct or indirect dealings with such organization from which he or she knowingly benefited (e.g., through receipt directly or indirectly of cash or other property in excess of $500 a year exclusive of dividends or interest).~~

Idaho State Board of Education

GOVERNING POLICIES AND PROCEDURES

SECTION: I. GENERAL GOVERNING POLICIES AND PROCEDURES

SUBSECTION: G. Conflict of Interest ~~December 2008~~June 2024 repealed and relocated to I.BYLAWS (Operational Procedures)

~~c. Board members, administrators, and other employees who have a real or potential conflict of interest in any matter before the Board or the institution, school or agency administration will comply with all applicable statutes and rules governing conflicts of interest including, but not limited to, the Bribery and Corrupt Influences Act, Idaho Code §18-1351 et. seq. and the Ethics in Government Act of 1990, Idaho Code §18-1351 et. seq. and the Ethics in Government Act of 1990, Idaho Code §59-701 et. seq.~~

Idaho State Board of Education

GOVERNING POLICIES AND PROCEDURES

SECTION: I. BYLAWS (Operational Procedures) ~~October 2022~~June 2024

A. Office of the State Board of Education

The Board maintains an Office of the State Board for the purpose of carrying out the administrative, financial, and coordinating functions required for the effective operation of the institutions and agencies under the governance of the Board. The staff of the Office of the State Board serve under the direction of the executive director, who is responsible directly to the Board.

B. Meetings

1. The Board will maintain a 12-month rolling meeting schedule. To accomplish this, the Board will, at each of its regularly scheduled meetings, update its 12-month rolling schedule of Board meetings, provided, however, that the Board by majority vote, or the Board president after consultation with Board members, may reschedule or cancel any meeting.

2. The Board may hold special meetings by vote of a majority of the Board taken during any regular meeting or by call of the Board president.

3. All meetings of the Board are held at such place or places as may be determined by the Board.

4. Actions that impact ongoing future behavior of agencies and institutions shall be incorporated into Board policy. Actions limited to a specific request from an institution or agency, if not acted on within one year of approval, must be brought back to the Board for reconsideration prior to action by the institution or agency. This requirement does not apply to program approval time limits.

C. Rules of Order

1. Meetings of the Board are conducted in accordance with controlling statutes and applicable bylaws, regulations, procedures, or policies. In the absence of such statutes, bylaws, regulations, procedures, or policies, meetings are conducted in accordance with the current edition of *Robert's Rules of Order, Newly Revised*.

2. A quorum of the Board consists of five (5) Board members.

3. With the exception of procedural motions, all motions, resolutions, or other propositions requiring Board action will, whenever practicable, be reduced to writing before submission to a vote.

4. A roll-call vote of the Board is taken on all propositions involving any matters of bonded indebtedness; convening an executive session of the Board; or on any other action at the request of any Board member or upon the advice of legal counsel. The first voter is rotated on each subsequent roll-call vote.

D. Officers and Representatives

1. The officers of the Board include:
   a. A president, a vice president, and a secretary, who are members of the Board.
   b. An executive secretary, who is the state superintendent of public instruction.

2. The president, vice president, and secretary are elected at the organizational meeting for one (1) year terms and hold office until their successors are elected. Vacancies in these offices are filled by election for the remainder of the unexpired term.

3. Board representatives to serve on other boards, commissions, committees, and similar bodies are appointed by the Board president.

4. The executive director is appointed by and serves at the pleasure of the Board unless the contract of employment specifies otherwise. The executive director serves as the chief executive officer of the Office of the State Board of Education.

E. Duties of Board Officers

1. Board President
   a. Presides at all Board meetings, with full power to discuss and vote on all matters before the Board.
   b. Submits such information and recommendations considered proper concerning the business and interests of the Board.
   c. Signs, in accordance with applicable statutes and Board action, all contracts, minutes, agreements, and other documents approved by the Board, except in those instances wherein the Board, by its procedures, has authorized the Board president to designate or has otherwise designated persons to sign in the name of or on behalf of the Board.
   d. Gives prior approval for any official out-of-state travel of seven (7) days or more by Board members, institution heads, and the executive director.
   e. Subject to action of the Board, gives notice and establishes the dates and locations of all regular Board meetings.
   f. Calls special Board meetings at any time and place designated in such call in accordance with the Open Meeting Law.
   g. Establishes screening and selection committees for all appointments of agency and institutional heads.
   h. Appoints Board members to all standing and interim committees of the Board.
   i. Establishes the Board agenda in consultation with the executive director.
   j. Serves as chief spokesperson for the Board and, with the executive director, carries out the Board's policies between meetings.

2. Vice President
   a. Presides at meetings in the event of absence of the Board president.
   b. Performs the Board president's duties in the event of the Board president's inability to do so.
   c. Becomes the acting Board president in the event of the resignation or permanent inability of the Board president until such time as a new president is elected.

3. Secretary
   a. Presides at meetings in the event of absence of the Board president and vice president.
   b. Signs, in accordance with applicable statutes and Board action, all minutes, contracts, agreements, and other documents approved by the Board except in those instances wherein the Board, by its procedures, has authorized or has otherwise designated persons to sign in the name of or on behalf of the Board secretary.

4. Executive Secretary
   The state superintendent of public instruction, when acting as the executive secretary, is responsible for:
   a. Carrying out policies, procedures, and duties prescribed by the Constitution of the State of Idaho, and Idaho Code or established by the Board for all elementary and secondary school matters.
   b. Presenting to the Board recommendations concerning elementary and secondary school matters and matters of the State Department of Education.

5. Executive Director

   The executive director serves as the chief executive officer of the Board, as chief administrative officer of Office of the State Board of Education, and as chief executive officer of such federal or state programs as are directly vested in the State Board of Education. The position description for the executive director, as approved by the Board, defines the scope of duties for which the executive director is responsible and is accountable to the Board.

F. Standing Committees of the Board

The Board may organize itself into standing and other committees as necessary. Committee members are appointed by the Board president after informal consultation with other Board members. Any such standing committee is responsible for performing work pursuant to Board policy or delegation. Such committees may not take any action, except when authority to act has been delegated by the Board. The Board president may serve as an ex-officio member of any standing or other committee. The procedural guidelines for Board committees appear in the Board Governing Policies and Procedures.

For purposes of the bylaws, the University of Idaho, Boise State University, Idaho State University, Lewis-Clark State College, College of Eastern Idaho, College of Western Idaho, College of Southern Idaho, and North Idaho College are included in references to the "institutions;" and Idaho Public Television, the Division of Vocational Rehabilitation, the Division of Career Technical Education, and the State Department of Education, are included in references to the "agencies." An institution or agency may, at its option and with concurrence of the Board president, comment on any committee report or recommendation.

1. Planning, Policy and Governmental Affairs Committee

   a. Purpose

      The Planning, Policy and Governmental Affairs Committee is a standing advisory committee of the Board. It is responsible for developing and presenting guidance to the agencies and institutions under the Board on the implementation of Board action on matters of policy, planning, and governmental affairs. The committee, in conjunction with the chief executive officers and chief administrators of the Board governed agencies and institutions, will develop guidance on the implementation of the Board's planning initiatives and goals. This committee shall also provide more detailed information to the Board on collaborative and cooperative measures for all education entities and branches of state government necessary to provide for the general supervision, governance and control of the state educational institutions, agencies and public schools, with the goal of producing a seamless educational system.

   b. Composition

      The Planning, Policy and Governmental Affairs Committee is composed of two (2) or more members of the Board, appointed by the president of the Board, who designates one (1) member to serve as the chairperson and spokesperson of the committee, and is staffed by the Board's Chief Planning and Policy Officer. The Planning, Policy and Governmental Affairs Committee may form working unit or units, as necessary, to advise the committee. The chairperson presents all committee and working unit updates to the Board.

   c. Responsibilities and Procedures

      The Planning, Policy and Governmental Affairs Committee is responsible for providing updates to the Board in the following general areas:

         i. Long range planning and coordination;
         ii. Initial discussions and direction on strategic policy initiatives and goals;

iii. Legislative proposals and administrative rules for Board agencies and institutions;
iv. Coordination and communication with the Governor, the Legislature, and all other governmental entities with regard to items of legislation, Board policy and planning initiatives;
v. Review and revision of Board policies, administrative rules and education-related statutes for consistency and compatibility with the Board's strategic direction;
vi. Reports and recommendations from workgroups and committees pertaining to education policy, planning and governmental affairs, including career technical education;
vii. Other matters as assigned by the Board.

At the direction of the Board president, any matter before the Board may be removed to the Planning, Policy and Governmental Affairs Committee for initial action or consideration.

The Planning, Policy and Governmental Affairs Committee may establish necessary procedures to carry out its responsibilities. Such procedures must be consistent with the Board's Governing Policies and Procedures. The Board's Chief Planning and Policy Officer, under the direction of the chairperson, prepares the agenda for the Planning, Policy and Governmental Affairs Committee work that is under consideration at each meeting of the Board.

2. Instruction, Research and Student Affairs Committee

a. Purpose

The Instruction, Research and Student Affairs Committee is a standing advisory committee of the Board. It is responsible for implementing Board action and developing guidance to the institutions and agencies on matters of policy and procedure concerning instruction, research and student affairs.

b. Composition

The Instruction, Research and Student Affairs Committee is composed of two (2) or more members of the Board, appointed by the president of the Board, who designates one (1) member to serve as chairperson and spokesperson of the committee, and is staffed by the Board's Chief Academic Officer. The Instruction, Research and Student Affairs Committee may appoint a working unit or units, as necessary, to advise the committee. One such working unit shall be the Council on Academic Affairs and Programs (CAAP), which shall be composed of the Board's Chief Academic Officer and the chief academic officers of the institutions and agencies. The chairperson presents all committee and working group recommendations to the Board.

c. Responsibilities and Procedures

The Instruction, Research and Student Affairs Committee is responsible for updates to the Board in the following general areas:

i. Agency and institutional instruction, research and student affairs agenda items;
ii. Instruction, academic or career technical program approval;
iii. Instruction, academic or career technical program review, consolidation, modification, and discontinuance, and course offerings;
iv. Outreach, technology and distant learning impacting programs and their delivery;
v. Long-range instruction, academic and career technical planning;
vi. Registration of out-of-state institutions offering programs or courses in Idaho;
vii. Continuing education, professional development, workforce training, programs for at-risk populations, career guidance;
viii. Student organizations' activities and issues; and
ix. Other matters as assigned by the Board.

The Instruction, Research and Student Affairs Committee may establish necessary procedures to carry out its responsibilities. Such procedures must be consistent with the Board's Governing Policies and Procedures. The Board's chief academic officer, under the direction of the chairperson, prepares the agenda for the Instruction, Research and Student Affairs Committee work that is under consideration at each meeting of the Board.

3. Business Affairs and Human Resources Committee

a. Purpose

The Business Affairs and Human Resources Committee is a standing advisory committee of the Board. It is responsible for developing and presenting updates to the Board on matters of policy and procedures concerning business affairs and human resources affairs.

b. Composition

The Business Affairs and Human Resources Committee is composed of two (2) or more members of the Board appointed by the president of the Board, who designates one (1) member to serve as chairperson and spokesperson of the committee, and is staffed by the Board's Chief Fiscal Officer. The Business Affairs and Human Resources Committee may appoint a working unit or units, as necessary, to advise the committee. One such working unit shall be the

Financial Vice Presidents council, which shall be composed of the Board's Chief Fiscal Officer and the chief financial officers of the institutions and agencies. The chairperson presents all committee updates to the Board.

c. Responsibilities and Procedures

The Business Affairs and Human Resources Committee is responsible, through its various working unit or units, for providing guidance on the implementation of Board action to the institutions and agencies under the Board in the following general areas:

i. Agency and institutional financial agenda items;
ii. Coordination and development of guidelines and information for agency and institutional budget requests and operating budgets;
iii. Long-range fiscal planning;
iv. Fiscal analysis of the following:

1) New and expanded financial programs;
2) Establishment, discontinuance or change in designation of administrative units;
3) Consolidation, relocation, or discontinuance of programs;
4) New facilities and any major modifications to facilities which would result in changes in programs or program capacity;
5) Student fees and tuition; and
6) Other matters as assigned by the Board.

The Business Affairs and Human Resources Committee may establish necessary procedures to carry out its responsibilities. Such procedures must be consistent with the Board's Governing Policies and Procedures. The Board's chief fiscal officer, under the direction of the chairperson, prepares the agenda for the Business Affairs and Human Resources Committee work that is under consideration at each meeting of the Board.

4. Audit, Risk and Compliance Committee

a. Purpose

The Audit, Risk and Compliance Committee is a standing committee of the Board. The Audit, Risk and Compliance Committee provides oversight to the organizations under its governance (defined in Idaho State Board of Education, Policies and Procedures, Section I. A.1.) for: financial statement integrity, financial practices, internal control systems, financial management, and standards of conduct.

b. Composition

The Audit, Risk and Compliance Committee members shall be appointed by the Board and shall consist of five or more members. Three members of the Committee shall be current Board members and at least two members shall be independent non-Board members who are familiar with the audit process and permanent residents of the state of Idaho. No employee of an institution or agency under the governance of the Board shall serve on the Audit, Risk and Compliance Committee. Each Committee member shall be free from any relationship that would interfere with the exercise of independent judgment. Committee members shall not be compensated for their service on the committee, and shall not have a financial interest in, or any other conflict of interest with, any entity doing business with the Board, or any institution or agency under the governance of the Board. Audit, Risk and Compliance Committee members who are Board members may be compensated for Board service. The Audit, Risk and Compliance Committee may appoint a working unit or units, which could include the chief financial officers of the institutions and financial officers of the Board office.

All members shall have an understanding of financial affairs and the ability to exercise independent judgment. Committee appointments will be made is such a way that collectively the Committee membership possesses sufficient knowledge of internal audit, external audit, accounting, finance, information technology, compliance, risk management, higher education, and governance concepts. At least one member of the committee shall have current accounting or related financial management expertise in the following areas:

i. An understanding of generally accepted accounting principles, experience in preparing, auditing, analyzing, or evaluating complex financial statements, and;
ii. The ability to assess the general application of such principles in the accounting for estimates, accruals, and reserves, and;
iii. Experience in preparing or auditing financial statements and;
iv. An understanding of internal controls.

Members may be reappointed. The Audit, Risk and Compliance Committee chair shall be appointed by the Board president and shall be a Board member.

c. Responsibilities and Procedures

It is not the Committee's duty to plan or conduct audits or to determine that the institution's financial statements are complete, accurate and in accordance with generally accepted accounting principles. Management of the applicable institutions and agencies shall be responsible for the preparation, presentation, and integrity of the financial statements and for the appropriateness of the

accounting principles and reporting policies used. The following shall be the principal duties and responsibilities of the Committee:

i. Recommend the appointment and compensation to the Board of the external auditors. Evaluate and oversee the work of the external auditors. The Committee must review any services prior to being provided by the external auditor. The external auditing firm shall report directly to the committee as well as the Board and the auditor's "engagement letter" shall be addressed to the Committee and the president of each institution. The Committee shall have the authority to engage the Board's legal counsel and other consultants as necessary to carry out its duties.
ii. Evaluate and oversee the work of the Internal Audit and Advisory Services unit (IAAS), located within the Board office.
iii. Discuss with the external auditors the audit scope, focusing on areas of concern or interest;
iv. Review the financial statements, adequacy of internal controls and findings with the external auditors. The external auditor's "management letter" shall include management responses and be addressed to the Audit, Risk and Compliance Committee and president of the institution.
v. Ensure the external auditor presents the financial statements to the Board and provides detail and summary reports as appropriate.
vi. Oversee standards of conduct (ethical behavior) and conflict of interest policies of the Board and the institutions and agencies under its governance including establishment of confidential complaint mechanisms.
vii. Monitor the independence and performance of each organization's external auditor and internal auditing departments;
viii. Provide general guidance for developing risk assessment models for all institutions.
ix. Provide an avenue of communication among the external auditor, management, the internal audit staff and the Board.
x. Maintain audit review responsibilities of institutional affiliates to include but not limited to foundations and booster organizations.
xi. Oversee institutional compliance programs.

The Audit, Risk and Compliance Committee will meet at least four times per year. The committee may establish necessary procedures to carry out its responsibilities. Such procedures must be consistent with the Board's Governing Policies and Procedures. The Board's Chief Fiscal Officer, under the direction of the chair, prepares the agenda for work that is under consideration at each meeting of the Board.

5. Executive Committee

   a. Purpose

      The Executive Committee is responsible for assisting the full Board in discharging its responsibilities with respect to the management of the business and affairs of the Board and the Board Office, to consider matters concerning the Board that may arise from time to time, and to provide direction to the executive director on any of such matters.

   b. Composition

      The Executive Committee is composed of the current Board president, vice president, and secretary, and the immediate past Board president. The Board's executive director also shall serve on the Executive Committee. The current Board president serves as chairperson of the committee. In the event the past Board president is unable to serve on the Executive Committee, then the Board president may appoint another member of the Board to serve in the place of such former officer.

   c. Responsibilities and Procedures

      The Executive Committee shall have such duties, responsibilities, and authority as may be delegated from time to time to the Executive Committee by the Board, and in the intervals between meetings of the Board, the Executive Committee shall, in conjunction with the executive director, assist in directing the management of the business and affairs of the Board. However, the Executive Committee may not undertake any action that, pursuant to any applicable law, rule, or policy of the Board, must be performed by another committee of the Board, or which must be acted upon by the whole Board in public session. The Board's executive director, under the direction of the Board president, prepares the agenda for and schedules each meeting of the Executive Committee, which may be conducted telephonically. A written record is not kept of the committee's activities, but it shall be the responsibility of the executive director to promptly communicate to all Board members who are not members of the committee regarding information related to the committee's discussions and activities.

G. Committee Presentations

1. The agenda for each regular meeting of the Board shall be organized using the areas of responsibility provided for in regard to each permanent standing committee of the Board, as described in Subsection F above, with the exception of the Audit Committee.

2. The Board member who is the chair of the permanent standing committee and spokesperson shall present the agenda items in the area of the committee's responsibility. This presentation may include calling on institutional/agency representatives and/or other individuals. In the event of an absence or conflict with respect to the committee chairperson, the Board president may designate a substitute Board member or Board officer to present the agenda items.

H. Conflict of Interest

1. Policy

Members of the Board serve a public interest role and have a clear obligation to conduct all business of the Board in a manner consistent with that role. All decisions of the Board are to be made solely on the basis of a desire to promote the best interests of the public good.

2. Procedure

a. A conflict of interest occurs when a member's private interests compete with his or her professional obligations to the Board to a degree that an independent observer might reasonably question whether the person's professional actions or decisions are materially affected by personal considerations, including but not limited to personal gain, financial or otherwise.

b. In the event the Board must consider any transaction for an institution, school or agency that also involves (a) a member of the Board or (b) a member of his or her immediate family or close relative ("immediate family" means spouse, parent, child, stepchild or sibling), or a person residing in the member's household or a legal dependent of the member, or (c) an organization with which a member of the Board is affiliated, such Board member, at the first knowledge of such transaction, must publicly disclose such real or potential conflict to the Board.

c. Disclosure is also required concerning all relationships and business affiliations that reasonably could give rise to a conflict of interest involving a matter before the Board. Affiliation is understood to exist if a Board member or a member of the Board member's immediate family, or a person residing in the member's household or a legal dependent of the member, is:

(1) An officer, director, trustee, partner, employee, or agent of such organization; or

(2) Either the actual or beneficial owner of more than five percent (5%) of the voting stock or controlling interest of such organization; or

(3) Has any other direct or indirect dealings with such organization from which he or she knowingly benefited (e.g., through receipt directly or indirectly of cash or other property in excess of one thousand dollars ($1000) a year).

d. Board members shall also comply with all applicable statutes and rules governing conflicts of interest including, but not limited to, the Bribery and Corrupt Influences Act, Idaho Code §18-1351 et. seq. and the Ethics in Government Act of 1990, Idaho Code §74-401 et. seq.

Idaho State Board of Education

GOVERNING POLICIES AND PROCEDURES

SECTION: II. HUMAN RESOURCES POLICIES AND PROCEDURES

SUBSECTION: Q. Conflict of Interest and Ethical Conduct – All Employees~~December 2008~~June 2024

1. General Principles of Ethical Conduct

   All employees of the institutions, and agencies:

   a. Shall not hold financial interests that are in conflict with the conscientious performance of their official duties and responsibilities;

   b. Shall not engage in any financial transaction in order to further any private interest using nonpublic information of the Board, institution, or agency;

   c. Shall put forth honest effort in the performance of their duties;

   d. Shall make no unauthorized commitments or promises of any kind purporting to bind the Board or any Board-governed entity;

   e. Shall not use their public offices for private gain;

   f. Shall act impartially and not give preferential treatment to any private or public organization or individual;

   g. Shall protect and conserve public property and shall not use it for other than authorized activities;

   h. Shall not engage in outside employment or activities, including seeking or negotiating for employment, that conflicts with official duties and responsibilities;

   i. Shall promptly disclose to their chief executive officer waste, fraud, abuse, or corruption in accordance with applicable law and policy;

   j. Shall endeavor to avoid any actions that would create the appearance that they are violating the law or the ethical standards of the Board or the relevant Board-governed entity;

   k. Shall disclose potential conflicts of interest to the Chief Executive Officer, or designee, of the institution or agency, and avoid conflicts of interest, potential conflicts of interest, and circumstances giving rise to the appearance of a conflict of interest.

   l. Shall comply with all applicable statutes and rules governing conflicts of interest including, but not limited to, the Bribery and Corrupt Influences Act, Idaho Code §18-1351 et seq. and the Ethics in Government Act, Idaho Code §74-401 et seq.

2. Conflict of Interest

A conflict of interest occurs when a person's private interests compete with his or her professional obligations to the Board-governed entity to a degree that an independent observer might reasonably question whether the person's professional actions or decisions are materially affected by personal considerations, including but not limited to personal gain, financial or otherwise.

3. Consideration of Transactions

   a. In the event that a person subject to this policy shall be called upon to consider a transaction involving a Board-governed entity and a person, entity, party, or organization with which the person is affiliated, as defined below, such person, as soon as he or she has knowledge of the transaction, shall: (i) disclose fully to the Chief Executive Officer, or designee, the precise nature of his or her interest or involvement in the transaction and/or such organization, and (ii) refrain from participating in the institution's or agency's consideration of the proposed transaction.

   b. Each person subject to this policy shall disclose to the Chief Executive Officer, or designee, of the entity all relationships and business affiliations that reasonably could give rise to a Conflict of Interest because of the employee's duties and responsibilities. This disclosure obligation is ongoing, and each employee has a duty to supplement or amend his or her disclosure when the employee knows that the disclosure was incorrect in a material respect when made or the disclosure, though correct when made, has become inaccurate in a material respect.

   c. For the purposes of this policy, an employee is “affiliated” with an organization if the person, a member of the person's immediate family (i.e., spouse, parent~~s~~, ~~children~~child, stepchild or sibling~~, brothers, and sisters~~), or a person residing in the employee’s household or a legal dependent of the employee: (i) is an officer, director, trustee, partner, employee, or agent of such organization; (ii) is either the actual or beneficial owner of more than ~~one~~ five percent (~~1~~5%) of the voting stock of or a controlling interest in such organization; (iii) has any other direct or indirect dealings with such organization from which the employee is materially benefited (e.g., through receipt directly or indirectly of cash or other property in excess of one thousand dollars ($1000) a year). ~~It shall be presumed that an employee is “materially benefited” if he or she receives, either directly or indirectly, money, services, or other property in excess of one thousand dollars ($1000) in any year in the aggregate.~~

   d. All disclosures required to be made hereunder must be directed, in writing, to the Chief Executive Officer, or designee, of the institution or agency.

SUBJECT

Board Policy V.W. - Litigation – Second Reading

REFERENCE

June 2014	The Idaho State Board of Education (Board) approved an amendment to clarify the litigation limits and reporting requirements.
June 2015	The Board approved first reading of the proposed policy amendment.
August 2015	The Board approved second reading of the proposed policy amendment.
April 2024	The Board approved a first reading of proposed policy amendments.

APPLICABLE STATUTE, RULE, OR POLICY

Board Policy V.W. – Litigation

BACKGROUND/DISCUSSION

Board Policy V.W. provides foundational guidelines for the management of lawsuits, legal documents, and other official notices.

No comments were received, and no changes were made between the first and second reading of this proposed amendment.

IMPACT

Board Policy V.W. includes reporting requirements. The proposed revisions clarify that the specified reports are to be provided to the executive director. Revisions also provide for consistency in formatting.

ATTACHMENTS

Attachment 1 – Board Policy V.W - Litigation – Proposed Amendment, redline.

BOARD STAFF COMMENTS AND RECOMMENDATIONS

Board staff recommends approval of the proposed amendment to Board Policy V.W.

BOARD ACTION

I move to approve the proposed amendment to Board Policy V.W. as presented in Attachment 1.

Moved by _____ Seconded by _____ Carried Yes _____ No _____

Idaho State Board of Education

GOVERNING POLICIES AND PROCEDURES

SECTION: V. FINANCIAL AFFAIRS

SUBSECTION: W. Litigation ~~August 2015~~June 2024

1. General

   When a lawsuit, legal document, or other official notice is instituted against an institution and/or the Board, the following positions are authorized to accept service of process of such matter on behalf of the institution and/or Board:

   a. The institution's chief executive officer or general counsel; or

   b. The Board's executive director~~ or deputy attorneys general assigned to the Board~~.

   This authority to accept service pertains only to attempted service upon the institution and/or Board, and not to any attempt to serve the Idaho secretary of state or the Idaho attorney general. An institution president or general counsel who accepts service of any matter on behalf of such institution and/or the Board pursuant to this authority must promptly forward a copy of any such matter to the Board office, and in appropriate circumstances, should also forward a copy of such matter to the State of Idaho Department of Administration, Division of Internal Management Systems, Risk Management Program.

2. Initiation of Litigation

   An institution or agency under the governance of the Board may initiate a legal action with respect to any matter in which the amount in controversy does not exceed one hundred thousand dollars ($100,000). With the prior approval of the executive director, an institution, agency, or school under the governance of the Board may initiate a legal action with respect to any matter in which the amount in controversy does not exceed two hundred thousand dollars ($200,000). Any other proposed legal action may not be instituted without the prior approval and authorization of the Board.

   a. Notwithstanding the authority to initiate litigation provided above, any legal action involving the exercise of the right of eminent domain must have the prior approval of the Board.

   b. Pursuant to Section 33-3804, Idaho Code, an institution is permitted to initiate legal action in its own name.

3. Settlement

   The chief executive officer has authority to settle a legal matter involving the payment or receipt of up to one hundred thousand dollars ($100,000) of institution or agency funds. The executive director may authorize the settlement of a legal matter involving the payment or receipt of up to two hundred thousand dollars ($200,000) of institution, agency, or school funds. Any settlement of a legal matter that is in excess of two

hundred thousand dollars ($200,000) in institution or agency funds must be approved by the Board prior to any binding settlement commitment.

4. Litigation Reporting by Institutions

Legal counsel for the institutions shall provide monthly attorney–client privileged litigation reports to the Board office (to the attention of the ~~Board's legal counsel~~executive director) for distribution to members of the Board. Reports shall ~~Such reports should~~ include a description of all claims and legal actions filed against the institution since the date of the last report. Updates for each matter shall be in reverse chronological order with the most recent entry for each matter highlighted. ~~(and identify l~~Entries shall identify legal counsel for the parties ~~involved, for conflict analysis purposes); a summary~~; summarize ~~of~~ the current status of all claims and pending litigation; contain a risk analysis pertaining to all such claims and pending litigation; and detail the settlement of any matters since the date of the last report, including settlements of matters handled by the State of Idaho Department of Administration, Division of Internal Management Systems, Risk Management Program. With respect to the reporting of a legal settlement, such report shall describe the amount of institution funds that were used, and the amount and source of any other funds that were provided in connection with such settlement, including funds from the Office of Insurance Management or from any other parties. Legal counsel for the institutions should also include in the report any significant incident occurring since the last report that is reasonably expected to give rise to a claim, as well as probable claims or legal actions the institution is aware of which have been threatened but not yet instituted.

SUBJECT

Board Policy V.H. Audits - Second Reading

REFERENCE

June 2005	The Board approved first reading updating policy to bring it into alignment with creation of Audit Committee.
August 2005	The Board approved second reading of policy.
December 2008	Removal of ISDB, Historical Society and Commission from all applicable policies.
December 2015	The Board approved first reading of amended policy dealing with audits of agencies under Board jurisdiction.
April 2016	The Board approved second reading of policy amendments.
October 2022	The Board approved first reading of amended policy V.H. and repeal of policy V.Y.
December 2022	Board approved second reading of amendments to policy V.H and repealed policy V.Y.
April 2024	The Board approved the first reading of proposed amendments to Board policy V.H.

APPLICABLE STATUTE, RULE, OR POLICY

Board Policy V.H. – Audits

BACKGROUND/DISCUSSION

Board Policy V.H. provides foundational guidelines for the Internal Audit and Systemwide Risk Management roles which were established at the Office of the State Board of Education (OSBE) in 2022. The policy serves to clarify processes and procedures related to the Board's audit, risk and compliance functions.

No comments were received, and no changes were made between the first and second reading of this proposed amendment.

IMPACT

Board Policy V.H. includes reporting requirements. The proposed amendment clarifies that the specified reports are to be provided to the executive director.

ATTACHMENTS

Attachment 1 – Board Policy V.H – Proposed Amendment, redline

BOARD STAFF COMMENTS AND RECOMMENDATIONS

Board staff recommend approval of the proposed amendment to Board Policy V.H.

BOARD ACTION

I move to approve the proposed amendment to Board Policy V.H. as presented in Attachment 1.

Moved by _____ Seconded by _____ Carried Yes _____ No _____

Idaho State Board of Education

GOVERNING POLICIES AND PROCEDURES

SECTION: V. Financial Affairs

SUBSECTION: H. Audit, Risk and Compliance Committee ~~December 2022~~April 2024

1. General Purpose and Governance

   The Audit, Risk and Compliance Committee (Committee) is established as a standing committee of the Board under Idaho State Board of Education, Policies and Procedures, Section I. Bylaws to provide fiscal, compliance and risk management oversight responsibilities. The Committee provides oversight for: financial statement integrity, financial practices, internal control systems, financial management, risk management, compliance and standards of conduct. This policy and relevant sections of the Board's bylaws serve as the audit charter for the Audit, Risk and Compliance Committee.

   The Committee serves as the Board's liaison with its external auditors, regulatory auditors, the internal audit and risk management functions of the Office of the Board of Education, and with compliance officers of the agencies and institutions. The Committee reviews agency and institution fiscal operations. The Committee also reviews institutional procedures for controlling operating risks and oversees compliance activities. The Committee chairperson reports periodically to the Board on the activities of the Committee, including any recommended changes or additions to the Board's policies and procedures through the Business Affairs and Human Resources Committee. The Committee is authorized to act on applicable items that do not require Board approval.

   The Committee shall meet at least four times per year and may be aligned with regularly scheduled Board meetings or more frequently as circumstances may require. The Committee may require institution or agency management or others to attend the meetings and provide pertinent information as necessary.

2. Calendar

   The Committee shall establish a calendar of all regularly scheduled meetings including Committee chairperson (or designee) reports to the Board, the independent auditors, institutions, and others as appropriate. The Committee should take into consideration the requirements and due dates of other State agencies in establishing timelines.

3. Selection of External Auditors

   Items 3, 4 and 5 apply to the institutions only (Boise State University, Idaho State University, University of Idaho, and Lewis-Clark State College).

   a. The Committee shall allow enough time to prepare and publish a request for proposal, review and evaluate proposals, obtain Board approval of the selected audit firm, and negotiate a contract.

b. The Committee may establish a process for selecting an external audit firm. The process used should include representatives from the Board, Committee, and institutions.

c. The Committee shall make the selection of the recommended external audit firm.

d. The selection of the new external audit firm shall be presented to the Board for approval at the next Board meeting following the Committee's recommendation.

e. An annual review of external auditor performance and fees shall be conducted.

4. Financial Statement Auditors

a. Lead Partner Rotation

It is the intent of the Board to adhere to the recommendation of the National Association of College and University Business Officers (NACUBO) to require rotation of the lead audit partner of the external audit firm every five years, with a two-year timeout provision. The Committee shall establish when the five-year limit will be reached for the current lead audit partner. At least one year prior to that time, the Committee shall discuss transition plans for the new lead audit partner. The five-year limit will be reviewed annually with the external auditors. These discussions shall be documented in the Committee meeting minutes.

b. Scope and Reporting

i. Prior to External Audit: Prior to the start of any audit work for the current fiscal year, the Committee will meet with the lead external audit partner to review the audit scope. Questions related to audit scope may include significant changes from prior year, reliance on internal controls and any internal audit function, assistance from institutional staff, and changes in accounting principles or auditing standards. The Committee should also discuss how the audit scope will uncover any material defalcations or fraudulent financial reporting, questionable payments, or violations of laws or regulations. Areas of the audit deserving special attention by the Committee and issues of audit staffing should be reviewed.

ii. Prior to the publication of the external auditor's report, the Committee will review all material written communications between the external auditors and institution management, including management letters and any schedule of unadjusted differences. The Committee shall conclude on the appropriateness of the proposed resolution of issues, and the action plan for any items requiring follow-up and monitoring. The Committee shall review these risks with

institution management at each meeting or sooner, if necessary, to make sure it is up-to-date.

iii. Subsequent to Audit: Subsequent to the external audit report, the Committee shall meet with the lead external audit partner and the Chief Financial Officer of each institution, to review the scope of the previous year's audit, and the inter-relationship between any internal audit function and the external auditors with respect to the scope of the external auditor's work. Prior to the start of interim work for the current year audit, the Committee shall review the plans for the audit of the current year.

c. Accounting Policies

Annually and/or in conjunction with the year-end external audit, the Committee shall review with the lead external audit partner all critical accounting policies and practices and all alternative treatments of financial information within generally accepted accounting principles that have been discussed with management of the institutions, the ramifications of each alternative, and the treatment preferred by each institution.

d. Financial Statement Review

At the completion of the external audit, the Committee shall review with institution management and the external auditors each institution's financial statements, Management's Discussion and Analysis (MDA), related footnotes, and the external auditor's report. The Committee shall also review any significant changes required in the external auditor's audit plan and any serious difficulties or disputes with institution management encountered during the audit. The Committee shall document any discussions, resolution of disagreements, or action plans for any item requiring follow-up.

e. Single Audit Review

At the completion of the Single Audit Report (as required under the Single Audit Act of 1984, and the Single Audit Act Amendments of 1996), the Committee shall review with institution management and the external auditors each institution's Single Audit Report. The Committee shall discuss whether the institution is in compliance with laws and regulations as outlined in the current Single Audit Act described in the U.S. Office of Management and Budget (OMB) Circular A-133 Compliance Supplement. The Committee shall report to the Board that the review has taken place and any matters that need to be brought to the Board's attention. The Committee shall document any discussions, resolution of disagreements, or action plans for any item requiring follow-up.

5. Internal Audit (Internal Audit and Advisory Services – IAAS)

   a. IAAS reports functionally to the Committee and administratively to the Board's ~~Executive~~ executive ~~Director~~director. The Committee shall have sole oversight of internal audit related activities. The internal audit function will be administered by a ~~Chief~~ chief ~~Audit~~ audit ~~Executive~~ executive (CAE) within the Office of the State Board of Education. Institutions are prohibited from establishing their own internal audit functions. The Committee shall:

      i. Ensure that IAAS works under an internal audit charter, reviewed annually by the Committee
      ii. Ensure the functional independence of IAAS
      iii. Consult with the executive director on the appointment of a CAE to oversee administration of IAAS
      iv. Consult with the executive director on termination or discipline of the CAE
      v. Provide input into the performance review of the CAE
      vi. Approve and provide feedback on an annual audit plan submitted by the CAE
      vii. Advise the Board about increases and decreases to internal audit resources needed to carry out internal audit activities
      viii. Receive and review an annual performance report on internal audit activities from the CAE.
      ix. Review internal audit's conformance to the *International Standards for the Professional Practice of Internal Auditing ("Standards")* published by the Institute of Internal Auditors ("IIA").
      x. Review internal audit findings and recommendations, and review the adequacy of corrective action taken by institution management.

   b. IAAS shall have free and unrestricted access to institutional personnel, buildings, systems and records needed to perform internal audit work. The Committee shall review and resolve any difficulties encountered by internal audit staff during the course of internal audit work, including restrictions on scope or access to personnel, buildings, systems or records.

   c. IAAS will maintain a quality assurance and improvement program that covers all aspects of IAAS operations. The program will include an evaluation of IAAS's conformance with the *Standards* and an evaluation of whether internal auditors apply the IIA's Code of Ethics. The program will also assess the efficiency and effectiveness of IAAS and identify opportunities for improvement.

      The CAE will communicate to the Committee IAAS's quality assurance and improvement program, including results of internal assessments (both ongoing and periodic) and external assessments conducted at least once every five years by a qualified, independent assessor or assessment from outside Idaho higher education.

6. Other Audits

   a. Legislative Audits

      ii. All state agencies under the Board's jurisdiction, excluding the State Department of Education, will receive financial statement audits and federal single audits in accordance with federal and state laws and regulations. The Committee must be informed immediately by an agency of any audit activity being conducted by the legislative auditor.

      iii. At the completion of the legislative audit, the Committee shall discuss with the legislative auditor the progress of the legislative audit, including a full report on preliminary and final audit findings and recommendations.

   b. Employee Severance Audits

      When key administrative personnel leave an agency or institution, the Committee may bring to the full Board a recommendation as to whether an audit should be conducted and the scope of the audit.

   c. Other External Audits and Reviews

      The Committee is authorized to engage the services of outside auditors or evaluators to perform work used to supplement the work of the Committee, to assess compliance with laws and regulations, or to assess business processes.

7. Confidential Reporting Lines

   a. The Committee shall ensure the institutions have reporting mechanisms in place to provide for anonymous and confidential reporting of compliance issues. Such mechanisms include, but are not limited to, the use of external reporting hotlines. The Committee shall review the effectiveness of institutional processes used to resolve reports received through reporting mechanisms.

   b. Reports of accounting, internal control or auditing matters

      i. The Committee shall set up a process to investigate complaints or reports received by the Board or institutions regarding accounting, internal accounting controls, auditing, or other areas of concern.

      ii. The Committee shall review the procedures for the receipt, retention, timely investigation and proper treatment of complaints, referenced in the preceding

paragraph. The Committee shall review a cumulative list of complaints submitted annually to review for patterns or other observations.

8. Risk Management

The Committee shall provide oversight of a system-wide risk assessment/risk management program. To accomplish this, the Committee shall:

a. Consult with the executive director on the appointment of a system-wide ~~Risk~~ risk ~~Manager~~manager;
b. Monitor and periodically review processes established by the system-wide ~~Risk~~ risk ~~Manager~~ manager and institutions to implement effective risk management activities;
c. Periodically receive reports/presentations from the system-wide ~~Risk~~ risk ~~Manager~~manager;
d. If necessary, receive reports from institution employees who oversee departments that manage key risk areas.

9. Compliance

a. General

The Board is committed to ethical conduct and to fostering a culture of compliance with the laws and regulations which apply to the institutions and agencies under its governance.

b. Compliance Program

Each institution shall designate a chief compliance officer, approved by the Committee, and shall ensure that the institution establishes a compliance program to be approved by the Committee which must address, at a minimum, the following:

i. A code of ethics which applies to all employees.

ii. A published and widely disseminated list or index of all major compliance areas and responsibilities, categorized and prioritized based on risk, probability, and negative impact of potential events. A mechanism for coordinating compliance oversight, monitoring and reporting. This includes a management level group or individual with authority to examine compliance issues and assist the chief compliance officer in investigating, monitoring, and assessing compliance and/or recommending policies or practices designed to enhance compliance. A means of assuring institutional policies are regularly reviewed for compliance with current federal and state laws and regulations and Board policies.

Provision of training to educate employees on the laws, regulations and institution policies that apply to their day-to-day job responsibilities.

c. Reporting

i. The chief compliance officer of each institution will prepare and submit a semi-annual compliance report in January and July, on a confidential basis, to ~~Board counsel~~the Board's executive director and the Committee noting all material compliance matters occurring since the date of the last report, and identifying any revisions to the institution's compliance program.

For purposes of this policy, a compliance matter shall be considered material if any of the following apply:

1) The perception of risk creates controversy between management and the internal auditor.
2) It could have a material impact on the institution's financial statements.
3) It is or could be a matter of significant public interest or that carries risk of significant reputational damage.
4) It may be reported in an external release of financial information.
5) It relates to key controls over financial information that are being designed or redesigned, have failed, or otherwise are being addressed by the organization.
6) It involves fraud related to management.
7) It leads to correction or enforcement action by a regulatory agency.
8) It involves potential financial liability in excess of $25,000

Notwithstanding the foregoing, a compliance matter with financial liability in excess of two hundred thousand dollars ($200,000) must be reported to the Committee as soon as reasonably practicable. A de minimis compliance matter need not be reported to the Committee at any time. A violation will be considered de minimis if it involves potential financial liability of less than twenty-five thousand dollars ($25,000) and is a matter that has not been recurring or is not otherwise indicative of a pattern of noncompliance. For purposes of this subparagraph, "potential financial liability" means the estimated obligation by the institution to another party resulting from noncompliance. Compliance concerns at agencies under the governance of the Board shall be reported to the Committee by the Board's ~~Executive~~ executive ~~Director~~ director when, in his/her discretion, the matter presents material ethical, legal, or fiduciary responsibilities or obligations.

SUBJECT

Board Policy I.M. - Annual Planning and Reporting – Second Reading

REFERENCE

March 2008	The Board approved first reading of Board Policy I.M. clarifying the Board's role in accreditation visits and Board self-evaluation
April 2008	The Board approved second reading of Board Policy I.M.
August 2008	The Board approved first reading of Board Policy I.M. clarifying reporting requirements for strategic plans and performance measures
October 2008	The Board approved second reading of Board Policy I.M.
April 2011	The Board approved first reading of Board Policy I.M.
June 2011	The Board approved second reading of Board Policy I.M.
December 2016	The Board approved first reading of Board Policy I.M. adding definitions of strategic plan components.
February 2017	The Board approved second reading of Board Policy I.M.
April 2024	The Board approved a first reading of proposed amendments to Board policy I.M.

APPLICABLE STATUTE, RULE, OR POLICY

Board Policy I.M. Annual Planning and Reporting
Sections 67-1901 through 67-1905, Idaho Code

BACKGROUND/DISCUSSION

Sections 67-1901 through 67-1905, Idaho Code, establish the State's annual strategic plan and performance reporting requirements. These requirements include the annual review and submission of strategic plans and performance measures. Institutions and agencies under the oversight of the Board submit their strategic plans to the Board for approval. The approved plans are then submitted by the Board office to the Division of Financial Management (DFM). This is part of a year-long cycle of continuous improvement.

Title 67, Chapter 19, Idaho Code also establishes that guidance for the statewide strategic planning process is to be governed by DFM. The DFM maintains a Strategic Planning and Performance Reporting guidance document and provides training to state agencies.

Board Policy I.M. is currently in need of revisions to ensure alignment of this policy with the definitions established in statute and with the requirements outlined in the DFM guidance document.

No comments were received, and no changes were made between the first and second reading of this proposed amendment.

IMPACT

Proposed revisions to Board Policy I.M. largely removes unnecessary repetition of statute and DFM guidance. The revisions propose to retain only the additional requirements for agencies and institutions under the governance of the Board. This includes the timeline for Board approval of strategic plans.

ATTACHMENTS

Attachment 1 – Board Policy I.M. Annual Planning and Reporting – Proposed Revisions, redline

BOARD STAFF COMMENTS AND RECOMMENDATIONS

Board staff recommend approval of the proposed revisions to Board Policy I.M.

BOARD ACTION

I move to approve the proposed amendment to Board Policy I.M. as presented in Attachment 1.

Moved by _____ Seconded by _____ Carried Yes _____ No _____

Idaho State Board of Education

GOVERNING POLICIES AND PROCEDURES

SECTION: I. GENERAL GOVERNING POLICIES AND PROCEDURES

SUBSECTION: M. Annual Planning and Reporting **June 2024**

This subsection shall apply to Boise State University, Idaho State University, Lewis-Clark State College, University of Idaho, College of Eastern Idaho, College of Southern Idaho, College of Western Idaho, North Idaho College, and the agencies, under the Board's governance and oversight.

1. Board Approval
   a. The Board will approve annually a K-20 strategic plan and strategic plans for each agency and institution.
   b. The Board will approve annually a K-20 performance report and performance reports for each agency and institution.

2. Strategic Plan Requirements
   a. All strategic plans shall be compliant with Idaho Code § 67-1903 and the Strategic Planning and Performance Report Guide maintained by the Division of Financial Management (DFM).
   b. All strategic plans shall be aligned to the Board approved K-20 strategic plan.
   c. Mission statements used in strategic planning must be approved by the Board, pursuant to Board Policy III.I or by the community college's board of trustees.
      i. Mission statements may be approved in conjunction with the strategic planning process or brought to the Board as a separate agenda item.
   d. Institutional strategic plans shall be compliant with applicable accreditation requirements.
   e. All strategic plans shall include at least one programatic goal and one operational goal.

3. Performance Report Requirements
   a. All performance reports shall be compliant with Idaho Code § 67-1904 and the Strategic Planning and Performance Report Guide maintained by DFM.
   b. Board staff will make available a performance report template for consistent reporting across all agencies and institutions.

4. Training
   a. Key personnel from Board staff and each agency and institution shall be required to participate in training offered by the DFM pursuant to Idaho Code § 67-1905.

5. Timeline
   a. All agencies and institutions shall submit complete drafts of their strategic plans to designated Board staff no later than the meeting materials due date for the Board's regularly scheduled April meeting each year.

b. All agencies and institutions shall submit complete final drafts of their strategic plans to designated board staff no later than the meeting materials due date for the Board's regularly scheduled June meeting each year.
c. All agencies and institutions shall submit final drafts of performance reports to the designated board staff no later than the meeting materials due date for the Board's regularly scheduled October meeting each year.
d. Community colleges must seek approval from their boards of trustees prior to submitting final drafts of strategic plans and performance reports to the Board.
e. Board approved strategic plans and performance reports shall be submitted by Board staff to DFM, on behalf of the agencies and institutions.

6. Annual Reports
   a. Agencies and institutions shall provide annual progress reports to the Board in accordance with a reporting schedule established by the Board's executive director.
   b. Annual reports shall include, but need not be limited to, an update on the agency or institution's progress toward meeting objectives established in the strategic plan.

7. Performance Measures

   a. The Board may develop a set of uniform system-wide performance measures for agencies or institutions.
      i. The Board may require agencies and institutions to include such measures in the agency or instition's strategic plan and performance report.
      ii. Board staff will determine the business rules applicable to such measures.
      iii. Board staff will provide a reporting schedule for such measures.
   b. Agencies and institutions may include additional performance measures in their strategic plan. However, Idaho Code § 67-1904 establishes that no more than ten (10) performance measures may be included in the performance report.
8. Additional Reports
   Agencies and institutions will provide any data or report requested by the Board, in accordance with a schedule and format established by the Executive Director.

The census dates for reporting postsecondary data shall be October 15th and March 15th of each year.

Idaho State Board of Education

GOVERNING POLICIES AND PROCEDURES

SECTION: I. GENERAL GOVERNING POLICIES AND PROCEDURES

SUBSECTION: M. Annual Planning and Reporting ~~February~~ June 20~~17~~24

This subsection shall apply to Boise State University, Idaho State University, Lewis-Clark State College, University of Idaho, College of Eastern Idaho, College of Southern Idaho, College of Western Idaho, North Idaho College, and the agencies, ~~special and health programs~~ under the Board's governance and oversight. ~~As used in this section, the reference to "institutions and agencies" shall include the special and health programs.~~

~~1. 1. K-20 Education Strategic Plan~~Board Approval

1.

a. Th~~Th~~e Board will approve annually~~, consistent with its vision and mission~~ a K-20 strategic plan and ~~.~~ strategic plans for each agency and institution.

b. The Board will approve annually a K-20 performance report and performance reports for each agency and institution.

2. Strategic Plan Requirements

a. All strategic plans shall be compliant with Idaho Code § 67-1903 and the Strategic Planning and Performance Report Guide maintained by the Division of Financial Management (DFM).

b. All strategic plans shall be aligned to the Board approved K-20 strategic plan.

c. Mission statements used in strategic planning must be approved by the Board, pursuant to Board Policy III.I or by the community college's board of trustees.

i. Mission statements may be approved in conjunction with the strategic planning process or brought to the Board as a separate agenda item.

d. Institutional strategic plans shall be compliant with applicable accreditation requirements.

e. All strategic plans shall include at least one programatic goal and one operational goal.

3. Performance Report Requirements

a. All performance reports shall be compliant with Idaho Code § 67-1904 and the Strategic Planning and Performance Report Guide maintained by DFM.

b. Board staff will make available a performance report template for consistent reporting across all agencies and institutions.

4. Training

a. Key personnel from Board staff and each agency and institution shall be required to participate in training offered by the DFM pursuant to Idaho Code § 67-1905.

5. Timeline

a. All agencies and institutions shall submit complete drafts of their strategic plans to designated Board staff no later than the meeting materials due date for the Board's regularly scheduled April meeting each year.

b. All agencies and institutions shall submit complete final drafts of their strategic plans to designated board staff no later than the meeting materials due date for the Board's regularly scheduled June meeting each year.
c. All agencies and institutions shall submit final drafts of performance reports to the designated board staff no later than the meeting materials due date for the Board's regularly scheduled October meeting each year.
d. Community colleges must seek approval from their boards of trustees prior to submitting final drafts of strategic plans and performance reports to the Board.
e. Board approved strategic plans and performance reports shall be submitted by Board staff to DFM, on behalf of the agencies and institutions.

6. Annual Reports
a. Agencies and institutions shall provide annual progress reports to the Board in accordance with a reporting schedule established by the Board's executive director.
b. Annual reports shall include, but need not be limited to, an update on the agency or institution's progress toward meeting objectives established in the strategic plan.
~~Approved plans shall be submitted by the Board for submital to the appropriate state administrative entity in order to meet the state's annual planning requirements, in compliance with Chapter 19, Title 67, Idaho Code.~~

~~The statewide plan will outline the goals and objectives necessary for the responsible management of the statewide system of K-20 education. The strategic plan will be prepared by Board staff in consultation with the institutions, agencies, and Board committees and reflect fiscal or other constraints and opportunities. Major elements of the plan will take into consideration the environment within which K-12 and postsecondary education in the state operates, including economic constraints; identification of system priorities; and measures to ensure quality, efficient use of state resources, and responsiveness to the citizens of Idaho. The strategic plan shall be in compliance with Chapter 19, Title 67, Idaho Code.~~

~~2. Defined Terms~~
~~As used in this section the following terms shall apply:~~
~~a. Benchmarks means performance targets for each performance measure for at a minimum the next fiscal year. Benchmarks stretch and challenge the institutions and agencies, while being realistic and achievable within the specified time frame.~~
~~b. External factors means external factors that are beyond the control of the agency that affect the achievement of goals. Key external factors to the agency are those factors which are beyond the control of the organization. They include changes in economic, social, technological, ecological or regulatory environments which could impact the agency and its ability to fulfill its mission and goals.~~

Idaho State Board of Education

GOVERNING POLICIES AND PROCEDURES

SECTION: I. GENERAL GOVERNING POLICIES AND PROCEDURES

SUBSECTION: M. Annual Planning and Reporting ~~February~~ June 20~~17~~24

c. Goals mean a planning element that describes the broad condition or outcome that the agency, institution or program is trying to achieve. Goals are the general ends toward which institutions and agencies direct their efforts. A goal addresses issues by stating policy intention. Goals can be presenting in both qualitative and quantitative form.

d. Mission statements means a statement identifying the specific institution or agency purpose. A mission statement concisely identifies what the institution or agency does, why, and for whom. A mission statement identifies the unique purposes promoted and served by the institution or agency.

e. Objectives means a planning element that describes how the institutuion or agency plans to achieve each goal. Objectives are clear targets for specific action. They mark quantifiable interim steps toward achieving an institution's or agencies goals. Objectives must be measurable and be time-based statements of intent. Objectives emphasize the results of institution and agency actions at the end of a specific time period.

f. Performance measures mean a quantifiable assessment of the progress the institution or agency is making in achieving a goal and objective. Performance measures are gauges of the actual impact or effect upon a stated condition or problem and are tools to assess the effectiveness of an institution or agencies performance and the public benefit derived.

g. Strategies means identified methods to achieve goals and objectives. Strategies are formulated from goals and objectives and is a means for transforming inputs into outputs, and ultimately outcomes, with the best use of resources. A strategy reflects budgetary and other available resources.

h. Vision statements mean outcome based statements outlining what the institution or agency inspires to be. The vision statement provides the reader with a clear description of how the institution or agency sees the future should their goals and objectives be achieved.

2. Strategic Plans

Each institution and agency will develop and maintain five (5) year strategic plans. Five year strategic plans will include the current year and four (4) years looking forward.

i. Institution, and agency strategic plans shall be aligned with the Board's K-20 education strategic plan and, for institutions, with their accreditation requirements. They are to be created in accordance with Board guidelines, and must be consistent with Board approved mission statements. Community colleges shall use the mission statements approved by their respective local Board of trustees. Institution mission statements shall be approved in accordance with Board policy subsection III.I. and may be approved in conjunction with their strategic plan approvals or separately. Only approved mission statements shall be used in the strategic plans.

~~ii. Plans shall be updated annually and submitted to the Board for approval in accordance with the schedule established by the Executive Director.~~

~~iii.~~i. ~~Approved plans shall be submitted by the Board for submital to the appropriate state administrative entity in order to meet the state's annual planning requirements, in compliance with Chapter 19, Title 67, Idaho Code.~~

~~b. Format~~

~~Plans submitted to the Board annually must be as concise as possible and in accordance with the format and template established by the Executive Director or the Planning, Policy and Government Affairs Committee. The template shall be such that each goal has one (1) or more objective and each objective has one (1) or more performance measure with a benchmark. Performance measures will be included in such a way as it is clear which objective they are measuring.~~

~~Plans shall contain at a minimum:~~

~~i. A comprehensive mission and vision statement covering the major programs, functions and activities of the institution or agency. Institution mission statements must articulate a purpose appropriate for a degree granting institution of higher education, with its primary purpose to serve the educations interest of its students and its principal programs leading to recognized degrees. In alignment with regional accreditation, the institution must articulate its purpose in a mission statement, and identify core themes that comprise essential elements of that mission.~~

~~ii. General goals and objectives for the major programs, functions and activities of the organization, including a description of how they are to be achieved.~~

~~1) Institutions (including Career Technical Education) shall address, at a minimum, instructional issues (including accreditation and student issues), infrastructure issues (including personnel, finance, and facilities), advancement (including foundation activities), and the external environment served by the institution.~~

~~2) Agencies shall address, at a minimum, constituent issues and service delivery, infrastructure issues (including personnel, finance, and facilities), and advancement (if applicable).~~

~~3) Each objective must include at a minimum one performance measure with a benchmark.~~

~~iii. Performance measures must be quantifiable indicators of progress.~~

~~iv. Benchmarks for each performance measure must be, at a minimum, for the next fiscal year, and include an explanation of how the benchmark level was established.~~

~~v. Identification of key factors external to the organization that could significantly affect the achievement of the general goals and objectives.~~

~~vi. A brief description of the evaluations or processes to be used in establishing or revising general goals and objectives in the future.~~

~~vii. Institutions and agencies may include strategies at their discretion.~~

7. ~~3. P~~Performance Measures

~~Performance measures will be developed in conjunction with the Board's strategic planning process and will be updated annually for Board approval. Performance measures are approved by the Board through their inclusion in the institution and agency strategic plans. Performance measures will be used to measure results, ensure accountability, and encourage continuous improvement to meet goals and objectives. Performance measure reports are submitted annually to the Board in accordance with the schedule and format established by the Executive Director.~~

~~a. In addition to the performance measures developed by the institution or agency the Board may develop a set of uniform system-wide performance measures for the institutions or agencies that will gauge progress in such areas as enrollment, retention, and graduation or other priority areas identified by the Board. All such performance measures shall be included in the institutions or agencies strategic plan and reported annually with the institution or agencies annual performance measure report. System wide performance measures shall be reported in a consistent manner established by Board staff.~~

~~b. Each institution and agency will develop performance measures tied to its strategic plan and clearly aligned to their mission, goals, and objectives.~~

~~c. Only performance measures approved by the Board through the strategic planning process may be included as a performance measure on the annual performance measure report.~~

~~d. The strategic plan shall serve as the basis for the annual performance measure report. Annual performance measure reports shall include at a minimum benchmarks for each measure for, the next fiscal year, and for each year of the four (4) previous years of reported actual results.~~

a. The Board may develop a set of uniform system-wide performance measures for agencies or institutions.
   i. The Board may require agencies and institutions to include such measures in the agency or institution's strategic plan and performance report.
   ii. Board staff will determine the business rules applicable to such measures.
   iii. Board staff will provide a reporting schedule for such measures.
b. Agencies and institutions may include additional performance measures in their strategic plan. However, Idaho Code § 67-1904 establishes that no more than ten (10) performance measures may be included in the performance report.

8. ~~Statewide~~Additional Reports ~~Reporting~~

~~Each institution and agency~~Agencies and institutions will provide ~~to the~~any data or report requested by the Board, ~~upon request or~~ in accordance with a schedule and format established by the Executive Director~~, any data or report requested~~.

~~For the purposes of reporting postsecondary data t~~The census dates for reporting postsecondary data shall be October 15th and March 15th of each year.

~~4. Progress Reports~~

~~Progress reports shall include, but are not limited to, progress on the approved strategic plan, details of implementation, status of goals and objectives, and expanded information on points of interest and special appropriations. Progress reports shall be provided to the Board at least once annually in accordance with a schedule and format established by the Executive Director. Community colleges may report biennially. The established format shall include a template of standard areas for reporting.~~

~~5. Statewide Reporting~~

~~Each institution and agency will provide to the Board, upon request or in accordance with a schedule and format established by the Executive Director, any data or report requested.~~

~~For the purposes of reporting postsecondary data the census dates shall be October 15th and March 15th of each year.~~

~~6. Self-Evaluation~~

~~Each year, the Board will conduct a self-evaluation in conjunction with annual strategic planning activities. The self-evaluation methodology will include a staff analysis of all institution and agency annual performance reporting, and comments and suggestions solicited from Board constituency groups to include the Governor, the Legislature, agency heads, institution presidents and other stakeholders identified by the Board President. The Planning, Policy and Governmental Affairs Committee of the Board will annually develop a tailored Board self-evaluation questionnaire for use by individual Board members and the Board collectively to evaluate their own performance. Annually, in conjunction with a regular or special meeting, the Board will discuss the key issues identified in the institution and agency performance reporting assessment, comments and suggestions received from constituency groups, and the self-evaluation questionnaire in order to further refine Board strategic goals, objectives and strategies for continuous improvement of Board governance and oversight. Self-evaluation results will be shared with constituent groups and should heavily influence strategic plan development.~~

SUBJECT

Temporary and Proposed Rule – Docket No. 08-0111-2401, Registration of Postsecondary Educational Institutions and Proprietary Schools

REFERENCE

August 2017	Board approved proposed rule Docket 08-0111-1701
November 2017	Board approved pending rule Docket 08-0111-1701.
November 2019	Board approved omnibus pending rule, Docket 08-0000-1900 reauthorizing all non-fee administrative rules in IDAPA 08.
June 2021	Board approved omnibus temporary rule, Docket 08-0000-2100 reauthorizing all non-fee administrative rules in IDAPA 08.
October 2021	Board approved proposed Omnibus rule, Docket 08-0000-2100, incorporating proposed rules approved in August 2021.
November 2021	Board approved pending Omnibus rule, Docket 08-0000-2100.
August 2022	Board approved proposed rule Docket 08-0111-2201 in compliance with the Zero-Based Regulations requirements.
November 2022	Board approved pending rule Docket 08-0111-2201 in compliance with the Zero-Based Regulations requirements.

APPLICABLE STATUTE, RULE, OR POLICY

Section 67-5221(1) and 67-5226, Idaho Code
Chapter 24, Title 33, Idaho Code Section(s) 33-105, 33-107, 33-2402, and 33-2403, Idaho Code.
Idaho Administrative Code, IDAPA 08.01.11, Registration of Postsecondary Educational Institutions and Proprietary Schools

BACKGROUND/DISCUSSION

IDAPA 08.01.11, Registration of Postsecondary Educational Institutions and Proprietary Schools sets forth the registration requirements for postsecondary educational institutions that are required to register with the Board of Education under Section 33-2402, Idaho Code, and for the proprietary schools required to register with the Board under Section 33-2403, Idaho Code.

The proposed changes align this rule with the 2023 changes made by the U.S. Department of Education (US DOE) with regard to language around accreditation. The US DOE no longer uses the term “regional” when referencing accreditation, which is currently referenced in subsection 08.01.11.100 titled Recognition of Accreditation Organizations. Removing the word “regional” ensures that Idaho’s rule is aligned with the update in federal terminology. Specifically, IDAPA 08.01.11.200.03.a exempts five private, nonprofit institutions located within the

state of Idaho from paying a registration fee in order to operate in Idaho. This exemption applies to Brigham Young University – Idaho, College of Idaho, Northwest Nazarene University, New Sait Anderw College, and Bosie Bible College. The exemption is based on the fact that these institutions were operating with physical locations in Idaho prior to the initial adoption of this rule and that they maintain Board recognized accreditation. Removing the word "regional" from subsection 08.01.11.100 ensures continuity of operations for these five institutions.

Furthermore, removing the additional requirements for Board recognition of accreditors removes regulations that have not been utilized to date and would be in excess of and less rigorous than the federal review process conducted by the US DOE which consists of evaluation by a formal accreditation group established by the US DOE and by the National Advising Committee on Institutional quality and Integrity.

The proposed changes are exempted from the negotiated rulemaking process because they are necessary to reflect changes made at the federal level; therefore, a temporary rule is justified. Temporary rules must be approved by the Board and authorized by the governor.

Attachment 1 presents the proposed revised text. Attachment 2 is the notice of rulemaking that will be published in the Administrative Bulletin upon the Board's approval of Attachment 1.

IMPACT

Should the Board approve the temporary and proposed rule, and the Governor approves promulgation, the rule would go into effect temporarily beginning on July 1, 2024 and concluding at sine die of the 2025 legislative session. If promulgated the notice will appear in volume 24-7 of the Idaho Administrative Rule Bulletin.

The proposed rule, which is the same as the temporary rule, would be considered by the legislature during the 2025 legislative session and would be codified upon the concurrent resolution of both committee floors with identical action. It is requested that the proposed rule to be effective as of sine die of the 2025 legislative session.

ATTACHMENTS

Attachment 1 – Proposed Rule Docket No. 08-0111-2401- redline
Attachment 2 – Notice of Rulemaking Temporary and Proposed - draft

BOARD STAFF COMMENTS AND RECOMMENDATIONS

This proposal was brought forward by the Board's Chief Academic Officer and the Board's State Authorization Program Manager in 2023 after they became aware of the federal change to the language.

Staff recommends that the Board approve the temporary and proposed rule as

proposed in Attachment 1.

BOARD ACTION

I move to approve temporary and proposed rule – Docket 08-0111-2401, as submitted in Attachment 1, effective July 1, 2024, contingent upon approval to promulgate the temporary rule by the governor.

Moved by _____ Seconded by _____ Carried Yes _____ No _____

08.01.11 – REGISTRATION OF POSTSECONDARY EDUCATIONAL INSTITUTIONS AND PROPRIETARY SCHOOLS

00. LEGAL AUTHORITY.
The following rules are made under authority of Sections 33-105, 33-107, 33-2402, and 33-2403, Idaho Code, to implement the provisions of Chapter 24, Title 33, Idaho Code. (3-30-23)

01. SCOPE.
This rule sets forth the registration requirements for postsecondary educational institutions that are required to register with the Idaho State Board of Education ("Board") under Section 33-2402, Idaho Code, and for proprietary schools required to register with the Board under Section 33-2403, Idaho Code. In addition, this rule describes the standards and criteria for Board recognition of accreditation organizations, for registration purposes. (3-30-23)

02. DELEGATION.
The Board delegates authority to its Executive Director and the Office of the State Board of Education to administer the registration of postsecondary educational institution and proprietary schools, in accordance with Title 33, Chapter 24, Idaho Code, and this rule. (3-30-23)

03. -- 009. (RESERVED)

10. DEFINITIONS.

01. Nonprofit. Means an entity that is recognized under the Internal Revenue Code and applicable regulations as being tax exempt, or an entity such as a nonprofit or not-for-profit organization that possesses the following characteristics that distinguish it from a business enterprise: (a) contribution of significant amounts of resources from resource providers who do not expect commensurate or proportionate pecuniary return, (b) operating purposes other than to provide goods or services at a profit, and (c) absence of ownership interests like those of business enterprises. (3-30-23)

02. Postsecondary Educational Institution. Sometimes referred to in this rule simply as an institution, is defined in Section 33-2401, Idaho Code. (3-30-23)

03. Proprietary School. Sometimes referred to in this rule simply as a school, is defined in Section 33-2401, Idaho Code. (3-30-23)

11. -- 099. (RESERVED)

100. RECOGNITION OF ACCREDITATION ORGANIZATIONS.
For purposes of registration of postsecondary educational institutions and proprietary schools, the Board recognizes the ~~regional~~ accreditation organizations that are recognized by and in good standing with the United States Department of Education, and which accredit entire colleges or universities, and which do not accredit only courses or courses of study (such as specialized accreditation organizations). ~~Further, the Board may recognize other accreditation organizations on a case-by-case basis. A request for recognition of other accreditation organizations for purposes of registration should be made to the Board's Chief Academic Officer, who will review and evaluate the request with the input and advice of the Board's Committee on Academic Affairs and Programs (CAAP). The Board will make a final decision based on such evaluation and review. (3-30-23)~~( )

(BREAK IN CONTINUITY OF SECTIONS)

IDAPA 08 – STATE BOARD OF EDUCATION

08.01.11 – REGISTRATION OF POSTSECONDARY EDUCATIONAL INSTITUTIONS AND PROPRIETARY SCHOOLS

DOCKET NO. 08-0111-2401

NOTICE OF RULEMAKING – TEMPORARY AND PROPOSED RULE

EFFECTIVE DATE: The effective date of the temporary rule is proposed to be July 1, 2024.

AUTHORITY: In compliance with Sections 67-5221(1) and 67-5226, Idaho Code, notice is hereby given that this agency is seeking to adopt a temporary rule, and proposed rulemaking procedures have been initiated. The action is authorized pursuant to Section(s) 33-105, 33-107, 33-2402, and 33-2403, Idaho Code.

PUBLIC HEARING SCHEDULE: Public hearing(s) concerning this rulemaking will be scheduled if requested in writing by twenty-five (25) persons, a political subdivision, or an agency, not later than July 24 2024.

The meeting site(s) will be accessible to persons with disabilities, if needed. Requests for accommodation must be made at least one (1) day prior to the meeting to the agency address below.

DESCRIPTIVE SUMMARY: The following is the required finding and concise statement of its supporting reasons for adopting a temporary rule and a nontechnical explanation of the substance and purpose of the proposed rulemaking:

Updating subsection 08.01.11.100 removes an outdated term, "regional," as it relates to postsecondary and proprietary school accreditation. The U.S. Department of Education no longer uses this term, and it is necessary to update the rule to remove the outdated reference to accreditation. Additional changes would eliminate unnecessary regulatory language from this subsection of the rule.

TEMPORARY RULE JUSTIFICATION: Pursuant to Section(s) 67-5226(1)(b) Idaho Code, the Governor is asked to find that temporary adoption of the rule is appropriate for the following reasons:

The proposed changes to IDAPA 08.01.11 align this rule with the 2023 changes made by the U.S. Department of Education (USDOE) with regard to language around accreditation. The USDOE no longer uses the term "regional" when referencing accreditation. If the rule were to retain this word, five institutions currently operating in our state would no longer be exempted from paying a surety bond required by §33-2406, Idaho Code. Removing the outdated word ensures continuity of operations.

Furthermore, removing additional requirements for board approval removes regulations that have not been utilized to date and would be in excess of the more robust national review process conducted by the USDOE which consists of evaluation by a formal accreditation group established by the USDOE and by the National Advising Committee on Institutional quality and Integrity.

FEE SUMMARY: The following is a specific description of the fee or charge imposed or increased: NA

FISCAL IMPACT: The following is a specific description, if applicable, of any negative fiscal impact on the state general fund greater than ten thousand dollars ($10,000) during the fiscal year: NA

NEGOTIATED RULEMAKING: Pursuant to Section 67-5220(2), Idaho Code, negotiated rulemaking was not conducted because the U.S. department of Education updated language regarding Department of Education accreditation. It is essential to align with federal regulations.

INCORPORATION BY REFERENCE: Pursuant to Section 67-5229(2)(a), Idaho Code, the following is a brief

DRAFT

synopsis of why the materials cited are being incorporated by reference into this rule: NA

ASSISTANCE ON TECHNICAL QUESTIONS, SUBMISSION OF WRITTEN COMMENTS: For assistance on technical questions concerning the temporary and proposed rule, contact Nicholas Wagner at rules@edu.idaho.gov or (208)-488-7586).

Anyone may submit written comments regarding the proposed rulemaking. All written comments must be directed to the undersigned and must be delivered on or before July 24, 2024.
DATED this 17th day of May, 2024.

Nicholas Wagner / Administrative Rules Coordinator / Idaho State Board of Education / 650 W State St. / PO Box 83720 / Boise, Idaho and 83720-0037 / Phone: (208)488-7586, fax: (208)334-2632

SUBJECT

Temporary and Proposed Rule – Docket No. 08-0201-2401, Rules Governing Administration

REFERENCE

August 2019	Board considered and rejected a proposed rule, Docket 08-0201-1901, setting reporting requirements for enrollment FTE and directed staff to bring back a temporary rule at the conclusion of planned visits in each of the regions to gather feedback.
October 2019	Board approved temporary rule establishing the enrollment FTE in a substantially similar format as presented at the Regular August Board meeting.
August 2020	Board postponed action on a temporary and proposed rule that would allow FTE student enrollment to be used to calculated average daily attendance for funding purposes.
December 2020	Board approved pending rule Docket 08-0201-2001, establishing FTE enrollment reporting methodology and approved temporary rule Docket 08-0201-2002 allowing FTE enrollment to be used to calculate average daily attendance.
November 2020	Board approved amendment to temporary and pending rules updating the FTE enrollment methodology.
June 2021	Board approved omnibus temporary rule, Docket 08-0201-2100 reauthorizing all non-fee administrative rules in IDAPA 08.
August 2021	Board approved proposed rule, Docket 08-0201-2102
November 2021	Board approved pending rule, Docket 08-0201-2102

APPLICABLE STATUTE, RULE, OR POLICY

Section 67-5221(1) and 67-5226, Idaho Code
Section 33-133, Idaho Code
Idaho Administrative Code, IDAPA 08.02.01, Rules Governing Administration

BACKGROUND/DISCUSSION

IDAPA 08.02.01, Rules Governing Administration sets forth uniform and thorough standards and governance by the State board of Education for the establishment and maintenance of a general, uniform and thorough system of public instruction.

To ensure conformity with recent changes to legislation made by H422 (2024) and H521 (2024) additional information must be collected. through the Idaho System of Educational Excellence (ISEE) data collection system. Idaho Code 33-133(3)(g) requires that any new data points proposed for collection through ISEE must be

presented to the governor and the legislature for their approval through the administrative rulemaking process.

H521 amended Section 33-911, Idaho Code such that it will now be necessary to identify whether a student is in attendance at a physical facility in order to properly calculate the distribution of facility funds. A “physically on campus” data point will be added to ISEE.

H422 repealed and replaced Section 33-5207, Idaho Code. The new section amends several aspects of funding distributions for charter schools. Particularly in cases where a student may be dual enrolled in more than one school, it will be necessary to determine which school is responsible for the provision of special education services. Adding a “responsible district/school” data point to ISEE will facilitate the state’s ability to determine a school’s eligibility for funding requests and hold schools accountable for the provision of special education services.

These data points must be identified in IDAPA 08.02.01.251.01. Updates in the rule to allow for the collection of the data points will give the board the ability to properly assist the Idaho Department of Education (IDE) with calculating various funding streams.

Specifically, recent legislation requires that the board update data elements to subsection 08.02.01.251.01. Additional data points will include identification of the “Responsible District” for each student and an indicator of whether the student is “Physically on Campus”. The former will allow IDE to identify which district is primarily responsible for a student when they are dual-enrolled or reported in multiple locations, and the latter allows the board to collect validation data on whether a student is attending physically on campus to support the requirements of participate in certain facility funding streams.

The proposed changes are exempted from the negotiation process because they are necessary to ensure compliance with legislative changes made by HB422 (2024) and HB521 (2024). Temporary rules must be promulgated by the Board and approved by the governor.

Attachment 1 presents the proposed revised text. Attachment 2 is the notice of rulemaking that will be published in the Administrative Bulletin upon the Board’s approval of Attachment 1.

IMPACT

Should the Board approve the temporary and proposed rule, and the Governor approves promulgation, the rule would go into effect temporarily beginning on July 1, 2024, and concluding at sine die of the 2025 legislative session. If promulgated the notice will appear in volume 24-7 of the Idaho Administrative Rule Bulletin.

The proposed rule, which is the same as the temporary rule, would be considered by the legislature during the 2025 legislative session and would be codified upon the concurrent resolution of both committee floors with identical action. It is requested that the proposed rule be effective as of sine die of the 2025 legislative session.

ATTACHMENTS

Attachment 1 – Proposed Rule Docket No. 08-0201-2401- redline
Attachment 2 – Notice of Rulemaking Temporary and Proposed - draft

BOARD STAFF COMMENTS AND RECOMMENDATIONS

The proposed changes have been reviewed with the Board's Idaho System of Education Excellence (ISEE) management team and thoroughly vetted by board staff.

Staff recommends that the Board approve the temporary and proposed rule as proposed in Attachment 1.

BOARD ACTION

I move to approve temporary and proposed rule – Docket 08-0201-2401, as submitted in Attachment 1, effective July 1, 2024, contingent upon approval to promulgate the temporary rule by the governor.

Moved by _____ Seconded by _____ Carried Yes _____ No _____

08.02.01 – RULES GOVERNING ADMINISTRATION

(BREAK IN CONTINUITY OF SECTIONS)

251. DATA COLLECTION.
LEA's will report the required information for state and federal reporting and decision-making. The reporting will be done in accordance with the requirements established in Chapter 10, Title 33, Idaho Code, or as needed for state and federal purposes. Each LEA is required to verify and assure the accuracy of the data submitted on a timeframe established by the state board of education or its designee. (3-15-22)

01. State Data System. In accordance with the provisions of Section 33-133, Idaho Code, the following data elements will be added to the state data system: (3-15-22)

a. Grade Point Average (GPA); and (3-15-22)

b. Chronic Absenteeism. (3-15-22)

c. Student address. (3-15-22)

d. Responsible District/School. ( )

e. Physically on Campus. ( )

(BREAK IN CONTINUITY OF SECTIONS)

IDAPA 08 – STATE BOARD OF EDUCATION

08.02.01 – RULES GOVERNING ADMINISTRATION

DOCKET NO. 08-0201-2401

NOTICE OF RULEMAKING – TEMPORARY AND PROPOSED RULE

EFFECTIVE DATE: The effective date of the temporary rule is proposed to be July 1, 2024.

AUTHORITY: In compliance with Sections 67-5221(1) and 67-5226, Idaho Code, notice is hereby given that this agency has adopted a temporary rule, and proposed rulemaking procedures have been initiated. The action is authorized pursuant to Sections 33-101, 33-105, 33-107, 33-116, 33-117, 33-308, 33-320, 33-310B, 33-512, 33-513, 33-905, 33-1279, 33-1403, 33-1405, 33-2004 and Chapter 10, Title 33, Idaho Code.

PUBLIC HEARING SCHEDULE: Public hearing(s) concerning this rulemaking will be scheduled if requested in writing by twenty-five (25) persons, a political subdivision, or an agency, not later than July 24, 2024.

The meeting site(s) will be accessible to persons with disabilities, if needed. Requests for accommodation must be made at least one (1) day prior to the meeting to the agency address below.

DESCRIPTIVE SUMMARY: The following is the required finding and concise statement of its supporting reasons for adopting a temporary rule and a nontechnical explanation of the substance and purpose of the proposed rulemaking:

Recent legislation requires that the board update data elements to subsection 08.02.01.251.01. To ensure conformity with recent changes to legislation made by H422 (2024) and H521 (2024), two additional data points will need to be collected through the Idaho System of Educational Excellence (ISEE) data collection system. These data points must be identified in subsection 251.01 of this rule. Updating the rule to allow for the collection of the data points will allow the board to properly assist the IDE with calculating various funding streams.

Additional data points will include the identification of the "Responsible District" for each student and an indicator of whether the student is "Physically on Campus". The former will allow the board to identify which district is primarily responsible for a student when they are dual-enrolled or reported in multiple locations, and the latter allows the board to collect validation data on whether a student is attending physically on campus to support the requirements of participation in certain facility funding streams.

TEMPORARY RULE JUSTIFICATION: Pursuant to Section(s) 67-5226(1)(b) Idaho Code, the Governor is requested to find that temporary adoption of the rule is appropriate for the following reasons:

As the legislative changes go into effect on July 1, 2024, data collection requirements must also be updated at that time. This will ensure that schools are prepared to submit the necessary data and that the ISEE system is prepared to receive the data necessary to ensure compliance with the recent legislative changes.

FEE SUMMARY: The following is a specific description of the fee or charge imposed or increased: NA

FISCAL IMPACT: The following is a specific description, if applicable, of any negative fiscal impact on the state general fund greater than ten thousand dollars ($10,000) during the fiscal year: NA

NEGOTIATED RULEMAKING: Pursuant to Section 67-5220(2), Idaho Code, negotiated rulemaking will not conducted because a temporary rule is required to update the data collection for the purpose of enabling compliant reporting as required by H422 (2024) and H521 (2024).

INCORPORATION BY REFERENCE: Pursuant to Section 67-5229(2)(a), Idaho Code, the following is a brief

DRAFT

synopsis of why the materials cited are being incorporated by reference into this rule: NA

ASSISTANCE ON TECHNICAL QUESTIONS, SUBMISSION OF WRITTEN COMMENTS: For assistance on technical questions concerning the temporary and proposed rule, contact Nicholas Wagner at rules@edu.idaho.gov or (208)-488-7586).

Anyone may submit written comments regarding the proposed rulemaking. All written comments must be directed to the undersigned and must be delivered on or before July 24, 2024.
DATED this 17th day of May, 2024.

Nicholas Wagner / Administrative Rules Coordinator / Idaho State Board of Education / 650 W State St. / PO Box 83720 / Boise, Idaho and 83720-0037 / Phone: (208)488-7586, fax: (208)334-2632

SUBJECT

Temporary Rule – Docket No. 08-0203-2402, Rules Governing Thoroughness

REFERENCE

March 23, 2020	Board approved partial waiver of IDAPA 08.02.03.105, waiving the college entrance exam, senior project graduation requirements for students graduating in 2020 and administration of the ISAT for the 2020-2021 school year.
October 2020	Board approved partial waiver of IDAPA 08.02.03.105, waiving the senior project graduation requirement for students graduating in 2021.
December 2020	Board approved partial waiver of IDAPA 08.02.03.105, waiving the requirement the college entrance exam requirement for students graduating in 2021.
June 2021	Board approved temporary omnibus rules, Dockets 08-0000-2100 and 55-0000-2100.
August 2021	Board approved proposed rules Dockets 08-0201-2101, 08-0202-2102, and 08-0203-2101.
October 2021	Board approved proposed Omnibus rule, Docket 08-0000-2100, incorporating proposed rules approved in August 2021.
November 2021	Board approved pending Omnibus rule, Docket 08-0000-2100.
June 2022	Board approved temporary rule, Docket 08-0203-2202, amending the assessment section to account for administering assessments at the high school level using a modified cohort model.
August 2022	Board approved proposed pending rule, Docket 08-0203-2201.
November 2022	Board approved Pending rule, Docket 08-0203-2201, incorporating amendments required through zero-based rulemaking.
August 2023	Board Approved Proposed rule, Docket 08-0203-2301, removing duplicative language.
November 2023	Board Approved Pending rule, Docket 08-0203-2301, removing duplicative language.

APPLICABLE STATUTE, RULE, OR POLICY

Idaho Constitution Article IX, Section 2
IDAPA 08.02.03, Rules Governing Thoroughness
Idaho Code Title 67, Chapter 52, Idaho Administrative Procedures Act
Sections 33-116, 33-118, and 33-1612, Idaho Code

BACKGROUND/DISCUSSION

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.

The Board adopts content standards for K-12 instruction. Content standards are incorporated by reference into IDAPA 08.02.03. Board Policy IV.D. outlines the six-year revision cycle and review procedures for content standards. The Idaho Department of Education (IDE) manages the review cycle and proposes any necessary revisions to the Board. When revisions are adopted by the Board, IDAPA must be updated to reflect the adoption date of the revised content standards.

Several sets of content standards, which are incorporated by reference into IDAPA 08.02.03, were due for review during the 2023-2024 school year. Proposed revisions are presented for the Board's consideration during this June 12, 2024, board meeting. This separate agenda item, presented by the IDE includes the standards themselves, a description of how feedback was solicited, and a summary of the feedback that was received, as well as redlined versions of each set of standards showing all proposed amendments. Content standards that were revised by IDE include: Arts and Humanities, Computer Science and Educational Technology, Driver Education, and Social Studies. The content standards review process outlined in Board Policy IV has been completed and the rule must now be updated to reflect the adoption date of the revised content standards.

The proposed changes are exempted from the negotiated rulemaking process because the content standards amendments adopted by the Board need to be in place at the beginning of the school year; therefore, a temporary rule is justified. Additionally content standards undergo a year-long negotiated review process prior to being presented to the Board for approval. Temporary rules must be promulgated by the Board and approved by the governor.

Additional proposed revisions to IDAPA 08-0203 will come before the Board in August.

Attachment 1 presents the proposed revised text. Attachment 2 is the notice of rulemaking that will be published in the Administrative Bulletin upon the Board's approval of Attachment 1.

IMPACT

Should the Board approve and the governor promulgate this temporary rule, it would go into effect on July 1, 2024, and expire upon the legislature adjourning sine die at the conclusion of the 2025 legislative session. If promulgated the notice will appear in volume 24-7 of the Idaho Administrative Rule Bulletin.

As some of the revision to this rule are exempt from negotiation and need to be in place prior to the start of the school year, but other revisions under consideration do not, this temporary rule is being presented separately from a forthcoming proposed, permanent rule. The final proposed rule, which will include the revisions presented in this temporary rule, will be considered by the 2025 legislature. These revisions would be codified upon the concurrent resolution of both committee floors with identical action as of sine die of the 2025 legislative session.

ATTACHMENTS

Attachment 1 – Temporary Rule Docket No. 08-0203-2402 - Rules Governing Thoroughness
Attachment 2 – Notice of Rulemaking Adoption of Temporary Rule – Draft

BOARD STAFF COMMENTS AND RECOMMENDATIONS

The proposed temporary rule is a result of a year-long review process conducted by committees of content area experts facilitated by IDE staff. Board staff appreciates the effort taken to ensure a thorough review process. Please see the IDE agenda item in these meeting materials for content standards revisions for a full accounting of the proposed revisions, feedback procedures, and redline copies of the standards themselves.

Staff recommends that the Board approve the temporary rule as proposed in Attachment 1.

BOARD ACTION

I move to approve temporary rule – Docket 08-0203-2402, as submitted in Attachment 1, effective July 1, 2024, contingent upon approval to promulgate the temporary rule by the governor.

Moved by _____ Seconded by _____ Carried Yes _____ No _____

IDAPA 08 – STATE BOARD OF EDUCATION

08.02.03 - RULES GOVERNING THOROUGHNESS

DOCKET NO. 08-0203-2402

NOTICE OF RULEMAKING - ADOPTION OF TEMPORARY RULE

EFFECTIVE DATE: The effective date of the temporary rule is proposed to be July 1, 2024.

AUTHORITY: In compliance with Sections 67-5226, Idaho Code, notice is hereby given this agency has adopted a temporary rule. The action is authorized pursuant to Section(s) 33-105, 33-116, 33-118, and 33-1612, Idaho Code.

DESCRIPTIVE SUMMARY: The following is the required finding and concise statement of its supporting reasons for adopting a temporary rule:

K-12 content standards are incorporated by reference into IDAPA 08.02.03. All standards are reviewed on a five year cycle through a year-long committee review process facilitated by the Idaho Department of Education. During the 2023-2024 school year the following content standards were reviewed: Arts and Humanities, Computer Science and Educational Technology, Driver Education, and Social Studies. The content standards review process outlined in Board Policy has been completed and revisions were brought before the State Board of Education at its June, 12, 2024 meeting. IDAPA 08.02.03 must be updated to reflect adopted revisions to the documents incorporated by reference. The Board is requesting that a temporary rule be promulgated to ensure that the revisions are in place prior to the start of the new school year.

TEMPORARY RULE JUSTIFICATION: Pursuant to Section(s) 67-5226(1) (b), Idaho Code, the Governor has found that temporary adoption of the rule is appropriate for the following reasons:

Any revisions to content standards need to be in place prior to the start of a new school year to ensure continuity of operations for teachers and students.

FEE SUMMARY: Pursuant to Section 67-5226(2), the Governor is asked to find that the fee or charge being imposed or increased is justified and necessary to avoid immediate danger and the fee is described herein: NA

ASSISTANCE ON TECHNICAL QUESTIONS: For assistance on technical questions concerning the temporary rule, contact Nicholas Wagner at rules@edu.idaho.gov or (208)-488-7586).

DATED this 17th day of May, 2024.

Nicholas Wagner / Administrative Rules Coordinator / Idaho State Board of Education / 650 W State St. / PO Box 83720 / Boise, Idaho and 83720-0037 / Phone: (208)488-7586, fax: (208)334-2632

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08.02.03 – RULES GOVERNING THOROUGHNESS

000. LEGAL AUTHORITY.
All rules in this Thoroughness chapter (IDAPA 08.02.03) are promulgated pursuant to the authority of the State Board of Education under Article IX, Section 2 of the Idaho Constitution and under sections 33-116, 33-118, and 33-1612, Idaho Code. Specific statutory references for particular rules are also noted as additional authority where appropriate. (3-15-22)

001. SCOPE.
These rules govern the thorough education of all public school students in Idaho. (3-15-22)

002. -- 003. (RESERVED)

004. INCORPORATION BY REFERENCE.
The following documents are incorporated into this rule: (3-15-22)

01. The Idaho Content Standards. The Idaho Content Standards as adopted by the State Board of Education. Individual subject content standards are adopted in various years in relation to the curricular materials adoption schedule. Copies of the document can be found on the State Board of Education website at https://boardofed.idaho.gov. (3-15-22)

a. Arts and Humanities Categories: (3-15-22)

i. Dance, as revised and adopted on June 12, 2024~~August 11, 2016~~; (____)~~(3-15-22)~~

ii. Interdisciplinary Humanities, as revised and adopted on June 12, 2024~~August 11, 2016~~;(____)~~(3-15-22)~~

iii. Media Arts, as adopted on June 12, 2024~~August 11, 2016~~. (____)~~(3-15-22)~~

iv. Music, as revised and adopted on June 12, 2024~~August 11, 2016~~; (____)~~(3-15-22)~~

v. Theater, as revised and adopted on June 12, 2024~~August 11, 2016~~; (____)~~(3-15-22)~~

vi. Visual Arts, as revised and adopted on June 12, 2024~~August 11, 2016~~; (____)~~(3-15-22)~~

vii. World languages, as revised and adopted on June 12, 2024~~August 11, 2016~~. (____)~~(3-15-22)~~

b. Computer Science, adopted on June 12, 2024~~November 28, 2016~~. (____)~~(3-15-22)~~

c. Driver Education, as revised and adopted on June 12, 2024~~August 10, 2017~~. (____)~~(3-15-22)~~

d. Health, as revised and adopted on August 24, 2022. (4-6-23)

e. Information and Communication Technology, as revised and adopted on August 10, 2017. (3-15-22)

f. Physical Education, as revised and adopted on August 24, 2022. (4-6-23)

g. Social Studies, as revised and adopted on June 12, 2024~~November 28, 2016~~. (____)~~(3-15-22)~~

h. College and Career Readiness Competencies adopted on June 15, 2017. (3-15-22)

02. The Idaho Standards for Infants, Toddlers, Children, and Youth Who Are Deaf or Hard of Hearing. As adopted by the State Board of Education on October 11, 2007. Copies of the document can be found on the State Board of Education website at https://boardofed.idaho.gov. (3-15-22)

03. The Idaho Standards for Infants, Toddlers, Children, and Youth Who Are Blind or Visually Impaired. As adopted by the State Board of Education on October 11, 2007. Copies of the document can be found on the State Board of Education website at https://boardofed.idaho.gov. (3-15-22)

04. The Idaho Special Education Manual. The Idaho Special Education Manual as adopted by the State Board of Education on October 17, 2018. Copies of the document can be found on the State Board of Education website at https://boardofed.idaho.gov. (3-15-22)

(BREAK IN CONTINUITY OF SECTIONS)

SUBJECT

Strategic Plans – Postsecondary Institutions and Agencies under the Board's Governance

REFERENCE

April 2021	The Board reviewed the institution, agency, and special and health programs FY2022-FY2026 strategic plans.
June 2021	The Board approved the institution and agency FY2022–FY2026 strategic plans and delegated approval of the FY2022–FY2026 special and health programs strategic plans to the Executive Director.
October 2021	The Board was presented with the institution and agencies performance measure reports and progress toward meeting their FY2021-FY2025 strategic plan goals.
December 2021	The Board discussed changes to the K-20 FY2023-FY2027 Strategic Plan, including the addition of three postsecondary education focus areas.
February 2022	The Board approved changes to the K-20 FY2023-FY2027 Strategic Plan, including the addition of three postsecondary education focus areas.
April 2022	The Board discussed progress and priority areas for the institution FY2023-2027 Strategic Plans
October 2022	The Board was presented with the institution and agencies performance measure reports and progress toward meeting their FY2022-FY2026 strategic plan goals.
December 2022	The Board discussed changes to the K-20 FY2024-FY2028 Strategic Plan.
February 2023	The Board approved the K-20 Education FY2024-FY2028 Strategic Plan, including additional definition of some performance measures.
April 2023	The Board discussed institution and agency FY2024-FY2028 strategic plans.
June 2023	The Board approved FY2024-FY2028 institution and agency strategic plans.
April 2023	The Board reviewed FY2025-FY2029 institution and agency strategic plans.

APPLICABLE STATUTE, RULE, OR POLICY

Idaho Code §§ 67-1901 - 1903
Idaho State Board of Education Governing Policies & Procedures, Section I.M.1

BACKGROUND/ DISCUSSION

The institutions and agencies under the oversight of the Board are required to submit an updated strategic plan each year. At a minimum, the plans must encompass the current year and four years going forward. The PPGA committee reviewed draft plans in April and the submitted draft plans were included in the meeting materials for the Board's regularly scheduled April meeting. This timeline allows the Board to review the plans, ask questions or request changes in April, and then have them brought back to the regular Board meeting in June with changes if needed, for final approval while still meeting the state requirement that the plans be submitted to the Division of Financial Management (DFM) by July 1 of each year. Once approved by the Board, the Office of the State Board of Education submits all of the plans to DFM.

DFM maintains guidance documents and provides annual training for agencies and institutions each year.

Board policy I.M. sets out the minimum components that must be included in the strategic plans and defines each of those components.

All strategic plans are required to be in compliance with governing statute, policy and DFM guidelines.

Two institutions and one agency made changes between the first and final drafts. All other strategic plans are presented with no changes from April.

Changes include:

- At the time initial drafts were submitted to Board staff in March, Idaho State University had not yet finalized the methodology for 3.A.ii, 4.D.ii, 5.A.ii, and 5.B.iii and iv. Methodologies are not a required element of the strategic plan, but as these have now been finalized, ISU has included previous year data in the final drafts for the Board's reference. Additionally, minor updates were made to five-year benchmarks for 2.B. and 4.B.

- Idaho Division of Career Technical Education made several minor technical adjustments, including moving a measure to better align with the Board's K-20 plan (Goal I.C.) and dividing one measure into two metrics for clarity (2.A.)

- The College of Eastern Idaho made corrections to data that inaccurately represented outcomes in previous years (1.A.1. and 1.B.). They also added additional measures at 3.C.2, 3.D.2., and 3.E. Please also note the structured summary of the plan included on page 11 of CEI's strategic plan. This is a unique and user-friendly feature.

IMPACT

OSBE Staff will submit Board-approved strategic plans to DFM on behalf of the institutions, agencies DFM deadline.

ATTACHMENTS

Attachment 01 – K-20 Education Strategic Plan

Institutions

Attachment 02 – University of Idaho
Attachment 03 – Boise State University
Attachment 04 – Idaho State University
Attachment 05 – Lewis-Clark State College

Community Colleges

Attachment 06 – College of Eastern Idaho
Attachment 07 – College of Southern Idaho
Attachment 08 – College of Western Idaho
Attachment 09 – North Idaho College

Agencies

Attachment 10 – Idaho Public Schools/Department of Education
Attachment 11 - Idaho Division of Career Technical Education
Attachment 12 – Idaho Division of Vocational Rehabilitation
Attachment 13 – Idaho Public Television
Attachment 14 – Idaho Public Charter School Commission

BOARD STAFF COMMENTS AND RECOMMENDATIONS

Board staff have verified that all strategic plans submitted for review are compliant with governing statute, Board policy, and DFM guidelines.

Staff recommends that the Board approve the institution and agency strategic plans as presented in Attachments 2-14.

BOARD ACTION

I move to approve the institution and agency strategic plans as presented in Attachments 2-14.

Moved by _____ Seconded by _____ Carried Yes _____ No _____

FY2025-FY2029

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 3
- Mathematics Proficiency and Growth – Grades 6 through 9
- High School Credit Recovery, Completion, and Transition (Workforce or Postsecondary)

Postsecondary Education

- Recruitment and Access
- Retention
- Transfer and Completion

GOAL 1: 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: Literacy - Provide effective literacy instruction across grades K-3. L

Performance Measures:

I. **Proficiency: Statewide aggregated % of K-3 students achieving proficiency on the spring administration of the statewide literacy assessment (currently the Idaho Reading Indicator, IRI).**
Benchmark: 75%[1]

II. **Growth: Statewide aggregated percentage of K-3 students whose performance on the statewide literacy assessment increased by at least one sub-category between the fall and spring administrations of the assessment.**
Benchmark: New Measure[2]

Objective B: Mathematics - Provide effective mathematics instruction across grades 6-8. M

Performance Measures:

I. **Proficiency: Statewide aggregated percentage of 6-8 students who achieved proficiency on the spring administration of the statewide mathematics assessment (currently the Idaho Standards Achievement Test, ISAT).**
Benchmark: 43%[3]

II. **Growth: Statewide aggregated percentage of students in grades 6-8 whose performance on the statewide mathematics assessment increased by at least one sub-category between spring-to-spring administrations of the assessment.**

Benchmark: New Measure

Objective C: Graduation: Increase Idaho's high school graduation rate. HS

Performance Measures:

I. **5-Year Adjusted Cohort Graduation Rate (ACGR)**[4]
Benchmark: 87% or more

GOAL 2: EDUCATIONAL ACCESS - Increase access to Idaho's robust educational system for all Idahoans, regardless of socioeconomic status, age, or geographic location**.**

Objective A: Advanced Opportunities – Increase high-school student participation in advanced opportunities.

HS	R/A

Performance Measures:

I. **Percent of high school graduates who were funded for or more advanced opportunities.**
Benchmark: 90% or more

Objective B: Student Engagement - Increase high-school student engagement in exploring postsecondary opportunities.

HS	R/A

Performance Measures:

I. **Percent of Idaho public high school seniors who complete the Free Application for Federal Student Aid (FAFSA).**
Benchmark: 60% or more

II. **Percent of Idaho public high school seniors who submit at least one application through Apply Idaho.**
Benchmark: New Measure

Objective C: College-Going - Increase the rate at which high school graduates pursue postsecondary opportunities.

HS	R/A

Performance Measures:

I. **Percent of high school graduates who enroll in an Idaho public postsecondary institution in the fall immediately following graduation.**
Benchmark: 60%[5] or more

II. **Percent of high school graduates who enroll in an Idaho public postsecondary institution** Within 36 months of high school graduation.
Benchmark: 80%[6] or more

GOAL 3: EDUCATIONAL ATTAINMENT (opportunity) – Idaho's public colleges and universities and career technical education programs fuel a strong workforce pipeline evidenced through a greater numbers of student completing certificates and/or degrees, including workforce credentials.

Objective A: First-Year Student Retention: Increase the retention rate of first-year students into the second year.

R

Performance Measures:

I. **Percentage of new full-time degree-seeking students who return (or who graduate) for second year in an Idaho postsecondary public institution.**
Benchmark: 75%[7] or more

II. **Percent of undergraduate, degree-seeking students completing two full-time semesters[8] per academic year at the institution reporting.**
Benchmark: 55%[9] or more

Objective B: Timely Degree Completion – Increase on-time degree completion.

T/C

Performance Measures:

I. **Percent of full-time first-time freshman graduating within 100% of the allotted time (e.g. 4-year degree in 4 years; 2-year degree in 2 years).**
Benchmark: 30%

II. **Percent of full-time first-time freshman graduating within 150% of the allotted time (e.g. 4-year degree in 6 years; 2-year degree in 3 years).**
Benchmark: 50%

Objective C: Educational Attainment – Increase completion of certificates and degrees through Idaho's educational system.

T/C

Performance Measures:

I. **Percent of total credentials conferred in STEM fields[10].**
Benchmark: 25%

II. **Unduplicated headcount of graduates, by highest level attained.**
Benchmark: 18,000[11]

KEY EXTERNAL FACTORS

The Board's responsibility of governance and oversight of public education in Idaho is focused on providing a high-quality educational system with opportunities and access for all Idaho residents regardless of where they intersect with the educational system. The structure of public education in Idaho provides an opportunity of focusing work towards common goals, however, the work of communicating out these common focus areas and helping each segment of the public education system to understand and make progress in those areas can be difficult when the system or parts of the system are not adequately resourced or there is not a common vision of success or accountability.

EVALUATION PROCESS

The Board convenes representatives from the institutions, agencies, and other interested education stakeholders to review and recommend amendments to the Board's Planning, Policy and Governmental Affairs Committee regarding the development of the K-20 Education Strategic Plan. Recommendations are then presented to the Board for consideration in December. Additionally, the Board reviews and considers amendments to the strategic plan annually, changes may be brought forward from the Planning, Policy, and Governmental Affairs Committee, Board staff, or other ad hoc input received during the year. This review and re-approval takes into consideration performance measure progress reported to the Board in October.

Performance towards meeting the set benchmarks is reviewed and discussed annually with the State Board of Education in October. The Board may choose at that time to direct staff to change or adjust performance measures or benchmarks contained in the K-20 Education Strategic Plan. Feedback received from the institutions and agencies as well as other education stakeholders is considered at this time.

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[1] Benchmark is based on the FY2023 statewide, spring administration, all students, composite outcome of 66%.
[2] New measures are expected to collect baseline data in the first year, and to establish a target and report outcomes in the second year.
[3] Benchmark is based on Accountability Oversight Committee recommendations and reflects the FY23 6-8 aggregated baseline proficiency ate of 38.8%.
[4] 5-Year ACGR considers students who graduate within 4 years of entering 9th grade, plus the summer after 12th grade. Benchmark is based on Accountability Oversight Committee recommendations.
[5] Outcomes over the past five years have fallen by approximately 10% and are most recently reported at 42%. The benchmark remains at 60%.
[6] Outcomes over the past five years have fallen by approximately 10% and are most recently reported at 52%. The benchmark remains at 80%.
[7] The 2021-2022 systemwide outcome was 70%.
[8] A full-time semester at a four-year institution is 30 credit hours. A full-time semester at a two-year institution is 24 credit hours.
[9] The 2021-2022 systemwide outcome was 50%.
[10] For the purpose of this measure, STEM fields will use the CCA/IPEDS Definition.
[11] A supplemental report will separate graduates by credential issued for further analysis. The benchmark for the aggregated total is based on a fiscal year 2023 aggregated total of 17,483 graduates.

University of Idaho
Strategic Plan and Process

FY25 – FY29

Base 10-year plan established for 2016 – 2025; approved by the SBOE June 2016
Reviewed and submitted March 2024 for FY25 – FY29

MISSION STATEMENT

The University of Idaho will shape the future through innovative thinking, community engagement and transformative education.

The University of Idaho is the state's land-grant research university. From this distinctive origin and identity, we will enhance the scientific, economic, social, legal, and cultural assets of our state and develop solutions for complex problems facing our society. We will continue to deliver focused excellence in teaching, research, outreach, and engagement in a collaborative environment at our residential main campus in Moscow, regional centers, extension offices and research facilities across Idaho. Consistent with the land-grant ideal, we will ensure that our outreach activities serve the state and strengthen our teaching, scholarly and creative capacities statewide.

Our educational offerings will transform the lives of our students through engaged learning and self-reflection. Our teaching and learning will include undergraduate, graduate, professional and continuing education offered through face-to-face instruction, technology-enabled delivery, and hands-on experience. Our educational programs will strive for excellence and will be enriched by the knowledge, collaboration, diversity and creativity of our faculty, students, and staff.

VISION STATEMENT

The University of Idaho will expand the institution's intellectual and economic impact and make higher education relevant and accessible to qualified students of all backgrounds.

GOAL 1: Innovate
Scholarly and creative work with impact

Scholarly and creative products of the highest quality and scope, resulting in significant positive impact for the region and the world.[1]

Objective A: *Build a culture of collaboration that increases scholarly and creative productivity through interdisciplinary, regional, national and global partnerships.*

Performance Measures:

I. Research Expenditures ($ thousand)[2]

FY20 (2019-2020)	FY21 (2020-2021)	FY22 (2021-2022)	FY23 (2022-2023)	FY24 (2023-2024)	Benchmark	
					FY25 (2024-2025)	FY29 (2028-2029)
113,107	112,810	105,900	135,901	Available Later	**114**	**116**

Objective B: *Create, validate and apply knowledge through the co-production of scholarly and creative works by students, staff, faculty and diverse external partners.*

Performance Measures:

I. Terminal degrees in given field (PhD, MFA, etc.)

FY20 (2019-2020)	**FY21** (2020-2021)	**FY22** (2021-2022)	**FY23** (2022-2023)	**FY24** (2023-2024)	**Benchmark**	
					FY25 (2024-2025)	**FY29 (2028-2029)**
242	322	403	386	Available Later	**325**	**345**

II. Number of Postdocs, and Non-faculty Research Staff with Doctorates

FY20 (2019-2020)	**FY21** (2020-2021)	**FY22** (2021-2022)	**FY23** (2022-2023)	**FY24** (2023-2024)	**Benchmark**	
					FY25 (2024-2025)	**FY29 (2028-2029)**
103	106	122	202	Available Later	**110**	**120**

III. Number of undergraduate and graduate students paid from sponsored projects (System wide metric)

FY20 (2019-2020)	**FY21** (2020-2021)	**FY22** (2021-2022)	**FY23** (2022-2023)	**FY24** (2023-2024)	**Benchmark**	
					FY25 (2024-2025)	**FY29 (2028-2029)**
657 (UG) & 418 (GR) 1,075 Total	660 (UG) & 390 (GR) 1,050 Total	740 (UG) & 336 (GR) 1,076 Total	725 (UG) & 342 (GR) 1,067 Total	Available Later	**675 (UG) & 425 (GR) 1,100 Total**	**700 (UG) & 500 (GR) 1,200 Total**

IV. Percentage of students involved in undergraduate research (System wide metric)

FY20 (2019-2020)	**FY21** (2020-2021)	**FY22** (2021-2022)	**FY23** (2022-2023)	**FY24** (2023-2024)	**Benchmark**	
					FY25 (2024-2025)	**FY29 (2028-2029)**
60%	56%	53%	55%	Available Later	**60%**	**65%**

Objective C: *Grow reputation by increasing the range, number, type and size of external awards, exhibitions, publications, presentations, performances, contracts, commissions and grants.*

Performance Measures

I. Invention Disclosures

FY20 (2019-2020)	**FY21** (2020-2021)	**FY22** (2021-2022)	**FY23** (2022-2023)	**FY24** (2023-2024)	**Benchmark**	
					FY25 (2024-2025)	**FY29 (2028-2029)**
35	29	20	12	Available Later	**30**	**33**

GOAL 2: Engage
Outreach that inspires innovation and culture

Suggest and influence change that addresses societal needs and global issues, and advances economic development and culture.

Objective A: *Inventory and continuously assess engagement programs and select new opportunities and methods that provide solutions for societal or global issues, support economic drivers and/or promote the advancement of culture.*

Performance Measures:

I. Go-On Impact[3]

FY20 (2019-2020)	**FY21** (2020-2021)	**FY22** (2021-2022)	**FY23** (2022-2023)	**FY24** (2023-2024)	**Benchmark**	
					FY25 (2024-2025)	**FY29 (2028-2029)**
41.4%	41.4%	41.4%	41.4%	Available Later	**42%**	**43%**

Objective B: *Develop community, regional, national and/or international collaborations which promote innovation and use University of Idaho research and creative expertise to address emerging issues.*

Performance Measures:

I. Percentage Faculty Collaboration with Communities (HERI)[4]

FY20 (2019-2020)	**FY21** (2020-2021)	**FY22** (2021-2022)	**FY23** (2022-2023)	**FY24** (2023-2024)	**Benchmark**	
					FY25 (2024-2025)	**FY29 (2028-2029)**
57%	57%	57%	57%	Available Later	**60%**	**65%**

II. Economic Impact ($ Billion)

FY20 (2019-2020)	**FY21** (2020-2021)	**FY22** (2021-2022)	**FY23** (2022-2023)	**FY24** (2023-2024)	**Benchmark**	
					FY25 (2024-2025)	**FY29 (2028-2029)**
1.10	1.01	1.01	1.01	Available Periodically	**1.1**	**1.2**

Objective C: *Engage individuals (alumni, friends, stakeholders and collaborators), businesses, industry, agencies and communities in meaningful and beneficial ways that support the University of Idaho's mission.*

Performance Measures:

I. Number of Direct UI Extension Contacts

FY20 (2019-2020)	**FY21** (2020-2021)	**FY22** (2021-2022)	**FY23** (2022-2023)	**FY24** (2023-2024)	**Benchmark**	
					FY25 (2024-2025)	**FY29 (2028-2029)**
440,793	220,402	265,661	481,809	Available Later	**350,000**	**430,000**

II. NSSE Mean Service Learning, Field Placement or Study Abroad

FY20 (2019-2020)	**FY21** (2020-2021)	**FY22** (2021-2022)	**FY23** (2022-2023)	**FY24** (2023-2024)	**Benchmark**	
					FY25 (2024-2025)	**FY29 (2028-2029)**
53%	53%	45%	45%	Available Later	**55%**	**60%**

III. Alumni Participation Rate[5]

FY20 (2019-2020)	**FY21** (2020-2021)	**FY22** (2021-2022)	**FY23** (2022-2023)	**FY24** (2023-2024)	**Benchmark**	
					FY25 (2024-2025)	**FY29 (2028-2029)**
8.0%	7.4%	6.5%	4.6%	Available Later	**8.5%**	**10%**

IV. Dual credit (System wide metric) a) Total Credit Hours b) Unduplicated Headcount

FY20 (2019-2020)	**FY21** (2020-2021)	**FY22** (2021-2022)	**FY23** (2022-2023)	**FY24** (2023-2024)	**Benchmark**	
					FY25 (2024-2025)	**FY29 (2028-2029)**
11,504 / 2,371	8,996 / 1,886	8,835 / 1,868	12,051 / 2,506	Available Later	**11,500/2,370**	**12,500/2,660**

GOAL 3: Transform
Educational experiences that improve lives

Increase our educational impact.

<u>Objective A:</u> *Provide greater access to educational opportunities to meet the evolving needs of society.*

<u>Performance Measures:</u>

I. Enrollment

FY20 (2019-2020)	**FY21** (2020-2021)	**FY22** (2021-2022)	**FY23** (2022-2023)	**FY24** (2023-2024)	**Benchmark**	
					FY25 (2024-2025)	**FY29 (2028-2029)**
11,926	10,791	11,303	11,507	11,849	**11,750**	**13,000**

<u>Objective B:</u> *Foster educational excellence via curricular innovation and evolution.*

<u>Performance Measures:</u>

I. Retention – New Students (System wide metric)

FY20 (2019-2020)	**FY21** (2020-2021)	**FY22** (2021-2022)	**FY23** (2022-2023)	**FY24** (2023-2024)	**Benchmark**	
					FY25 (2024-2025)	**FY29 (2028-2029)**
76.7% Cohort 2019-20	74.3% Cohort 2020-21	73.5% Cohort 2021-22	75.0% Cohort 2022-23	Available Census Date	**80%**	**84%**

II. Retention – Transfer Students (System wide metric)

FY20 (2019-2020)	**FY21** (2020-2021)	**FY22** (2021-2022)	**FY23** (2022-2023)	**FY24** (2023-2024)	**Benchmark**	
					FY25 (2024-2025)	**FY29 (2028-2029)**
82.9% Cohort 2019-20	79.7% Cohort 2020-21	79.6% Cohort 2021-22	84.1% Cohort 2022-23	Available Census Date	**80%**	**84%**

III. a)Graduates (All Degrees:IPEDS)[6], b)Undergraduate Degree (PMR), c) Graduate / Prof Degree (PMR)

FY20 (2019-2020)	**FY21** (2020-2021)	**FY22** (2021-2022)	**FY23** (2022-2023)	**FY24** (2023-2024)	**Benchmark**	
					FY25 (2024-2025)	**FY29 (2028-2029)**
2,646 1,675 592/132	2,474 1,568 526/171	2,543 1,507 595/208	2,475 1,457 654/145	Available Later	**2,500** **1,600** **600/150**	**3,000** **1,850** **800/150**

IV. NSSE High Impact Practices

FY20 (2019-2020)	**FY21** (2020-2021)	**FY22** (2021-2022)	**FY23** (2022-2023)	**FY24** (2023-2024)	**Benchmark**	
					FY25 (2024-2025)	**FY29 (2028-2029)**
77%	77%	70%	70%	Available Later	**77%**	**80%**

V. Remediation a) Number, b) % of annual first time freshman from Idaho who need remediation in English/Reading

FY20 (2019-2020)	**FY21** (2020-2021)	**FY22** (2021-2022)	**FY23** (2022-2023)	**FY24** (2023-2024)	**Benchmark**	
					FY25 (2024-2025)	**FY29 (2028-2029)**
220/1,005 22%	351/1,054 33%	402/1,157 35%	566/1,227 46%	Avail Later	**250/ 25%**	**142/ 12%**

VI. Number of UG degrees/certificates produced annually (Source: IPEDS Completions 1st & 2nd Major) Statewide Performance Measure

FY20 (2019-2020)	**FY21** (2020-2021)	**FY22** (2021-2022)	**FY23** (2022-2023)	**FY24** (2023-2024)	**Benchmark**	
					FY25 (2024-2025)	**FY29 (2028-2029)**
Bachelors: 1,881	Bachelors: 1,738	Bachelors: 1,712	Bachelors: 1,645	Available Later	**1,800**	**2,000**

VII. Percentage of UG degree-seeking students taking a remedial course who complete a subsequent credit-bearing course with a C or higher within one year of remedial enrollment Statewide Performance Measure

FY20 (2019-2020)	**FY21** (2020-2021)	**FY22** (2021-2022)	**FY23** (2022-2023)	**FY24** (2023-2024)	**Benchmark**	
					FY25 (2024-2025)	**FY29 (2028-2029)**
Math 50.0% ENGL 73.4%	Math 52.4% ENGL 69.0%	Math 56.6.% ENGL 71.0%	Math 48.3% ENGL 65.1%	Math 40.7% ENGL 63.7%	**Math 54% ENGL 70%**	**Math 56% ENGL 77%**

VIII. Percentage of first-time UG degree seeking students completing a gateway math course within two years of enrollment.* Statewide Performance Measure

FY20 (2019-2020)	**FY21** (2020-2021)	**FY22** (2021-2022)	**FY23** (2022-2023)	**FY24** (2023-2024)	**Benchmark**	
					FY25 (2024-2025)	**FY29 (2028-2029)**
59.1%	60.7%	59.3%	52.6%	Available Later	**62%**	**74%**

** Course meeting the Math general education requirement.*

IX. Percentage of students completing 30 or more credits per academic year. Statewide Performance Measure

FY20 (2019-2020)	**FY21** (2020-2021)	**FY22** (2021-2022)	**FY23** (2022-2023)	**FY24** (2023-2024)	**Benchmark**	
					FY25 (2024-2025)	**FY29 (2028-2029)**
6,641 2,787 42%	6,288 2,631 41.8%	6,368 2,455 38.6%	6,659 2,620 39.3%	Available Later	**42%**	**44%**

X. Percentage of first-time, full-time UG degree/certificate seeking students who graduate within 100% of time. Statewide Performance Measure

FY20 (2019-2020)	**FY21** (2020-2021)	**FY22** (2021-2022)	**FY23** (2022-2023)	**FY24** (2023-2024)	**Benchmark**	
					FY25 (2024-2025)	**FY29 (2028-2029)**
40.7% Cohort 2016-17	41.1% Cohort 2017-18	42.9% Cohort 2018-19	42.7% Cohort 2019-20	Available Later	**42%**	**44%**

XI. Percentage of first-time, full-time UG degree/certificate seeking students who graduate within 150% of time (Source: IPEDS). Statewide Performance Measure

FY20 (2019-2020)	**FY21** (2020-2021)	**FY22** (2021-2022)	**FY23** (2022-2023)	**FY24** (2023-2024)	**Benchmark**	
					FY25 (2024-2025)	**FY29 (2028-2029)**
59.5% Cohort 2014-15	59.1% Cohort 2015-16	61.0% Cohort 2016-17	60.8% Cohort 2017-18	Available Later	**60%**	**62%**

XII. Number of UG programs offering structured schedules.*

FY20 (2019-2020)	**FY21** (2020-2021)	**FY22** (2021-2022)	**FY23** (2022-2023)	**FY24** (2023-2024)	**Benchmark**	
					FY25 (2024-2025)	**FY29 (2028-2029)**
Retired by SBOE	Retired by SBOE	Retired by SBOE	Retired by SBOE	Retired by SBOE	**155/155**	**155/155**

**The definition of this metric was unclear, but all programs have an approved plan of study.*

XIII. Number of UG unduplicated degree/certificate graduates. Statewide Performance Measure

FY20 (2019-2020)	**FY21** (2020-2021)	**FY22** (2021-2022)	**FY23** (2022-2023)	**FY24** (2023-2024)	**Benchmark**	
					FY25 (2024-2025)	**FY29 (2028-2029)**
Bachelors: 1,675	Bachelors: 1,568	Bachelors: 1,507	Bachelors: 1,457	Available Later	**1,650[4]**	**2,000[4]**

Objective C: *Create an inclusive learning environment that encourages students to take an active role in their student experience.*

Performance Measures:

I. Equity Metric: First term GPA & Credits (% equivalent)

FY20 (2019-2020)	FY21 (2020-2021)	FY22 (2021-2022)	FY23 (2022-2023)	FY24 (2023-2024)	Benchmark	
					FY25 (2024-2025)	**FY29 (2028-2029)**
62.5%/62.5%	75%/75%	75%/87.5%	100%/87.5%	Available Later	**90%/90%**	**90%/90%**

GOAL 4: Cultivate
A valued and diverse community

Foster an inclusive, diverse community of students, faculty and staff and improve cohesion and morale.

Objective A: *Build an inclusive, diverse community that welcomes multicultural and international perspectives.*

Performance Measures:

I. Multicultural Student Enrollment (head count)[7]

FY20 (2019-2020)	FY21 (2020-2021)	FY22 (2021-2022)	FY23 (2022-2023)	FY24 (2023-2024)	Benchmark	
					FY25 (2024-2025)	**FY29 (2028-2029)**
2,613	2,406	2,607	2,690	2,740	**2,750**	**3,305**

II. International Student Enrollment (heads)

FY20 (2019-2020)	FY21 (2020-2021)	FY22 (2021-2022)	FY23 (2022-2023)	FY24 (2023-2024)	Benchmark	
					FY25 (2024-2025)	**FY29 (2028-2029)**
662	475	526	648	683	**500**	**750**

III. Percentage Multicultural a) Faculty and b) Staff

FY20 (2019-2020)	FY21 (2020-2021)	FY22 (2021-2022)	FY23 (2022-2023)	FY24 (2023-2024)	Benchmark	
					FY25 (2024-2025)	**FY29 (2028-2029)**
21.3% / 13.2%	20.6% / 13.4%	21.0% / 14.6%	21.3% / 14.7%	Available Later	**22% / 14%**	**23% / 15%**

Objective B: *Enhance the University of Idaho's ability to compete for and retain outstanding scholars and skilled staff.*

Performance Measures:

I. Chronicle Survey Score: Job Satisfaction[8]

FY20 (2019-2020)	**FY21** (2020-2021)	**FY22** (2021-2022)	**FY23** (2022-2023)	**FY24** (2023-2024)	**Benchmark**	
					FY25 (2024-2025)	**FY29 (2028-2029)**
Survey avg in the 2nd group of 5	Survey avg in the 3rd group of 5	Survey avg in the 3rd group of 5	Survey avg in the 3rd group of 5	Available Later	**Survey avg in the 4th group of 5**	**Survey avg in the 4th group of 5**

II. Full-time Staff Turnover Rate[9]

FY20 (2019-2020)	**FY21** (2020-2021)	**FY22** (2021-2022)	**FY23** (2022-2023)	**FY24** (2023-2024)	**Benchmark**	
					FY25 (2024-2025)	**FY29 (2028-2029)**
23.5%	19.7%	30%	28%	Available Later	**17%**	**15%**

Objective C: *Improve efficiency, transparency and communication.*

Performance Measures:

I. Cost per credit hour (System wide metric)

FY20 (2019-2020)	**FY21** (2020-2021)	**FY22** (2021-2022)	**FY23** (2022-2023)	**FY24** (2023-2024)	**Benchmark**	
					FY25 (2024-2025)	**FY29 (2028-2029)**
$423	$507	$404	$361	Available Later	**$500**	**$400**

II. Efficiency (graduates per $100K) (System wide metric)

FY20 (2019-2020)	**FY21** (2020-2021)	**FY22** (2021-2022)	**FY23** (2022-2023)	**FY24** (2023-2024)	**Benchmark**	
					FY25 (2024-2025)	**FY29 (2028-2029)**
0.97	0.88	1.06	1.07	Available Later	**1.00**	**1.25**

Key External Factors

Factors beyond our control that affect achievement of goals

- *The COVID pandemic, and its impact on enrollment, retention, and the go-on rate.*
- *The general economy, tax funding and allocations to higher education.*
- *The overall number of students graduating from high school in Idaho and the region.*
- *Federal guidelines for eligibility for financial aid.*
- *Increased administrative burden increasing the cost of delivery of education, outreach and research activities.*

Evaluation Process

A brief description of the evaluations or processes to be used in establishing or revising general goals and objectives in the future.

The metrics will be reviewed annually to evaluate their continued appropriateness in assessing the various goals and processes. As the feedback from the annual review process is reviewed, the effectiveness of the processes will be refined. These feedback cycles are in place for Strategic Plan Metrics, Program Prioritization Metrics, and External Program Review Process. A continued examination of various elements of community need is conducted as well.

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[1] Quality and scope will be measured via comparison to Carnegie R1 institutions with the intent of the University of Idaho attaining R1 status by 2025. See methodology as described on the Carnegie Foundation website (http://carnegieclassifications.iu.edu/).

[2] This was established as a means to achieve our end goal for enrollment and R1 status by 2025.

[3] Measured via survey of newly enrolled students, For students who answered "Yes or No", "Somewhat No" or "Definitely no" to "In your high school junior year, were you already planning to attend college (UI or other)?" the percent that responded "Yes or No", "Somewhat Yes" or "Definitely Yes" to "Have the University of Idaho's information and recruitment efforts over the last year impacted your decision to go to college?"

[4] Internally set standard to assure program quality.

[5] Given data availability and importance for national rankings, percent of alumni giving is used for this measure.

[6] The Integrated Postsecondary Education Data System (IPEDS) method for counting degrees and those used to aggregate the numbers reported on the Performance Measurement Report (PMR) for the State Board of Education (SBOE) use different methods of aggregation. As such the sum of the degrees by level will not match the total.

[7] Based on a review of the Idaho demographic and a desire to have the diversity match or exceed that of the general state population.

[8] Based on our desire is to reach the "Good" range (65%-74%), as established by the survey publisher.

[9] Based on HR's examination of turnover rates of institutions nationally.

Appendix 1

✓	State Board of Education Goals			
	Goal 1: EDUCATIONAL SYSTEM ALIGNMENT	*Goal 2: EDUCATIONAL ATTAINMENT*	*Goal 3: WORKFORCE READINESS*	
Institution/Agency Goals and Objectives				
GOAL 1: Innovate ***Scholarly and creative work with impact*** ***Scholarly and creative products of the highest quality and scope, resulting in significant positive impact for the region and the world***				
Objective A: Build a culture of collaboration that increases scholarly and creative productivity through interdisciplinary, regional, national and global partnerships.		✓	✓	
Objective B: Create, validate and apply knowledge through the co-production of scholarly and creative works by students, staff, faculty and diverse external partners.	✓		✓	
Objective C: Grow reputation by increasing the range, number, type and size of external awards, exhibitions, publications, presentations, performances, contracts, commissions and grants.			✓	
GOAL 2: Engage ***Outreach that inspires innovation and culture*** ***Suggest and influence change that addresses societal needs and global issues, and advances economic development and culture.***				
Objective A: Inventory and continuously assess engagement programs and select new opportunities and methods that provide solutions for societal or global issues, support economic drivers and/or promote the advancement of culture .		✓	✓	
Objective B: Develop community, regional, national and/or international collaborations which promote innovation and use University of Idaho research and creative expertise to address emerging issues.		✓	✓	

✓	State Board of Education Goals			
	Goal 1: EDUCATIONAL SYSTEM ALIGNMENT	*Goal 2: EDUCATIONAL ATTAINMENT*	*Goal 3: WORKFORCE READINESS*	
Objective C: Engage individuals (alumni, friends, stakeholders and collaborators), businesses, industry, agencies and communities in meaningful and beneficial ways that support the University of Idaho's mission.	✓	✓	✓	
GOAL 3: Transform Educational experiences that improve lives ***Increase our educational impact.***				
Objective A: Provide greater access to educational opportunities to meet the evolving needs of society.		✓		
Objective B: Foster educational excellence via curricular innovation and evolution.		✓	✓	
Objective C: Create an inclusive learning environment that encourages students to take an active role in their student experience.		✓		
GOAL 4: Cultivate A valued and diverse community ***Foster an inclusive, diverse community of students, faculty and staff and improve cohesion and morale.***				
Objective A: Build an inclusive, diverse community that welcomes multicultural and international perspectives.		✓	✓	
Objective B: Enhance the University of Idaho's ability to compete for and retain outstanding scholars and skilled staff.		✓	✓	
Objective C: Improve efficiency, transparency and communication.	✓			

Appendix 2

Metric and Data Definitions

Guiding principle for metric selection and use.

The core guiding principle used in selecting, defining and tracking the metrics used in the strategic plan is to focus on measures key to university success while remaining as consistent with the metrics used when reporting to state, federal, institutional accreditation other key external entities. The desire is to report data efficiently and consistently across the various groups by careful consideration of the alignment of metrics for all these groups where possible. The order of priority for selecting the metrics used in the strategic plan is a) to use data based in the state reporting systems where possible, and b) then move to data based in federal and/or key national reporting bodies. Only then is the construction of unique institution metrics undertaken.

Metrics for Goal 1 (Innovate):

1.) **Terminal Degrees** in given field is the number of Ph.D., P.S.M., M.F.A., M.L.A., M.Arch., M.N.R., J.D., D.A.T., and Ed.D. degrees awarded annually pulled for the IR Degrees Awarded Mult table used for reporting to state and federal constituents. This data is updated regularly and will be reported annually.
2.) **Postdoctoral Researchers, and Non-faculty Research Staff with Doctorates** as reported annually in the Graduate Students and Postdoctorates in Science and Engineering Survey (http://www.nsf.gov/statistics/srvygradpostdoc/#qs).
3.) **Research Expenditures** as reported annually in the Higher Education Research and Development Survey (http://www.nsf.gov/statistics/srvyherd/).
4.) **Invention Disclosures** as reported annually in the Association of University Technology Managers Licensing Activity Survey (http://www.autm.net/resources-surveys/research-reports-databases/licensing-surveys/).
5.) **Number of undergraduate and graduate students paid from sponsored projects:** This metric is a newly established State Board of Education (SBOE) metric. It is calculated by the Office of Research and reported annually.
6.) **Percent of students engaged in undergraduate research:** This is a metric from the Performance Measurement Report (PMR) for the SBOE. These PMR data are pulled from the Graduating Senior Survey annually.

Metrics for Goal 2 (Engage):

1.) **Impact (UI Enrollment that increases the Go-On rate)**: The metric will rely on one or two items added to the Higher Education Research Institute's (HERI) Cooperative Institutional Research Program (CIRP) First Year Student Survey. We will seek to estimate the number of new students

who were not anticipating attending college a year earlier. As the items are refined, baseline and reporting of the results will be updated.

2.) **Extension Contacts**: Outreach to offices in relevant Colleges (College of Agricultural and Life Sciences, College of Natural Resources, College of Engineering, etc.) will provide data from the yearly report to the federal government on contacts. This reporting represents direct teaching contacts made throughout the year by recording attendance at all extension classes, workshops, producer schools, seminars and short courses.
3.) **Collaboration with Communities**: HERI Faculty Survey completed by undergraduate faculty where respondents indicated that over the past two years they had, "collaborated with the local community in research/teaching." This survey is administered every three to five years.
4.) **National Survey of Student Engagement (NSSE) Mean Service Learning, Field Placement or Study Abroad:** This is the average percentage of those who engaged in service learning (item 12 2015 NSSE), field experience (item 11a NSSE) and study abroad (item 11d) from the NSSE.
5.) **Alumni Participation Rate**: This is provided annually by University Advancement and represents the percentage of alumni that are giving to the University of Idaho (UI). It is calculated based on the data reported for the Voluntary Support of Education (VSE) report. (https://www.case.org/resources/voluntary-support-education-survey). It is updated annually.
6.) **Economic Impact:** This is taken from the EMSI (now Lightcast) UI report as the summary of economic impact. This report is updated periodically, and the data will be updated as it becomes available.
7.) **Dual Credit:** These data are pulled from the PMR which is developed for the SBOE annually.

Metrics for Goal 3 (Transform):

1.) **Enrollment:** This metric consists of headcounts from the data set used in reporting headcounts to the SBOE, Integrated Postsecondary Education Data System (IPEDS) and the Common Data Set as of census date. The data is updated annually.
2.) **Equity Metric:** This metric is derived from the census date data used for reporting retention and graduation rate which is updated annually. The analysis is limited to first-time full-time students. The mean first term Grade Point Average and semester hours completed for first-time full-time students is calculated for all students combined and separately for each IPEDS race/ethnicity category. The mean for the eight groups is compared to the overall mean. The eight groups identified here are American Indian or Alaska Native, Asian, Black or African American, Hispanic/Latino, International, Native Hawaiian or Other Pacific Islander, Two or More Races and White. If the mean for a group is below the overall mean by 1/3 or more of a standard deviation it is considered below expectations/equity. The percentage of these eight groups meeting the equity cut off is reported. For example, if six of the eight groups meet equity, it is reported as 75%. As there are groups with low numbers, the best method for selecting the cut off was based on the principle of effect size (i.e., https://researchrundowns.wordpress.com/quantitative-methods/effect-size/).
3.) **Retention:** This is reported as first-time full-time student retention at year 1 using the data reported to the SBOE, IPEDs and the Common Data Set. This is updated annually. The final goal was selected based on the mean of the 2015-16 year for the aspiration peer group for first-year

retention as reported in the Common Data Set. This group includes Virginia Tech, Michigan State University and Iowa State University.

4.) **Graduates (all degrees):** This is reported from the annual data used to report for IPEDS and the Common Data Set for the most recent year and includes certificates.
5.) **Degrees by level:** Items (a) to (c) under Graduates are pulled from the PMR established by the SBOE. These numbers differ from IPEDs as they are aggregated differently, so the numbers do not sum to the IPEDs total.
6.) **NSSE High Impact Practices:** This metric is for overall participation of seniors in two or more High Impact Practices (HIPs). The national norms for 2015 from NSSE are saved in the NSSE folders on the IR shared drive. The norms for 2015 HIPs seniors places UI's percentage at 67%, well above R1/DRU (64%) and RH (60%) as benchmarks. The highest group (Bach. Colleges- Arts & Sciences) was 85%. The goal is to reach at least this level by 2025.
7.) **Remediation:** This metric comes from the PMR of the SBOE. It is updated annually.

Metrics for Goal 4 (Cultivate):

1.) **Chronicle Survey Score (Survey Average):** This metric was baselined in spring 2016 and utilizes the "Survey Average" score. The desire is to reach the "Good" range (65%-74%), which is the 4th group of 5, or higher. The survey can be found here: https://greatcollegesprogram.com/participation-reports.
2.) **Multicultural Student Enrollment**: The headcounts used for this metric will be derived from the data set used to report to the SBOE at fall census date. This is based on the categories used by IPEDS and the Common Data Set. The census date data is updated annually.
3.) **International Student Enrollment**: The headcounts used for this metric 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.
4.) **Full-time Staff Turnover Rate** is obtained from UI Human Resources on an annual basis.
5.) **Percentage of Multicultural Faculty and Staff** is the percentage of full-time faculty and staff that are not Caucasian/Unknown from the IPEDS report. Full-time faculty is as reported in IPEDS Human Resources Part A1 for full-time tenured and tenure track. Full-time staff is as reported in IPEDS B1 using occupational category totals for full-time non-instructional staff.
6.) **Cost per credit hour:** This metric is from the PMR for the SBOE and is update annually.
7.) **Efficiency:** This metric is from the PMR for the SBOE and is updated annually.

Idaho WWAMI (Washington, Wyoming, Alaska, Montana, Idaho) Medical Education Program Strategic Plan

MISSION STATEMENT
The University of Idaho and the University of Washington School of Medicine are dedicated to improving the general health and well-being of the public. In pursuit of its goals, the School is committed to excellence in biomedical education, research, and health care. The School is also dedicated to ethical conduct in all its activities. As the preeminent academic medical center in our region[1] and as a national leader in biomedical research, we place special emphasis on educating and training physicians, scientists, and allied health professionals dedicated to two distinct goals:

- Meeting the healthcare needs of our region, especially by recognizing the importance of primary care and providing service to underserved populations.
- Advancing knowledge and assuming leadership in the biomedical sciences and in academic medicine.

The School works with public and private agencies to improve health care and advance knowledge in medicine and related fields of inquiry. It acknowledges a special responsibility to the people in the states of Washington, Wyoming, Alaska, Montana, and Idaho, who have joined with it in a unique regional partnership. The School is committed to building and sustaining a diverse academic community of faculty, staff, fellows, residents, and students and to assuring that access to education and training is open to learners from all segments of society, acknowledging a particular responsibility to the diverse populations within our region.

The School values diversity and inclusion and is committed to building and sustaining an academic community in which teachers, researchers, and learners achieve the knowledge, skills, and attitudes that value and embrace inclusiveness, equity, and awareness as a way to unleash creativity and innovation.

VISION STATEMENT
Our students will be highly competent, knowledgeable, caring, culturally sensitive, ethical, dedicated to service, and engaged in lifelong learning.

GOAL 1
INNOVATE – Scholarly and creative work with impact

Objective B: Create, validate and apply knowledge through the co-production of scholarly and creative works by students, staff, faculty and diverse partners.

Performance Measure:
The number of WWAMI rural summer training in the Rural Underserved Opportunities Program (RUOP) placements in Idaho each year.

Benchmark
20

Benchmark: 20 rural training placements following first year of medical education [6]

Idaho (Washington-Idaho-Montana-Utah, WIMU) Veterinary Medical Education Program Strategic Plan

MISSION STATEMENT
Transfer science-based medical information and technology concerning animal well-being, zoonotic diseases, food safety, and related environmental issues – through education, research, public service, and outreach – to veterinary students, veterinarians, animal owners, and the public, thereby effecting positive change in the livelihood of the people of Idaho and the region.

VISION STATEMENT
To improve the health and productivity of Idaho's food-producing livestock through training of senior veterinary students in the WIMU program focused on food animal medicine in support of the importance of animal agriculture in Idaho.

VALUES STATEMENT
The WIMU program values:

- excellence in creative instruction,
- open communication and innovation,
- individual and institutional accountability,
- integrity and ethical conduct,
- accomplishment through teamwork and partnership,
- responsiveness and flexibility,
- individual and institutional health and happiness.

GOAL 1
Transform: Increase our educational impact

Objective A: Provide greater access to educational opportunities to meet the evolving needs of society.

Performance Measures:

II. Offer elective rotations in food animal medicine for experiential learning opportunities.

Benchmark
40

Benchmark: Attain enrollment of 40 senior veterinary students into these optional rotations.

Agricultural Research and Extension Service
Strategic Plan

MISSION STATEMENT
The College of Agricultural and Life Sciences fulfills the intent and purpose of the land-grant mission and serves the food-industry, people and communities of Idaho and our nation:

- through identification of critical needs and development of creative solutions,
- through the discovery, application, and dissemination of science-based knowledge,
- by preparing individuals through education and life-long learning to become leaders and contributing members of society,
- by fostering healthy populations as individuals and as a society,
- by supporting a vibrant economy, benefiting the individual, families and society as a whole.

VALUES STATEMENT
The College of Agricultural and Life Sciences values:

- excellence in creative discovery, instruction and outreach,
- open communication and innovation,
- individual and institutional accountability,
- integrity and ethical conduct,
- accomplishment through teamwork and partnership,
- responsiveness and flexibility,
- individual and institutional health and happiness.

VISION STATEMENT
We will be the recognized state-wide leader and innovator in meeting current and future challenges to support healthy individuals, families and communities, and enhance sustainable food systems. We will be respected regionally and nationally through focused areas of excellence in teaching, research and outreach with Extension serving as a critical knowledge bridge between the University of Idaho, College of Agricultural and Life Sciences, and the people of Idaho.

GOAL 2
Engage: Suggest and influence change that addresses societal needs and global issues, and advances economic development and culture.

Objective A: Inventory and continuously assess engagement programs and select new opportunities and methods that provide solutions for societal or global issues, support economic drivers and/or promote the advancement of culture.

I. Number of individuals/families benefiting from Outreach Programs.

Benchmark
500,000

Benchmark: Increase the number of individuals/families benefiting from Outreach Programs to 500,000 by 2028.

Forest Utilization Research and Outreach (FUR)

MISSION STATEMENT

The Forest Utilization Research and Outreach (FUR) program is located in the College of Natural Resources at The University of Idaho. Its purpose is to increase the productivity of Idaho's forests and rangelands by developing, analyzing, and demonstrating methods to improve land management and related problems such as post-wildfire rehabilitation using state-of-the-art forest and rangeland regeneration and restoration techniques. Other focal areas include sustainable forest harvesting and livestock grazing practices, including air and water quality protection, as well as improved nursery management practices, increased wood use, and enhanced wood utilization technologies for bioenergy and bioproducts. The program also assesses forest products markets and opportunities for expansion, the economic impacts of forest and rangeland management activities, and the importance of resource-based industries to communities and the state's economic development. In addition the Policy Analysis Group follows a legislative mandate to provide unbiased factual and timely information on natural resources issues facing Idaho's decision makers. Through collaboration and consultation FUR programs promote the application of science and technology to support sustainable lifestyles and civic infrastructures of Idaho's communities in an increasingly interdependent and competitive global setting.

VISION STATEMENT

The scholarly, creative, and educational activities related to and supported by Forest Utilization Research and Outreach (FUR) programs will lead to improved capabilities in Idaho's workforce to address critical natural resource issues by producing and applying new knowledge and developing leaders for land management organizations concerned with sustainable forest and rangeland management, including fire science and management, and a full spectrum of forest and rangeland ecosystem services and products. This work will be shaped by a passion to integrate scientific knowledge with natural resource management practices. All FUR programs will promote collaborative learning partnerships across organizational boundaries such as governments and private sector enterprises, as well as landowner and non-governmental organizations with interests in sustainable forest and rangeland management. In addition, FUR programs will catalyze entrepreneurial innovation that will enhance stewardship of Idaho's forest and rangelands, natural resources, and environmental quality.

GOAL 1: Scholarship and Creativity

Achieve excellence in scholarship and creative activity through an institutional culture that values and promotes strong academic areas and interdisciplinary collaboration.

Objective A: *Promote an environment that increases faculty, student, and constituency engagement in disciplinary and interdisciplinary scholarship.*

Performance Measures:

I. ***Number of CNR faculty, staff, students and constituency groups involved in FUR-related scholarship or capacity building activities.***

Benchmark
20% growth

Benchmark: *Number of CNR faculty, staff, students and constituency groups involved in FUR-related scholarship or capacity building activities.* (BY FY2029)

Idaho Geological Survey Strategic Plan

MISSION STATEMENT

The Survey's mission is to provide the state with timely and relevant geologic information. Members of the IGS fulfill this mission through applied geologic research and strong collaborations with federal and state agencies, academia, and the private sector. IGS research focuses on geologic mapping, geologic hazards (earthquakes and landslides), hydrogeology (surface and groundwater evaluation), geothermal energy, oil and gas, and metallic and industrial minerals. The Survey's Digital Mapping Laboratory is central to compiling, producing, and delivering new digital geologic maps and publications for the agency. The IGS is also engaged in dissemination of historic mining records, community service, and earth science education. As Idaho grows, demand is increasing for geologic and geospatial information related to energy, mineral, and water resource development, and landslide and earthquake hazards.

Vision STATEMENT

IGS is committed to the advancement of diverse disciplines within the geosciences and emphasizes the practical application of geology to benefit society. The Survey seeks to accomplish its responsibilities through service and outreach, research, and education.

Objective B: Sustain and build external research funding

Sustain and build existing state and federal funding sources to maintain research objectives for the IGS and develop new sources of funding from private entities that are exploring and developing geologic resources in Idaho.

Performance Measures:

I. Maintain externally funded grant and contract dollars to support IGS mission.

Benchmark
$700,000

Benchmark: Maintain external grants and contracts funding level in line with a 15% variation of the previous five-year average.

BOISE STATE UNIVERSITY

FY2025 THROUGH FY2029

MISSION STATEMENT
VISION
STRATEGIC PLAN
MAPPING OF STRATEGIC PLAN TO THE SBOE STRATEGIC PLAN
KEY EXTERNAL FACTORS

Blueprint for Success

2021 - 2028

Boise State University
Strategic Plan

Mission
Boise State University provides an innovative, transformative, and equitable educational environment that prepares students for success and advances Idaho and the world.

Vision
To be a premier student-success driven research university innovating for statewide and global impact.

STRATEGIC PLAN GOALS AND OBJECTIVES

Goal 1: Improve Educational Access and Student Success
Enhance the comprehensive student experience with a focus on student success and post-graduate outcomes.

Objective A: Create and enact a comprehensive, strategic enrollment and student success plan, including components related to supporting the whole student, recruitment, retention, graduation, and addressing equity gaps.

Performance Measures:

Unduplicated number of graduates (distinct by award level)[1]	FY 2020	FY 2021	FY 2022	FY 2023	FY 2024	Target	
						FY 2025	FY 2029
>Undergraduate Certificate	413	515	629	590	Available Sept. 2024	625	700
>Associate	109	132	127	184		265	410
>Baccalaureate	3,525	3,754	3,947	3,858		4,125	4,600
>Graduate Certificate	184	166	174	130		150	180
>Master's	954	1,075	1,063	1,028		1,050	1,100
>Education Specialist	24	23	16	15		20	25
>Doctoral	53	50	58	60		64	75
Total Distinct Graduates	4,760	5,126	5,313	5,231		5,512	6,204

[1] SBOE required metric: timely degree completion. Distinct graduates by award level per year (summer, fall, and spring terms) as reported to IPEDS. Note that these totals cannot be summed to get the overall distinct graduate count due to some students earning more than one award (e.g., graduate certificate and a master's) in the same year.

First year retention rate[2]	Fall 2019 cohort	Fall 2020 cohort	Fall 2021 cohort	Fall 2022 cohort	Fall 2023 cohort	Target F2024 cohort	Target F2028 cohort
>Percent of first-time, full-time freshmen retained*	77.8%	76.0%	79.2%	77.8%	Available Oct. 2024	79.5%	81.0%
-Resident, Pell-Eligible only	70.6%	67.0%	67.5%	67.4%		73.7%	76.5%
-Resident, Not Pell-Eligible only	75.1%	70.3%	76.8%	75.3%		77.4%	78.3%
-Non-Resident, Pell-Eligible only	75.6%	71.1%	76.3%	72.0%		76.9%	77.8%
-Non-Resident, Not Pell-Eligible only	83.7%	83.9%	84.4%	86.1%		85.0%	85.8%
>Percent full-time transfers retained or graduated*	78.4%	77.8%	78.4%	78.2%		79.0%	80.0%

*SBOE metrics

4-year graduation rate[3]	Fall 2016 cohort	Fall 2017 cohort	Fall 2018 cohort	Fall 2019 cohort	Fall 2020 cohort	Target Fall 2021 cohort	Target Fall 2025 cohort
> % of first-time, full-time freshmen who graduated*	38.2%	39.7%	41.4%	42.7%	Available Sept. 2024	44.0%	47.0%
-Resident, Pell-Eligible only	20.5%	26.3%	27.8%	28.4%		31.5%	36.0%
-Resident, Not Pell-Eligible only	30.7%	33.1%	34.1%	36.4%		35.6%	37.6%
-Non-Resident, Pell-Eligible only	38.4%	34.1%	41.1%	38.3%		42.6%	44.6%
-Non-Resident, Not Pell-Eligible only	56.0%	53.5%	54.7%	55.9%		56.0%	58.0%
>% of full-time transfers who graduated	54.2%	57.7%	57.6%	61.5%		63.0%	65.0%

*SBOE metric

6-year graduation rate[4]	Fall 2014 cohort	Fall 2015 cohort	Fall 2016 cohort	Fall 2017 cohort	Fall 2018 cohort	Target Fall 2019 cohort	Target Fall 2023 cohort
> % of first-time, full-time freshmen who graduated*	54.1%	53.0%	59.1%	61.2%	Available Sept. 2024	62.0%	65.1%
-Resident, Pell-Eligible only	42.5%	40.1%	41.8%	47.8%		48.3%	55.3%
-Resident, Not Pell-Eligible only	50.7%	52.6%	56.1%	57.0%		57.1%	59.1%
-Non-Resident, Pell-Eligible only	56.5%	55.5%	57.3%	61.1%		58.3%	62.0%
-Non-Resident, Not Pell-Eligible only	71.6%	68.2%	73.1%	72.4%		74.1%	76.1%
>% of full-time transfers who graduated	56.9%	59.7%	60.4%	63.2%		64.0%	66.0%

*SBOE metric

[2] SBOE required metric: Retention measured as the percent of a cohort returning to enroll the subsequent year. Transfer retention reflect the percent of the full-time baccalaureate-seeking transfer cohort that returned to enroll the following year or graduated. Northwest Commission on Colleges and Universities (NWCCU) 2020 Standard 1.D.2 asks student achievement data to be disaggregated to measure and close equity gaps.
[3] SBOE required metric: guided pathways. % of first-time, full-time freshman graduating within 100% of time. NWCCU 2020 Standard 1.D.2 asks student achievement data to be disaggregated to measure and close equity gaps.
[4] SBOE required metric: timely degree completion. % of first-time, full-time freshman graduating within 150% of time. NWCCU 2020 Standard 1.D.2 asks student achievement data to be disaggregated to measure and close equity gaps.

Gateway math success of new degree-seeking freshmen[5]	FY20 (FA18 Cohort)	FY21 (FA19 cohort)	FY22 (FA20 cohort)	FY23 (FA21 cohort)	FY24 (FA22 cohort)	Target	
						Fall 2023 cohort	Fall 2027 cohort
>% completed within two years	86.8%	85.9%	85.7%	85.4%	Available Sept. 2024	85.0%	87.0%

Progress indicated by credits per year[6]	FY 2020	FY 2021	FY 2022	FY 2023	FY 2024	Target	
						FY 2025	FY 2029
>% of undergraduate degree seeking students with 30 or more credits per year	28.7%	28.3%	27.9%	29.6%	Available July 2024	30.0%	31.0%

Success in credit-bearing course (gateway) after remedial course[7]	FY 2020	FY 2021	FY 2022	FY 2023	FY 2024	Target	
						FY 2025	FY 2029
>English	87.1%	84.8%	78.9%	80.8%	Available July 2024	83.0%	88.0%
>Mathematics	56.7%	59.6%	65.1%	63.5%		65.0%	67.0%

Degrees and Certificates Awarded[8]	FY 2020	FY 2021	FY 2022	FY 2023	FY 2024	Target	
						FY 2025	FY 2029
>Undergraduate Certificate	411	515	629	604	Available Sept. 2024	625	700
>Associate	111	132	127	184		265	410
>Baccalaureate	3,680	3,929	4,080	3,874		4,270	4,760
>Graduate Certificate	189	170	185	145		158	189
>Master's	954	1,074	1,063	1,028		1,050	1,100
>Education Specialist	24	23	16	15		20	25
>Doctoral	53	50	58	60		64	75

[5] SBOE required metric: math pathways. Based on cohorts of incoming first-time bachelor degree seeking students (full- plus part-time) who complete a gateway course or higher within two years (e.g., students who entered in fall 2018 and completed a gateway math or higher by the end of summer 2020 are reported for FY20, etc.).

[6] SBOE required metric: timely degree completion. Percent of undergraduate, degree-seeking students completing 30 or more credits across one year (defined as summer, fall, and spring terms). Based on end-of-term data. Degree-seeking status is determined as of fall semester unless the student was not enrolled in fall, in which case summer is used; spring term is used for those students enrolled only for the spring term. Excludes students who earned degrees during the reported year and who did not reach the 30-credit threshold. Includes students meeting the criteria regardless of full- or part-time status or the number of terms enrolled in that year. Students enrolled part-time or for a partial year, especially for only one term, would not be expected to complete 30 credits; thus, the denominator may be inflated resulting in a lower percentage reported.

[7] SBOE required metric: reform remediation. Percent of undergraduate, degree-seeking students who took a remedial course and completed with a C- or above a subsequent credit-bearing gateway course (Math 123 or above, English 101P or above) within one year of taking the remedial course (e.g., students who took remedial course in fall 2019 and completed a subsequent course by the end of fall 2020). Math remediation defined as Math 025, 103, and 108 and English remediation defined as English 101P. The data shown for FY20 reflects students who took remedial during FY19 and completed the subsequent credit-bearing course by FY20.

[8] SBOE required metric: degree completion. Reflects the number of awards by level (first plus second major as reported to IPEDS). This is greater than the distinct numbers of graduating students because some graduating students received multiple awards.

Scholarship student-athlete graduation success rate	FY 2020 (FY13 Cohort)	FY 2021 (FY14 Cohort)	FY 2022 (FY15 Cohort)	FY 2023 (FY16 Cohort)	FY 2024 (FY17 Cohort)	Target	
						FY 2025	FY 2029
NCAA Graduation Success Rate[9] – Boise State University	89%	95%	95%	97%	Not yet available	93.5%[10]	93.5%

NSSE [11] High Impact Practice (HIP) [12] Participation	FY 2020	FY 2021	FY 2022	FY 2023	FY 2024	Target	
						FY 2025	FY 2029
>% of seniors who participated in at least one HIP vs. Peer Institutions	*NSSE every three years*	*NSSE postponed until Spring 2022*	87% vs. 82% peers (+)	*NSSE every three years*	*NSSE every three years*	90%	90%
>% of seniors who participated in two or more HIPs vs. Peer Institutions			61% vs. 51% peers (+)			70%	70%

Objective B: Integrate career education and experiential learning opportunities into the curriculum and the student experience to improve career readiness and post-graduation outcomes.

Performance Measures:

Students participating in courses with service-learning component	FY 2020	FY 2021	FY 2022	FY 2023	FY 2024	Target	
						FY 2025	FY 2029
>Number of baccalaureate graduates who participated in a course with a Service-Learning component	1,557	1,537	1,466	1,184[13]	Available July 2024	1,200	1,480
>Percent of baccalaureate students participating in service-learning course	44%	42%	38%	30%		30%	37%

Students participating in internships[14]	FY 2020	FY 2021	FY 2022	FY 2023	FY 2023	Target	
						FY 2025	FY 2029
Number of students with internship credit	938	697	940	906	Available July 2024	1,000	1,200

[9] All NCAA Division I Athletic Departments must report Federal and NCAA Graduation Success Rate annually. The NCAA Graduate Success Rate is based on graduation in 10 full-time semesters (or transferring to another institution on track for 10 semester graduation) for those on any athletic-related financial aid.
[10] Target represents the 75th percentile of all NCAA Division I athletic departments.
[11] Boise State generally administers the National Survey of Student Engagement (http://nsse.indiana.edu/), or NSSE, every three years, with slight disruption in this schedule due to the global pandemic. NSSE gathers information from first-years and seniors on a variety of aspects of their educational experiences. Because NSSE is administered by a substantial number of institutions, Boise State is able to benchmark itself against peer institutions; peer institutions were selected based on a set of criteria to identify Urban Peers. The (+) and (–) symbols denote statistically higher and lower than peers, respectively, whereas (=) indicates that Boise State is statistically the same as peers.
[12] High Impact Practices (HIPs) are widely known to positively affect student learning and retention. HIPs include service-learning, internships, research with faculty, study abroad, learning communities, and capstone courses. Comparisons are made to a set of Urban Peer institutions.
[13] Service-learning courses community experiences were impacted by the Covid-19 pandemic. Some high-enrollment courses removed their experiential component or moved to "field observation."
[14] Unduplicated number of students with internship credit in a given year; these include courses numerically identified as 293, 493, and 590.

NSSE[15] % participation in internships or similar experiences and in research	FY 2020	FY 2021	FY 2022	FY 2023	FY 2024	Target	
						FY 2025	FY 2029
>% of seniors participating in internships and other applied experiences	*NSSE every three years*	*NSSE postponed until Spring 2022*	51%	*NSSE every three years*	*NSSE every three years*	54.0%	56.0%
>% of seniors participating in research with faculty members			21%			28.0%	30.0%

Post-graduation outcomes[16]	FY 2020	FY 2021	FY 2022	FY 2023	FY 2024	Target	
						FY 2025	FY 2029
Percent of graduates with a primary activity after graduation of working full- or part-time for a business/organization or themselves, furthering their education, or serving the military or service organization							
>Undergraduate degree completers	84%	82%	79%	77%	Available Feb. 2025	82%	85%
>Graduate degree completers	90%	89%	86%	85%		88%	90%
Percent of graduates whose full-time work is related to the degree received							
>Undergraduate degree completers	78%	82%	83%	83%	Available Feb. 2025	83%	85%
>Graduate degree completers	94%	94%	95%	94%		95%	97%
Percent of graduates whose full-time work is related to their career goals							
>Undergraduate degree completers	83%	84%	86%	87%	Available Feb. 2025	85%	87%
>Graduate degree completers	95%	97%	96%	96%		97%	98%
Percent of graduates working in Idaho of those working in the United States							
>Undergraduate degree completers	71%	70%	71%	71%	Available Feb. 2025	72%	75%
>Graduate degree completers	51%	55%	57%	59%		60%	63%

[15] Boise State generally administers the National Survey of Student Engagement (http://nsse.indiana.edu/), or NSSE, every three years, with slight disruption in this schedule due to the global pandemic.

[16] Post-graduation outcomes are from our annual Graduating Student Survey (GSS) plus the Follow-up Survey of non-respondents six months after graduation. Note that only the Follow-up Survey was conducted with FY20 graduates due to disruptions of the global pandemic in spring 2020.

Objective C: Expand educational access for all Idahoans through improved outreach, communication, financial aid, philanthropy, online resources and education

Performance Measures:

Access for Underserved Groups identified by SERP[17] (inclusive of First-time and Transfer and of Full-time and Part-time)	**Fall 2019 cohort**	**Fall 2020 cohort**	**Fall 2021 cohort**	**Fall 2022 cohort**	**Fall 2023 cohort**	**Target**	
						Fall 2024 cohort	**Fall 2028 cohort**
Cohort Size of Idaho Resident Students							
>Pell-eligible[18]	996	901	886	951	1,047	1,050	1,080
>First Generation Rural	1,141	1,040	885	974	1,025	1,030	1,080
Cohort Size as a Percent of Cohort from Service Region 3[19]							
>Rural	12.9%	14.8%	14.1%	14.0%	13.7%	15.3%	17.3%
>Hispanic/Latinx	15.2%	14.9%	15.5%	16.7%	17.5%	17.5%	18.1%

Dual / concurrent enrollment[20]	**FY 2020**	**FY 2021**	**FY 2022**	**FY 2023**	**FY 2024**	**Target**	
						FY 2025	**FY 2029**
Number of credits produced	33,100	28,756	29,920	32,849	Available July 2024	34,000	37,500
Distinct number of students served	7,062	6,318	6,543	7,117	Available July 2024	7,500	9,000

Enrolled Idaho Students (Fall enrollment)	**FY 2020**	**FY 2021**	**FY 2022**	**FY 2023**	**FY 2024**	**Target**	
						FY 2025	**FY 2029**
Number of enrolled degree-seeking resident undergraduates	10,689	10,309	9,729	9,667	10,057	10,200	10,800
Number of enrolled non-degree seeking resident undergraduates (includes dual enrollment)	5,982	3,773	5,316	5,935	6,402	7,500	9,000
Total number of enrolled resident undergraduates (degree- and non-degree seeking)	16,671	14,082[21]	15,045	15,602	16,459	17,350	19,000
Number of new First-time degree-seeking students who are Idaho residents	1,630	1,441	1,517	1,831	1,959	2,040	2,200
Number of new Transfer degree-seeking students who are Idaho residents	901	894	843	862	866	880	955

[17] Boise State's Strategic Enrollment and Retention Plan (SERP) specifies targets for access and progression for four groups identified as traditionally underserved: Rural, Hispanic/Latinx, First Generation, and Pell-eligible. The access measures are focused on bachelor's degree-seeking students.
[18] Pell-eligible is defined as Pell-eligible at the time of entry to the university. Given the changes in the Federal calculation for Pell eligibility, we will continue to monitor and adjust these targets as needed.
[19] Achievement of targets will, in five years, close by half the gap between the composition of Boise State cohorts and the percent in Service Region 3's population as of the 2020 census. In the case of Hispanic/Latinx, the Service Region 3 population is limited to individuals 18 to 24 years old.
[20] Dual/concurrent enrollment credits and students are measures of activity that occur over the entire year at multiple locations using various delivery methods. When providing measures of this activity, counts over the full year (instead of by term) provide the most complete picture of the number of unduplicated students enrolled and the numbers of credits earned. Reflects data from the annual Dual Credit report to the Board.
[21] Decline in resident student enrollment in FY 2021 is mostly in non-degree seeking undergraduate student numbers (including the dual enrollment) and was largely due to the impacts of the global pandemic.

Number of graduates with high impact on Idaho's college completion rate	FY 2020	FY 2021	FY 2022	FY 2023	FY 2024	Target	
						FY 2025	FY 2029
Baccalaureate graduates from underrepresented groups							
>Rural Idaho[22]	459	505	544	491	Available Sept. 2024	550	750
>Hispanic/Latinx[23]	459	518	542	551		650	800
>First-generation[24]	1,476	1,570	1,623	1,498		1,700	2,000
>Pell eligible[25]	1,041	1,027	1,001	893		1,050	1,100
Baccalaureate graduates who are Idaho residents	2,208	2,284	2,269	2,155	Available Sept. 2024	2,500	2,750
Baccalaureate graduates of non-traditional age (30 and up)	847	828	879	813	Available Sept. 2024	1,050	1,300
Baccalaureate graduates who began as transfers from Idaho community college[26]	442	461	483	437	Available Sept. 2024	500	700

True Blue Scholarship	FY 2020	FY 2021	FY 2022	FY 2023	FY 2024	Target	
						FY 2025	FY 2029
Dollars awarded through need-based True Blue Promise Scholarship	$637,185	$671,478	$860,858	$1,085,741	Available Oct. 2024	$1.5M	$1.9M

Objective D: Cultivate a commitment to high quality, new and innovative learning experiences in all courses, curricula and co-curricula.

Performance Measures:

Students participating in courses with service-learning component	FY 2020	FY 2021	FY 2022	FY 2023	FY 2024	Target	
						FY 2025	FY 2029
>Number of baccalaureate graduates who participated in a course with a Service-Learning component	1,557	1,537	1,466	1,184[27]	Available July 2024	1,200	1,480
>Percent of baccalaureate students participating in service-learning course	44%	42%	38%	30%		30%	37%

[22] Distinct number of graduates who began college as residents from a rural area in Idaho. The definition for this measure was updated in 2020 to align with Boise State's new efforts to serve rural communities in Idaho. Rural is defined as all places outside of "Urban Areas and their Places" as specified by the U.S. Census Bureau.
[23] Distinct number of graduates who are Hispanic/Latino.
[24] First-generation is defined as students whose parents/guardians have not completed bachelor's degrees.
[25] Denotes students who were Pell eligible during any point of their enrollment at Boise State.
[26] Includes baccalaureate recipients in transfer cohorts whose institution prior to their initial Boise State enrollment was one of the four Idaho community colleges.
[27] Service-learning courses community experiences were impacted by the Covid-19 pandemic. Some high-enrollment courses removed their experiential component or moved to "field observation."

Enrollment in programs delivered online (Fall enrollment)[28]	**FY 2020**	**FY 2021**	**FY 2022**	**FY 2023**	**FY 2024**	**Target**	
						FY 2025	**FY 2029**
>Undergraduate	1,911	2,294	2,282	2,271	2,441	2,500	2,800
>Graduate	1,310	1,418	1,511	1,476	1,415	1,500	1,715
>Total	3,221	3,712	3,793	3,747	3,856	4,000	4,515

NSSE[29] Indicators: For Freshmen Only (% of peer group rating)	**FY 2020**	**FY 2021**	**FY 2022**	**FY 2023**	**FY 2024**	**Target**	
						FY 2025	**FY 2029**
Academic Challenge	*NSSE every three years*	*NSSE postponed until Spring 2022*		*NSSE every three years*	*NSSE every three years*		
>Higher-order learning			100% (=)			100%	105%
>Reflective & integrative learning			102% (=)			105%	105%
Learning with Peers							
>Collaborative learning			100% (=)			107%	107%
>Discussions with diverse others			103% (=)			103%	105%

NSSE[30] Indicators: For Seniors Only (% of peer group rating)	**FY 2020**	**FY 2021**	**FY 2022**	**FY 2023**	**FY 2024**	**Target**	
						FY 2025	**FY 2029**
Learning with Peers	*NSSE every three years*	*NSSE postponed until Spring 2022*		*NSSE every three years*	*NSSE every three years*		
>Collaborative learning			96% (-)			105%	105%
>Discussions with diverse others			97% (-)			100%	102%
Experiences with faculty							
>Student-faculty interaction			98% (=)			103%	105%
>Effective teaching practices			102% (=)			100%	102%

Sponsored Projects funding and awards for Instruction and Training	**FY 2020**	**FY 2021**	**FY 2022**	**FY 2023**	**FY 2024**	**Target**	
						FY 2025	**FY 2029**
>Total Funding	$5.9M	$2.3M	$3.8M	$1.6M	Available Feb 2025	$3M	$5M
># of Awards	29	19	23	11		25	30

[28] Indicates the number of officially enrolled students in a major or certificate that is delivered online.
[29] Boise State generally administers the National Survey of Student Engagement (http://nsse.indiana.edu/), or NSSE, every three years, with slight disruption in this schedule due to the global pandemic. The (+) and (–) symbols denote statistically higher and lower than peers, respectively, whereas (=) indicates that Boise State is statistically the same as peers.
[30] Boise State generally administers the National Survey of Student Engagement (http://nsse.indiana.edu/), or NSSE, every three years, with slight disruption in this schedule due to the global pandemic. The (+) and (–) symbols denote statistically higher and lower than peers, respectively, whereas (=) indicates that Boise State is statistically the same as peers.

Goal 2: Innovation for Institutional Impact

Expand and implement leading-edge innovations to provide access to integrated high-quality teaching, service, research and creative activities.

Objective A: Create an enduring culture of innovation.

Performance Measures:

Vertically Integrated Projects[31] (VIPs)	FY 2020	FY 2021	FY 2022	FY 2023	FY 2024	Target	
						FY 2025	FY 2029
>Number of students enrolled in VIP credit	184	182	252	260	Available July 2024	275	350
>Number of VIP teams	21	23	33	37		37	40

Percent of research grant awards that are Interdisciplinary vs. single discipline[32]	FY 2020	FY 2021	FY 2022	FY 2023	FY 2024	Target	
						FY 2025	FY 2029
>% of research grant awards that have PIs and Co-PIs in two or more academic departments (i.e., interdisciplinary)	24.7%	16.9%	24.2%	21.4%	Available July 2024	25.0%	30.0%

Objective B: Build scalable university structures and align philanthropic and strategic investments that support innovation in all aspects of the university with a special focus on academic and athletic programming.

Performance Measures:

Advancement funding	FY 2020	FY 2021	FY 2022	FY 2023	FY 2024	Target	
						FY 2025	FY 2029
>Total gift income (outright gifts and previous pledge payments)	$15.5M	$21.1M	$25.8M	$30.2M	Available January 2025	$30M	$40M
>Total Endowment Value	$121.2M	$161.4M	$141.2M	$149.2M		$160M	$190M

Objective C: Establish individual and collective opportunity and accountability for innovation.

Performance Measures:

Inventions, Patents and Licenses (from the Office of Technology Transfer)	FY 2020	FY 2021	FY 2022	FY 2023	FY 2024	Target	
						FY 2025	FY 2029
> Inventions Disclosure	22	16	13	10	N/A	20	28
> Patents Issued	5	1	8	8		5	10
> Licenses / Options / Letters of Intent	19	22	32	51		50	60

[31] The Vertically Integrated Projects (VIPs) initiative unites students with faculty research in a team-based context. Students earn credit for participation, however, not all student participants sign up for credit. Only those students who are enrolled in VIP for credit are reported. Boise State is a member of the VIP national consortium that includes more than 20 universities and is hosted by Georgia Tech.

[32] Excludes no-cost extensions. Includes new grants only within "research-basic" or "research-applied" types. Represents per-grant, not per-person grant dollars. A new protocol for calculating these measures was implemented in fall 2019 and all data provided reflect this method.

Goal 3: Advance Research and Creative Activity

Advance the research and creative mission of the university community by fostering transformational practices, and supporting faculty, staff, and student excellence in these pursuits.

Objective A: Provide the physical space, policies, information systems, technology, budgetary and human resources to sustain and grow research and creative activities.

Performance Measures:

Total Research & Development Expenditures	FY 2020	FY 2021	FY 2022	FY 2023	FY 2024	Target FY 2025	Target FY 2029
Expenditures as reported to the National Science Foundation	$43.3M	$46.1M	$47.6M	Available April 2024	Available April 2025	$50M	$55M

Sponsored Projects funding: # of Awards by Purpose	FY 2020	FY 2021	FY 2022	FY 2023	FY 2024	Target FY 2025	Target FY 2029
>Research	255	265	225	267	Available February 2025	275	350
>Instruction/Training	30	19	23	11		25	30
>Other Sponsored Activities	126	141	172	137		150	200
>Total	411	425	420	415		420	440

Sponsored Projects funding: Dollars awarded by purpose	FY 2020	FY 2021	FY 2022	FY 2023	FY 2024	Target FY 2025	Target FY 2029
>Research	$38.5M	$43.9M	$36.9M	$50.9M	Available February 2025	$50M	$60M
>Instruction/Training	$6.1M	$2.3M	$3.8M	$1.6M		$3M	$5M
>Other Sponsored Activities	$13.7M	$19.1M	$27.1M	$38.5M		$40M	$45M
>Total	$58.2M	$65.3M	$68M	$91M		$90M	$110M

Publications of Boise State authors and citations of those publications over 5-year period	CY 2015-19	CY 2016-20	CY 2017-21	CY 2018-22	CY 2019-23	Target CY 2020-24	Target CY 2024-28
>Number of peer-reviewed publications by Boise State faculty, staff, students[33]	2,479	2,704	2,941	2,533	3,187	3,200	4,200
>Citations of peer-reviewed publications authored by Boise State faculty, staff, students[34]	14,711	17,550	19,217	22,390	24,144	25,000	27,500

[33] Number of publications over five-year span with Boise State listed as the institution for one or more authors, collected from Web of Science. It is important to note that this source captures publications of a limited portion of our faculty, leaving out certain types of publications or creative activities especially by faculty in Arts and Humanities.

[34] Total citations, during the listed five-year span, of peer-reviewed publications published in that same five-year span; limited to those publications with Boise State listed as the institution for at least one author; from Web of Science. Excludes self-citations. It is important to note that this source captures citations from a limited portion of our faculty, leaving out certain types of publications especially by faculty in Arts and Humanities.

Objective B: Develop an integrated, transdisciplinary, and accessible research ecosystem dedicated to student excellence and success.

Performance Measures:

NSSE[35] % of senior participating in research	FY 2020	FY 2021	FY 2022	FY 2023	FY 2024	Target FY 2025	Target FY 2029
>% of students participating in research w/faculty members	*NSSE every three years*	*NSSE postponed until Spring 2022*	21%	*NSSE every three years*	*NSSE every three years*	28.0%	30.0%

Number of doctoral graduates	FY 2020	FY 2021	FY 2022	FY 2023	FY 2024	Target FY 2025	Target FY 2029
Distinct graduates completing doctoral degrees (PhD, DNP, EdD)	53	50	58	60	Available Sept. 2024	64	75

Carnegie Foundation Ranking[36]	FY 2020	FY 2021	FY 2022	FY 2023	FY 2024	Target FY 2025	Target FY 2029
>Basic Classification	R2 (Research: High)	R2 (Research: High)	R2 (Research: High)	R2 (Research: High)	R2 (Research: High)	R2 (Research: High)	R2 (Research: High)

Objective C: Invest in a Grand Challenges initiative to propel a transdisciplinary model for research and creative activity.

Performance Measures:

Percent of research grant awards and awarded grant $$ that are Interdisciplinary vs. single discipline	FY 2020	FY 2021	FY 2022	FY 2023	FY 2024	Target FY 2025	Target FY 2029
>Percent of research grant awards that have PIs and Co-PIs in two or more different academic departments (i.e., are interdisciplinary)	24.7%	16.9%	24.2%	21.4%	Available September 2024	25.0%	30.0%
>Average $$ per grant award for interdisciplinary grants	$293,228	$333,321	$461,166	$827,570		$500,000	$600,000
>Average $$ per grant award for single-discipline grants	$227,654	$181,531	$147,401	$168,295		$200,000	$300,000

[35] Boise State generally administers the National Survey of Student Engagement (http://nsse.indiana.edu/), or NSSE, every three years, with slight disruption in this schedule due to the global pandemic.

[36] Definitions of the classifications show are as follows: R2: Doctoral Universities – Higher research activity; R3: Doctoral Universities – Moderate research activity (as of 2018, Carnegie no longer has the R3 category, implementing a new Doctoral/Professional Universities category instead).

Goal 4: Foster Thriving Community

Promote and advance a fair, equitable, and accessible environment to enable all members of the campus community to make a living, make a life and make a difference.

Objective A: Advance a learning and working environment dedicated to the flourishing, sense of belonging, and freedom of expression among all students, faculty, staff, alumni, and friends of the university.

Performance Measures:

NSSE[37]: Student ratings of administrative offices (% of peer group rating; for seniors only; higher score indicates better interaction)	**FY 2020**	**FY 2021**	**FY 2022**	**FY 2023**	**FY 2024**	**Target**	
						FY 2025	**FY 2029**
>Quality of interaction with academic advisors	*NSSE every three years*	*NSSE postponed until Spring 2022*	105% (+)	*NSSE every three years*	*NSSE every three years*	102%	105%
>Quality of interaction with student services staff (career services, student activities, housing, etc.)			103% (+)			102%	105%
>Quality of interaction with other administrative staff and offices (registrar, financial aid, etc.)			103% (+)			105%	105%

NSSE[38] Indicators: For Seniors Only (% of peer group rating)	**FY 2020**	**FY 2021**	**FY 2022**	**FY 2023**	**FY 2024**	**Target**	
						FY 2025	**FY 2029**
Experiences with faculty	*NSSE every three years*	*NSSE postponed until Spring 2022*	98% (=)	*NSSE every three years*	*NSSE every three years*	103%	105%
>Student-faculty interaction							
Campus Environment							
>Quality of interactions			104% (+)			103%	105%
>Supportive environment			91% (-)			95%	100%

[37] Boise State generally administers the National Survey of Student Engagement (http://nsse.indiana.edu/), or NSSE, every three years, with slight disruption in this schedule due to the global pandemic. The (+) and (–) symbols denote statistically higher and lower than peers, respectively, whereas (=) indicates that Boise State is statistically the same as peers.

[38] Boise State generally administers the National Survey of Student Engagement (http://nsse.indiana.edu/), or NSSE, every three years, with slight disruption in this schedule due to the global pandemic. The (+) and (–) symbols denote statistically higher and lower than peers, respectively, whereas (=) indicates that Boise State is statistically the same as peers.

National College Health Assessment [39]	FY 2020	FY 2021	FY 2022	FY 2023	FY 2024	Target FY 2025	Target FY 2029
> Response to statement: "I feel that I belong at my college/university" (% agree)	90.2%	*Survey conducted every 2 years*	84.8%	87.9%	*Survey conducted every 2 years*	92%	>95%
> Response to statement: "Students' health and well-being is a priority at my college/university" (% agree)	85.7%		82.7%	86.1%		90%	>95%
> Response to statement: "The campus climate encourages free and open discussion about students' well-being" (% agree)	89.6%		82.8%	86.5%		90%	>95%

Human Resources Survey[40]	FY 2020	FY 2021	FY 2022	FY 2023	FY 2024	Target FY 2025	Target FY 2029
> Response to statement: "I can bring my whole authentic self to work" (% agree)	*Survey conducted every 3-5 years*	*Survey conducted every 3-5 years*	NA	*Survey conducted every 3-5 years*	*Survey conducted every 3-5 years*	80%	85%
> Response to statement: "My unique attributes, traits, characteristics, skills, experience and background are valued at work" (% agree)			NA			82%	85%
> Response to statement: "I would refer someone to work at Boise State" (% agree/yes)			82%			85%	90%
>Response to statement: I feel valued in my job (% agree)			72%			80%	90%
> My supervisor is responsive to my ideas, requests, and suggestions (% agree)			81%			85%	90%

[39] Boise State conducts the National College Health Assessment through the American College Health Association. The survey is conducted on a regular cycle, typically every two years. The survey instrument changed in 2019-20, so prior comparisons are not available. Response rates were 14.9% in FY20 (MoE +/- 3.5%) and 12.0% in FY22 (MoE +/- 3.9%).

[40] Boise State Human Resources conducted a campus-wide Listening Tour Survey in 2019 and a Work Well Survey in 2022. Some questions were updated or changed between the two surveys, and the survey is subject to ongoing improvements.

Objective B: Create a comprehensive, whole-employee experience that aligns university resources and is designed to enhance employee well-being and career growth at the university.

Performance Measures:

National Faculty & Staff Health Assessment [41]	FY 2020	FY 2021	FY 2022	FY 2023	FY 2024	Target	
						FY 2025	FY 2029
> Response to statement: "My college/university cares about my health and well-being" (% agree)	*Survey conducted on a cycle*	75.9%	*Survey conducted on a cycle*	*Survey conducted on a cycle*	*Survey being conducted Spring 2024*	80%	85%
> Response to statement: "My college/university promotes a culture of wellness" (% agree)		75%				80%	85%
> Response to statement: "The health and well-being of university staff and faculty impacts student success and learning" (% agree)		97.8%				>95%	>95%

Faculty and Staff Turnover[42]	FY 2020	FY 2021	FY 2022	FY 2023	FY 2024	Target	
						FY 2025	FY 2029
>Classified	19.7%	18.4%	27.5%	36.8%	Available January 2025	25%	18%
>Professional	15.3%	16.0%	17.4%	21.1%		18%	12%
>Faculty	5.4%	7.1%	7.6%	7.8%		6.5%	6.5%

[41] Boise State conducts the National Faculty & Staff Health Assessment through the American College Health. The survey cycle is being adjusted in FY23 and the survey will resume in FY24The response rates were as follows: 2021 was 24.5% (MoE +/- 3%); 2019 was 28.4% (MoE +/- 3%).
[42] Turnover is defined as the total number of separations in a fiscal year (7/1-6/30) divided by the average employee count (averaging the count at the first of each quarter [1/1, 4/1, 7/1, 10/1]). Includes only benefit-eligible employees - professional, classified, and faculty.

Objective C: Create a transparent, centralized business operations model that responsibly uses university resources, supports collaboration, furthers academic-athletic connections, and promotes consistency across individual campus units.

Performance Measures:

Expense per EWA-weighted Student Credit Hour (SCH)[43]	FY 2020	FY 2021	FY 2022	FY 2023	FY 2024	Target	
						FY 2025	FY 2029
$ per Resident Undergraduate SCH >Inflation-adjusted $$ (base FY19) >Unadjusted	$349.44 $352.89	$335.67 $357.17	$334.81 $386.62	$369.78 $440.57	Available January 2025	Very low increase (1-3%) in inflation adj $$	Very low increase (1-3%) in inflation adj $$
$ per Resident Undergraduate & Graduate SCH >Inflation-adjusted $$ (base FY19) >Unadjusted	$307.09 $310.12	$292.32 $311.04	$286.92 $331.32	$317.10 $377.81	Available January 2025	Very low increase (1-3%) in inflation adj $$	Very low increase (1-3%) in inflation adj $$
$ per Total Undergraduate SCH[44] >Inflation-adjusted $$ (base FY19) >Unadjusted	$273.51 $276.21	$253.97 $270.24	$241.05 $278.35	$254.07 $315.82	Available January 2025	Very low increase (1-3%) in inflation adj $$	Very low increase (1-3%) in inflation adj $$
$ per Total Undergraduate & Graduate SCH >Inflation-adjusted $$ (base FY19) >Unadjusted	$254.02 $256.52	$235.96 $251.07	$223.14 $257.67	$245.61 $292.63	Available January 2025	Very low increase (1-3%) in inflation adj $$	Very low increase (1-3%) in inflation adj $$

Cost of Education[45] (resident undergraduate with 15 credit load per semester; tuition and fees)	FY 2020	FY 2021	FY 2022	FY 2023	FY 2024	Target	
						FY 2025	FY 2029
>Boise State >> Inflation adjusted (base FY19) >WICHE average >> Inflation adjusted (base FY19) >Boise State as % of WICHE	$8,068 $7,924 $8,934 $8,775 90.3%	$8,060 $7,839 $9,154 $8,903 88.0%	$8,060 $7,440 $9,305 $8,589 86.6%	$8,364 $7,114 $9,588 $8,155 87.2%	$8,782 $7,240 $9,840 $8,112 89.2%	Remain less than the WICHE state average	

[43] Expense information is from the Cost of College study, produced yearly by Boise State's controller office. Includes the all categories of expense: Instruction/Student Services (Instruction, Academic Support, Student Services, Library), Institutional/Facilities (Cultural, Religious Life and Recreation, Museums, Gardens, etc., Net Cost of Intercollegiate Athletics, Net Cost of Other Auxiliary Operations, Plant Operations, Depreciation: Facilities, Depreciation: Equipment, Facility Fees Charged Directly to Students, Interest, Institutional Support), and Financial Aid. "Undergrad only" uses Undergrad costs and the sum of EWA weighted SCH for remedial, lower division, upper division. "Undergrad and Graduate" uses undergraduate and graduate expenses, and includes EWA weighted credit hours from the undergraduate and graduate levels. "EWA-resident weighted SCH" refers to those credits not excluded by EWA calculation rules, which exclude non-residents paying full tuition and WUE students that exceed the cap. Inflation adjustment is made using a CPI Calculator (https://www.bls.gov/data/inflation_calculator.htm) with FY19 as the base year.

[44] Expense information as in previous footnote. "EWA-resident Total SCH" refers to all credits, residents, and nonresident, weighted using standard EWA calculation rules. Inflation adjustment is made using the CPI Calculator with FY19 as the base year

[45] WICHE average from Table 1a of annual Tuition and Fees report. We use the unweighted average without California. A typical report can be found at http://www.wiche.edu/pub/tf.

Graduates per FTE	FY 2020	FY 2021	FY 2022	FY 2023	FY 2024	Target	
						FY 2025	FY 2029
Baccalaureate graduates per undergraduate FTE[46]	22.1	23.8	24.7	23.9	Available Sept. 2024	25.0	26.5
Baccalaureate graduates per junior/senior FTE[47]	42.5	43.7	47.2	46.5		48.0	50.0
Graduate degree graduates per graduate FTE[48]	45.3	48.5	47.9	50.0		50.0	52.0

<u>Objective D</u>: Foster a sustainable campus that is both environmentally and socially responsible as well as economically feasible.

Performance Measures:

STARS (The Sustainability Tracking, Assessment & Rating System)	FY 2020	FY 2021	FY 2022	FY 2023	FY 2024	Target	
						FY 2025	FY 2029
"STARS is intended to engage and recognize the full spectrum of higher education institutions…It encompasses long-term sustainability goals for already high-achieving intuitions, as well as entry points of recognition for institutions taking first steps toward sustainability."[49]	Program Participant	Program Participant	Silver Award Recognition	Silver Award Recognition	Silver Award Recognition	Silver Award Recognition	Gold Award Recognition

[46] Includes the unduplicated number of annual baccalaureate degree graduates divided by the IPEDS annual undergraduate FTE. It should be noted that IPEDS includes the credits taken by degree seeking and non-degree seeking students in calculating FTE.

[47] 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.

[48] Includes unduplicated number of annual graduate certificates and master's and doctoral degree graduates divided by the IPEDS annual graduate FTE. It should be noted that IPEDS includes credits taken by degree seeking and non-degree seeking students in calculating FTE.

[49] Additional information on the STARS program may be found at https://stars.aashe.org/about-stars/

Goal 5: Trailblaze Programs and Partnerships

By partnering with industry, government, and community organizations, enhance and foster path breaking interdisciplinary programs and activities that transcend traditional fields of study.

Objective A: Leverage existing partnerships and programs and develop new opportunities with Idaho employers and private partnerships to address workforce, research, educational, service, and athletic needs.

Performance Measures:

Carnegie Foundation Community Engagement Classification recognizing community partnerships and curricular engagement	**FY 2020**	**FY 2021**	**FY 2022**	**FY 2023**	**FY 2024**	**Target**	
						FY 2025	**FY 2029**
"Community engagement describes collaboration between institutions of higher education and their larger communities (local, regional/state, national, global) for the mutually beneficial exchange of knowledge and resources in a context of partnership and reciprocity. "[50]	Boise State was one of 76 recipients of the 2006 inaugural awarding of this designation. The classification was renewed in 2024.					Renewal of Community Engagement Classification in 2032	

Partnerships through Research & Economic Development[51]	**FY 2020**	**FY 2021**	**FY 2022**	**FY 2023**	**FY 2024**	**Target**	
						FY 2025	**FY 2029**
Total Distinct Number of Partners	N/A	301	743	881	Available May 2025	Increase number of partners	Increase number of partners
Classified by organizational type							
> Industry		58	460	504			
> Government		124	118	134			
> Non-Profit		34	58	65			
> Higher Education		85	107	156			
> Other		N/A	N/A	22			

Student-athlete community engagement[52]	**FY 2020**	**FY 2021**	**FY 2022**	**FY 2023**	**FY 2024**	**Target**	
						FY 2025	**FY 2029**
Opportunities provided to student-athletes to engage with community organizations	25	35	121	220	N/A	250	300

[50] Additional information on the Carnegie Foundation Community Engagement Classification may be found at http://nerche.org/index.php?option=com_content&view=article&id=341&Itemid=618#CECdesc.

[51] Partnerships are characterized as collaborations for the mutually beneficial exchange of knowledge and resources with entities external to the university. Partner organizations may include any type of public, non-profit, or private organization; each organization is counted once even if multiple engagements exist.

[52] Helper-Helper platform used to track volunteerism and other student-athlete development opportunities. Opportunities include volunteer hours at local K-12 schools, assisting individuals with special needs, and mental health and wellness programming. Data represents opportunities provided; 81% of 350 student-athletes participated in 4 or more events.

Student-athlete career exploration and development – BroncoLife Connect[53]	FY 2020	FY 2021	FY 2022	FY 2023	FY 2024	Target	
						FY 2025	FY 2029
Local Companies	42	N/A	N/A	64	58	60	75
Business Professionals	67			107	125	130	150
Student Participation	140			155	205	215	230

<u>Objective B</u>: Expand partnerships across Idaho to ensure rural communities have access to high-quality educational programming that fits their needs.

Performance Measures:

Community Impact Program Participants[54]	FY 2020	FY 2021	FY 2022	FY 2023	FY 2024	Target	
						FY 2025	FY 2029
>Community Impact Program participants (new starts)	NA	16	28	34	10	45	75
>Professional development participants		NA	35	17	28	35	50
>Academic certificates issued and percent of new starts		11 (69%)	24 (86%)	32 (94%)	8 (80%)	36 (86%)	65 (86%)

Number of graduates with high impact on Idaho's college completion rate	FY 2020	FY 2021	FY 2022	FY 2023	FY 2024	Target	
						FY 2025	FY 2029
Baccalaureate graduates from underrepresented groups >Rural Idaho[55]	459	505	544	491	Available Sept. 2024	550	750
Baccalaureate graduates who began as transfers from Idaho community college[56]	442	461	483	437	Available Sept. 2024	500	1,000

[53] BroncoLife CONNECT provides student-athletes an opportunity to learn about career paths while networking with employers and industry business professionals.
[54] Boise State's Community Impact Program launched in fall 2020 and is focused on rural communities. The program is offered through a hybrid format and engages communities in McCall, Mountain Home, and Payette.
[55] Distinct number of graduates who began college as residents from a rural area in Idaho. The definition for this measure was updated in 2020 to align with Boise State's new efforts to serve rural communities in Idaho. Rural is defined as all places outside of "Urban Areas and their Places" as specified by the U.S. Census Bureau. Data for all reported years reflect the new definition and goals.
[56] Includes baccalaureate recipients in transfer cohorts whose institution prior to their initial Boise State enrollment was one of the four Idaho community colleges.

Objective C: Create interdisciplinary structures to facilitate meaningful connections and experiences for students, faculty, and staff.

Performance Measures:

Vertically Integrated Projects[57] (VIPs)	FY 2020	FY 2021	FY 2022	FY 2023	FY 2024	Target	
						FY 2025	FY 2029
>Number of students enrolled in VIP credit	184	182	252	260	Available July 2024	275	350
>Number of VIP teams	21	23	33	37		37	40

Percent of research grant awards and awarded grant $$ that are Interdisciplinary vs. single discipline	FY 2020	FY 2021	FY 2022	FY 2023	FY 2024	Target	
						FY 2025	FY 2029
>Percent of research grant awards that have PIs and Co-PIs in two or more different academic departments (i.e., are interdisciplinary)	24.7%	16.9%	24.2%	21.4%	Available September 2024	25.0%	30.0%
>Average $$ per grant award for interdisciplinary grants	$293,228	$333,321	$461,166	$827,570		$500,000	$600,000
>Average $$ per grant award for single-discipline grants	$227,654	$181,531	$147,401	$168,295		$200,000	$300,000

Key External Factors

A wide variety of factors affects Boise State University's ability to implement the strategic plan. Here we present five factors that we regard as impediments to progress, the first two of which can be influenced by the state government and its agencies, and one external factor that may help accelerate our progress.

Higher education budget funding and tuition. Lack of consistent funding for the Enrollment Workload Adjustment (EWA) while the university experienced substantial enrollment growth has resulted in a substantial per-student EWA-weighted funding deficit relative to the average of the other three public four-year institutions. Boise State University has $8.9 million in cumulative unfunded EWA. Although Boise State observed decreases in weighted resident student credit hours over the last two years, we had an overall increase in unweighted resident credit hours between FY22 and FY23. The decreases in weighted resident credit hours are due to: (1) decreases in upper division and graduate credits, which are weighted more heavily than lower division credits (where we observed increases); (2) large cumulative increases in our numbers of undergraduate degree completers—i.e., approximately 200 more bachelor's degree graduates from FY21 to FY22, and 200 plus increases from FY19 to FY20 and FY20 to FY21 – meaning that we had fewer seniors in our pipeline as students are completing their degree programs more efficiently; (3) some decreases in credit hours in heavily weighted fields such as health, business, and education (likely due to

[57] The Vertically Integrated Projects (VIPs) initiative unites students with faculty research in a team-based context. Students earn credit for participation, however, not all student participants sign up for credit. Only those students who are enrolled in VIP for credit are reported. Boise State is a member of the VIP national consortium that includes more than 20 universities and is hosted by Georgia Tech.

lingering effects of the pandemic). Moreover, our inflation-adjusted tuition has been declining in the last five years, negatively influencing our ability to implement our new strategic plan, *Blueprint for Success*. The FY24 published tuition of $8,783 for undergraduate full-time for Idaho residents is $7,372 when inflation-adjusted to the FY19 base year, thus, making the inflation-adjusted tuition approximately 9 percent *lower* than the published rate of $8,060 in FY19.

Compliance and Administrative oversight. Increases in state and federal compliance requirements are a growing challenge in terms of cost and in terms of institutional effectiveness and efficiency. Boise State University is subject to substantial administrative oversight through the State of Idaho Departments o440.57f Administration and Human Resources as well as other Executive agencies. Significant operational areas subject to this oversight include capital projects, personnel and benefit management, and risk and insurance. The additional oversight results in increased administrative and project costs due to multiple layers of review. The current system places much of the authority with the Department of Administration and the other agencies, but funding responsibility and ultimate accountability for performance with the State Board of Education and the University. As a result, two levels of monitoring and policy exist, which is costly, duplicative, and compromises true accountability.

Global Pandemic. The global pandemic, which created large new expenses and lost revenues in higher education, continues to affect our operations. Mental distress and burnout among students, faculty and staff remain. New cohorts of college students are more likely to have experienced learning loss while in high school (due to remote education and other stressors of the pandemic), which impacts their academic success in the university.

Effects of the economy and the market conditions. Increasing inflation, in particular the increases in cost of housing in the Boise metro area, and insufficient increases in state salaries are negatively impacting our ability to recruit and retain staff and faculty. This is impacting morale and well-being of our community, and these increased costs are exceeding our ability to offset our current revenue streams. In addition, a strong job market with higher entry-level wages and lower employment in the State affecting the college-going rates as fewer high school graduates are choosing to enroll in college.

Financial Aid Impacts: There are several recent changes to Financial Aid that may impact our enrollment in unpredictable ways. The Idaho Launch Scholarship program is in its first year and while we hope many of the Idaho students will choose to enroll at Boise State, this scholarship may help students see other possibilities around post high school plans that we cannot predict. Changes to the Free Application for Federal Student Aid (FAFSA) have proven difficult and unpredictable for students and parents. The financial aid application data is yet to be provided to schools which is months behind past years' schedule and leads to delayed aid offers to students. This will result in families having a shorter time frame for making enrollment decisions. The Federal Government also made changes to the Pell Grant eligibility; it is anticipated that more students will qualify for the Pell grant but we are still unclear of its impacts on the Boise State student population.

Positive External Factor: Increasing collaborations among universities and colleges, and with industry / community partners. Presidents of all universities have been committed to working together and expanding both collaborative academic and research programming across institutions. In addition, expanded efforts to

collaborate with industry and community partners will increase applied research opportunities and allow for the development of programming with expected high community impact.

Evaluation Process

Boise State reviews its strategic plan and considers amendments to the Blueprint for Success through an annual review of divisional strategic plan reporting. The six vice presidents of the university receive reports from every unit within their division that detail progress to date on the Blueprint for Success and their plans and recommendations for the coming year. Each division compiles these unit-level reports and provides an executive-level summary to the University Strategic Planning Council (USPC), a group composed of representatives from across all divisions in the university. In turn, the USPC provides a comprehensive summary for the President and Executive Team detailing progress and achievements on the strategic plan from across the institution.

Parallel to this process, a strategic planning data group tracks and assesses progress made on the metrics for the plan. In addition, feedback and ideas are always welcome “off cycle” through communication with the USPC or divisional teams. This process allows every level of the institution to chart their progress, provide feedback, and offer new directions for the plan. This information provides the basis for changes or amendments to the plan, something ultimately finalized at the Executive Team level.

Institution/Agency Goals and Objectives	Boise State University Strategic Plan Goals				
	Goal 1: Improve educational access and student success	*Goal 2: Innovation for institutional impact*	*Goal 3: Advance research and creative activity*	*Goal 4: Foster thriving community*	*Goal 5: Trailblaze programs and partnerships*
GOAL 1: EDUCATIONAL READINESS: Provide a rigorous, uniform, and thorough education that empowers students to be lifelong learners and prepares all students to fully participate in their community and postsecondary and workforce opportunities by assuring they are ready to learn at the next educational level.					
Objective A: Literacy - Provide effective literacy instruction across grades K-3.					
Objective B: Mathematics - Provide effective mathematics instruction across grades 6-8.					
Objective C: Graduation - Increase Idaho's high school graduation rate.					
GOAL 2: EDUCATIONAL ACCESS - Increase access to Idaho's robust educational system for all Idahoans, regardless of socioeconomic status, age, or geographic location.					
Objective A: Advanced Opportunities – Increase high-school student participation in advanced opportunities.	✓	✓		✓	✓
Objective B: Student Engagement - Increase high-school student engagement in exploring postsecondary opportunities.	✓	✓		✓	✓
Objective C: College-Going - Increase the rate at which high school graduates pursue postsecondary opportunities.	✓	✓		✓	✓
GOAL 3: EDUCATIONAL ATTAINMENT (opportunity) – Idaho's public colleges and universities and career technical education programs fuel a strong workforce pipeline evidenced through a greater numbers of student completing certificates and/or degrees, including workforce credentials.					
Objective A: First-Year Student Retention - Increase the retention rate of first-year students into the second year.	✓	✓	✓	✓	✓
Objective B: Timely Degree Completion – Increase on-time degree completion.	✓	✓	✓	✓	✓
Objective C: Educational Attainment – Increase completion of certificates and degrees through Idaho's educational system.	✓	✓	✓	✓	✓

Boise State Cybersecurity Report to the State Board of Education

February 2024

Executive Order 2017-02 requires Boise State University to incorporate the NIST Cybersecurity Framework (CSF) into our IT Risk Management frameworks and also to implement CIS Critical Security Controls (CSC) 1- 6 across the University's critical network infrastructure systems.

CSF is just one component of Boise State's IT Risk Management framework. To measure our Security Effectiveness we partner with BitSight to provide real-time feedback on University systems CSF maturity. Average BitSight maturity is an A, immediately mitigating issues on the report that impact scoring, whereas the higher education industry has maintained a D average. CSC Controls have been documented and on a maturity scale we are a level 2 with work left to do. Critical Security Controls 1-6 will be an ongoing process as we strive towards a level 3 maturity.

In the past 12 months we have:

- Reviewed, updated, and published revised versions of OIT Policies:
  - 8020 Server Administration
  - 8030 Desktop, Laptop, and Tablet PC Computing Standards
  - 8050 Software Patch Management
  - 8060 Information Privacy and Data Security
  - 8090 Telephone Services
  - 8120 Identity Theft Prevention Program
  - 8150 Information Technology Governance
  - 8180 Information Technology Change Management
- Conducted external penetration test and review of critical systems
- Implemented new endpoint protection solution, shifting from JAMF Protect to Microsoft Defender

In the next 12 months we plan:

- Continuing maturity growth of CSF and CSC as outlined by State, reevaluating maturity based on CSCv8 controls
- Reduce attack surface by removal of unused student accounts
- Implementation of new Endpoint Detection and Response (EDR) and Cloud Application Security Broker (CASB) tooling
- Implementation of new university data-retention policies
- Revision of data classification policies

Additional Relevant Strategic Plans Supporting *Blueprint for Success*

IDAHO SMALL BUSINESS DEVELOPMENT

Mission
Accelerating business success

Vision
Be the most influential driver of Idaho business success

Goal 1: Network Reach
Focus time on clients with the highest potential for creating economic impact.

Objective A: Develop long-term relationships with potential and existing growth and impact clients.

Performance Measures:

Capital Raised by Clients	FY 2020	FY 2021	FY 2022	FY 2023	FY 2024	Target	
						FY 2025	FY 2029
> millions of dollars[58]	$79.9	$55.8	$28.2	$56.6	N/A	$56.1	$68.2

[58] The reported numbers differ from those reported previously due to a correction, which resulted in adjustments to the data.

TECHHELP

Mission
TechHelp will be a respected, customer-focused, industry recognized organization with strong employee loyalty, confidence of its business partners and with the resources and systems in place to achieve the following sustained annual results in 2024:

- 100 manufacturers reporting $120,000,000 economic impact
- 500 jobs created and retained
- > $20,000 and < $50,000 Net Income

Vision
TechHelp is Idaho's Manufacturing Extension Partnership (MEP) center. Working in partnership with the state universities and the Idaho Manufacturing Alliance (IMA), we provide assistance to manufacturers, food and dairy processors, service industry and entrepreneurs to grow their revenues, to increase their productivity and performance, and to strengthen their global competitiveness.

"Our identity is shaped by our results."

Goal 1: Economic Impact on Manufacturing in Idaho
Deliver a quantifiable positive return on both private business investments and public investments in TechHelp by adding value to the manufacturing client and the community.

Objective A: Offer technical consulting services and workshops that meet Idaho manufacturers' product and process innovation needs, resulting in new and retained jobs and economic impact in the form of sales, savings, and investment.

Client reported economic impacts resulting from projects	FY 2020	FY 2021	FY 2022	FY 2023	FY 2024	Target	
						FY 2025	FY 2029[59]
> sales, cost savings and investments (millions of dollars)	$182.9	$114.4	$207.4	$206.3M	$175.1M	$120	$120
> new and retained jobs	885	1144	497	348	313	500	500

[59] Target is based on current and projected resources and established best practices based on those resources.

Idaho State University

STRATEGIC PLAN

2025-2029

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Vision

We inspire a passion for knowledge and discovery.

Mission

We engage students through learning and research opportunities that improve the intellectual vigor, cultural vitality, and health of our communities.

Strategic Plan Goals and Objectives

Goal 1: Increase Student Access, Opportunity, Retention, and Success

Objective 1A: Increase access and enrollment using targeted recruitment efforts

Performance Measures	FY2020	FY2021	FY2022	FY2023	FY2024	Benchmark	
						FY2025	FY2029
Fall degree-seeking student enrollment							
All students	9,281	9114	9,115	9,087	9,447	9,600	9,800
First-generation students	1,725	1,622	1,570	1,480	1,593	1,650	1,800
Rural Idaho students	2,501	2,485	2,505	2,493	2,642	2,750	2,850
Percent of cost of attendance covered by grant or scholarship aid ⌂	28%	30%	32%	32%	36%	36%	38%

Objective 1B: Improve student retention by strengthening students' ISU experience

Performance Measures	FY2020	FY2021	FY2022	FY2023	FY2024	Benchmark	
						FY2025	FY2029
First-time, full-time bachelor degree-seeking student fall to fall retention* ⌂	64%	63%	67%	71%	74%	75%	75%

* SBOE Measure ⌂ Mission Fulfillment Measure

Objective 1B: Improve student retention by strengthening students' ISU experience (continued)

Performance Measures	FY2020	FY2021	FY2022	FY2023	FY2024	Benchmark	
						FY2025	FY2029
Percent of undergraduate, degree-seeking students completing 30 or more credits per academic year at the institution reporting *	26%	24%	24%	22%	Available August 2024	28%	32%
Percent of new degree-seeking freshmen completing a gateway math course within two years ⌂	68%	71%	73%	76%	Available August 2024	75%	80%
Percent of undergraduate, degree-seeking students taking a remediation course completing a subsequent credit-bearing course within a year with a "C" or higher *	22%	29%	38%	47%	Available August 2024	50%	54%

Objective 1C: Improve ISU's graduation rate

Performance Measures	FY2020	FY2021	FY2022	FY2023	FY2024	Benchmark	
						FY2025	FY2029
Number of degrees and certificates awarded* ⌂	2,462	2,756	2,737	2,804	Available August 2024	2,850	3,100
% of total credentials conferred that are STEM field *	15%	15%	13%	14%	Available August 2024	18%	25%
Percent of first-time, full-time freshman graduating within 100% of time *	19%	24%	20%	22%	Available August 2024	25%	30%
Percent of first-time, full-time freshman graduating within 150% of time * ⌂	33%	36%	34%	35%	Available August 2024	40%	50%

Goal 2: Strengthen Programmatic Excellence

* SBOE Measure ⌂ Mission Fulfillment Measure

Objective 2A: Attract, support, and retain outstanding faculty and staff

Performance Measures	FY2020	FY2021	FY2022	FY2023	FY2024	Benchmark	
						FY2025	FY2029
Percent of faculty and staff who express satisfaction with Idaho State University as their employer Φ	Not available	74%	Not available	72%	Not available	76%	79%
Professional staff employee retention relative to peers	Not available	6.5%	3.5%	5.6%	Available August 2024	>2%	>4%
Faculty employee retention relative to peers	Not available	9.3%	(.2%)	.2%	Available August 2024	>2%	>4%

Φ ISU's employee survey is administered biennially.

Objective 2B: Enhance ISU's infrastructure

Performance Measure	FY2020	FY2021	FY2022	FY2023	FY2024	Benchmark	
						FY2025	FY2029
Deferred maintenance expenditures	$4.8M	$7.9M	$7.0M	$29.0M	Available August 2024	$15.0M	$15.0M

Objective 2C: Align ISU's programs with community, regional, and national needs

Performance Measures	FY2020	FY2021	FY2022	FY2023	FY2024	Benchmark	
						FY2025	FY2029
Number of certificates and other stackable "microcredentials" awarded at Idaho State University	252	327	378	359	Available August 2024	365	385

Objective 2C: Align ISU's programs with community, regional, and national needs (continued)

Performance Measures	FY2020	FY2021	FY2022	FY2023	FY2024	Benchmark	
						FY2025	FY2029
Number of ISU graduates with degrees that align with Idaho Department of Labor "Hot Jobs" list	736	759	758	821	Available August 2024	851	883
Number of certificates and degrees awarded in Health Professions programs					Available August 2024		
Undergraduate/ Professional	567	725	666	648		675	725
Graduate	247	285	336	326		350	375

Goal 3: Cultivate External Partnerships

Objective 3A: Maximize the impact of new and existing regional partnerships in support of ISU's mission

Performance Measures	FY2020	FY2021	FY2022	FY2023	FY2024	Benchmark	
						FY2025	FY2029
Number of external entities providing student education funding Φ	In development						
Percentage of off-campus Career Path Internship placements	18%	17%	30%	32%	Available August 2024	35%	40%

Φ We are in the process of developing a method for collecting this data and establishing benchmarks.

Objective 3B: Expand collaborations with K-12 and post-secondary educational institutions

Performance Measures	FY2020	FY2021	FY2022	FY2023	FY2024	Benchmark	
						FY2025	FY2029
Transfer rates from Idaho Community Colleges to Idaho State University	196	224	225	245	Available August 2024	250	280
Early College program enrollment	3,810	3,485	3,769	4,042	Available August 2024	4,200	4,500

Goal 4: Expand Research, Clinical, and Creative Activities

Objective 4A: Enhance faculty's ability to initiate research and innovative projects

Performance Measures	FY2020	FY2021	FY2022	FY2023	FY2024	Benchmark	
						FY2025	FY2029
F&A distributed to colleges, researchers, and PIs	$1.0M	$1.0M	$1.2M	$1.5M	Available August 2024	$1.9M	$2.8M
Three-year rolling average of external grant proposals submitted.	338	336	296	286	Available August 2024	320	340

Objective 4B: Increase productivity in research, scholarly, and creative activities

Performance Measures	FY2020	FY2021	FY2022	FY2023	FY2024	Benchmark	
						FY2025	FY2029
Total annual research expenditures ⌂	$15.2M	$15.7M	$17.2M	$18.4M	Available August 2024	$20.0M	$24.0M

* SBOE Measure ⌂ Mission Fulfillment Measure

Objective 4C: Engage students in Interprofessional Educational and/or clinical research

Performance Measures	FY2020	FY2021	FY2022	FY2023	FY2024	Benchmark	
						FY2025	FY2029
Percent of KDHS students that participate in interprofessional education/clinical research opportunities	41%	84%	92%	83%	Available August 2024	94%	96%
Percent of KDHS faculty that participate in interprofessional education/clinical research opportunities	89%	84%	85%	78%	Available August 2024	90%	92%

Objective 4D: Enhance ISU student research, clinical, and creative opportunities

Performance Measures	FY2020	FY2021	FY2022	FY2023	FY2024	Benchmark	
						FY2025	FY2029
Number of ISU students participating in the Research and Creative Scholarship Symposium	Not available	Not available	Not available	Not available	246	260	290

* SBOE Measure ⌂ Mission Fulfillment Measure

Goal 5: Energize the Bengal Community

Objective 5A: Enhance student life and engagement

Performance Measures	FY2020	FY2021	FY2022	FY2023	FY2024	Benchmark	
						FY2025	FY2029
Total headcount of student employees and graduate assistants (Fall) Students Graduate Assistants	1,296 244	992 245	1,017 235	1,015 227	1,130 228	1,140 235	1,160 250
Number of students who participate in student activity board events and activities [Ω]	7,488	4,539	10,327	11,365	12,519 (YTD)	13,150	14,500

[Ω] Students are counted more than once if involved in more than one event or activity in the year.

Objective 5B: Increase faculty and staff connection, engagement, and recognition

Performance Measures	FY2020	FY2021	FY2022	FY2023	FY2024	Benchmark	
						FY2025	FY2029
Number of faculty and staff nominees for the Be a Bengal Program	113	64	78	82	Available August 2024	120	140
Number of ISU employees contributing to Bengal Giving Day	Not available	Not available	239	253	Available April 2024	275	300
Employee attendance at University Town Halls[Φ]	In development						
ISU Today Open Rates	63%	61%	66%	65%	Available July 2024	66%	68%

[Φ]We are in the process of developing a method for collecting this data and establishing benchmarks.

Objective 5C: Increase alumni connections to and participation with ISU

Performance Measures	FY2020	FY2021	FY2022	FY2023	FY2024	Benchmark	
						FY2025	FY2029
Foundation fundraising - cash and new commitments, excluding government entities and anomalous gifts (greater than $1 million) ⌂	$13.5M	$9.3<	$11.0M	$12.9M	Available August 2024	$14M	$20M
Alumni participation in ISU events	12,743	14,891	24,692	15,405	Available August 2024	26,000	28,000

Objective 5D: Increase ISU's impact on its communities

Performance Measures	FY2020	FY2021	FY2022	FY2023	FY2024	Benchmark	
						FY2025	FY2029
Number of ISU Clinics and Pharmacy clients served**	46,175	44,204	50,784	50,460	Available August 2024	51,500	53,000
Continuing Education and Workforce Training enrollment ⌂	8,327	16,317	21,413	23,657	Available August 2024	25,000	30,000

* SBOE Measure ⌂ Mission Fulfillment Measure

Key External Factors

Several external factors affect Idaho State University's ability to achieve strategic plan goals, to include:

- Extraordinary inflation in wages, materials, and services and unfunded CEC have been outpacing state support levels for many years
- Idaho's low go-on rates and increasing external competition for Idaho students
- Increased compliance, reporting, and administrative burdens

Evaluation Process

Idaho State University has implemented a new Planning and Institutional Effectiveness Framework, designed to support and further ISU's mission. The integrated framework forms the basis for ongoing and systematic assessment, adaptation, and improvement.

Throughout FY2024, the Planning and Institutional Effectiveness Steering Committee has reviewed and streamlined elements of the framework to support our accreditation and strategic plan more seamlessly. As part of this effort, we have identified nine high-level "Mission Fulfillment Measures" and developed online dashboards that show longitudinal progress toward established thresholds. We have also updated our strategic plan objectives and performance measures to 1) align with Mission Fulfillment Measures, 2) reflect State Board of Education system-wide measures, and 3) focus on measurable outcomes.

On an annual basis, the Planning and Institutional Effectiveness Steering Committee reviews progress toward mission fulfillment and strategic plan goals and objectives, reports on progress to Administrative Council, Leadership Council, and the campus community, and recommends priority actions to address performance gaps and opportunities.

Appendix A: Alignment with State Board of Education Goals

	State Board of Education Goals		
	Goal 1: Educational Readiness	**Goal 2: Educational Access**	**Goal 3: Educational Attainment**
Idaho State University			
Goal 1: Increase student access, opportunity, retention, and success			
Increase access and enrollment using targeted recruitment efforts		X	
Improve student retention by strengthening students' ISU experience		X	X
Improve ISU's graduation rate			X
Goal 2: Strengthen programmatic excellence			
Attract, support, and retain outstanding faculty and staff			X
Enhance ISU's infrastructure		X	X
Align ISU's programs with community, regional, and national needs		X	X
Goal 3: Cultivate external partnerships			
Maximize the impact of new and existing relationships and partnerships to support ISU's mission		X	X
Expand collaborations with K-12 and post-secondary educational institutions		X	X
Goal 4: Expand research, clinical, and creative activities			
Enhance faculty's ability to initiate research and innovative projects			X
Increase productivity in research, scholarly, and creative activities			X
Engage students in Interprofessional Education and/or clinical research		X	X

	State Board of Education Goals		
	Goal 1: Educational Readiness	**Goal 2: Educational Access**	**Goal 3: Educational Attainment**
Idaho State University			
Goal 4: Expand research, clinical, and creative activities (continued)			
Enhance ISU student research, clinical, and creative opportunities		X	X
Goal 5: Energize the Bengal community			
Enhance student life and engagement		X	X
Increase faculty and staff connection, engagement, and recognition			X
Increase alumni connections to and participation with ISU		X	X
Increase ISU's impact on its communities		X	X

Appendix B: Special Appropriations Strategic Plans

Idaho Dental Education Program

Vision
The Idaho Dental Education Program envisions an elite educational program; graduating competent and ethical dentists who benefit the residents of Idaho as professionals.

Mission
The Mission of the Idaho Dental Education Program is to provide Idaho residents with access to quality educational opportunities in the field of dentistry. We provide Idaho with outstanding dental professionals through a combination of adequate access for residents and the high quality of education provided. The graduates of the Idaho Dental Education Program will possess the ability to practice today's dentistry. Furthermore, they will have the background to evaluate changes in future treatment methods as they relate to providing outstanding patient care.

Goal 1: Provide access to a quality dental education for qualified Idaho residents

Objective A: Access - Provide dental education opportunities for Idaho residents

Performance Measures	FY2020	FY2021	FY2022	FY2023	FY2024	Benchmark	
						FY2025	FY2029
Contract for 4-year dental education for at least 8 Idaho residents	Yes	Yes	Yes	Yes	Yes	Yes	Yes
Number of students enrolled in the program	8	8	8	8	8	9	10

Department of Family Medicine

Vision
To improve lives by serving on the forefront of healthcare and education.

Mission
Through interprofessional clinical education we develop compassionate, skilled healthcare providers who better lives and communities.

Goal 1: Expand to a new facility

Objective A: Establish an expanded, modern interprofessional healthcare training facility.

Performance Measures	FY2020	FY2021	FY2022	FY2023	FY2024	Benchmark	
						FY2025	FY2029
Identification of new site	N/A	N/A	In progress	In progress	In progress	Site identified	N/A
Completion of new site	N/A	N/A	N/A	N/A	N/A	N/A	Complete

Idaho Museum of Natural History

Vision
To shape the future by understanding Idaho's natural history and creating unforgettable educational experiences.

Mission
Inspire appreciation and curiosity for Idaho's natural history through its exploration and preservation.

Goal 1: Demonstrate the IMNH's essential value

Objective A: Increase the museum's audience and engagement with customers, collaborators, and partners.

Performance Measure	FY2020	FY2021	FY2022	FY2023	FY2024	Benchmark	
						FY2025	FY2029
Annual museum visitors	6,085*	6,575*	8,117	8,619	Available August 2024	9,350	10,000

* COVID impacts

Lewis-Clark State College Strategic Plan

Office of Institutional Research & Effectiveness

FY 2025 – FY 2029

LEWIS CLARK STATE COLLEGE

LEWIS CLARK
STATE COLLEGE

Connecting Learning to Life

STRATEGIC PLAN
FY 2025 - 2029

Submitted March, 2024

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MISSION STATEMENT

Lewis-Clark State College prepares students to become successful leaders, engaged citizens, and lifelong learners.

VISION STATEMENT

Idaho's college of choice for an educational experience that changes lives and inspires a commitment to Idaho's learning and civic engagement.

Goal 1: Strengthen and Optimize Instructional and Co-curricular Programming

Objective A: Optimize course and program delivery options

Performance Measure 1: Number of online and evening/weekend programs.

Definition: The number of degrees or certificates offered online or during evening or weekend hours.

Benchmark: Based upon current planning processes, LC State anticipates adding online degrees/certificates and evening & weekend programs of study beginning with the FY21 academic year forward. Note that LC State's relative percentage of fully online offerings is planned to remain at approximately 20% of the overall program mix.

Course Delivery Methods	FY 19 (2018-19)	FY 20 (2019-20)	FY 21 (2020-21)	FY 22 (2021-22)	FY 23 (2022-23)	FY 24 (2023-24)	FY 25 (2024-25)	FY 29 (2028-29)
Online[1]	36	40	42	49	57	61		
Benchmark		37	42	42	42	42	42	42
Achievement		MET	MET	MET	MET	MET		
Evening/ Weekend[2]	0	7	7	7	7	7		
Benchmark		2	6	7	7	7	7	7
Achievement		MET	MET	MET	MET	MET		

[1] List of online programs available here: http://catalog.lcsc.edu/programs/#filter=.filter_42

[2] The following programs/credentials are offered during evenings &/or weekends: Web Design & Development (cert., AAS, BAS), Business Administration (BA/BS), & Interdisciplinary Studies (BA/BS). A portion of these programs is available through weekend and evening delivery and number of the courses are offered online. Liberal Arts and Business Administration Associates degrees moving towards evening/weekend delivery.

Performance Measure 2: Proportion of courses in which course content is delivered online

Definition: The proportion of courses in which course content (e.g., syllabi & student grades) is delivered using an online learning management system (LMS).

Benchmark: One hundred percent (100%) of courses have content available to students through the LMS.

Web Enhanced Courses	FY 19 (2018-19)	FY 20 (2019-20)	FY 21 (2020-21)	FY 22 (2021-22)	FY 23 (2022-23)	FY 24 (2023-24)	FY 25-29 (2024-25 thru 2028-29)
% Sections	Inventory current courses content on LMS	69%[3]	79%	89%	97%	99%	
Benchmark			100%	100%	100%	100%	100%
Achievement			NOT MET	NOT MET	NOT MET	NOT MET	

[3] Seventy one percent (71%) of sections were reviewed. Metric shows the proportion of sections reviewed with course content posted on LMS.

Objective B: Ensure high quality program outcomes

Performance Measure 1: Licensing & certification

Definition: The proportion of LC State test takers who pass, or their average test scores, on professional licensure or certification exams.

Benchmark: Meet or exceed national or statewide averages.

Licensing/Cert. Exams			FY 19 (2018-19)	FY 20 (2019-20)	FY 21 (2020-21)	FY 22 (2021-22)	FY 23 (2022-23)	FY 24 (2023-24)	FY 25-29 (2024-25 thru 2028-29)
Professional Degrees	NCLEX Registered Nurse[4]	LC State	94%	95%	94%	91.4%	96%	Not Yet Avail-able	Exceed National Average
		Benchmark: Nat'l Ave.	86%	87%	85%	79.4%	90%		
		Achievement	MET	MET	MET	MET	MET		
	NCLEX Practical Nurse[4]	LC State	91%	100%	Not Available: Program on hiatus following Dec. 2019.				Exceed National Average
		Benchmark: Nat'l Ave.	85%	86%					
		Achievement	MET	MET					
	ARRT Radiology	LC State	89%	76%	86%	90%	73%	Not Yet Avail-able	Exceed National Average
		Benchmark: Nat'l Ave.	89%	88%	84%	83.5%	84%		
		Achievement	MET	NOT MET	MET	MET	NOT MET		
	PRAXIS Teacher Education[5]	LC State[5]	170	171	166	166	165	Not Yet Avail-able	Meet State Average Scores
		Benchmark: State Ave.	168	170	168	167	168		
		Achievement	MET	MET	MET	NOT MET	NOT MET		
	ASWB Social Work	LC State	57%	86%	77%	Not Yet Available			Exceed National Average
		Benchmark: Nat'l Ave.	67%	69%	69%				
		Achievement	NOT MET	MET	MET				

[4] FY 18-21 test results for first time test takers reported for April through March. FY 22 test results are for the 2021-2022 fiscal year.

Licensing/Certification Exams			FY 19 (2018-19)	FY 20 (2019-20)	FY 21 (2020-21)	FY 22 (2021-22)	FY 23 (2022-23)	FY 24 (2023-24)	FY 25-29 (2024-25 thru 2028-29)
Workforce Training	HVAC Apprentice	LC State	100%	100%	50%	50%	90%[6]	Not Yet Avail-able	Exceed State Average
		Benchmark: State Ave.	67%	75%	73%	63%	Not Available		
		Achievement	MET	MET	NOT MET	NOT MET			
	Plumbing Apprentice	LC State	100%	83%	No Students	100%	90%[6]	Not Yet Avail-able	Exceed State Average
		Benchmark: State Ave.	76%	71%	72%	74%	Not Available		
		Achievement	MET	MET	--	MET			
	Electrical Apprentice-ship Idaho Journeyman	LC State	100%	91%	89%	91%	89%[6]	Not Yet Avail-able	Exceed State Average
		Benchmark: State Ave.	75%	77%	78%	77%	Not Available		
		Achievement	MET	MET	MET	MET			

Objective C: Optimize curricular & co-curricular programming through *Connecting Learning to Life* initiative

Connecting Learning to Life has been verified as a curricular component of LC State 2- and 4-year degree programs, making experiential and applied learning a signature hallmark of an LC State education. 'Connecting' experiences fall under *applied learning*[7] or *experiential learning*[8]. Defined broadly to include internships, practica, apprenticeships, service learning, research, co-curricular engagement, etc., students complete applied or experiential learning within their chosen majors; and /or may reach outside their major for hands-on, co-curricular experiences. Performance measures are added or modified when plans result in measurable outcomes.

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[5] Excludes tests 5003, 5004, and 5005, which are required for elementary certification, but which test background subject area content that is not taught in the Division of Teacher Education programs or majors connected to certification.

[6] Preliminary figure: LC State has not received test results back from Idaho Division of Licensing for its program assessment.

[7] Applied learning = hand's on application of theory.

[8] Experiential learning = the process through which students develop knowledge, skills, and values from direct experiences outside a traditional academic setting.

Performance Measure 1: Curricular programing of applied and experiential learning opportunities

Definition: Courses, programs of study, majors, minors and certificates that serve as avenues of applied or experiential learning opportunities.

Benchmark: All programs of study offer graduates opportunities for applied &/or experiential learning. Long-term goals include expanding the development of signature certificates (currently LC State has three: Cybersecurity, Writing for the Web and Social Media, and Entrepreneurship) and new, interdisciplinary degree options through which "academic" and career-technical courses may be woven together.

<table>
<tr><th>Curricular Applied & Experiential Learning</th><th>FY 19
(2018-19)</th><th>FY 20
(2019-20)</th><th>FY 21-22
(2020-21 thru 2021-22)</th><th>FY 23
(2022-23)</th><th>FY 24
(2023-24)</th><th>FY 25-29
(2024-25 thru 2028-29)</th></tr>
<tr><td>Apprenticeships</td><td rowspan="7">Developed inventory of applied & experiential learning: Identified Courses & Programs of Study/Majors, Minors, Certificates.
No gaps were identified: All programs of study included curricular applied and experiential learning.</td><td rowspan="7">Developed Signature Certificates that knit together academic and Career & Tech. Edu (CTE) coursework</td><td rowspan="7">Marketed availability of Signature Certificates</td><td colspan="2" rowspan="7">Continue to emphasize experiential learning across the curriculum by:
Promoting signature certificates
Building internship/practica/clinical credits into degree programs.
Promoting Prior Learning Assessment opportunities for working adults
Working with Student Employment & Career Center to promote internship experiences.</td><td rowspan="7">100% of LC State graduates participate in applied &/or experiential learning via curricular <u>or</u> co-curricular experiences.</td></tr>
<tr><td>Directed Study</td></tr>
<tr><td>Field Experiences</td></tr>
<tr><td>'Hands-on' courses</td></tr>
<tr><td>Internships, Practica & Clinicals</td></tr>
<tr><td>Performance Arts</td></tr>
<tr><td>Service Learning</td></tr>
<tr><td>Undergraduate Research</td></tr>
</table>

Performance Measure 2: Co-Curricular programing of applied and experiential learning opportunities

Definition: Co-curriculum programming engaging students in applied &/or experiential learning outside of their chosen program's curriculum. Examples displayed in the table below. Micro-credentials, now measurable, identified in table below.

Benchmark: 100% of LC State graduates participate in applied &/or experiential learning.

Co- Curricular Applied & Experiential Learning	FY 19 (2018-19)	FY 20 (2019-20)	FY 21 (2020-21)	FY 22 (2021-22)	FY 23 (2022-23)	FY 24 (2023-24)	FY 25-29 (2024-25 thru 2028-29)
Micro-Credentials[9]	Leadership Certificate Awardees				4	5	100% of LC State graduates participate in applied &/or experiential learning via curricular or co-curricular experiences.
	Career Readiness Certificate Awardees				2	6	
Intramural athletics Intercollegiate athletics Club Sports Leadership in clubs or organizations Peer mentorship Reserve Officer Training Corps (ROTC)/Military Education Residence life leadership Student government LC Work Scholars Work study/experience including tutoring Study abroad	Developed inventory of co-curricular applied & experiential learning Reprioritized/ reorg. resources & staff to support co-curricular programming: Center of Student Leadership Student Employment & Career Center	Expanded peer mentor program. In fall 2019, 22 peer mentors assisted new entering students. Elements of co-curricular transcript & tracking software were launched with minor delay. Continued to expand functionality of software.	Co-curricular transcript, integrated with the Do More App, made functional. Expanded student clubs, organizations and in-person leadership development opportunities Career Readiness micro-credential unveiled in spring 2021 semester.	Career Fair Oct. '21 offered in a live format. Attendance of students & businesses increased from prior year. Exploring the possibility of including programming for regional high school students. Special breakout sessions connecting regional high schools' students and employers were conducted.	Increase of micro credentials planned for coming year. Expanded job fair offerings to meet healthcare needs in spring 2023 semester. Invested in menu of outdoor recreation programming to expand experiential learning	Job fair offerings now include one for healthcare industries and another located at Coeur d'Alene center. Hosted interactive sessions between students & employers and onsite visits for students in their fields of interest. Outdoor recreation, club and intramural sports programs expanded	

[9] Anticipated completions for FY24.

Goal 2: Optimize Student Enrollment, Retention and Completion

Objective A: Increase the college's degree-seeking student enrollment

Performance Measure 1: Direct from high school enrollment

Definition: The FTE of undergraduate degree-seeking, entering college students (measured at fall census) who graduated from high school the previous spring term.

Benchmarks derived from financial modeling of institutional viability and expansion[10]. Based upon financial modeling of campus viability, LC State would like to be 3,000 total FTE or experience a growth of 10% from current FTE by FY 25, necessitating a 1.6 percent increase annually. How that campus-wide goal extrapolates to direct high school enrollment is articulated in the table below.

Direct from High School Enrollment	FY 19 (Fall '18)	FY 20 (Fall '19)	FY 21 (Fall '20)	FY 22 (Fall '21)	FY 23 (Fall '22)	FY 24 (Fall '23)	FY 25 (Fall '24)	FY 29 (Fall '28)
FTE	422	420	407	382	393	353	Available Fall '24 Census	Available Fall '28 Census
Benchmark	New Measure	429	436	442	449	456	463	483
Achievement		NOT MET	NOT MET	NOT MET	NOT MET	NOT MET		

[10] More information on LC State's financial modeling of institutional viability and expansion can be found here: https://www.lcsc.edu/budget/budget-office-resources

Performance Measure 2: Adult enrollment

Definition: The FTE of degree-seeking students (measured at fall census) who are above the age of 24.

Benchmarks derived from financial modeling of institutional viability and expansion[10]. Based upon financial modeling of campus viability, LC State would like to be 3,000 total FTE or experience a growth of 10% FTE by FY25, necessitating a 1.6 percent increase annually. How that campus-wide goal extrapolates to adult enrollment is articulated in the table below.

Adult Learner (>24) Enrollment	FY 19 (Fall '18)	FY 20 (Fall '19)	FY 21 (Fall '20)	FY 22 (Fall '21)	FY 23 (Fall '22)	FY 24 (Fall '23)	FY 25 (Fall '24)	FY 29 (Fall '28)
FTE	631	608	618	541	517	530	Available Fall '24 Census	Available Fall '28 Census
2nd Chance Pell					9	33		
Benchmark	New Measure	641	651	661	671	681	691	721
Achievement		NOT MET	NOT MET	NOT MET	NOT MET	NOT MET		

Performance Measure 3: Online Headcount

Definition: The headcount of degree-seeking students (measured at fall census) who are taking courses online (both entirely online and partly online schedule of courses).[11]

Benchmarks derived from financial modeling of institutional viability and expansion[10]. Based upon financial modeling of campus viability, LC State would like to be 3,000 total FTE or experience a growth of 10% FTE by FY 25, necessitating a 1.6 percent increase annually. How that campus-wide goal extrapolates to online headcount is articulated in the table below[12].

Online Headcount	FY 19 (Fall '18)	FY 20 (Fall '19)	FY 21 (Fall '20)	FY 22 (Fall '21)	FY 23 (Fall '22)	FY 24 (Fall '23)	FY 25 (Fall '24)	FY 29 (Fall '28)
HC	1,483	1,368	1650	1596	1471	1,504[13]	Available Fall '24 Census	Available Fall '28 Census
Benchmark	New Measure	1,507	1,531	1,555	1,578	1,602	1625	1,697
Achievement		NOT MET	MET	MET	NOT MET	NOT MET		

[11] Same definition as that used on the IPEDS Fall Enrollment Survey.

[12] This benchmark assumes that a 10% growth in FTE would also equate a 10% growth in headcount.

[13] Figure is preliminary.

Performance Measures 4: Direct transfer enrollment

Definition: The FTE of degree-seeking, entering transfer students (measured at fall census) who attended another college the previous spring or summer terms.

Benchmarks derived from financial modeling of institutional viability and expansion[10]. Based upon financial modeling of campus viability, LC State would like to be 3,000 total FTE or experience a growth of 10% FTE by FY 25, necessitating a 1.6 percent increase annually. How that campus-wide goal extrapolates to direct transfer enrollment is articulated in the table below.

Direct Transfer Enrollment	FY 19 (Fall '18)	FY 20 (Fall '19)	FY 21 (Fall '20)	FY 22 (Fall '21)	FY 23 (Fall '22)	FY 24 (Fall '23)	FY 25 (Fall '24)	FY 29 (Fall '28)
FTE	149	171	168	163	156	146	Available Fall '24 Census	Available Fall '28 Census
Idaho Community Colleges					63	62		
Co-Enrollment[14]					4.5	4		
Benchmark	New Measure	151	174	177	179	181	184	191
Achievement		MET	NOT MET	NOT MET	NOT MET	NOT MET		

[14] Co-enrollment agreements exist with College of Western Idaho, College of Eastern Idaho, College of Southern Idaho, North Idaho College, Walla Wall Community College.

Performance Measure 5: Nonresident enrollment

Definition: The FTE of degree-seeking students (measured at fall census) who are not residents of Idaho.

Benchmarks derived from financial modeling of institutional viability and expansion[10]. Based upon financial modeling of campus viability, LC State would like to be 3,000 total FTE or experience a growth of 10% FTE by FY 25, necessitating a 1.6 percent increase annually. How that campus-wide goal extrapolates to nonresident enrollment is articulated in the table below.

Nonresident Enrollment	FY 19 (Fall '18)	FY 20 (Fall '19)	FY 21 (Fall '20)	FY 22 (Fall '21)	FY 23 (Fall '22)	FY 24 (Fall '23)	FY 25 (Fall '24)	FY 29 (Fall '28)
Asotin Co. Resident FTE[15]	150	149	136	129	142	141	Available Fall '24 Census	Available Fall '27 Census
Benchmark	New Measure	152	155	157	160	162	165	172
Achievement		NOT MET	NOT MET	NOT MET	NOT MET	NOT MET		
Nonresident FTE	329	319	326	351	367	345	Available Fall '24 Census	Available Fall '27 Census
Benchmark:	New Measure	334	339	344	350	355	340	376
Achievement		NOT MET	NOT MET	MET	MET	NOT MET		

Objective B: Increase credential output

Performance Measure 1: Certificates and degrees[16]

Definition: The count of degrees/certificates awarded at each degree-level.[17]

[15] Asotin County residents pay a unique tuition & fee rate. More information about tuition & fees as they pertain to residency status available here: https://www.lcsc.edu/student-accounts/tuition-and-fees

[16] State Board of Education postsecondary system wide measure.

[17] Consistent with IPEDS Completions Survey definitions.

Benchmarks developed to align with the Idaho State Board of Education's K-20 Strategic Plan[18] and achieve 1,050 total completions by AY 2035-36.[19]

Certificates & Degrees	FY 19 (2018-19)	FY 20 (2019-20)	FY 21 (2020-21)	FY 22 (2021-22)	FY 23 (2022-23)	FY 24 (2023-24)	FY 25 (2024-25)	FY 29 (2028-29)
Certificates	15	26	51	62	83	Available Summer '24	Available Summer '25	Available Summer '29
Benchmark:	21	21	28	23	24	25	26	27
Achievement	NOT MET	MET	MET	MET	MET			
Associates	347	365	218	204	314	Available Summer '24	Available Summer '25	Available Summer '29
Benchmark:	430	436	442	256	262	269	275	295
Achievement	NOT MET	NOT MET	NOT MET	NOT MET	MET			
Baccalaureates	626	505	599	579	554	Available Summer '24	Available Summer '25	Available Summer '29
Benchmark:	594	646	666	496	509	521	534	571
Achievement	MET	NOT MET	NOT MET	MET	MET			
Graduate Certificates				2	1	Available Summer '24	Available Summer '25	Available Summer '29
Benchmark:	New benchmark methodology will be established once baseline is established.							
Achievement								

[18] Goal 3, Objective A, Performance Measure I: "Total number of certificates/degrees conferred, by institution per year".

[19] Benchmarks re-aligned in FY22 to current version of Idaho State Board of Education's K-20 Strategic Plan assuming peer comparable retention and completion rates.

Performance Measures 2: Graduates[20]

Definition: The unduplicated count of graduates by degree-level.[21]

Benchmarks developed to align with the Idaho State Board of Education's K-20 Strategic Plan[17] and achieve 1,050 total completions by AY 2035-36.[18]

Graduates	FY 19 (2018-19)	FY 20 (2019-20)	FY 21 (2020-21)	FY 22 (2021-22)	FY 23 (2022-23)	FY 24 (2023-24)	FY 25 (2024-25)	FY 29 (2028-29)
Certificates	15	25	42	54	75	Available Summer '24	Available Summer '25	Available Summer '29
Benchmark:	20	20	30	23	24	25	26	27
Achievement	NOT MET	MET	MET	MET	MET			
Associates	325	357	206	192	282	Available Summer '24	Available Summer '25	Available Summer '29
Benchmark:	415	420	424	256	262	269	275	295
Achievement	NOT MET	NOT MET	NOT MET	NOT MET	MET			
Baccalaureates	616	491	589	571	545	Available Summer '24	Available Summer '25	Available Summer '29
Benchmark:	580	622	628	496	509	521	534	571
Achievement	MET	NOT MET	NOT MET	MET	MET			
Graduate Certificates	New			2	1	Available Summer '24	Available Summer '25	Available Summer '29
Benchmark:	New benchmark methodology will be established once baseline is established.							
Achievement								

[20] State Board of Education postsecondary system wide measure.

[21] Graduates of multiple degree-levels are counted once in each category of degree/certificate level.

Performance Measures 3: Graduation Rate - 150% normative time to degree attainment[22]

Definition: The proportion of first-time, full-time entering students who attain a degree or certificate within 150% normative time to degree[23].

Benchmarks developed to align with the Idaho State Board of Education's K-20 Strategic Plan[17] and achieve 1,050 total completions by AY 2035-36.[18]

First-Time Full-Time Cohorts	Attainment w/in 150% Time	FY 19 (2013 Cohort)	FY 20 (2014 Cohort)	FY 21 (2015 Cohort)	FY 22 (2016 Cohort)	FY 23 (2017 Cohort)	FY 24 (2018 Cohort)	FY 25-29 (2019-23 Cohorts)
Entered as Bacc.-Seeking	Bacc.	32%	31%	32%	29%	37%	Available Spring 2025	
	Benchmark:	25%	33%	34%	39%	39%	39%	39%
	Achievement	MET	NOT MET	NOT MET	NOT MET	NOT MET		
All First-Time, Full-Time Students	Bacc., Assoc, & Certificates	38%	36%	37%	35%	45%	Available Spring 2025	
	Benchmark:	30%	39%	40%	38%	38%	38%	38%
	Achievement	MET	NOT MET	NOT MET	NOT MET	MET		

[22] State Board of Education postsecondary system wide measure.

[23] One hundred and fifty percent (150%) normative time to degree is six years for baccalaureate degrees, three years for associate degrees, and one and a half years for a one year certificate. Calculations used IPEDS definitions.

Performance Measure 4: Graduation Rate - 100% normative time to degree attainment[24]

Definition: The proportion of first-time, full-time entering baccalaureate-seeking students who achieved a baccalaureate, associate, or certificate within 100% normative time to degree.

Benchmarks developed to align with the Idaho State Board of Education's K-20 Strategic Plan[17] and achieve 1,050 total completions by AY 2035-36.[19]

First-Time Full-Time Cohort	Attainment w/in 100% Time	FY 19 (2015 Cohort)	FY 20 (2016 Cohort)	FY 21 (2017 Cohort)	FY 22 (2018 Cohort)	FY 23 (2019 Cohort)	FY 24 (2020 Cohort)	FY 25-29 (2021-25 Cohorts)
Entered as Bacc.-Seeking	Bacc.[25]	21%	20%	23%	22%[26]	21%[26]		
	Cert. & Assoc.	1%	3%	4%	5%	8%		
Benchmark		23%	24%	23%	23%	23%	23%	23%
Achievement		NOT MET	NOT MET	MET	MET	MET		

[24] State Board of Education postsecondary system wide measure.

[25] Consistent with IPEDS Graduation Rates Survey definitions.

[26] Figure is preliminary: State policy has been interpreted to mean institutions are required to report data out of cadence with federal reporting.

Performances Measure 5: Retention rates

Definitions:

The retention or proportion of **first-time, full-time, baccalaureate-seeking students** who start college in summer or fall terms and re-enroll by the following fall term of the subsequent academic year.

The retention of the **entire degree-seeking student body**. The proportion of the total degree-seeking headcount of the prior academic year[27] who graduated or returned to attend LC State by the following fall of the subsequent academic year.

Benchmarks developed to align with the Idaho State Board of Education's K-20 Strategic Plan[17] and achieve 1,050 total completions by AY 2035-36.[18]

Retention	FY 19 (2018-19)	FY 20 (2019-20)	FY 21 (2020-21)	FY 22 (2021-22)	FY 23 (2022-23)	FY 24 (2023-24)	FY 25 (2024-25)	FY 29 (2028-29)
First-Time, Full-Time, Baccalaureate-Seeking, Students	60%	61%	63%	63%	64%[26]	Available Fall 2024	Available Fall 2025	Available Fall 2029
Benchmark:	61%	63%	65%	66%	67%	68%	68%	68%
Achievement	NOT MET	NOT MET	NOT MET	NOT MET	NOT MET			
All Degree-Seeking Students	75%	76%	74%	76%	77%	Available Fall 2024	Available Fall 2025	Available Fall 2029
Benchmark:	77%	79%	81%	82%	83%	84%	84%	84%
Achievement	NOT MET	NOT MET	NOT MET	NOT MET	NOT MET			

[27] Those enrolled as degree-seeking students on census day (October 15th for fall terms and March 15th for spring terms).

Performance Measure 6: 30 to Finish[28]

Definition: Percent of undergraduate, degree-seeking students, who started their attendance in the fall (or prior summer) term, completing 30 or more credits per academic year, excluding those who graduated midyear and those students who started their enrollment during spring semester.

Benchmarks derived from financial modeling of institutional viability and expansion[10]. Based upon financial modeling of campus viability, LC State would like to be 3,000 total FTE or experience a growth of 10% FTE by FY 25, necessitating a 1.6 percent increase annually. How that campus-wide-goal extrapolates to degree-seeking student credit load is articulated in the table below.

30+ credits per AY	FY 19 (2018-19)	FY 20 (2019-20)	FY 21 (2020-21)	FY 22 (2021-22)	FY 23 (2022-23)	FY 24 (2023-24)	FY 25 (2024-25)	FY 29 (2028-29)
%	31%	33%	29%	26%	26%			
Benchmark	30%	32%	33%	35%	36%	38%	39%	40%
Achievement	MET	MET	NOT MET	NOT MET	NOT MET			

[28] State Board of Education postsecondary system wide measure.

Performance Measure 7: Remediation[29]

Definition: Percent of degree-seeking students who took a remedial course and completed a subsequent credit bearing course (in the area identified as needing remediation) within a year with a "C" or better.

Benchmarks developed to align with the Idaho State Board of Education's K-20 Strategic Plan[18]. Analysis conducted by the Chief Research Officer identified the number of associates and baccalaureate degrees as needing to grow by eight percent by 2025, necessitating a one percent increase annually[30].

Remediation	FY 19 (Fall 2017-Spring 2019)	FY 20 (Fall 2018-Spring 2020)	FY 21 (Fall 2019-Spring 2021)	FY 22 (Fall 2020-Spring 2022)	FY 23 (Fall 2021-Spring 2023)	FY 24 (Fall 2022-Spring 2024)	FY 25 (Fall 2023-Spring 2025)	FY 29 (Fall 2027-Spring 2029)
%	43%	57%	52%	56%	52%			
Benchmark	43%	52%	53%	54%	55%	57%	58%	61%
Achievement	MET	MET	NOT MET	MET	NOT MET			

Performance Measure 8: Math Pathway[29]

Definition: Percent of new, degree-seeking freshmen who started in fall (or preceding summer) term and completed a gateway math course[31] within two years.

Benchmarks developed to align with the Idaho State Board of Education's K-20 Strategic Plan[18]. Analysis conducted by the Chief Research Officer identified the number of associates and baccalaureate degrees as needing to grow by eight percent by 2025 necessitating a one percent increase annually.[30]

Math Pathways	FY 19 (Fall 2018-Su 2020)	FY 20 (Fall 2019-Su 2021)	FY 21 (Fall 2020-Su 2022)	FY 22 (Fall 2021-Su 2023)	FY 23 (Fall 2022-Su 2024)	FY 24 (Fall 2023-Su 2025)	FY 25 (Fall 2024-Su 2026)	FY 29 (Fall 2028-Su 2030)
%	49%	36%	44%	52%	55%			
Benchmark:	53%	54%	56%	57%	58%	59%	60%	62%
Achievement	NOT MET	NOT MET	NOT MET	NOT MET	NOT MET			

[29] State Board of Education postsecondary system wide measure.

[30] Exact amount of growth required to remain in alignment with statewide goals is 1.14%, annually.

[31] Gateway math is defined institutionally as Math 123 and above.

Performance Measure 9: Workforce training enrollment

Definition: Duplicated headcounts of students enrolled in Workforce Training programs at LC State.

Benchmarks set by Director of Workforce Training accounting for regional market demand and worker demographics.

Workforce Training Enrollments	FY 19 (2018-19)	FY 20 (2019-20)	FY 21 (2020-21)	FY 22 (2021-22)	FY 23 (2022-23)	FY 24 (2023-24)	FY 25-29 (2024-25 thru 2028-29)
Duplicated Headcount	3,699	2,893	2,513	2,737	2,199		
Benchmark:	3,600	3,650	3,700	3,750	3,800	3,800	3,800
Achievement	MET	NOT MET	NOT MET	NOT MET	NOT MET		

Performance Measure 10: Workforce training completion

Definition: Completions of LC State's Workforce Training courses[32].

Benchmarks are a proportion of the enrollments each fiscal year (FY) and set to maintain the high proportion of completions observed historically.

Workforce Training Completions	FY 19 (2018-19)	FY 20 (2019-20)	FY 21 (2020-21)	FY 22 (2021-22)	FY 23 (2022-23)	FY 24 (2023-24)	FY 25-29 (2024-25 thru 2028-29)
Duplicated Completions	3,468	2,756	2,362	2,596	1,908		
Benchmark: Maintain	94%	94%	94%	94%	94%	94%	94%
Achievement	MET	MET	MET	MET	NOT MET		

[32] Completions measured by course because most Workforce Training offerings are designed as singular courses.

Goal 3: Foster and Support Campus Community Culture

Objective A: Connecting College to Community

Performance Measure 1: Number of participants in community enrichment activities

Definition: Duplicated headcount of attendees at events arts and cultural programming offered through LC State's Center for Arts & History.

Benchmark: Steady increase in community participation.

Community Participation	FY 19 (2018-19)	FY 20 (2019-20)	FY 21 (2020-21)	FY 22 (2021-22)	FY 23 (2022-23)	FY 24 (2023-24)	FY 25-29 (2024-25 thru 2028-29)
Duplicated Headcount	Plan: inventory programs to include following year. Tracking to be implemented with programming.		Impacted by pandemic protocols and personnel reductions. Tracking to be implemented when programming is recommenced.	4,239	2,929	2,543	Benchmark established once baseline is better understood

Goal 4: Increase and Leverage Institutional Resources to Support College's Mission

Objective A: Grow Foundation Support and Grant Funding

Performance Measure 1: New, ongoing revenue streams

Definition: New, revenue-generating initiatives.

Benchmarks: Implement new, annual giving initiatives (general and employee campaigns).

Foundation Support		FY 19 (2018-19)	FY 20 (2019-20)	FY 21 (2020-21)	FY 22 (2021-22)	FY 23 (2022-23)	FY 24 (2023-24)	FY 25-29 (2024-25 thru 2028-29)
LC State Foundation	Employee Giving Campaign[33]	39%	41%	35%	34%	36%	36%	45%
	Annual Day of Giving	Plan	Piloted	Took place May 2021	Did not occur/ staffing changes	$66,965[34]	$137,187	New College-wide Giving Day
	Foundation Fee		Implemented Jan. 1st, 2020		$9,389	$48,659[35]	$35,566[36]	Goal: $11,000

[33] One-year lag from measurement to reporting, therefore FY23 depicts results for FY22.

[34] Athletics only.

[35] $40,000 from one large donation.

[36] July 1, 2023 – to date.

Performance Measure 2: Federal, state, local and private grant funding

Definition: Grant funding dollars.

Benchmark: $100,000 growth annually, which is approximately 2% of the historical (four year) average.

Grants & Contract Funding	FY 19 (2018-19)	FY 20 (2019-20)	FY 21 (2020-21)	FY 22 (2021-22)	FY 23 (2022-23)	FY 24 (2023-24)	FY 25-29 (2024-25 thru 2028-29)
Federal	$1,506,459	$1,600,805	$ 841,935	$ 860,174	$1,062,446	Available after July 1, 2024.	Institutional Financial Diversification
State & Local[37]	$2,825,307	$3,218,872	$ 3,175,967	$ 3,362,640	$2,534,985		
Private	$44,800	$298,885	$ 185,950	$ 29,447	$23,745		
Gifts[38]	$1,337,379	$2,361,794	$ 2,886,613	$ 3,483,723	$1,298,932		
Total	$5,713,945	$7,480,356	$7,090,465	$ 7,735,984	$4,920,108		
Benchmark: +$100,000 annually[39]	$5,236,809	5,335,809	$5,435,809	$ 5,535,809	$ 5,635,809		
Achievement	MET	MET	MET	MET	NOT MET		

Key External and Internal Factors

In terms of factors influencing strategic plan goals, enrollment-related external factors include a reduction in the Lewiston High School graduating class, a strong jobs market, and the recovery of business operations from the Coronavirus pandemic. As a consequence, LC State's achievement of some of its strategic plan goals has been impacted, both positively and negatively. Successes include online course and program offerings. These offerings swelled with students taking online coursework during FY's 21 & 22, and have since returned to pre-pandemic levels. Somewhat surprisingly, despite pandemic-related challenges and disruptions, the proportion of LC State freshmen who finished their bachelor's degree within 150% normative time (i.e., 6 years) increased significantly. These students started college in the fall of 2017, prior to pandemic operations and persisted at higher rates than observed historically. Moreover, by examining LC State's normative time to degree (100% time) graduation rates and credential output, students appear to be opting for short term credentialing (associates degrees and

[37] This item includes state scholarships awarded to the student, for the Opportunity Scholarship, and therefore may be resistant to change from institutional effort. FY 18 dollars include $223k in state scholarships and $625k in opportunity scholarships.

[38] Including grants that do not have restrictions or reporting requirements.

[39] Benchmark reflects $100,000 above the baseline, which is the historical four-year average of total grant funds ($5,135,809).

certificates) when they had initially sought to pursue a bachelor's degree. In these ways, LC State has improved its success rates and credential outputs. LC State, on the other hand, has struggled attracting an entering class composed of students coming directly from high school and directly from another institutional of higher education (i.e., direct transfer). These metrics are likely impacted by the shrinking graduating class size at LC State's primary 'feeder' school, Lewiston High School, and a strong jobs market. While the majority of LC State's remedial students succeeded in subsequent college-level coursework and completed gateway math classes early during their college attendance, performance on these metrics fell shy of LC State's rigorous performance goals. And finally, it was observed this year that professional credentialing associations and public licensing offices experienced delays communicating testing and licensing results to LC State. Therefore, recent outcomes in metrics assessing licensing and certification among completers in social work and workforce training programs of HVAC, plumbing and electrical apprenticeships were not available to report in this strategic plan.

The following assumptions about external and internal factors will continue to impact the institution as the FY 2025 Strategic Plan is implemented.

Lewis-Clark State College…

1. Will continue to be a modestly selective admission institution with a greater than 95% acceptance rate, serving a substantial number of first-generation students, admitting students with various degrees of college preparation.
2. Will serve both residential and non-residential students, including those who commute, take online courses, are place-bound (e.g., incarcerated), and are working adults.
3. LC State is maintaining its aspirational goal to serve 3,000 FTE, which is particularly challenging in, a post-pandemic world, punctuated by declining local, regional and national high school graduating classes.
4. Will continue to forge strategic partnerships with other institutions, agencies, businesses, and organizations and the community at large for mutual benefit particularly as it relates to LC State's graduate credentialling.
5. Will continue to promote its brand and share its successes with multiple audiences, including prospective students.
6. Will continue to recruit faculty, staff and students across a wide range of demographics.
7. Relies on ongoing efforts to maximize operational efficiencies (e.g., program prioritization and internal resource reallocation); and increasing and leveraging grants, private fundraising to complement tuition revenue and reduced state support.
8. Will continue to assess its programs and services (program performance – program prioritization) to determine their efficacy and viability.
9. Master planning was engaged. The plan updated, submitted and approved by the SBOE. The plan can be found at: Microsoft Word - FY2021 Campus Master Plan - External - FINAL (lcsc.edu).
10. Will advocate for increased per-capita investment in LC State via state funding in support of LC State's mission, strategic goals, position and role in Idaho's education ecosystem as a small school experience.

Evaluation Process

LC State's Strategic Plan was originally developed for the 2013-2018 timeframe. In light of the college's updated mission, the waning utility of the college's old strategic plan, and a successful NWCCU

accreditation evaluation, institutional goals and objectives were rewritten. A representative committee developed new strategies and objectives to guide the work of the college. The new goals and objectives were proposed in the 2018-2022 strategic plan, submitted for Board review during the March 2018 meeting and adopted during the June 2018 meeting. The current Strategic Plan document was modified and streamlined to reflect our post-pandemic realities. As presented in this plan report, the goals have been operationalized through relevant performance measures. System-wide performance measures are comingled among institutional performance measures to undergird LC State's commitment to "systemness". Institutional performance will undergo annual Cabinet review. Changes will be made in alignment with objective performance review and subjective evaluation of the involved campus stakeholders.

Red Tape Reduction Act

Administrative Rules are promulgated through the State Board of Education and this information is contained in the State Board of Education's K-20 Strategic Plan.

Appendix 1: Crosswalk of State Board of Education Goals with Institutional Goals & Objectives

	State Board of Education Goals		
Institutional Goals & Objectives	***Goal 1: Educational System Alignment***	***Goal 2: Educational Attainment***	***Goal 3: Workforce Readiness***
Goal 1: Strengthen & Optimize Instructional and Co-curricular Programming			
Objective A: Optimize course and program delivery options			✓
Objective B: Ensure high quality program outcomes		✓	
Objective C: Optimize curricular & co-curricular programming through *Connecting Learning to Life* initiative			✓
Goal 2: Optimize Student Enrollment, Retention and Completion			
Objective A: Increase the college's degree-seeking student enrollment	✓	✓	
Objective B: Increase credential output	✓	✓	✓
Goal 3: Foster and Support Campus Community Culture			
Objective A: Connecting College to Community	****K-20 Alignment & Coordination***	****Lifelong Learning***	
Goal 4: Increase and Leverage Institutional Resources to Support College's Mission			
Objective A: Grow Foundation Support and Grant Funding		✓	

Table 1: The Idaho State Board of Education (SBOE) has four goals in its strategic plan, three of which are presented here in alignment with LC State's strategic plan goals and objectives. The goal missing in the above table from the SBOE plan is composed of measures entirely relating to K-12 education.

College of Eastern Idaho

Strategic Plan 2025-2029

June 1, 2024

FY 2025-2029

Strategic Plan

MISSION STATEMENT

To provide open access to affordable, quality education that meets the needs of students, regional employers, and community.

VISION STATEMENT

Our vision is to be a superior community college. We value a dynamic environment as a foundation for building our college into a nationally recognized community college role model. We are committed to educating all students through progressive and proven educational philosophies. We will continue to provide high quality education and state-of-the-art facilities and equipment for our students. We seek to achieve a comprehensive curriculum that prepares our students for entering the workforce, articulation to advance their degree, and full participation in society. We acknowledge the nature of change, the need for growth, and the potential of all challenges.

STATE PERFORMANCE METRICS:

Timely Degree Completion

I. Percent of undergraduate, degree-seeking students completing 30 or more credits per academic year at the institution reporting (Source: PMR State Measure 50[i])

					Benchmark	
	FY 2020	FY 2021	FY 2022	FY 2023	2025	2029
% of undergraduate students completing 30+ credits/year	15%	11%	11%	12%	13%	14%

II. Percent of first-time, full-time, freshmen graduating within 150% of time (Source: PMR-State Performance Measure #40)

					Benchmark	
	FY 2020	FY 2021	FY 2022	FY 2023	2025	2029
First-time, full-time 150% of time graduation rate	56%	46%	47%	35%	37%	41%

III. Total number of certificates/degrees produced, disaggregated (Source: PMR-State Measure #120)
   I. Certificates of less than one year
   II. Certificates of at least one academic year
   III. Associate degrees

					Benchmark	
	FY 2020	FY 2021	FY 2022	FY 2023	2025	2029
Certificates <1 year	0	9	3	1	3	6
Certificates >1 year	112	110	103	116	116	140
Associate Degrees	166	229	276	278	304	364

IV. Number of unduplicated graduates/completers (Source: PMR-State Measure #170)
   I. Certificates of less than one year
   II. Certificates of at least one academic year
   III. Associate degrees

					Benchmark	
	FY 2020	FY 2021	FY 2022	FY 2023	2025	2029
Completers of Certificates<1 year	0	9	3	1	3	6
Completers of Certificates>1 year	112	110	102	115	121	126
Completers of Degrees	163	222	263	263	276	289

V. Reform Remediation: Percent of undergraduate, degree-seeking students taking a remediation course completing a subsequent credit bearing course (in the area identified as needing remediation) within a year with a "C" or higher. (Source: PMR-State Measure #60)

					Benchmark	
	FY 2020	FY 2021	FY 2022	FY 2023	2025	2029
Students	34%	45%	66%	66%	69%	73%

VI. Math Pathways: Percent of new degree-seeking freshmen completing a gateway math course within two years (Source: PMR-State Measure #70)

					Benchmark	
	FY 2020	FY 2021	FY 2022	FY 2023	2025	2029
% of new freshmen completing gateway math within 2 years	59%	70%	71%	70%	73%	77%

VII. Guided Pathways: Percent of first-time, full-time freshmen graduating within 100% of time. (Source: PMR State Measure 180)

					Benchmark	
	FY 2020	FY 2021	FY 2022	FY 2023	2025	2029
First-time, full-time on-time graduation rate	32%	41%	33%	24%	25%	27%

VIII. Dual Credit Graduates Percent of dual credit students who graduate from high school with an associate's degree (Source: PMR State Measure #110)

					Benchmark	
	FY 2020	FY 2021	FY 2022	FY 2023	2025	2029
Percent of dual credit graduates	0.2%	0.5%	1.1%	1.7%	1.8%	1.9%

GOAL 1: INCREASE EDUCATIONAL READINESS, ENSURING THAT CEI PROVIDES A RIGOROUS, UNIFORM, AND THOROUGH EDUCATION TO EMPOWER ITS STUDENTS TO BE LIFELONG LEARNERS WHO ARE PREPARED FOR OUR REGION'S WORKFORCE OPPORTUNITIES.

Objective A: Increase the number of Idahoans prepared for the regional workforce's needs. (Source: Internal Reporting)

					Benchmark	
	FY 2020	FY 2021	FY 2022	FY 2023	2025	2029
Workforce Training Headcount, duplicated	14,309	14,582	17,494	20,068	21,071	22,075
Percentage of change from previous fiscal year	-13.1%	+1.9%	+20%	+14.7%	+5%	+10%

Objective B: Increase total annual credit-seeking enrollment (Source: PSR Annual)

					Benchmark	
	FY 2020	FY 2021	FY 2022	FY 2023	2025	2029
Annual Credit-seeking Enrollment Headcount	2,402	2,627	3,225	3,468	3,641	3,815
Total percentage of change from previous fiscal year	+17.8%	+9.4%	+22.7%	+7.4%	+5%	+10%

GOAL #2: INCREASE EDUCATIONAL ACCESS TO AN AFFORDABLE, QUALITY EDUCATION
College of Eastern Idaho ensures that it increases access to quality, affordable education for all Idahoans, regardless of socioeconomic status, age, or geographic location.

Objective A: Increase the annual number of students who have a state-funded or foundation-funded scholarship to ensure that aspiring professionals of all economic means can access stellar education. (Source: Internal Reporting)

					Benchmark	
	FY 2020	FY 2021	FY 2022	FY 2023	2025	2029
State Funded	86	81	86	96	101	106
Foundation Funded	278	194	211	260	273	286

Objective B: Increase the numbers and percentage of degree/certificate seeking students who received a Pell grant, which shows that CEI its commitment to providing accessible education for those with substantial financial challenges. (Source: Student Financial Aid IPEDS)

					Benchmark	
	FY 2020	FY 2021	FY 2022	FY 2023	2025	2029
Number of students awarded a Pell grant	624	664	640	625	656	688
Percentage of all degree/certificate seeking students awarded federal Pell grants[ii]	39%	37%	30%	47%	49%	52%

Objective C: Increase the go-on rate, as evidenced by the percentage of entering CEI students who enroll in CEI programs during the first year after high school graduation: (Source: Internal Reporting)

					Benchmark	
	FY 2020	FY 2021	FY 2022	FY 2023	2025	2029
Percentage of Annual Enrollment who entered CEI within 1 year of High School	27.4%	31.3%	35.0%	43.9%	46%	48%

Objective D: Increase the percentage of degree-seeking students taking at least one course with a distance education component to ensure CEI is serving place bound, employed, and other students with diverse learning needs. (Source: IPEDS 12-month enrollment)[iii]

					Benchmark	
	FY 2020	FY 2021	FY 2022	FY 2023	2025	2029
Percentage of Students taking a Distance Ed course	31%	57%	49%	46%	48%	50%

Objective E: Increase the percentage of males in annual credit-seeking enrollment to increase equitable access to the state's educational and vocational resources. (Source: IPEDS 12-month enrollment).

					Benchmark	
	FY 2020	FY 2021	FY 2022	FY 2023	2025	2029
Percentage of Males in annual enrollment	36.8%	33.1%	39.5%	41%	43%	45%

Objective F: Increase the number of applicants/students receiving Center for New Direction services (CND) (Source: Internal Reporting)

					Benchmark	
	FY 2020[4]	FY 2021	FY 2022	FY 2023	2025	2029
CND Clients Served	294	318	264	266	300	350

GOAL 3: INCREASE STUDENT ATTAINMENT

College of Eastern Idaho fuels a strong workforce pipeline evidenced through a greater number of students completing certificates and/or degrees, including workforce credentials.

Objective A: Increase the number of students prepared to enter collegiate training or workforce. (Source: Internal reporting.)

I. Increase the number of students enrolled in GED who are Idaho residents (not including ESL)
II. Increase the number of students who complete their GED
III. Increase the number of students who achieve at least one educational functioning level improvement (Source: Internal reporting)

					Benchmark	
	FY 2020	FY 2021	FY 2022	FY 2023	2025	2029
Enrolled	370	246	214	227	240	250
Completed	55	37	42	20	25	40
Gained educational level	Not available	71	98	117	123	129

Objective B: Increase the number of CEI completers at all certificate and degree levels. (Source: IPEDS Completions)

					Benchmark	
	FY 2020	FY 2021	FY 2022	FY 2023	2025	2029
All completers	272	330	363	368	386	405

Objective C: Increase the fall-to-fall retention rate, ensuring that students are making progress towards graduation.

I. First-time, Full-time, Fall-enrolled students that are retained or graduate in the following fall (Source: IPEDS Fall Enrollment Report)

					Benchmark	
from IPEDS report	Fall 2019-Fall 2020	Fall 2020-Fall 2021	Fall 2021-Fall 2022	Fall 2022-Fall 2023	2025	2029
First-time, Full-time Fall to Fall Retention	67%	47%	50%	64%	68%	75%

II. First-time, Part-time, Fall-enrolled students that are retained or graduate in the following fall. (Source: IPEDS Fall Enrollment Report)

					Benchmark	
	Fall 2019-Fall 2020	Fall 2020-Fall 2021	Fall 2021-Fall 2022	Fall 2022-Fall 2023	2025	2029
First-time, Part-time Fall to Fall Retention	52%	39%	42%	45%	48%	51%

Objective D: Increase career technical education graduates placed into their desired careers. (Source: Placement Rates)

					Benchmark	
	FY 2020	FY 2021	FY 2022	FY 2023	2025	2029
Positive Placement of Career Technical Education Completers	94%	96%	99%	97%	98%	98%

Objective E: Increase the percentage of students who are aged 24 years or younger in order to support the state's goals to have 60% of Idahoans ages 25-34 to have a degree or certificate. (Source: IPEDS Fall Enrollment)

					Benchmark	
	FY 2020	FY 2021	FY 2022	FY 2023	2025	2029
Percentage of students who are aged 24 and younger	67.8%	74%	77%	78%	80%	80%

Key External Factors

1. Increased need for a more flexibly educated workforce

CEI has the largest workforce program in the state and a fifty-year history of providing employer-driven, market-responsive education. Institutional sustainability demands that workforce and credit-bearing programs purposefully collaborate. Credit-bearing students need more short-term credentials to prove their performance on key industry requirements, and workforce students need clear pathways and stackable credentials that re-invite them back as lifelong learners. We are purposefully developing bridges across the silos in program review, data collection, educational pathways, and others. We are also developing cross marketing on and off campus, so all stakeholders know the full range of our educational resources.

2. Inflation and population growth pressure

Inflation, supply chain complications, and job market pressure require extraordinary care to ensure that our resources are best allocated to achieve mission fulfillment. CEI is a human-centric organization. Employees are our greatest resource and investing in their success will ensure effective recruiting and retention. We will continue to identify ways to minimize expenses, develop public-private partnerships, and develop alternate revenue sources to ensure that we can always move the mission forward.

3. Greater need for nimble educational programming

CEI is committed to increasing stakeholder guidance, both on- and off-campus. We know that those closest to the problems will have the most specific answers, and our administration needs open, supported pathways to get unfiltered feedback. To strengthen on-campus channels, administration clarified reporting pathways, and it seeks bilateral communication through the Senates, committees, and campus-wide strategic conversations. We established faculty-inclusive/led committees that will deepen our academic freedom, academic integrity, professional development programs, prior learning assessment, and others. Overseen by the Academic Standards Committee, these committees will be working through an organized, shared process that identifies key research, develops published processes, evaluates their efficacy, and shares results throughout our community. Off campus, our administrators have set a goal to strengthen our K-12, advisory boards & community outreach. We use our Futuring Summits and other venues to discuss those expansions, share insights, and use that knowledge to create pragmatic, measurable priorities.

4. Careful conservation and growth of stakeholder investment

Our administration has used a futuring process since CEI's inception. Futuring is an evolutionary process that combines regular conversations and collaborative research to assess our strategic position. We identify current and emerging patterns, trends, and expectations to define our future direction, and we determine the most effective measures to evaluate each developmental stage. Futuring allows us to continually realign our mission, planning, and intended outcomes of our programs and services to meet market needs and stakeholder expectations. We review our achievement indicators, which prompt new research questions. Each investigation clarifies short-term goals that lead us to our desired future.

Each year, administration invites a broad range of content experts to a futuring summit to study economic trends, industry trends, and stakeholder expectations. We are developing a research-based, data-driven development process that develops those identified trends into actionable tasks. This will allow us to best leverage our limited material and human resources, while minimizing risk.

5. Greater proof of higher education's value to its stakeholders

We have clear, published course-level and program-level outcomes. We are consciously developing the program-level outcomes to create a comprehensive, connected, and cohesive curriculum that is aligned with market needs. As a new institution, we are only just building enough student populations to expand our range of consistent credit-bearing programs. Even the definition of a program is receiving careful evaluation. Our faculty are researching widely to ensure that we build enough pathways that students can transfer easily into their program of choice. That is being balanced against the need for broadly available course offerings that can be completed on a clear track, on time, and with guidance on price-to-earnings implications.

SBOE GOAL 1: EDUCATIONAL READINESS		
CEI GOAL 1: INCREASE EDUCATIONAL READINESS		
Objective A: Increase Idahoans prepared for the regional workforce's needs. Measure: WTCE Headcount	Objective B: Increase total annual credit-seeking enrollment Measure: Credit-seeking headcount	
SBOE GOAL 2: EDUCATIONAL ACCESS		
CEI GOAL 2: INCREASE EDUCATIONAL ACCESS		
Objective A: Increase annual number of students who have a scholarship. Metric: State & Foundation scholarships	Objective B: Increase numbers of Pell grant recipients Metric: Number and student body percentage of recipients	Objective C: Increase the go-on rate Metric: Annual enrollment of CEI students within 1 year of high school graduation
Objective D: Increase distance education enrollees. Metric: Percentage taking a course with distance components	Objective E: Increase percentage of males Metric: Percentage of males in annual enrollment	Objective F: Increase students leveraging support services Metric: CND clients served
SBOE GOAL 3: EDUCATIONAL ATTAINMENT		
CEI GOAL 3: INCREASE EDUCATIONAL ATTAINMENT		
Objective A: Increase the progress of College & Career Readiness enrollees Metrics: Enrollment, GED completion, Educational level gain	Objective B: Increase number of CEI completers Metric: Unduplicated count of completers at all certificate & degree levels	Objective C: Increase the fall-to-fall retention rate to ensure students are making progress to graduation. Metric: First-time, full- and part-time fall-to-fall retention rate
Objective D: CTE students place into chosen careers. Metric: Placement rate	Objective E: Increase the number of Idahoans 25-34 with a college degree or certificate. Metric: CEI students who are 24 years old or younger	

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[i] In the 2023 PMR, this calculation method 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.

[ii] In previous strategic plans, CEI reported only first-time, full-time students receiving Pell awards. CEI now reports on all first-time full-time and first-time part-time students receiving Pell awards.

[iii] CEI updated its calculation method to align with the data definitions used by the IPEDS 12-month enrollment report.

COLLEGE OF SOUTHERN IDAHO
2024-2028 (FY2025-FY2029)
STRATEGIC PLAN

OUR MISSION

To provide quality educational, social, cultural, economic, and workforce development opportunities that meet the diverse needs of the communities we serve.

OUR VISION

To improve the quality of life of those impacted by our services.

OUR VALUES

- **Community:** The College of Southern Idaho, the Magic Valley's community college, commits to effectively serving the educational, intellectual, cultural, and economic needs of the communities we serve.

- **Equity:** The College of Southern Idaho recognizes and embraces the value that people of diverse backgrounds and perspectives offer us all. As such, the College is a place of fairness, diversity, civility, and collegiality, and celebrates the benefits of learning and growth that come from a commitment to equity.

- **Innovation:** The College of Southern Idaho exemplifies a spirit of innovation that positions the College as an educational and community leader throughout our service area.

- **Quality:** The College of Southern Idaho ensures that offerings meet or exceed the level of quality demanded by stakeholders, and honor the substantial investment that users make in the College.

OUR STRATEGIC PLAN

Guided by the values of community, equity, innovation, and quality, the College of Southern Idaho pursues the following Strategic Goals, as established by the College of Southern Idaho Board of Trustees, and the President of the College of Southern Idaho.

STRATEGIC GOAL 1: STUDENT ACCESS

Strategy #1: The College of Southern Idaho will provide quality and innovative educational programs that align with student needs, workforce demands, and employment opportunities.

Objective 1.1: Collaborate with K-12 partners to increase participation in higher education.

Performance Measures:

1.1.1 Grow dual credit enrollment at a rate that matches or exceeds the growth of Region IV school districts (Source: State Board of Education Dual Credit Report)

	FY20 (2019-2020)	**FY21** (2020-2021)	**FY22** (2021-2022)	**FY23** (2022-2023)	**Benchmark**	
					FY 2025	**FY 2029**
Headcount	7,648	7,472	8,866	9,682	9,682	TBD#
Credits	42,805	42,793	51,897	57,488	57,488	TBD#

Benchmark: Maintain current enrollment levels, despite slight contraction of Region IV K-12 enrollment [1] (by 2025)

1.1.2 Increase the Region IV high school immediate and three-year "college-going" rates (Source: State Board of Education and CSI)

	FY20 (2019-2020)	**FY21** (2020-2021)	**FY22** (2021-2022)	**FY23** (2022-2023)	**Benchmark**	
					FY 2025	**FY 2029**
Fall Immediate	44%	43%	45%	42%	47%	60%*
Within 3 Years	61%	64%	64%	57%	67%	80%*
Subset of "Fall Immediate" attending CSI	57%	59%	54%	51%	65%	70%

Benchmark: 47% immediate, 67% within 3 years, and 65% attending CSI; some historical data has been updated for FY20, FY21, and FY22 [2] (by 2025)

Objective 1.2: Collaborate with local employers to provide education and training opportunities that meet community workforce needs.

Performance Measures:

1.2.1 Increase Workforce Development enrollment (Source: Workforce Development and Training Report)

	FY20 (2019-2020)	**FY21** (2020-2021)	**FY22** (2021-2022)	**FY23** (2022-2023)	**Benchmark**	
					FY 2025	**FY 2029**
Total Enrollments	5,034	7,992	6,459	7,190	8,700	9,950

Benchmark: 8,700 (by 2025) [3]

Objective 1.3: Increase participation in higher education by offering programs and services that meet the educational needs of the communities we serve.

Performance Measures:

1.3.1 Increase CSI unduplicated headcount of non-dual credit students (Source: PSR 1 Fall Snapshot Report)

FY21 (2020-2021)	**FY22** (2021-2022)	**FY23** (2022-2023)	**FY24** (2023-2024)	**Benchmark**	
				FY 2025	**FY 2029**
3,987	**3,883**	**3,905**	**3,958**	**4,100**	**4,500**

Benchmark: 4,100 [4] (by 2025)

1.3.2 Increase CSI full time equivalency (FTE) enrollment for all credit-bearing students (Source: PSR 1 Fall Snapshot Report)

FY21 (2020-2021)	**FY22** (2021-2022)	**FY23** (2022-2023)	**FY24** (2023-2024)	**Benchmark**	
				FY 2025	**FY 2029**
3,476	**3,590**	**3,702**	**3,963**	**4,200**	**4,500**

Benchmark: 4,200 [5] (by 2025)

STRATEGIC GOAL 2: STUDENT RETENTION

Strategy #2: The College of Southern Idaho will provide high-impact learning and student support systems that provide a sense of belonging for our diverse student population and that enhance persistence and retention.

Objective 2.1: Establish robust systems and processes that support student retention.

Performance Measures:

2.1.1 Increase the percentage of new first-time, full-time, degree seeking students retained or graduated the following year (excluding death or permanent disability, military, foreign aid service, and mission) (Source: IPEDS)

FY20 (2019-2020)	**FY21** (2020-2021)	**FY22** (2021-2022)	**FY23** (2022-2023)	**Benchmark**	
				FY 2025	**FY 2029**
61%	66%	60%	64%	67%	75%**

Benchmark: 67% [6] (by 2025); 75% [6] (by 2029)

Objective 2.2: Offer instructional programs and support systems that help underprepared students move into college-level coursework rapidly and successfully.

Performance Measures:

2.2.1 Increase the percentage of degree seeking students taking a remedial math course who complete a subsequent credit bearing course with a C or higher within one year of remedial enrollment (Source: CSI) *Statewide Performance Measure*

FY20 (2019-2020)	**FY21** (2020-2021)	**FY22** (2021-2022)	**FY23** (2022-2023)	**Benchmark**	
				FY 2025	**FY 2029**
43% (339/785)	48% (484/1,012)	51% (384/759)	44% (231/525)	50%	50%

Benchmark: 50% [7] (by 2025/2029)

2.2.2 Increase the percentage of degree seeking students taking a remedial English course who complete a subsequent credit bearing course with a C or higher within one year of remedial enrollment (Source: CSI) *Statewide Performance Measure*

FY20 (2019-2020)	**FY21** (2020-2021)	**FY22** (2021-2022)	**FY23** (2022-2023)	**Benchmark**	
				FY 2025	**FY 2029**
73% (185/255)	71% (151/214)	69% (115/168)	71% (72/101)	70%	70%

Benchmark: 70% [7] (by 2025/2029)

2.2.3 Increase the percentage of first-time degree seeking students completing a gateway math course within two years of enrollment (Source: CSI) *Statewide Performance Measure*

FY20 (2019-2020)	**FY21** (2020-2021)	**FY22** (2021-2022)	**FY23** (2022-2023)	**Benchmark**	
				FY 2025	**FY 2029**
48% (499/1044)	50% (517/1030)	50% (597/1183)	52% (641/1225)	55%	60%

Benchmark: 55% [7] (by 2025); 60% [7] (by 2029); historical data has been updated for FY22 due to a previous rounding error

STRATEGIC GOAL 3: STUDENT SUCCESS

Strategy #3: The College of Southern Idaho will provide instructional and student support services that allow students to successfully and efficiently complete their educational goals.

Objective 3.1: Increase the rate of college completion by removing barriers, providing targeted support measures, and creating multiple pathways to completion.

Performance Measures:

3.1.1 Match or exceed our peer institutions in the percentage of first-time, full-time degree/certificate seeking students who graduate within 150% of time (Source: IPEDS) *Statewide Performance Measure*

	FY20 (2019-2020)	**FY21** (2020-2021)	**FY22** (2021-2022)	**FY23** (2022-2023)	**Benchmark**	
					FY 2025	**FY 2029**
CSI	**35%**	**36%**	**44%**	**43%**	**45%**	**50%****
Peer Institutions	**NA**	**34%**	**34%**	**35%**		

Benchmark: 45% [8] (by 2025); 50% [8] (by 2029)

3.1.2 Increase the percentage of first-time, full-time degree/certificate seeking students who graduate within 100% of time (Source: IPEDS) *Statewide Performance Measure*

FY20 (2019-2020)	**FY21** (2020-2021)	**FY22** (2021-2022)	**FY23** (2022-2023)	**Benchmark**	
				FY 2025	**FY 2029**
22%	**31%**	**31%**	**34%**	**NA**	**30%****

Benchmark: NA [8]

3.1.3 Increase the number of associate degrees and certificates of one year or more produced annually (Source: IPEDS Completions) *Statewide Performance Measure*

FY20 (2019-2020)	**FY21** (2020-2021)	**FY22** (2021-2022)	**FY23** (2022-2023)	**Benchmark**	
				FY 2025	**FY 2027**
1,076	**1,094**	**1,143**	**1,132**	**1,262**	**1,342**

Benchmark: 195 Certificates/1067 Degrees [9] (by 2025) (SBOE)

3.1.4 Increase the number of unduplicated graduates with associate degrees and/or certificates of one year or more produced annually (Source: IPEDS Completions) *Statewide Performance Measure*

FY20 (2019-2020)	**FY21** (2020-2021)	**FY22** (2021-2022)	**FY23** (2022-2023)	**Benchmark**	
				FY 2025	**FY 2029**
962	**979**	**1,027**	**1,023**	**NA**	**NA**

Benchmark: NA [9]; data has been updated from previous plans to reflect final numbers rather than preliminary numbers

3.1.5 Increase the percentage of students completing 30 or more credits per academic year (Source: CSI) *Statewide Performance Measure*

FY20 (2019-2020)	**FY21** (2020-2021)	**FY22** (2021-2022)	**FY23** (2022-2023)	**Benchmark**	
				FY 2025	**FY 2029**
15%	**13%**	**13%**	**13%**	**15%**	**20%**

Benchmark: 15% [10] (by 2025)

3.1.6 Reduce the median credits earned at graduation (Source: CSI)

FY20 (2019-2020)	**FY21** (2020-2021)	**FY22** (2021-2022)	**FY23** (2022-2023)	**Benchmark**	
				FY 2025	**FY 2029**
73	72	69	68	69	69

Benchmark: 69 [11] (by 2025); data has been updated from previous plans to reflect final numbers rather than preliminary numbers

Objective 3.2: Ensure that instructional and student support services provide an equitable environment for all.

Performance Measures:

3.2.1 Increase the retention and graduation rates of entering students with high school GPAs of 3.0 or lower (Source: College of Southern Idaho)

Metric	**FY20** (2019-2020)	**FY21** (2020-2021)	**FY22** (2021-2022)	**FY23** (2022-2023)	**Benchmark**	
					FY 2025	**FY 2029**
Fall-to-Fall Retention	50%	58%	46%	54%	60%	75%**
150% of Time Graduation	21%	19%	22%	25%	28%	50%**

Benchmark: Eliminate Gap by 2029 [12]; data has been updated from previous plans to reflect final numbers rather than preliminary numbers

Objective 3.3: Provide a quality education that prepares graduates for post-graduation success.

Performance Measures:

3.3.1 Placement of Career Technical Education Completers (Source: Idaho CTE Follow-Up Report)

FY20 (2019-2020)	**FY21 (2020-2021)**	**FY22 (2021-2022)**	**FY23 (2022-2023)**	**Benchmark**	
				FY 2025	**FY 2029**
98%	98%	99%	93%	97%	97%

Benchmark: Maintain placement at or above the average for the previous four years (97%) [13] (by 2025)

3.3.2 Transfer rates of non-CTE CSI graduates within 3 years of CSI graduation (Source: CSI)

FY20 (2019-2020)	**FY21** (2020-2021)	**FY22** (2021-2022)	**FY23** (2022-2023)	**Benchmark**	
				FY 2025	**FY 2029**
63% (2016-2017 Graduates)	66% (2017-2018 Graduates)	67% (2018-2019 Graduates)	58% (2020-2021 Graduates)	67%	67%

Benchmark: 67% [14] (by 2025)

 # FY 2029 benchmarks have not yet been set by the college for these metrics and/or cannot be set due to the benchmark being reliant on data from previous years.

**** This benchmark has been established by the Idaho State Board of Education.**

KEY EXTERNAL FACTORS:

There are numerous external factors that could impact the execution of the College of Southern Idaho's Strategic Plan. These include, but are not limited to:

- Changes in the unemployment rate which has been shown to significantly impact enrollment.
- Changes in local, state, and/or federal funding levels.
- Changes to accreditation requirements.
- Circumstances of and strategies employed by our partners (e.g., K-12, higher education institutions, local industry).
- Emergencies (pandemics, natural disasters, etc.).
- Legal and regulatory changes.

EVALUATION PROCESS:
The College of Southern Idaho Strategic Plan is evaluated annually by its locally elected Board of Trustees. Benchmarks are established and evaluated throughout the year by the college employees. The college reports on achievement of benchmarks annually to the College of Southern Idaho Board of Trustees and to the Idaho State Board of Education.

NOTES:

[1] The college has set a benchmark for dual credit growth that matches the growth rate of student enrollment in K-12 school districts in Region IV of the State of Idaho (Region IV Enrollment vs CSI Dual Enrollment report). This measure is updated annually and supports the Idaho State Board of Education's Goal 2.A.I (90% or more of high school graduates are funded for one or more advanced opportunity). Region IV enrollment growth source: https://www.sde.idaho.gov/finance/#attendance.

[2] The college is working to increase the immediate Region IV "go on" rate in general, as well as the proportion who attend CSI. This benchmark has been set based upon Utah's pre-pandemic "go on" rate. This measure supports the Idaho State Board of Education's Goals 2.C.I and 2.C.II (60% or more of HS graduates attend college within 1 year; 80% or more within 3 years). Data has been updated from FY20, FY21, and FY22 due to updated "go on" data being released by the Idaho State Board of Education.

[3] Growth rates have been established based upon a current uptick in interest in the trades and Idaho Launch marketing and funding. Following this initial jump in enrollment, a more sustainable 3% growth rate has been established.

[4] The college has established a goal of enrolling 4500 non-dual credit students per semester by 2029. This measure supports the Idaho State Board of Education's Goals 2.C.I and 2.C.II (60% or more of HS graduates attend college within 1 year; 80% or more within 3 years).

[5] The college has established a goal of increasing FTE to 4,500 in the fall of 2029. This measure supports the Idaho State Board of Education's Goals 2.C.I and 2.C.II (60% or more of HS graduates attend college within 1 year; 80% or more within 3 years).

[6] The benchmark for first-time, full-time, degree seeking students for FY25 has been set as a stretch benchmark considering several college initiatives focused on retaining students, and in line with Amarillo College (TX), a CSI's established peer comparator institutions that is exemplary in this area. The FY29 benchmark reflects the Idaho State Board of Education's established goal for this metric. This measure supports the Idaho State Board of Education's Goal 3.A.I (75% or more of students retained to the second year). The most recent data reflects an entry cohort one year prior to FY date. For example, FY23 data reflects a Fall 2021 entry cohort.

[7] English and math remediation and subsequent completion benchmarks reflect the decreasing populations of students being placed into remediation. The gateway math completion metric reflects ongoing work in this area. The FY25 benchmark demonstrates CSI's continued commitment to helping students complete a gateway math course as quickly as possible, while the FY29 benchmarks match the State Board of Education's previous state goal.

[8] This benchmark has been established considering recent positive trends in this area and several initiatives the college has undertaken to increase completion rates. The benchmark also aligns with the exemplary success rates shown at Hutchinson Community College, a CSI's established benchmark institution. The full group of CSI peer institutions has an average 150% of time graduation rate of 35%. This measure supports the Idaho State Board of Education's Goal 3.B.I (50% per year). The college has chosen to set a benchmark for the 150% of time completion rate, but not for the 100% of time completion rate. This is due to the lack of availability of comparison data for peer institutions at the 100% time to completion rate. However, the college does recognize the Idaho State Board of Education's Goal of 30% in this area and has already exceeded that target.

[9] Benchmarks reflect targets previously established by the Idaho State Board of Education. Benchmarks have been set for the numbers of certificates and degrees completed each year, rather than for the number individual graduates.

[10] In recognition of data showing that students who complete 30 or more credits per year have more long-term success in college than students who do not and are more likely to complete a certificate or degree, the college is working to encourage students to enroll in 30 or more credits per year. This measure supports the Idaho State Board of Education's Goal 3.A.II (55% or more per year).

[11] The college has worked to reduce the number of credits earned at graduation through advising and the use of focused graduation plans.

[12] Research at CSI has revealed that the most significant predictor of college success for entering students is high school grade point average. Further, data show that males, and students who self-identify as Hispanic, tend to arrive at CSI with lower high school grade point averages than other populations. With the goal of addressing equity issues within college completion, CSI has elected to track the success of students who arrive at CSI with a low high school grade point average, and to strategically direct services toward them in order to close achievement gaps between those students and students who enter with a grade point average of 3.0 or higher.

[13] This benchmark has been established based upon an average of the past four years of placement. (Source: Idaho CTE Follow-Up Report)

[14] The college is working to better support students who intend to transfer after graduation. (Most recent data reflects an entry cohort three years prior to FY date. For example, FY23 data reflects fall 2019 entry cohort.)

Alignment with Idaho State Board of Education FY2025-2029 Strategic Plan	State Board of Education Goals		
	Goal 1: EDUCATIONAL READINESS	*Goal 2: EDUCATIONAL ACCESS*	*Goal 3: EDUCATIONAL ATTAINMENT*
College of Southern Idaho Goals and Objectives			
GOAL #1: STUDENT ACCESS			
Strategy #1: The College of Southern Idaho will provide quality and innovative educational programs that align with student needs, workforce demands, and employment opportunities.			
Objective 1.1: Collaborate with K-12 partners to increase participation in higher education.		✓	
Objective 1.2: Collaborate with local employers to provide education and training opportunities that meet community workforce needs.		✓	
Objective 1.3: Increase participation in higher education by offering programs and services that meet the educational needs of the communities we serve.		✓	
GOAL #2: STUDENT RETENTION			
Strategy #2: The College of Southern Idaho will provide high-impact learning and student support systems that provide a sense of belonging for our diverse student population and that enhance persistence and retention.			
Objective 2.1: Establish robust systems and processes that support student retention.			✓
Objective 2.2: Offer instructional programs and support systems that help underprepared students move into college-level coursework rapidly and successfully.			✓
GOAL #3: STUDENT SUCCESS			
Strategy #3: The College of Southern Idaho will provide instructional and student support services that allow students to successfully and efficiently complete their educational goals.			
Objective 3.1: Increase the rate of college completion by removing barriers, providing targeted support measures, and creating multiple pathways to completion.			✓
Objective 3.2: Ensure that instructional and student support services provide an equitable environment for all.			✓
Objective 3.3: Provide a quality education that prepares graduates for post-graduation success.			✓

COLLEGE OF WESTERN IDAHO

Updated March 2024

College of Western Idaho Strategic Plan 2025 – 2029

STATUTORY AUTHORITY

This plan has been developed in accordance with Northwest Commission on Colleges and Universities (NWCCU) and Idaho State Board of Education standards. The statutory authority and the enumerated general powers and duties of the Board of Trustees of a junior (community) college district are established in Sections 33-2101, 33-2103 to 33-2115, Idaho Code.

MISSION STATEMENT

College of Western Idaho is committed to empowering students to succeed by providing affordable and accessible education to advance the local and global workforce.

VISION STATEMENT

The College of Western Idaho will be a best-in-class community college that provides quality, affordable, and accessible education by delivering innovative and cost-effective programming that empowers students, leads to economic and social mobility, and meets evolving community needs.

GOAL 1: Student Success

CWI values its students and is committed to supporting their success in reaching their educational and career goals.

Objective 1A: Advance Student Success by Optimizing the Student Lifecycle

Performance Measures:

I. Number of degrees/certificates produced annually (IPEDS Completions)

FY19 (2018-2019)	**FY20** (2019-2020)	**FY21** (2020-2021)	**FY22** (2021-2022)	**FY23** (2022-2023)	**Benchmark**	
					FY25	**FY29**
Degrees						
906	**956**	**951**	**1,037**	**991**	**>=1,000**	**>=1,121**
Certificates of at least 1 year						
324 (538 w/Gen. Ed awards)	**347** (1,286 w/Gen. Ed awards)	**332** (1,164 w/Gen. Ed awards)	**302** (1,327 w/Gen. Ed awards)	**277** (1,148 w/Gen. Ed awards)	**>=300**	**>=350**

Benchmark (state-wide performance measure): *Number of degrees produced annually (IPEDS completions) will meet or exceed 1,121 degrees by 2029. The benchmark was established based on past years' performance and with the intent of being a stretch goal that is specific, measurable, attainable, relevant, and time-bound (SMART).*

Benchmark (state-wide performance measure): *Number of certificates of at least one year produced annually (IPEDS completions) will be meet or exceed 350 certificates by 2029. The benchmark was established based on past years' performance and with the intent of being a stretch goal that is specific, measurable, attainable, relevant, and time-bound (SMART).*

II. Number of unduplicated graduates (IPEDS Completions)

FY19 (2018-2019)	**FY20** (2019-2020)	**FY21** (2020-2021)	**FY22** (2021-2022)	**FY23** (2022-2023)	**Benchmark**	
					FY25	**FY29**
Degrees						
880	**924**	**920**	**1,009**	**962**	**>=970**	**>=1,087**
Certificates of at least 1 year						
268 (481 w/Gen. Ed awards)	**287** (1,218 w/Gen. Ed awards)	**261** (1,090 w/Gen. Ed awards)	**241** (1,260 w/Gen. Ed awards)	**227** (1,096 w/Gen. Ed awards)	**>=240**	**>=280**

Benchmark (state-wide performance measure): *Number of unduplicated graduates with degrees (IPEDS completions) will be greater than or equal to 1,087 by 2029. The benchmark was established based on past years' performance and with the intent of being a stretch goal that is specific, measurable, attainable, relevant, and time-bound (SMART).*

Benchmark (state-wide performance measure): *Number of unduplicated graduates with certificates of at least one year (IPEDS completions) will be greater than or equal to 280 by 2029. The benchmark was established based on past years' performance and with the intent of being a stretch goal that is specific, measurable, attainable, relevant, and time-bound (SMART).*

III. Percentage of students completing 30 or more credits per academic year

FY19 (2018-2019)	**FY20** (2019-2020)	**FY21** (2020-2021)	**FY22** (2021-2022)	**FY23** (2022-2023)	**Benchmark**	
					FY25	**FY29**
5%	**4%**	**4%**	**4%**	**4%**	**>=5%**	**>=7%**

Benchmark (state-wide performance measure): *Percentage of students completing 30 or more credits per academic year will meet or exceed 7% by 2029. The benchmark was established based on past years' performance and with the intent of being a stretch goal that is specific, measurable, attainable, relevant, and time-bound (SMART).*

IV. Percentage of first-time, full-time degree/certificate seeking students who graduate within 150% of time (IPEDS Graduation Rates)

FY19 (2018-2019)	**FY20** (2019-2020)	**FY21** (2020-2021)	**FY22** (2021-2022)	**FY23** (2022-2023)	**Benchmark**	
					FY25	**FY29**
Fall Cohort 2016 22%	**Fall Cohort 2017 23%**	**Fall Cohort 2018 25%**	**Fall Cohort 2019 27%**	**Fall Cohort 2020 27%**	**>=30%**	**>=33**

Benchmark (state-wide performance measure): *Percentage of first-time, full-time degree/certificate seeking students who graduate within 150% of time (IPEDS Graduation Rates) will meet or exceed 33% by 2029. The benchmark was established based on past years' performance and with the intent of being a stretch goal that is specific, measurable, attainable, relevant, and time-bound (SMART).*

V. Percentage of first-time, full-time degree/certificate seeking students who graduate within 100% of time (IPEDS Graduation Rates)

FY19 (2018-2019)	**FY20** (2019-2020)	**FY21** (2020-2021)	**FY22** (2021-2022)	**FY23** (2022-2023)	**Benchmark**	
					FY25	**FY29**
Fall Cohort 2017 13%	**Fall Cohort 2018 14%**	**Fall Cohort 2019 16%**	**Fall Cohort 2020 15%***	**Fall Cohort 2021 19%**	**>=20%**	**>=23%**

**FY22 value for this measure has been updated.*

Benchmark (state-wide performance measure): *Percentage of first-time, full-time degree/certificate seeking students who graduate within 100% of time (IPEDS Graduation Rates) will meet or exceed 23% by 2029. The benchmark was established based on past years' performance and with the intent of being a stretch goal that is specific, measurable, attainable, relevant, and time-bound (SMART).*

VI. Percentage of degree seeking students taking a remedial course who complete a subsequent credit bearing course with a C or higher within one year of remedial enrollment

FY19 (2018-2019)	**FY20** (2019-2020)	**FY21** (2020-2021)	**FY22** (2021-2022)	**FY23** (2022-2023)	**Benchmark**	
					FY25	**FY29**
English: 70% Math: 23%	**English: 74% Math: 27%**	**English: 70% Math: 25%**	**English: 64% Math: 25%**	**English: 65% Math: 30%**	**English: >=70% Math: >=35%**	**English: >=74% Math: >=39%**

Benchmark (state-wide performance measure): *Percentage of degree seeking students taking a remedial course who complete a subsequent credit bearing course with a C or higher within one year of remedial enrollment will meet or exceed 74% for English and 39% for Math by 2029. The benchmark was established based on past years' performance and with the intent of being a stretch goal that is specific, measurable, attainable, relevant, and time-bound (SMART).*

VII. Percentage of first-time degree seeking students completing a gateway math course within two years of enrollment

FY19 (2018-2019)	**FY20** (2019-2020)	**FY21** (2020-2021)	**FY22** (2021-2022)	**FY23** (2022-2023)	**Benchmark**	
					FY25	**FY29**
24%	**27%**	**31%**	**30%**	**32%**	**>=34%**	**>=38%**

Benchmark (state-wide performance measure): *Percentage of first-time degree seeking students completing a gateway math course within two years of enrollment will meet or exceed 38% by 2029. The benchmark was established based on past years' performance and with the intent of being a stretch goal that is specific, measurable, attainable, relevant, and time-bound (SMART).*

Key External Factors

There are a number of key external factors that can have significant impact on CWI's ability to fulfill the mission and institutional priorities in the years to come. Some of these include:

- *Continued revenue. 36% of CWI's total revenue comes from State of Idaho provided funds (General Fund, CTE, and Liquor Fund). Maintaining parity with the state's other community colleges is a stated objective within our strategic plan. Ongoing state funding is vital to the continued success of CWI.*
- *Enrollment. CWI is actively engaged in recruiting and retention efforts in all areas of student enrollment. With nearly 30% of revenue generated from student tuition and fees, it is critical that CWI reach out in meaningful ways to its service area to support ongoing learning opportunities for the community and maintain fiscal stability for the college.*

Evaluation Process

The College of Western Idaho is currently operating in its Comprehensive Strategic Plan for 2024-2026 and created associated performance metrics and benchmarks. Evaluations are initiated at regular intervals, the scope and timing of which are determined by the lifecycle of the necessary processes and the impact to our students and institution.

When improvements are determined to be necessary, scope and impact to the student or business processes are then evaluated, desired outcomes are determined, and a stated goal is formulated and then measured against existing goals or strategies to determine if it can be incorporated into existing structure or would be stand alone in nature. Once a new goal is incorporated, an evaluative process will be created, benchmarking will be established and recurring evaluations made.

North Idaho College

2025 - 2029
Strategic Plan

North Idaho College is in the process of a strategic plan revision which may result in changes to some elements of this plan, including benchmark targets.

MISSION STATEMENT
North Idaho College meets the diverse educational needs of students, employers, and the northern Idaho communities it serves through a commitment to student success, educational excellence, community engagement, and lifelong learning.

VISION STATEMENT
As a comprehensive community college, North Idaho College strives to provide accessible, affordable, quality learning opportunities. North Idaho College endeavors to be an innovative, flexible leader recognized as a center of educational, cultural, economic, and civic activities by the communities it serves.

GOAL 1: STUDENT SUCCESS
A vibrant, lifelong learning environment that engages students as partners in achieving educational goals to enhance their quality of life.

Goal 1, Objective A: Provide innovative, progressive, and student-centered programs and services.

Performance Measures

I. Percentage of entering degree/certificate-seeking students who were awarded a degree or certificate, transferred, or are still enrolled at eight years after entry. *Source: IPEDS Outcome Measures Survey.* [CCM 257]

					Benchmark	
FY 2020	**FY 2021**	**FY 2022**	**FY 2023**	**FY 2024**	**FY 2025**	**FY 2029**
51.2% 2012-2013 cohort followed through 8/31/2020	51.6% 2013-2014 cohort followed through 8/31/2021	54.4% 2014-2015 cohort followed through 8/31/2022	54.8% 2015-2016 cohort followed through 8/31/2023	*2016-2017 cohort data not yet available*	52%	54%

Benchmark: 54% [1] (by 2029)

II. Percentage of NIC Dual Credit students who participated in dual enrollment during any year of high school and matriculated at NIC within one year following their high school graduation. *Source: NIC Trends.* [CCM 227]

					Benchmark	
FY 2020	**FY 2021**	**FY 2022**	**FY 2023**	**FY 2024**	**FY 2025**	**FY 2029**
27.1% (329/1215) 2019 HS Grad Cohort	26.6% (329/1239) 2020 HS Grad Cohort	26.3% (317/1207) 2021 HS Grad Cohort	22.7% (254/1121) 2022 HS Grad Cohort	*2023 HS Grad cohort data not yet available*	26%	27%

Benchmark: 27% [2] (by 2029)

III. Percentage of NIC Dual Credit students who participated in dual enrollment during any year of high school and matriculated at other institutions within one year following their high school graduation. *Source: NIC Trends.* [CCM 228]

					Benchmark	
FY 2020	**FY 2021**	**FY 2022**	**FY 2023**	**FY 2024**	**FY 2025**	**FY 2029**
50.2% (610/1215) 2019 HS Grad Cohort	47.1% (583/1239) 2020 HS Grad Cohort	46.7% (564/1207) 2021 HS Grad Cohort	52.1% (584/1121) 2022 HS Grad Cohort	*2023 HS Grad cohort data not yet available*	47%	49%

Benchmark: 49% [3] (by 2029)

IV. Total number of degrees/certificates produced, broken out by a) certificates of less than one year; b) certificates of at least one year; and c) associate degrees. *Systemwide Performance Measure. Source: NIC Trends.* [CCM 238]

					Benchmark	
FY 2020	**FY 2021**	**FY 2022**	**FY 2023**	**FY 2024**	**FY 2025**	**FY 2029**
a) 121 b) 620 c) 659 Total Awards: 1400	a) 96 b) 639 c) 734 Total Awards: 1469	a) 83 b) 568 c) 734 Total Awards: 1385	a) 119 b) 661 c) 743 Total Awards: 1523	*FY 2024 data not yet available*	a) 97 b) 645 c) 741 Total Awards: 1483	a) 98 b) 652 c) 749 Total Awards: 1499

Benchmark: a) 98 b) 652 c) 749 [4] (by 2029)

V. Number of unduplicated graduates broken out by a) certificates of less than one year; b) certificates of at least one year; and c) associate degrees. *Systemwide Performance Measure. Source: NIC Trends.* [CCM 239]

					Benchmark	
FY 2020	**FY 2021**	**FY 2022**	**FY 2023**	**FY 2024**	**FY 2025**	**FY 2029**
a) 105 b) 604 c) 619 Total overall unduplicated count: 893	a) 85 b) 629 c) 676 Total overall unduplicated count: 921	a) 68 b) 550 c) 681 Total overall unduplicated count: 897	a) 112 b) 625 c) 697 Total overall unduplicated count: 952	*FY 2024 data not yet available*	a) 86 b) 635 c) 683 Total overall unduplicated count: 930	a) 87 b) 642 c) 690 Total overall unduplicated count: 939

Benchmark: a) 87 b) 642 c) 690 [5] (by 2029)

Goal 1, Objective B: Engage and empower students to take personal responsibility and to actively participate in their educational experience.

Performance Measures

I. Percentage of CTE Graduates that responded to a follow-up survey who achieved positive placement after leaving postsecondary education. *Source: NIC Trends.* [CCM 177]

					Benchmark	
FY 2020	**FY 2021**	**FY 2022**	**FY 2023**	**FY 2024**	**FY 2025**	**FY 2029**
83.8% 2019-20 Graduates	85.1% 2020-21 Graduates	77.2% 2021-22 Graduates	97.0% 2022-23 Graduates	*FY 2024 data not yet available*	85%	87%

Benchmark: 87% [6] (by 2029)

Note: Methodology change beginning with FY 2023. Follow-up surveys are now focused solely on Perkins, resulting in more accurate positive placement data. In prior years, data was collected via the GradCast platform and students were not answering the Perkins-related questions.

II. Percentage of non-remedial courses (duplicated student headcount) completed in the fall term with a C or better. *Source: NIC Trends.* [CCM 108]

					Benchmark	
FY 2020	**FY 2021**	**FY 2022**	**FY 2023**	**FY 2024**	**FY 2025**	**FY 2029**
81.0% 12,854/15,873 Fall 2019	80.3% 11,777/14,666 Fall 2020	82.2% 11,764/14,315 Fall 2021	84.3% 11,187/13,278 Fall 2022	*Fall 2023 cohort data not yet available*	80%	82%

Benchmark: 82% [7] (by 2029)

Goal 1, Objective C: Promote programs and services to enhance access and successful student transitions.

Performance Measures

I. Persistence Rate: Full-time, first-time and new transfer-in students who persist to spring or receive an award that first fall as a percentage of that population. *Source: NIC Trends.* [CCM 155]

					Benchmark	
FY 2020	**FY 2021**	**FY 2022**	**FY 2023**	**FY 2024**	**FY 2025**	**FY 2029**
79.8% (604/757) Fall 2019 to Spring 2020	79.2% (568/717) Fall 2020 to Spring 2021	79.2% (563/711) Fall 2021 to Spring 2022	83.0% (508/612) Fall 2022 to Spring 2023	*Fall 2023 cohort data not yet available*	79%	80%

Benchmark: 80% [8] (by 2029)

II. Retention Rate: Full-time, first-time, degree/certificate-seeking student retention rates as defined by IPEDS. *Source: Integrated Postsecondary Education Data System (IPEDS).* [CCM 025]

					Benchmark	
FY 2020	**FY 2021**	**FY 2022**	**FY 2023**	**FY 2024**	**FY 2025**	**FY 2029**
56.1% (361/644) Fall 2019 cohort	61.6% (366/594) Fall 2020 cohort	59.2% (363/613) Fall 2021 cohort	58.9% (308/523) Fall 2022 cohort *(Preliminary)*	*Fall 2023 cohort data not yet available*	61%	63%

Benchmark: 63% [9] (by 2029)

III. Retention Rate: Part-time, first-time, degree/certificate-seeking student retention rates as defined by IPEDS. *Source: Integrated Postsecondary Education Data System (IPEDS).* [CCM 026]

					Benchmark	
FY 2020	**FY 2021**	**FY 2022**	**FY 2023**	**FY 2024**	**FY 2025**	**FY 2029**
35.4% (86/243) Fall 2019 cohort	38.6% (101/262) Fall 2020 cohort	46.8% (118/252) Fall 2021 cohort	40.2% (84/209) Fall 2022 cohort *(Preliminary)*	*Fall 2023 cohort data not yet available*	36%	37%

Benchmark: 37% [10] (by 2029)

IV. Percent of undergraduate, degree/certificate-seeking students completing 30 or more credits per academic year at the institution reporting. *Systemwide Performance Measure. Source: NIC Trends.* [CCM 195]

					Benchmark	
FY 2020	**FY 2021**	**FY 2022**	**FY 2023**	**FY 2024**	**FY 2025**	**FY 2029**
9.9% (288/2920)	10.2% (284/2785)	10.3% (268/2605)	11.2% (259/2306)	*FY 2024 data not yet available*	11%	11%

Benchmark: 11% [11] (by 2029)

V. Percent of first-time, full-time, degree/certificate-seeking students graduating within 150% of time. *Systemwide Performance Measure. Source: Integrated Postsecondary Education Data System (IPEDS).* [CCM 196]

					Benchmark	
FY 2020	**FY 2021**	**FY 2022**	**FY 2023**	**FY 2024**	**FY 2025**	**FY 2029**
28.1% (188/668) Fall 2017 Cohort	28.3% (194/686) Fall 2018 Cohort	26.4% (170/644) Fall 2019 Cohort	35.7% (212/594) Fall 2020 Cohort	*Fall 2021 cohort data not yet available*	28%	30%

Benchmark: 30% [12] (by 2029)

VI. Percent of first-time, full-time, degree/certificate-seeking students graduating within 100% of time. *Systemwide Performance Measure. Source: Integrated Postsecondary Education Data System (IPEDS).* [CCM 199]

					Benchmark	
FY 2020	**FY 2021**	**FY 2022**	**FY 2023**	**FY 2024**	**FY 2025**	**FY 2029**
18.7% (128/686) Fall 2018 Cohort	17.4% (112/644) Fall 2019 Cohort	25.4% (151/594) Fall 2020 Cohort	27.7% (170/613) Fall 2021 Cohort *(Preliminary)*	*Fall 2022 cohort data not yet available*	19%	20%

Benchmark: 20% [13] (by 2029)

GOAL 2: EDUCATIONAL EXCELLENCE

High academic standards, passionate and skillful instruction, professional development, and innovative programming while continuously improving all services and outcomes.

Goal 2, Objective A: Evaluate, create and adapt programs that respond to the educational and training needs of the region.

Performance Measures

I. Market Penetration: Unduplicated headcount of credit students as a percentage of NIC's total service area population. *Source: NIC Trends.* [CCM 037]

					Benchmark	
FY 2020	**FY 2021**	**FY 2022**	**FY 2023**	**FY 2024**	**FY 2025**	**FY 2029**
2.7% 6,586/245,861	2.4% 6,098/253,227	2.2% 5,717/265,384	2.0% 5,478/272,719	*FY 2024 data not yet available*	2.3%	2.0%

Benchmark: 2.0% [14] (by 2029)

II. Market Penetration: Unduplicated headcount of non-credit students as a percentage of NIC's total service area population. *Source: NIC Trends.* [CCM 038]

					Benchmark	
FY 2020	**FY 2021**	**FY 2022**	**FY 2023**	**FY 2024**	**FY 2025**	**FY 2029**
1.8% 4,471/245,861	1.9% 4,794/253,227	1.6% 4,189/265,384	1.7% 4,757/272,719	*FY 2024 data not yet available*	1.8%	1.7%

Benchmark: 1.7% [15] (by 2029)

III. Percent of undergraduate, degree/certificate-seeking students taking a remediation course completing a subsequent credit bearing course (in the area identified as needing remediation) within a year with a "C" or higher. *Systemwide Performance Measure. Source: NIC Trends.* [CCM 203/204]

Math

					Benchmark	
FY 2020	**FY 2021**	**FY 2022**	**FY 2023**	**FY 2024**	**FY 2025**	**FY 2029**
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	22-23 cohort data not yet available	33%	33%

English

					Benchmark	
FY 2020	**FY 2021**	**FY 2022**	**FY 2023**	**FY 2024**	**FY 2025**	**FY 2029**
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	22-23 cohort data not yet available	66%	66%

Benchmark: Math 33%; English 66% [16] (by 2029)

IV. Percent of new degree/certificate-seeking freshmen completing a gateway math course within two years. *Systemwide Performance Measure. Source: NIC Trends.* [CCM 198]

					Benchmark	
FY 2020	**FY 2021**	**FY 2022**	**FY 2023**	**FY 2024**	**FY 2025**	**FY 2029**
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	21-22 cohort data not yet available	55%	55%

Benchmark: 55% [17] (by 2029)

Goal 2, Objective B: Engage students in critical and creative thinking through disciplinary and interdisciplinary teaching and learning.

Performance Measures

I. Student perceptions of Student-Faculty Interactions. *Source: Community College Survey of Student Engagement (CCSSE).* [CCM 162]

					Benchmark	
FY 2020	**FY 2021**	**FY 2022**	**FY 2023**	**FY 2024**	**FY 2025**	**FY 2029**
52.2 Spring 2017 Top Schools 58.5	50.9 Spring 2019 Top Schools 60.1	47.3 Spring 2021 Top Schools 60.7	51.0 Spring 2023 Top Schools 61.9	*Spring 2025 data not yet available*	N/A	50

Benchmark: Standardized Benchmark Mean of 50 [18] (by 2029)
Note: Survey administered every other year so data points may not line up with FY headers.

II. Student perceptions of Support for Learners. *Source: Community College Survey of Student Engagement (CCSSE).* [CCM 165]

					Benchmark	
FY 2020	**FY 2021**	**FY 2022**	**FY 2023**	**FY 2024**	**FY 2025**	**FY 2029**
44.2 Spring 2017 Top Schools 58.4	48.6 Spring 2019 Top Schools 60.9	42.2 Spring 2021 Top Schools 60.5	46.0 Spring 2023 Top Schools 61.1	*Spring 2025 data not yet available*	N/A	50

Benchmark: Standardized Benchmark Mean of 50 [19] (by 2029)
Note: Survey administered every other year so data points may not line up with FY headers.

<u>Goal 2, Objective C: Strengthen institutional effectiveness, teaching excellence and student learning through challenging and relevant course content, and continuous assessment and improvement.</u>

Performance Measures

I. Percentage of Student Learning Outcomes Assessment (SLOA) goals met over 3-year plan. *Source: NIC Trends.* [CCM 114]

					Benchmark	
FY 2020	**FY 2021**	**FY 2022**	**FY 2023**	**FY 2024**	**FY 2025**	**FY 2029**
81%	90%	90%	95%	*FY 2024 data not yet available*	90%	90%

Benchmark: At least 90% of SLOA goals are consistently progressing or met [20] (by 2029)

II. Full-time to Part-time faculty ratio. *Source: NIC Trends.* [CCM 029]

					Benchmark	
FY 2020	**FY 2021**	**FY 2022**	**FY 2023**	**FY 2024**	**FY 2025**	**FY 2029**
0.7:1.0 150FT & 213PT	0.8:1.0 144FT & 173PT	0.9:1.0 131FT & 153PT	0.7:1.0 114FT & 172PT	*FY 2024 data not yet available*	0.8:1.0	0.8:1.0

Benchmark: No less than 0.8:1.0 [21] (by 2029)

<u>Goal 2, Objective D: Recognize and expand faculty and staff scholarship through professional development.</u>

Performance Measures

I. Professional Development resources are disbursed through a competitive and peer-reviewed process annually. *Source: NIC Trends.* [CCM 115]

					Benchmark	
FY 2020	**FY 2021**	**FY 2022**	**FY 2023**	**FY 2024**	**FY 2025**	**FY 2029**

$89,267	$59,345	$103,502	$132,122	*FY 2024 data not yet available*	Maintain or increase funding levels	Maintain or increase funding levels

Benchmark: Maintain or increase funding levels [22] (by 2029)
Note: FY20 and FY21 decline due to COVID-related travel restrictions.

GOAL 3: COMMUNITY ENGAGEMENT
Collaborative partnerships with businesses, organizations, community members, and educational institutions to identify and address changing educational needs.

Goal 3, Objective A: Advance and nurture relationships throughout our service region to enhance the lives of the citizens and students we serve.

Performance Measures

I. Percentage of student evaluations of workforce training and community education courses with a satisfaction rating of above average. *Source: NIC Trends.* [CCM 054]

					Benchmark	
FY 2020	**FY 2021**	**FY 2022**	**FY 2023**	**FY 2024**	**FY 2025**	**FY 2029**
98% (281/286)	96% (303/317)	99% (214/217)	97% (286/295)	*FY 2024 data not yet available*	96%	96%

Benchmark: 96% [23] (by 2029)

Goal 3, Objective B: Demonstrate commitment to the economic/business development of the region.

Performance Measures:

I. Licensure Pass Rates. *Source: NIC Trends.* [CCM 091]

					Benchmark	
FY 2020	**FY 2021**	**FY 2022**	**FY 2023**	**FY 2024**	**FY 2025**	**FY 2029**
93%	96%	96%	93%	*FY 2024 data not yet available*	90%	90%

Benchmark: 90% [24] (by 2029)

Goal 3, Objective C: Promote North Idaho College in the communities we serve.

Performance Measures

I. Dual Credit annual credit hours taught in the high schools as percentage of total dual credit hours taught. *Source: Idaho State Board of Education Dual Credit Report.* [CCM 020]

					Benchmark	
FY 2020	**FY 2021**	**FY 2022**	**FY 2023**	**FY 2024**	**FY 2025**	**FY 2029**
7,721 credits 39.3% of total	6,218 credits 33.5% of total	6,857 credits 36.6% of total	6,809 credits 36.3% of total	*FY 2024 data not yet available*	34%	35%

Benchmark: 35% (by 2029) [25]

II. Dual Credit annual credit hours as percentage of total credits. *Source: Idaho State Board of Education Dual Credit Report.* [CCM 019]

					Benchmark	
FY 2020	**FY 2021**	**FY 2022**	**FY 2023**	**FY 2024**	**FY 2025**	**FY 2029**
19,658 credits 21% of total	18,534 credits 21% of total	18,722 credits 22% of total	18,743 credits 24% of total	*FY 2024 data not yet available*	20%	21%

Benchmark: 21% [26] (by 2029)

III. Dual Credit unduplicated annual headcount and percentage of total. *Source: Idaho State Board of Education Dual Credit Report.* [CCM 017]

					Benchmark	
FY 2020	**FY 2021**	**FY 2022**	**FY 2023**	**FY 2024**	**FY 2025**	**FY 2029**
1,970 30% of total	1,670 27% of total	1,636 29% of total	1,750 32% of total	*FY 2024 data not yet available*	27%	28%

Benchmark: 28% [27] (by 2029)

Goal 3, Objective D: Enhance community access to college.

Performance Measures

I. Distance Learning proportion of credit hours. *Source: National Community College Benchmarking Project (NCCBP).* [CCM 258]

					Benchmark	
FY 2020	**FY 2021**	**FY 2022**	**FY 2023**	**FY 2024**	**FY 2025**	**FY 2029**
24.5% 11,099/45,355 Fall 2019	43.9% 18,828/42,874 Fall 2020	39.5% 16,399/41,517 Fall 2021	37.2% 14,320/38,535 Fall 2022	*Fall 2023 cohort data not yet available*	30%	30%

Benchmark: 30% of total student credit hours is achieved [28] (by 2029)

GOAL 4: DIVERSITY

A learning environment that celebrates the uniqueness of all individuals and encourages cultural competency.

Goal 4, Objective A: Foster a culture of inclusion.

Performance Measures

I. Percentage of students enrolled from diverse populations. *Source: NIC Trends.* [CCM 105]

					Benchmark	
FY 2020	**FY 2021**	**FY 2022**	**FY 2023**	**FY 2024**	**FY 2025**	**FY 2029**
77.8% White 14.5% Other 7.7% Unknown	77.9% White 14.9% Other 7.2% Unknown	77.4% White 15.1% Other 7.5% Unknown	73.7% White 14.9% Other 11.4% Unknown	*FY 2024 data not yet available*	Maintain a diverse, or more diverse population than the population within NIC's service region	Maintain a diverse, or more diverse population than the population within NIC's service region

Benchmark: Maintain a diverse, or more diverse population than the population within NIC's service region [29] (by 2029)

Goal 4, Objective B: Promote a safe and respectful environment.

Performance Measures

I. Percentage of students surveyed that perceive NIC encourages contact among students from different economic, social, and racial or ethnic backgrounds. *Source: Community College Survey of Student Engagement (CCSSE).* [CCM 106]

					Benchmark	
FY 2020	**FY 2021**	**FY 2022**	**FY 2023**	**FY 2024**	**FY 2025**	**FY 2029**

38.4% Spring 2017 National Average 55.1%	50.1% Spring 2019 National Average 56.2%	40.9% Spring 2021 National Average 57.3%	51.5% Spring 2023 National Average 59.4%	*Spring 2025 data not yet available*	N/A	45%

Benchmark: 45% [30] (by 2029)

Note: Survey administered every other year so data points may not line up with FY headers.

Goal 4, Objective C: Develop culturally competent faculty, staff and students.

Performance Measures

I. Number of degree/certificate-seeking students who met the proficiency outcomes for identified GEM 5 and GEM 6 diversity competencies. *Source: NIC Trends.* [CCM 174]

					Benchmark	
FY 2020	**FY 2021**	**FY 2022**	**FY 2023**	**FY 2024**	**FY 2025**	**FY 2029**
88%	87%	88%	92% *(Preliminary)*	*FY 2024 data not yet available*	87%	90%

Benchmark: 90% of degree/certificate-seeking students [31] (by 2029)

GOAL 5: STEWARDSHIP

Economic and environmental sustainability through leadership, awareness, and responsiveness to changing community resources.

Goal 5, Objective A: Exhibit trustworthy stewardship of resources.

Performance Measures

I. Tuition revenue as a percentage of total revenue. *Source: NIC Trends.* [CCM 172]

					Benchmark	
FY 2020	**FY 2021**	**FY 2022**	**FY 2023**	**FY 2024**	**FY 2025**	**FY 2029**
23.1%	21.3%	21.3%	18.0%	*FY 2024 data not yet available*	21%	Total tuition revenue not to exceed 33.3% of revenue

Benchmark: Total tuition revenue not to exceed 33.3% of revenue [32] (by 2029)

II. Tuition and Fees for full-time, first-time, in-district students, full academic year. Source: Integrated Postsecondary Education Data System (IPEDS). [CCM 130]

					Benchmark	
FY 2020	**FY 2021**	**FY 2022**	**FY 2023**	**FY 2024**	**FY 2025**	**FY 2029**
$3,396 NIC Percentile Score 73%	$3,396 NIC Percentile Score 73%	$3,396 NIC Percentile Score 73%	$3,396 NIC Percentile Score 73%	*FY 2024 data not yet available*	73%	75%

Benchmark: 75th percentile [33] (by 2029)

Note: Higher percentile scores represent lower costs. For example, data indicates that NIC is less expensive than 73% of the institutions in its peer comparison group. Benchmark/target is to reach 75%.

III. Auxiliary Services generates sufficient revenue (net income) to cover direct costs of operations. *Source: NIC Trends.* [CCM 170]

					Benchmark	
FY 2020	**FY 2021**	**FY 2022**	**FY 2023**	**FY 2024**	**FY 2025**	**FY 2029**
($130,011)	($90,281)	$206,258	$381,459	*FY 2024 data not yet available*	Annual direct costs maintained	Annual direct costs maintained

Benchmark: Annual direct costs maintained [34] (by 2029)

Goal 5, Objective B: Demonstrate commitment to an inclusive and integrated planning environment.

Performance Measures

I. NIC will utilize the Postsecondary Data Partnership (PDP) Dashboards
Benchmark: By 2024
Note: This target has been achieved; measure is currently under review.

Goal 5, Objective C: Explore, adopt, and promote initiatives that help sustain the environment.

Performance Measures

II. Energy consumption per gross square foot as determined by gas/electric costs. *Source: NIC Trends.* [CCM 192]

					Benchmark	
FY 2020	**FY 2021**	**FY 2022**	**FY 2023**	**FY 2024**	**FY 2025**	**FY 2029**
$0.86 per gross square foot $653,996/ 756,863 sq ft	$0.90 per gross square foot $683,073/ 756,863 sq ft	$0.95 per gross square foot $722,741/ 756,863 sq ft	$1.06 per gross square foot $823,293/ 776,863 sq ft	*FY 2024 data not yet available*	$0.90 per gross square foot	$0.90 per gross square foot

Benchmark: $0.90 per gross square foot [35] (by 2029)

KEY EXTERNAL FACTORS

- North Idaho College is currently under an extended show-cause sanction imposed by the Northwest Commission on Colleges and Universities
- Changes in the economic environment, including the COVID-19 pandemic
- Changes in local, state, or federal funding levels
- Changes in local, state, or national educational priorities
- Changes in education market (competitive environment)

EVALUATION PROCESS

- Details of implementation
  - The Institutional Research Team, along with NIC's Provost, leads the President's Cabinet in an annual review and revision of the strategic plan. The strategic plan is organized to align with North Idaho College's core values. Together, the core values and the strategic plan guide NIC to mission fulfillment.

- Status of goals and objectives
  - North Idaho College's goals for the strategic plan are also the college's core values. The objectives to meet the goals are reviewed with the data collected to determine if benchmarks have been met. The review process often leads to the following questions:
    - Is the data we are collecting providing information related to goal attainment?
    - Is additional data needed to better understand goal attainment?
    - Do the objectives need revision to reach goal attainment?
  - There were no substantial changes made to the goals and objectives in the past academic year.

Footnotes

[1] Benchmark is set based on IPEDS data from comparator institutions combined with current institutional challenges the desired level of achievement. Numbers for those comparator institutions range between 59% and 63% (based on median of comparator group institutions, 2011-12 through 2014-15, latest available). Cohort includes first-time degree/certificate-seeking and new transfer degree/certificate-seeking students for the fiscal year. Includes students who received a degree/certificate, transferred, or are still enrolled after eight years. [CCM 257]

[2] Benchmark is set based on an analysis of historical trends combined with current institutional challenges and the desired level of achievement. National Student Clearinghouse results were used to calculate these numbers. Numbers are as of 02/28/2024. Data refreshes nightly so prior year trends may have changed slightly. Students who graduate during a fall or winter term may not be fully represented. FY20-FY22 (2019 cohort-2021 cohort) updated March 2024 to reflect latest data available. [CCM 227]

[3] Benchmark is set based on an analysis of historical trends combined with current institutional challenges and the desired level of achievement. National Student Clearinghouse results were used to calculate these numbers. Numbers are as of 02/28/2024. Data refreshes nightly so prior year trends may have changed slightly. Other Institutions excludes NIC. Students who graduate during a fall or winter term may not be fully represented. FY20-FY22 (2019 cohort-2021 cohort) updated March 2024 to reflect latest data available [CCM 228]

[4] Benchmark is set based on an analysis of historical trends combined with current institutional challenges and the desired level of achievement. Total awards by award level. Historical data has been revised to reflect current IPEDS definitions which reflect a change in methodology, effective October 2020. Data prior to FY21 may not reflect what was previously reported to IPEDS. [CCM 238]

[5] Benchmark is set based on an analysis of historical trends combined with current institutional challenges and the desired level of achievement. Counts are unduplicated by award level. Historical data has been revised to reflect current IPEDS definitions which reflect a change in methodology, effective October 2020. Data prior to FY21 may not reflect what was previously reported to IPEDS. [CCM 239]

[6] Benchmark is set based on an analysis of historical trends combined with current institutional challenges and the desired level of achievement. Note: Methodology change beginning with FY 2023. Follow-up surveys are now focused solely on Perkins, resulting in more accurate positive placement data. In prior years, data was collected via the GradCast platform and students were not answering the Perkins-related questions. Positive placement includes employed and/or employed related to training. Percentages are calculated on respondents only. [CCM 177]

[7] Benchmark is set based on an analysis of historical trends combined with current institutional challenges and the desired level of achievement. This measure represents the number of students (duplicated headcount) who completed non-remedial courses with a C or better (or P or S). Denominator is the duplicated count of students enrolled in non-remedial courses at the end of term. Does not include labs, incompletes, or audits. [CCM 108]

[8] Benchmark is set based on an analysis of historical trends combined with current institutional challenges and the desired level of achievement. [CCM 155]

[9] Benchmark is set based on an analysis of historical trends combined with current institutional challenges and the desired level of achievement. Benchmark calculations exclude the outlier year. Anticipate FYE program to increase retention. This cohort represents a small percentage of NIC's total credit student population. FY23 numbers (Fall 2022 cohort) are pre-IPEDS submission and should be considered preliminary at this point. FY21-FY22 (Fall 2020 cohort-Fall 2021 cohort) updated March 2024 to reflect latest data available. [CCM 025]

[10] Benchmark is set based on an analysis of historical trends combined with current institutional challenges and the desired level of achievement. Benchmark calculations exclude the outlier year. Anticipate FYE program to increase retention. This cohort represents a small percentage of NIC's total credit student population. FY23 (Fall 2022 cohort) numbers are pre-IPEDS submission and should be considered preliminary at this point. FY22 (Fall 2021 cohort) updated March 2024 to reflect latest data available. [CCM 026]

[11] Benchmark is set based on an analysis of historical trends combined with current institutional challenges and the desired level of achievement. Based on a cohort of students that excludes non-degree/certificate-seeking, Dual Credit, and 100% audits. Includes registered credits and credits awarded through placement tests, Summer/Fall/Spring. Refreshed nightly so numbers may change slightly, i.e., incomplete grade changes. [CCM 195]

[12] Benchmark is set based on IPEDS data from comparator institutions combined with current institutional challenges and the desired level of achievement. [CCM 196]

[13] Benchmark is set based on IPEDS data from comparator combined with current institutional challenges and the desired level of achievement. FY23 numbers (Fall 2021 cohort) are pre-IPEDS submission and should be considered preliminary at this point. [CCM 199]

[14] Benchmark is set based on an analysis of historical trends combined with current institutional challenges and the desired level of achievement. Benchmark factors in decrease in enrollment and increase in population. Service Area population numbers are based on latest United States Census Bureau estimates (2022). [CCM 037]

[15] Benchmark is set based on an analysis of historical trends combined with current institutional challenges and the desired level of achievement. FY22 enrollment decline due to fewer Community Education courses now being offered. Benchmark factors in decrease in enrollment and increase in population. Service Area population numbers are based on latest United States Census Bureau estimates (2022). [CCM 038]

[16] Benchmark is set based on an analysis of historical trends combined with current institutional challenges and the desired level of achievement. FY20-FY22 (18-19 cohort - 20-21 cohort, English) updated March 2024 to reflect latest data available. [CCM 203/204]

[17] Benchmark is set based on an analysis of historical trends combined with current institutional challenges and the desired level of achievement. Full year cohort, first-time degree/certificate-seeking, full- and part-time (IPEDS). Gateway courses include MATH 123, 130, 143, 147, 157, 160, 170, and 253. [CCM 198]

[18] Benchmark is set based on the standardized mean of benchmark scores. Data points represent benchmark scores for the CCSSE Benchmark: Student-Faculty Interaction. Benchmarks are groups of conceptually related survey items that address key areas of student engagement. Benchmark scores are standardized to have a mean of 50 and a standard deviation of 25 across all respondents. Top Schools are those that scored in the top 10 percent of the cohort by benchmark. CCSSE is a survey administered to community college students across the nation. [CCM 162]

[19] Benchmark is set based on the standardized mean of benchmark scores. Data points represent benchmark scores for the CCSSE Benchmark: Support for Learners. Benchmarks are groups of conceptually related survey items that address key areas of student engagement. Benchmark scores are standardized to have a mean of 50 and a standard deviation of 25 across all respondents. Top Schools are those that scored in the top 10 percent of the cohort by benchmark. CCSSE is a survey administered to community college students across the nation. [CCM 165]

[20] Benchmark is set based on an analysis of historical trends combined with current institutional challenges and the desired level of achievement. Each action for the goals is rated on a scale of 1 to 3: 3 = Action Met, 2 = Consistently Progressing, or 1 = Not Attempted. N/A = future timeline for the goal. The mean score of all actions is calculated and the percentage is used to evaluate this measure. The goals are evaluated annually. [CCM 114]

[21] Benchmark is set based on an analysis of historical trends combined with current institutional challenges and the desired level of achievement. Counts include all active employees. FY22 revised March 2024. [CCM 029]

[22] Benchmark is set based on an analysis of historical trends combined with current institutional challenges and the desired level of achievement. Reflects the total of the Faculty PIP, Staff PIP, and Professional Development Fund and all expenses in the staff development line item for the general fund departments. Does not include tuition waivers for NIC courses taken by NIC employees. FY20 and FY21 substantially lower than prior years due to COVID-related travel restrictions. [CCM 115]

[23] FY22 cohort of students is smaller due to a decrease in number of Community Education classes offered. Benchmark is set based on an analysis of historical trends combined with current institutional challenges and the desired level of achievement. [CCM 054]

[24] Benchmark is set based on an analysis of historical trends combined with current institutional challenges and the desired level of achievement. Percentages shown reflect the average pass rate of all programs. Programs may vary year to year. FY23 includes Medical Assistant, Medical Lab Technology, Physical Therapist Assistant, Practical Nursing, Radiography Technology, Registered Nursing, and Surgical Technology. In the evaluation of NIC's strategic plan, there is an additional benchmark that is considered aspirational and is extra-ordinary compared with similar institutions (peer groups). This component acknowledges that NIC has achieved a level of excellence on a particular measure and has little room for improvement, but should be encouraged to sustain this high level over time. Performance in the top third of the relevant comparator group is the threshold for sustained excellence for most measures. However, for any measure involving the performance of students on professional and occupational licensure tests, sustained excellence is considered to have been met with a passage rate of 90 percent or above. FY21 updated March 2024. [CCM 091]

[25] Benchmark is set based on an analysis of historical trends combined with current institutional challenges and the desired level of achievement. [CCM 020]

[26] Benchmark is set based on an analysis of historical trends combined with current institutional challenges and the desired level of achievement. [CCM 019]

[27] Benchmark is set based on an analysis of historical trends combined with current institutional challenges and the desired level of achievement. [CCM 017]

[28] Benchmark is set based on an analysis of historical trends combined with current institutional challenges and the desired level of achievement. Data reflects the number of Distance Learning student credit hours out of number of both distance and non-distance student credit hours, end-of-term. Includes courses and programs in which ALL instructional portions can be completed remotely. Non-instructional, in-person requirements (e.g., orientation and testing) does not exclude a course or program from being classified as exclusively distance learning. This includes credit distance learning courses that are web-based, computer mediated, asynchronously AND synchronously via zoom, etc. in which the learner and learning resources can be generally separated by time and/or space. Does not include hybrid or other courses that require a portion to be done in person. [CCM 258]

[29] Benchmark is set based on an analysis of historical trends combined with current institutional challenges and the desired level of achievement. Latest NIC Service Region comparison = 88.7% White, 9.3% Other, and 2.0% Unknown. (Source: U.S. Census Bureau Quick Facts, July 2022). [CCM 105]

[30] Benchmark is based on national comparators combined with the desired level of achievement. Represents the percentage of students who answered "quite a bit" or "very much" to one individual survey question. The Community College Survey of Student Engagement (CCSSE) is a survey administered to community college students across the nation. [CCM 106]

[31] Proficiency outcomes were defined in the spring of 2021. GEM = General Education Requirements. GEM 5 = Humanistic & Artistic Ways of Knowing; GEM 6 = Social & Behavioral Ways of Knowing. Note: NIC started collecting proficiency outcome for all GEM courses in FY19. During the first year a limited number of courses were assessed. The college expects an increase in the number of courses assessed to increase as more faculty participate in the process. Consequently, the college is predicting a decrease in the percentage of students who meet the proficiency outcomes. Percentages represent the weighted average of GEM 5 and GEM 6. FY23 is currently under review and should be considered preliminary at this point. [CCM 174]

[32] Benchmark is set based on an analysis of historical trends combined with current institutional challenges and the desired level of achievement. FY21 decline due in part to CARES federal funding received. [CCM 172]

[33] Benchmark is set based on IPEDS data from comparator institutions combined with the desired level of achievement. Higher percentile scores represent lower costs. For example, data indicates that NIC is less expensive than 73% of the institutions in its peer comparison group. Benchmark/target is to reach 75%. [CCM 130]

[34] Benchmark is set based on an analysis of historical trends combined with current institutional challenges and the desired level of achievement. Auxiliary Services Operating Units include: Bookstore, Dining Services, Residence Hall, Student Union Operations, Financial Services, and the Student Wellness & Recreation Center. These Operating Units provide services to the students and the North Idaho College campuses that are not covered by tuition dollars and/or state fees. Continuing enrollment decline resulted in lower student fee generation, the primary source of funding for Student Union Operations and the Student Wellness & Recreation Center. FY23 Revenues from Sales and Operational Expenses are markedly higher than FY22 due the accounting treatment caused by a change to a Management Fee agreement with North Idaho College's food service provider, Sodexo America LLC. Debt-service for the Residence Hall was retired in FY22. Remaining debt-service attaches to the Student Wellness & Recreation Center, including principal and interest for FY23. Stewardship is displayed by leveraging resources to contribute to the economic viability of North Idaho College. [CCM 170]

[35] Benchmark is set based on an analysis of historical trends combined with current institutional challenges and the desired level of achievement. [CCM 192]

FY2025-FY2029

Idaho Department of Education Strategic Plan

MISSION STATEMENT

To support Idaho students, educators, and school leaders with the tools and resources needed to achieve academic excellence through strategic thought, leadership, and policy alignment.

VISION STATEMENT

All Idaho students have access to a high-quality education that prepares them for their future with skills and job readiness to become engaged, successful citizens.

GUIDING VALUES

Listen with intention.

Lean into collaboration.

Lead with integrity.

GOAL 1: MODERNIZE EDUCATION FUNDING

Objective A: Determine costs of providing K-12 education in Idaho and recommend equitable funding.

Performance Measures:

I. Evaluate and report rural education costs vs. urban costs and define each. Target 12/1/25.
II. Definitions. Target 7/22/25.
III. Identify differences in rural and urban LEA costs through five-year historical comparisons of LEAs. Target 12/1/25.
IV. Evaluate and report virtual vs. brick and mortar LEA expenditures. Target 12/1/25.
V. Develop budget with increased discretionary funding flexibility. Target 12/1/25.
VI. Explore changes to funding model that reflects contemporary needs. Budget accordingly. Target 12/31/25.
VII. Compare assets and liabilities of 4 day vs. 5 day school weeks. Target 11/1/25.

Objective B: Stabilize Federal funding dependence without decreasing support for underserved students.

Performance Measures:

I. Quantify school district dependence on federal funding for employees/programs. Target 11/1/25.
II. Suggest alternatives to increased federal funding dependence. Target 11/1/25.
III. Evaluate and report risk and rewards of stabilizing Federal funding to Idaho. Target 1/1/26.

Objective C: Reduce district dependency on school levies and bonds through increased responsibility of other stakeholders.

Performance Measures:

I. Report Values of bonds and levies passed and failed (past 20+ years). Target 12/31/25.
II. What are the reported uses of supplemental levies in Idaho? Regional Analysis? Target 12/31/25.
III. Analyze the effect of 2023 funding increases and recommend adjustments. Target 12/1/25.
IV. Explore additional state support that will reduce reliance on supplemental levies. Target 12/31/25.

V. Analyze and recommend options for updating state support for facilities (e.g., revolving loan). Target 1/1/26.
VI. Analyze and recommend options for state funded building construction. Target 1/1/26.

Objective D: Examine the value/roots/motivation/benefits of per pupil funding.

I. Reevaluate unit calculation. Target 12/31/25.
II. Reevaluate seat time calculation. Target 12/31/25.
III. Review Title 33 for relevance. Target 12/31/25.

Objective E: Align funding with Idaho Department of Education Goals.

I. Review existing line items and their alignment with Department goals. Target 9/1/25.
II. Align Department administrative structure with Department goals. Target 12/31/25.

GOAL 2: STUDENT ACHIEVEMENT GOALS

Objective A: Improve Idaho student achievement growth.

Performance Measures:

I. Directly train 3 Idaho schools in the 2023/24 SY in the Professional Learning Community process. Develop background for future development. Year 2: Target 10+ LEA's (same process). Target 7/30/26.
II. Offer 4 early literacy, face-to-face professional development opportunities, with an emphasis on Dyslexia. Target 8/30/26.
III. Staff will personally visit 3/4, about 135, of the LEAs and charter schools in SY 2023/24. Target 7/30/26.
IV. SDE will assist in at least 10 school districts in the critique and selection of research-based curricula, proven effective with Idaho students. Target 7/30/26.
V. Visually clear (easy to read) student cohort data in reading and math. Target 7/1/26.
VI. Establish statewide reading goals for "below basic" readers on IRI. Target 12/14/25.

Objective B: Improve the mental and behavioral health of Idaho students

Performance Measures:

I. Work with education and community partners to identify existing resources.
II. Identify, highlight, and replicate existing/ successful Idaho-based programs. Target 3/31/26.
III. Identify gaps in mental health services for Idaho students. Target 12/30/26.

IV. Support advocacy for parents meeting with schools and assist with conflict resolution. Target 7/1/27.
V. Support professional development for special education teachers and directors. Target 7/1/27.
VI. Help general education teachers clearly understand the differences between mental health issues and special education needs. Target 7/1/27.

Objective C: Train education stakeholders in developing and implementing meaningful assessment tools

Performance Measures:

I. Solicit stakeholder input around the state- required IRI assessment. Target 2/1/26.
II. Develop an RFP for the Idaho Reading Indicator. Target 2/28/26.
III. Solicit stakeholder input around the ESSA-required state assessment (ISAT). Target 2/1/27.
IV. Develop an RFP for the Idaho Standards of Achievement Test (ISAT). Target 6/30/27.
V. Solicit stakeholder input around the Idaho dyslexia screening tool. Target 2/1/27.
VI. Develop an RFP for the Idaho dyslexia screening tool.6/30/27.
VII. Solicit stakeholder input around the federally-required SDE report card. Target 2/1/26.
VIII. Develop an RFP for the federally- required SDE report card (idahoschools.org). Target 3/28/26.

Objective D: Identify essential standards for math and science

Performance Measures:

I. Establish workgroup to identify essential standards for math. Target 4/30/26.
II. Create SDE document identifying essential standards for math. Target 6/30/26.
III. Establish workgroup to identify essential standards for ELA. Target 8/30/26.
IV. Create SDE document identifying essential standards for ELA. Target 4/30/27.
V. Establish workgroup to identify essential standards for science. Target 8/30/27.
VI. Create SDE document identifying essential standards for science. Target 4/30/26.
VII. Review and discuss ESSA-required summative assessment option with USDOE. Target 2/15/26.

GOAL 3: ATTRACT AND RETAIN LEADERS

Objective A: recruit new teachers and administrators to Idaho K-12 schools.

Performance Measures:

I. Define measurability of recruitment and determine benchmark. Target 11/15/25.
II. Provide incentives for teacher candidates in approved teacher prep programs. Target 12/1/25.
III. Surrounding states starting salaries. Target 12/31/25.

Objective B: Retain Idaho's highest performing teachers

Performance Measures:

I. Help Idaho's teachers feel appreciated and recognized. Create a culture of respect and value. Target 1/1/27.
II. Support school districts in providing high quality mentorship for educators. Specifically for educators in their first three years. Target 6/30/26.
III. Accumulate ideas for specifically defining mentoring in Idaho education. Target 2/15/26
IV. Ensure that every district can access quality mentoring for their staff. Target 3/15/26.
V. Support required training for school board members. Target 4/1/26.

Objective C: Retain Idaho's highest performing administrators

Performance Measures:

I. Orientation training for new superintendents. Target 1/1/26.
II. Training for all superintendents (Idaho superintendent's network). Target 1/1/26.
III. SDE will assist education partners in school board training related to hiring and evaluating superintendents. Target 6/30/27.

Objective D: Hire and retain exceptional teammates at the Idaho Department of Education

Performance Measures:

I. Define what exceptional teammate means. Target 7/1/26.
II. Determine baseline retention rate for exceptional teammates. Target 8/1/26.
III. Monitor retention rate. Target 7/1/28.

GOAL 4: PREPARE STUDENTS FOR LIFE

Objective A: Prepare students for all options following high school graduation

Performance Measures:

I. Award grant monies from Idaho Career Ready Students. Target 12/31/25.
II. Track Launch enrollment. Target 7/1/26.
III. Idaho Career Ready Students granting council membership. Target 7/1/26.

Objective B: Improve Financial Literacy of Idaho Students

Performance Measures:

I. Work towards a full credit for the required class. Target 6/1/27.
II. Leverage free curriculums.

Objective C: Review and Update Graduation Requirements

Performance Measures:

I. Establish a committee to provide recommendation to SBOE. Target 6/30/26.

KEY EXTERNAL FACTORS

Movement toward meeting these goals is contingent on many factors outside the control of the Idaho Department of Education. Key to this is that K-12 funding is primarily provided by the Idaho Legislature.

Another factor outside the sphere of influence of the Department is the changing demographics of the state.

A final external fact influencing the achievement of goals is the economy of Idaho. It influences money available, workforce needs, and more.

IDAHO
Division of Career Technical Education

We prepare Idaho's youth and adults for high-skill, in-demand careers.

Strategic Plan

FY2025 - FY2029

Strategic plan

Mission statement

The mission of Idaho's career technical education (CTE) system is to prepare Idaho's youth and adults for high-skill, in-demand careers.

Vision statement

The vision of Idaho Division of Career Technical Education (IDCTE) is to be:

1. A premiere educational opportunity for students and adults to gain relevant workforce and leadership skills in an applied setting;
2. A gateway to meaningful careers and additional educational opportunities; and
3. A strong talent pipeline that meets Idaho business workforce needs.

Goal 1

Educational system alignment

Ensure that all components of the educational system are integrated and coordinated to maximize opportunities for all students.

Objective A: *Alignment of CTE programs between the technical colleges and ensure that secondary program standards align to those postsecondary programs.*

Performance Measure:

I. ***Percent of secondary programs that have been reviewed and revalidated to meet current industry standards.***
Baseline data/Actuals: Baseline FY23 – begin work

FY21 (2020-2021)	FY22 (2021-2022)	FY23 (2022-2023)	FY24 (2023-2024)	Benchmark FY25	Benchmark FY29
N/A	N/A	6 of 55 = 11%		15% annually	20% annually

Benchmark: Align 20% of programs by FY2029.

Objective B: *Data-informed improvement – Develop quality and performance management practices that will contribute to system improvement, including current research, data analysis, and strategic and operational planning.*

Performance Measure:

I. ***Secondary program quality, performance and technical assistance visits.***
Baseline data/Actuals: FY2022 – Resume program quality visits.

FY21 (2020-2021)	FY22 (2021-2022)	FY23 (2022-2023)	FY24 (2023-2024)	Benchmark FY25	Benchmark FY29
n/a	125 of 933 = 13%	336 of 945 = 36%		45% over five years	60% over five years

Benchmark: All secondary programs are subject to a visit on a 5-year rotation.

Objective C: Increase retention of qualified career technical education instructors.

Performance Measure:

I. Percent of instructors with limited occupation specialist certificates *(denominator)* earning a minimum of their standard occupational specialist renewable certificate *(numerator)* in three years based on cohort year.
Baseline data/Actuals - Secondary: TBD – Will be 24/25 school year data.
Baseline data/Actuals - Postsecondary: TBD – Will be 24/25 school year data.

	FY21 (2020-2021)	FY22 (2021-2022)	FY23 (2022-2023)	FY24 (2023-2024)	Benchmark FY25	Benchmark FY29
Secondary	TBD	TBD	TBD		70%	85%
Postsecondary	TBD	TBD	TBD		70%	85%

Secondary Benchmark: By FY2025, 70%.
Postsecondary Benchmark: By FY2025, 70%.

Goal 2

Educational readiness

Provide a rigorous, uniform, and thorough education that empowers students to be lifelong learners and prepares all students to fully participate in their community, and postsecondary and workforce opportunities by assuring they are ready to learn at the next educational level.

Objective A: *Adult Education programs will assist adults in becoming literate and obtaining the knowledge and skills necessary for employment and economic self-sufficiency.*

Performance Measure:

I. Percent of participating students making a measurable skills gain, defined as documented academic, technical, occupational, or other forms of progress, toward a credential or employment.

II. improvements in basic skills necessary for employment, college, and training (i.e. - literacy, numeracy, English language, and workplace readiness).
Baseline data/Actuals: FY2016 – 23

FY21 (2020-2021)	FY22 (2021-2022)	FY23 (2022-2023)	FY24 (2023-2024)	Benchmark FY25	Benchmark FY29
22%	32%	37%		37.5%	N/A

Benchmark: By FY2025, 37.5% of participants attain a measurable skills gain.[i]

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: *Increase completion of microcredentials.*

Performance Measure:

I. ***Total number of microcredentials earned/awarded for non-secondary students.***
Baseline data/Actuals: FY2020 – Identify Baseline

FY21 (2020-2021)	FY22 (2021-2022)	FY23 (2022-2023)	FY24 (2023-2024)	Benchmark FY25	Benchmark FY29
280	360	879		1,099 (25% Improvement)	1,319 (50% Improvement)

Benchmark: By FY2029, 50% improvement of non-secondary students earning microcredentials.[ii]

Goal 4

Workforce Readiness

The educational system will provide an individualized environment that facilitates the creation of practical and theoretical knowledge leading to college and career readiness.

Objective A: *CTE concentrators will demonstrate college and career readiness.*
Performance Measure:

I. ***Percent of secondary concentrators who meet workforce readiness and CTE diploma requirements.***
Baseline data/Actuals: Baseline FY22 – 25%

FY21 (2020-2021)	FY22 (2021-2022)	FY23 (2022-2023)	FY24 (2023-2024)	Benchmark FY25	Benchmark FY29
n/a	1,685 of 6,806 = 25%	2,394 of 7,035 = 34%		40%	60%

Benchmark: 60% of secondary concentrators earn workforce readiness and CTE diploma by 2029.[iii]

Objective B: *Increase use of microcredential platform by CTE instructors for tracking student progress for pathway completion.*

Performance Measure:

I. ***Percent of secondary CTE concentrator teachers that actively track student progress through the microcredential platform.***
Baseline data/Actuals: FY2020 – Identify Baseline

FY21 (2020-2021)	FY22 (2021-2022)	FY23 (2022-2023)	FY24 (2023-2024)	Benchmark FY25	Benchmark FY29
147/426= 35%	202/430= 47%	252/453= 56%		75%	90%

Benchmark: 90% of secondary CTE concentrator instructors track progress by 2029.

Key external factors

- Lack of knowledge, perceptions, and stigma regarding career opportunities available through career technical education. As the labor market and overall economic conditions improve, fewer students are expected to enroll in postsecondary CTE programs.
- Policies, practices, legislation, and governance external to IDCTE.
- Ability to attract and retain qualified instructors, particularly those who are entering teaching from industry.
- Timely access to relevant, comprehensive, and accurate data from external reporting sources affects the ability of IDCTE to conduct statewide data analyses.

Evaluation process

Objectives will be reviewed at least annually (more frequently if data is available). The IDCTE Leadership Team will review the data in terms of its alignment with objectives and assess progress toward reaching benchmarks. As necessary, the team will identify barriers to success, strategies for improvement, and any additional resources necessary to make measurable progress. As appropriate, IDCTE will make requests through its budget and legislative requests to support the agency's goals and objectives.

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[i] Federally negotiated benchmark. Results lower due to COVID-19. Five-year benchmark unavailable due to federal timeline.
[ii] Non-secondary students include those associated with workforce training centers, Idaho Department of Correction/Juvenile Corrections and other educational entities outside of secondary programs.
[iii] Numbers are reported by LEAs and include duplicate students if students belong to more than one pathway and earn criteria for the diploma in multiple pathways.

Strategic Plan FY 2025-2029

Idaho Division of Vocational Rehabilitation

Idaho Division of Vocational Rehabilitation

A proud partner of the AmericanJobCenter® network

Content and Format

The Strategic Plan (Plan) is divided into three sections. The first two sections describe the programs administered under the Idaho Division of Vocational Rehabilitation (IDVR). Each program (Vocational Rehabilitation and the Council for the Deaf and Hard of Hearing), independently outline specific goals, objectives, performance measures, benchmarks and/or baselines for achieving their stated goals. The final section addresses external factors impacting the Division, and SBOE's strategic plan evaluation process.

This Plan covers State Fiscal Years (SFY) 2025 through 2029.

This is a new strategic plan for the Idaho Division of Vocational Rehabilitation. IDVR's federal funding agency, the Rehabilitation Services Administration, requires a major state plan revision every two years. Additionally, they require a triennial Comprehensive Statewide Needs Assessment (CSNA), both of which have been recently completed for the Division, necessitating a substantial revision of this strategic plan including goals, objectives, tasks, and measures. Changes to these goals, objectives, tasks, and performance measures are supported by the CSNA and IDVR's State Rehabilitation Council, as required by RSA.

The Division retains its mission and vision. The mission statement reflects the focus on the dual customer, individuals with disabilities and employers. Additionally, the agency has engaged in a major reorganization effort designed to improve performance across various major functions of the agency including new goals around Pre-Employment Transition Services (Pre-ETS) and business services. Some performance measures from the previous plan have been retained but may appear under newly established goals. Newly established performance measures may lack historical data.

Alignment with Idaho State Board of Education 2024 Strategic Plan

The Strategic Plan for Idaho Division of Vocational Rehabilitation is highly complementary with many goals and objectives contained in the SBOE plan (particularly for students aged 14 and up). The Division works closely at the intersection of students and youth transitioning into formal education or employment. Specifically, for SBOE goals 2 and 3, education access and educational attainment, IDVR can support up to 100 percent of costs for 2-year, 4-year, and graduate educational opportunities as well as apprenticeship opportunities for eligible Idahoans with disabilities transitioning from school into workforce age. The Division includes measures for credential attainment and measurable skill gains within its primary performance measure under Goal 1 Objective 1 Measure 1. Furthermore, Pre-Employment Transition Services (Pre-ETS), offered by the Division, help facilitate the transition of students from school to work through offering work-based learning experiences, counseling on post-secondary enrollment opportunities, work readiness training, self-advocacy, and job exploration counseling services the Division is federally required to provide to Idaho students with disabilities (along with similar services to youth).

Vocational Rehabilitation

Vision

An Idaho where all individuals with disabilities have the opportunity to participate in the workforce and employers value their contributions.

Mission

To prepare individuals with disabilities for employment and career opportunities while meeting the needs of employers.

Vocational Rehabilitation

Goal 1: Maximize the career potential of Idahoans with disabilities engaged with the Division.

Objective 1: Improve the quality of VR outcomes for IDVR customers.

1. Task: Improve access to and utilization of relevant local area LMI and Career Pathways to inform customer career choice and promote successful outcomes.
2. Task: Ensure customers have better job-ready/hire-ready skills through staff training and accessing IDOL workshops, tools, and resources.
3. Task: Increase access to relevant educational opportunities (vocational/technical/2-year/4-year/apprenticeships and other pathways to quality employment).

Performance Measure 1.1.1: Meet or exceed negotiated targets on the following five Primary Performance Indicators (PPIs).

Relation to Goal: These Federally required indicators are intended to gauge program performance and increases across these PPIs can be used to assess Goal 1 Objective 1 performance.

Performance Measure	SY2020	SY2021	SY2022	SY2023	SY2024	Benchmark	
						SY2025	SY2029
1. Employment Rate – 2nd Qtr after Exit	60.4%	60.2%	63.2%	65.2%	Avail July 2024	65.2%	66.7%
2. Employment Rate – 4th Qtr after Exit	57.4%	58.2%	57.3%	62.7%	Avail July 2024	62.7%	63.2%
3. Median Earnings – 2nd Qtr after Exit (per quarter)	$4,025	$4,125	$4,456	$4,944	Avail July 2024	$4,945	$5,150
4. Credential Attainment	30.4%	41.9%	56.9%	61.1%	Avail July 2024	61.1%	62.5%
5. Measurable Skill Gains	51.2%	55.7%	58.6%	57.1%	Avail July 2024	57.5%	58.0%

Benchmarks: All PPI benchmarks are negotiated with RSA for a two-year period in alignment with the Combined State Plan cycle. Benchmarks for SYs 23 & 24 were negotiated in April 2022 and are reflected in this plan.[1]Benchmarks for SY25 & 26 will be negotiated in May 2024. Benchmarks for SY 2025 and SY2029 are projected.

Note: Data for SY2023 for PPI's 1 & 3 above reflects RSA's cohort period 7/1/2021-6/30/2022 & data for PPI's 2 and 4 above reflects RSA's cohort period 1/1/2021–12/31/2021.

Performance Measure 1.1.2: Overall customer satisfaction rate.

Relation to Goal: Used as an indicator of overall quality directly informing progress on Goal 1, Objective 1.

SY 2020	SY 2021	SY 2022	SY 2023	SY 2024	Benchmark SY 2025	Benchmark SY 2029
80.3%	80.7%	82.9%	81.4%	Available July 2024	90%	90%

Benchmark: Greater than or equal to 90% for SY25[2]. This continues to be a stretch goal for the Division.

Objective 2: Strategically expand outreach, especially to underserved and growing populations.

1. Task: Increase customized outreach through community organizations, WIOA partners, and professionals that serve underserved, growing, and prioritized populations identified by the SRC and IDVR management (i.e., out-of-school youth, mental health, justice-involved, Hispanic)

Performance Measure 1.2.1: Number of applications for VR services.

Relation to Goal: Strategic outreach should result in an increase in overall applications to the VR program providing a measure for Goal 1 Objective 2.

SY 2020	SY 2021	SY 2022	SY 2023	SY 2024	Benchmark SY 2025	Benchmark SY 2029
2881	2524	2464	3093	Available July 2024	3094	3250

Benchmark: Greater than or equal to SY 2024 volume for SY25[3]

Objective 3: Improve Community Rehabilitation Program (CRP) Service provision quality and quantity (including Supported Employment) for Idahoans with the Most Significant Disabilities.

1. Task: Complete rate methodology/recalibration. The new rates proposed are designed to be rates that support quality Community Rehabilitation Program Services. Task will be achieved once rates are issued.
2. Task: Implement newly revised CRP Monitoring Protocol designed to promote two-way data-driven continuous improvement conversations/increase feedback, relevance, and understanding between IDVR and Idaho's CRPs.

Performance Measure 1.3.1: Number of cases with CRP provided services (non-assessment) in the SY.

Relation to Goal: The tasks under Goal 1 Objective 3 are focused on increasing performance in employment stability, and customer satisfaction for core CRP services for Idahoans with Most Significant Disabilities. The following two measures are used to assess performance on Goal 1 Objective 3:

SY 2020	SY 2021	SY 2022	SY 2023	SY 2024	Benchmark	
					SY 2025	SY 2029
772	681	370	519	Available July 2024	520	588

Benchmark: Greater than or equal to SY 2024 volume for SY25[4]
Note: These are post Individualized Plan for Employment (IPE) services provided to VR participants.

Performance Measure 1.3.2: Overall customer satisfaction rate for those using CRP Services.

SY 2020	SY 2021	SY 2022	SY 2023	SY 2024	Benchmark	
					SY 2025	SY 2029
77%	75%	80%	74%	Available July 2024	90%	90%

Benchmark: Greater than or equal to 90% for SY25[5]. This continues to be a stretch goal for the Division.

Objective 4: Hire and retain qualified employees to deliver quality vocational rehabilitation services.

1. Task: Continued efforts to expand FTE, maximize compensation, and other innovative approaches to increase employee satisfaction and retention.

Performance Measure 1.4.1: Percentage of counselors who meet Comprehensive System of Personnel Development (CSPD) compliance.

Relation to Goal: The Division maintains a CSPD plan with a focus on recruitment and retention of qualified counselors. The CSPD rate represents a percent of counselors who currently meet CSPD standards. Counselors meeting CSPD standards are more effective at serving Idahoans with disabilities. An increase in this measure leads to gains on Goal 1 Objective 4.

SY 2020	SY 2021	SY 2022	SY 2023	SY 2024	Benchmark	
					SY 2025	SY 2029
70.5%	70.8%	74.0%	66.7%	Available July 2024	85.0%	85.0%

Benchmark: Greater than 85% for SY25[6]. This continues to be a stretch goal for the Division.

Goal 2: Expand utilization and improve quality of Pre-Employment Transition Services (Pre-ETS) and similar services for youth.

Objective 1: Increase utilization of Pre-ETS services and similar services to youth to priority populations identified by the SRC and IDVR management.

1. Task 1: Increase outreach with schools, community organizations, and professionals that serve student, youth, and families.
2. Task 2: Increase outreach through WIOA umbrella partners that serve students and youth.

Performance Measure 2.1.1: Number of students receiving Pre-employment Transition Services (Pre-ETS).

Relation to Goal: The Division will engage in strategic outreach to populations identified by the SRC and IDVR management to increase utilization of Pre-ETS and similar services for youth. The following two measures are used to assess performance on Goal 2 Objective 1.

SY 2020	SY 2021	SY 2022	SY 2023	SY 2024	Benchmark	
					SY 2025	SY 2029
1012	1210	1968	2784	Available July 2024	2784	3000

Benchmark: Greater than or equal to SY24 for SY25[7]

Performance Measure 2.1.2: Number of youth applications for program participants under the age of 25.

SY 2020	SY 2021	SY 2022	SY 2023	SY 2024	Benchmark	
					SY 2025	SY 2029
586	496	496	653	Available July 2024	665	738

Benchmark: Greater than or equal to SY24 for SY25[8]

Goal 3: Improve outreach and engagement through individualized services to Idaho businesses.

Objective 1: Work with the business community to improve understanding and utilization of IDVR business services.

1. Task: Identify business groups (i.e., Chamber, Workforce Development groups, Society for Human Resource Management (SHRM)) that could benefit from networking with IDVR.
2. Task: Identify opportunities to provide education and training on the scope and availability of IDVR business services to provide customized business solutions.
3. Task: Expand business spotlights to each IDVR Center.
4. Task: Continue to improve IDVR website business page for useability and improved business content.

Performance Measure 3.1.1: Utilization of IDVR Business Services

Relation to Goal: Direct measure of business services provided; an increase will meet Goal 3 Objective 1.

SY 2020	SY 2021	SY 2022	SY 2023	SY 2024	Benchmark	
					SY 2025	SY 2029
820	814	1552	1452	Available July 2024	1453	1600

Benchmark: Greater than or equal to SY24 for SY25[9]

Objective 2: Improved utilization of business engagement partnerships with the local workforce system.

1. Task: Continue efforts to align IDVR activities with the workforce development system, including aligned business engagement strategy at the state and local level.

Performance Measure 3.2.1: Retention rate with the same employer the 4th quarter after exit.

Relation to Goal: Evolution and continued improvement of teams should result in increased engagement with business services. Established relationships with business and VR should dispel myths and alleviate concerns of businesses promoting the hire and retention of individuals with disabilities.

					Benchmark	
SY 2020	**SY 2021**	**SY 2022**	**SY 2023**	**SY 2024**	**SY2025**	**SY 2029**
*71.2%	*69.1%	*70.6%	72.4%	Available July 2024	72.5%	74.0%

Benchmark: Greater than or equal to SY24 for SY25[10]

Note: Data for SY2023 reflects RSA's cohort period 1/1/2021 – 12/31/2021. This measure continues to be a 'pilot' measure. The current benchmark is proxy until formal negotiation occurs.

*The rates for this measure were previously underreported, as the measure asks only for participants who were employed in both the 2nd and 4th quarters after exit in the denominator. This impacted previous Strategic Plan reporting for SYs 2020-2022. This report includes corrected performance data.

Council for the Deaf and Hard of Hearing (CDHH)

Role of CDHH

CDHH is an independent agency. This is a flow-through council for budgetary and administrative support purposes only with no direct programmatic implication for IDVR. The following is the Council for the Deaf and Hard of Hearing's Strategic Plan.

Mission

Dedicated to making Idaho a place where persons, of all ages, who are deaf or hard of hearing have an equal opportunity to participate fully as active, productive and independent citizens.

Vision

To ensure that individuals who are deaf, hard of hearing, or hearing impaired have a centralized location to obtain resources and information about services available.

Goal #1 – Work to increase access to employment, educational and social-interaction opportunities for persons who are deaf or hard of hearing.

1. ***Objective***: Continue to provide information and resources.

Performance Measure 1.1: Track when information and resources are given to consumers.

SY 2020	SY 2021	SY 2022	SY 2023	SY 2024	Benchmark	
					SY 2025	SY 2029
43 Library loans 90 pkgs of info 108 FB posts 667 clear masks & 11,340 paper masks distributed	59 Library loans 40 pkgs of info 166 FB posts clear masks & 11,340 paper masks distributed	70 Library loans 80 pkgs of info 169 FB posts 14,578 people reached	50 Library loans 33 pkgs of info 2,136 FB posts 29 IG posts 19,382 people reached	Available July 2024	61 Library loans 42 pkgs of info 2,200 FB posts 100 IG posts	80 Library loans 60 pkgs of info 2,600 FB posts 300 IG posts

Benchmark: 2 or more new brochures or information packets created in SY25[11]

Goal #2 – Increase the awareness of the needs of persons who are deaf and hard of hearing through educational and informational programs.

1. ***Objective***: Continue to increase the awareness.

Performance Measure 2.1: Deliver presentations and trainings to various groups through education and social media.

SY 2020	SY 2021	SY 2022	SY 2023	SY 2024	Benchmark	
					SY 2025	SY 2029
89	51	49	62	Available July 2024	65	70

Benchmark: 49 or more presentation delivered in SY25[12]

Goal #3 – Encourage consultation and cooperation among departments, agencies, and institutions serving the deaf and hard of hearing.

1. ***Objective***: Continue encouraging consultation and cooperation.

Performance Measure 3.1: Track when departments, agencies, and institutions are cooperating (such as Department of Corrections and Health and Welfare).

SY 2020	SY 2021	SY 2022	SY 2023	SY 2024	Benchmark	
					SY 2025	SY 2029
48	48	50	44	Available July 2024	45	60

Benchmark: Present at 50 or more local, state and federal agencies in SY25[13]

Goal #4 – Provide a network through which all state and federal programs dealing with the deaf and hard of hearing individuals can be channeled.

1. ***Objective***: The Council's office will provide the network.

Performance Measure 4.1: Track when information is provided.

SY 2020	SY 2021	SY 2022	SY 2023	SY 2024	Benchmark	
					SY 2025	SY 2029
5,777 calls	7,173 calls	5,299 calls/text 12,155 emails	15,417 calls/text 29,380 emails	Available July 2024	Track calls	Track calls

Benchmark: Track all calls in SY25[14]

Goal #5 – Determine the extent and availability of services to the deaf and hard of hearing, determine the need for further services and make recommendations to government officials to ensure that the needs of deaf and hard of hearing citizens are best served.

1. ***Objective***: The Council will determine the availability of services available.

Performance Measure 5.1: The Council will administer assessments and facilitate meetings to determine the needs.

SY 2020	SY 2021	SY 2022	SY 2023	SY 2024	Benchmark SY 2025	Benchmark SY 2029
Met	Met	Met	Met	Available July 2024	Meet goal	Meet goal

Benchmark: Meet goal in SY25[15]

Goal #6 – To coordinate, advocate for, and recommend the development of public policies and programs that provide full and equal opportunity and accessibility for the deaf and hard of hearing persons in Idaho.

1. Objective: The Council will make available copies of policies concerning deaf and hard of hearing issues.

Performance Measure 6.1: Materials that are distributed about public policies.

SY 2020	SY 2021	SY 2022	SY 2023	SY 2024	Benchmark SY 2025	Benchmark SY 2029
Met	Met	Met	Met	Available July 2024	Meet goal	Meet goal

Benchmark: Meet goal in SY25[16]

Goal #7 – To monitor consumer protection issues that involve the deaf and hard of hearing in the State of Idaho.

1. ***Objective***: The Council will be the "go to" agency for resolving complaints from deaf and hard of hearing consumers concerning the Americans with Disabilities Act.

Performance Measure 7.1: Track how many complaints are received regarding the ADA.

SY 2020	SY 2021	SY 2022	SY 2023	SY 2024	Benchmark SY 2025	Benchmark SY 2029
172 ADA Issues	160 ADA Issues	155 ADA Issues	184 ADA Issues	Available July 2024	Track Issues	Track Issues

Benchmark: Track all complaints in SY25[17]

Goal #8 – Submit periodic reports to the Governor, the legislature, and departments of state government on how current federal and state programs, rules, regulations, and legislation affect services to persons with hearing loss.

1. ***Objective***: The Council will submit reports.

Performance Measure 8.1: Reports will be accurate and detailed.

SY 2020	SY 2021	SY 2022	SY 2023	SY 2024	Benchmark	
					SY 2025	SY 2029
Completed	Completed	Completed	Completed	Available July 2024	Pending	Pending

Benchmark: Complete for SY25[18]

External Factors Impacting IDVR

The field of Vocational Rehabilitation is dynamic due to the nature and demographics of the customers served and the variety of disabilities addressed. Challenges facing the Division include:

Recruitment and Retention of Qualified Personnel

IDVR is dedicated to providing the most qualified personnel to address the needs of the customers served by the organization. Challenges in staff recruitment and retention continue to be problematic and persistent over the past several years. Recruitment challenges continue due to lower wages as compared to the priviate sector, other Idaho state agencies, and neighboring states higher wages. The Division continues to evaluate and implement new strateiges in an effort to improve the recruitment and retention rates of qualified personnel (e.g., providing tuition assistance, opportunties for advancement, etc.). IDVR continues to develop relationships with universities specifically offering a Master's Degree in Rehabilitation Counseling, as well as engaging with related Bachelor Degree programs to help feed the talent pipeline. The agency is also experiencing a wave of retirements which represents a substantial risk to the ongoing institutional memory of the organization. The Division does have succession planning contingencies in place where possible. The Division is also engaged in an ongoing frontline efficiencies initiative designed to reduce the overall administrative burden on team members with the intention of reducing excessive pressures and improving overall job satisfaction.

Quality of Community Rehabilitation Provider (CRP) Services

IDVR's Comprehensive Statewide Needs Assessment indicated that CRPs continue to experience some of the same recruitment and retention challenges that IDVR is facing. The Division is currently engaged in a rate reevaluation study to recommend contemporary rates which will support quality employment outcomes that are sustainable for both IDVR and CRP personnel. Currently the low rate of unemployment in Idaho makes competitive hiring challenging for both the Division and vendors. An innovation and expansion activity is being considered within IDVR's specific section of the federal plan in order to promote adequate resources and more qualified CRP staff to deliver and improve customer satisfaction with these services.

State and Federal Economic Climate

While Idaho has seen continuous and sustained improvement in its economic growth over the past several years there are a variety of influences which can affect progress. Individuals with disabilities continue to experience much higher unemployment rates, even in strong economic times (while the disability employment gap has seen slight improvement in recent years, more work remains to be done). IDVR recognizes this and

strives to develop relationships within both the private and public sectors to increase employment opportunities and livable wages for its customers.

IDVR is impacted by decisions made at the federal level. The VR program continues to experience pressures added by the requirements of the Workforce Innovation and Opportunity Act (WIOA). The expanded customer base (potentially eligible students and serving Idaho businesses), and Idaho's population growth, along with additional data and reporting requirements has forced the agency to reevaluate the way work is accomplished and by who. The Division continues a major initiative to institute efficiencies including leveraging technology and unencumbering work processes to partially alleviate excessive pressures.

Serving students and youth with disabilities continues to be an essential goal and priority for the Division. WIOA mandates VR agencies reserve 15 percent of their budgets for the provision of Pre-employment Transition Services (Pre-ETS). This change has not only shifted the populations we serve, but also how we innovate to best serve them.

EVALUATION PROCESS

The State Board of Education Planning, Policy, and Governmental Affairs Committee reviews the Idaho Division of Vocational Rehabilitation strategic plan on an annual basis. Changes may be brought forward to the Board for consideration in future meetings. This review and re-approval take into consideration performance measure progress reported to the Board in the October meeting.

Footnotes:

[1]Benchmarks are set based on federally negotiated targets for a two-year period (SY 2023 & 2024) for all five Primary Performance Indicators.
[2] Benchmarks are set based on an internal measure of performance and was established by the Division's SRC to gauge customer satisfaction with program services and identify areas for improvement. The benchmark of 90% has been traditionally utilized as a target for quality performance.
[3] Benchmarks are set based on service volume and recent trends in applications for services.
[4] Benchmarks are set based on Community Rehabilitation Program service volume for IDVR customers engaged in an Individualized Plan for Employment with the Division.
[5] Benchmarks are set based on an internal measure of performance and informed by the Division's SRC. The emphasis is on quality services provided by Community Rehabilitation Programs.
[6]Benchmarks are set based on an internal program measure and represents a commitment to the development of quality vocational rehabilitation counselors, meeting this standard ensures that individuals with disabilities in Idaho receive services through certified professionals and promotes more efficient, comprehensive, and quality services. The baseline is a percentage established by IDVR and is a stretch goal the agency aspires to achieve.
[7]Benchmarks are set based on an internal measure of performance (student applications) and informed by the Division's SRC. Services for students are a major focus under WIOA.
[8]Benchmarks are set based on an internal measure of performance (youth applications) and informed by the Division's SRC. Services for youth are a major focus.
[9]Benchmarks are set based on an internal measure of performance (business services volume) and informed by the Division's SRC. Services for businesses are a major focus under WIOA.
[10]Benchmarks will be established based on federally negotiated targets following formalization by RSA. This performance measure is useful in determining whether VR is serving employers effectively by improving the skills of customers and decreasing employee turnover.
[11]Benchmarks are set based on an internal program measure to expand information to Idaho's deaf and hard of hearing population, to include brochures and information via electronic and social media. The Council is the only clearinghouse of information in Idaho about deaf and hard of hearing issues. This benchmark was established to adhere to Idaho statute 67, chapter 73.
[12]Benchmarks are set based on internal program measure to provide information about the needs of persons who are deaf or hard of hearing. The benchmark was created because the Council is the only state agency to provide this type of information. CDHH has hired a part time Communications and Outreach Coordination to increase awareness and make presentations throughout the state. This benchmark was established to adhere to Idaho statute 67, chapter 73.
[13]Benchmarks are set based on internal program measure to provide information about deaf and hard of hearing issues. CDHH partnered with JFAC to procure funding for a full-time interpreter and partnered with the Sexual Abuse/Domestic Violence Coalition. This benchmark was established to adhere to Idaho statute 67, chapter 73.
[14]The Council has historically been the organization where individuals and groups come for information concerning deaf and hard of hearing issues. The benchmark was created to continue tracking the information. This benchmark was established to adhere to Idaho statute 67, chapter 73.
[15]Benchmarks are set based on internal program measure to determine the need for public services for deaf and hard of hearing community and was established because there was a Task Force that met to determine the need of mental health services that need to be provided to deaf and hard of hearing individuals. This benchmark was established to adhere to Idaho statute 67, chapter 73.
[16]Benchmarks are set to provide information where interpreters can get information about current issues and has established a printed list of Sign Language Interpreters and also on the Council's website. This benchmark was established per the request of the Idaho Registry of Interpreters of the Deaf to support the legislation. This benchmark was established to adhere to Idaho statute 67, chapter 73.
[17]Benchmarks are set based to provide information, in collaboration with the Northwest ADA Center, about the Americans with Disability Act (ADA). The benchmark was established to continue that partnership and to adhere to Idaho statute 67, chapter 73.
[18]Benchmarks are set based on internal program measure to provide information about deaf and hard of hearing issues, this benchmark was established to adhere to Idaho statute 67, chapter 73.

FY 2025-2029
STRATEGIC PLAN

MISSION STATEMENT
We harness the power of public media to encourage lifelong learning, connect our communities, and enrich the lives of all Idahoans. We tell Idaho's stories.

VISION STATEMENT
Inspire, enrich and educate the people we serve, enabling them to make a better world.

SBoE GOAL 1: EDUCATIONAL 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.

IdahoPTV Objective:

Objective: Be a relevant, educational and informational resource to all citizens.

Performance Measures:
I. Number of educational outreach and training events for teachers, students and parents.[1]

FY20 (2019-2020)	FY21 (2020-2021)	FY22 (2021-2022)	FY23 (2022-2023)	FY24 (2023-2024)	Benchmark	
					FY25	FY29
101	**58**	**135**	**97**		**120**	**150**

II. Average number per month during the school year of local unique users utilizing PBS learning media.[2]

FY20 (2019-2020)	FY21 (2020-2021)	FY22 (2021-2022)	FY23 (2022-2023)	FY24 (2023-2024)	Benchmark	
					FY25	FY29
7,137	**9,997**	**7,567**	**7,059**		**7,000**	**7,000**

SBoE Goal 2: EDUCATIONAL ACCESS
Increase access to Idaho's robust educational system for all Idahoans, regardless of socioeconomic status, age, or geographic location.

IdahoPTV Objectives:

Objective A: Maintain a digital statewide infrastructure in cooperation with public and private entities.

Performance Measures:
I. Number of DTV translators.[3]

FY20 (2019-2020)	FY21 (2020-2021)	FY22 (2021-2022)	FY23 (2022-2023)	FY24 (2023-2024)	Benchmark	
					FY25	FY29
46	46	46	46		46	46

II. Percentage of Idaho's population within our signal coverage area.[4]

FY20 (2019-2020)	FY21 (2020-2021)	FY22 (2021-2022)	FY23 (2022-2023)	FY24 (2023-2024)	Benchmark	
					FY25	FY29
98.8%	98.8%	98.9%	98.9%		98.9%	98.9%

Objective B: Nurture and foster collaborative partnerships with other Idaho state entities and educational institutions to provide services to the citizens of Idaho.

Performance Measure:
Number of partnerships with other Idaho state entities and educational institutions.[5]

FY20 (2019-2020)	FY21 (2020-2021)	FY22 (2021-2022)	FY23 (2022-2023)	FY24 (2023-2024)	Benchmark	
					FY25	FY29
41	55	68	129		50	75

Objective C: Provide access to IdahoPTV new media content to citizens, anywhere, that supports participation and education.

Performance Measures:
I. Number of visitors to our websites.[6]

FY20 (2019-2020)	FY21 (2020-2021)	FY22 (2021-2022)	FY23 (2022-2023)	FY24 (2023-2024)	Benchmark	
					FY25	FY29
1,635,238	1,979,811	857,687	880,086		600,000	600,000

II. Number of visitors to IdahoPTV/PBS video player.[7]

FY20 (2019-2020)	FY21 (2020-2021)	FY22 (2021-2022)	FY23 (2022-2023)	FY24 (2023-2024)	Benchmark	
					FY25	FY29
504,332	915,331	1,900,128	1,925,505		1,500,000	1,500,000

III. Number of alternative delivery platforms and applications on which our content is delivered.[8]

FY20 (2019-2020)	FY21 (2020-2021)	FY22 (2021-2022)	FY23 (2022-2023)	FY24 (2023-2024)	Benchmark	
					FY25	FY29
12	13	14	15		16	16

Objective D: Broadcast educational programs and provide related resources that serve the needs of Idahoans, which include children, ethnic minorities, learners, and teachers.

Performance Measure:
Number of broadcast hours of educational programming.[9]

FY20 (2019-2020)	FY21 (2020-2021)	FY22 (2021-2022)	FY23 (2022-2023)	FY24 (2023-2024)	Benchmark	
					FY25	FY29
24,853	**24,918**	**23,835**	**23,228**		**22,000**	**22,000**

Objective E: Contribute to a well-informed citizenry.

Performance Measure:
Number of broadcast hours of news, public affairs and documentaries.[10]

FY20 (2019-2020)	FY21 (2020-2021)	FY22 (2021-2022)	FY23 (2022-2023)	FY24 (2023-2024)	Benchmark	
					FY25	FY29
11,947	**12,329**	**11,876**	**11,628**		**12,000**	**12,000**

Objective F: Provide relevant Idaho-specific information.

Performance Measure:
Number of broadcast hours of Idaho-specific educational and informational programming.[11]

FY20 (2019-2020)	FY21 (2020-2021)	FY22 (2021-2022)	FY23 (2022-2023)	FY24 (2023-2024)	Benchmark	
					FY25	FY29
1,393	**2,431**	**1,592**	**1,552**		**1,600**	**1,600**

Objective G: Provide high-quality, educational television programming and new media content.

Performance Measure:
Number of awards for IdahoPTV media and services.[12]

FY20 (2019-2020)	FY21 (2020-2021)	FY22 (2021-2022)	FY23 (2022-2023)	FY24 (2023-2024)	Benchmark	
					FY25	FY29
68	**81**	**67**	**73**		**55**	**55**

Objective H: Operate an effective and efficient organization.

Performance Measures:
I. Total FTE in content delivery and distribution.[13]

FY20 (2019-2020)	FY21 (2020-2021)	FY22 (2021-2022)	FY23 (2022-2023)	FY24 (2023-2024)	Benchmark	
					FY25	FY29
18	**18**	**16.8**	**17.8**		**<24**	**<24**

II. Successfully comply with FCC policies/PBS programming, underwriting and membership policies/CPB guidelines.[14]

FY20 (2019-2020)	FY21 (2020-2021)	FY22 (2021-2022)	FY23 (2022-2023)	FY24 (2023 - 2024)	Benchmark	
					FY25	FY29
Yes/Yes/Yes	Yes/Yes/Yes	Yes/Yes/Yes	Yes/Yes/Yes		Yes/Yes/Yes	Yes/Yes/Yes

KEY EXTERNAL FACTORS

Funding – Idaho Public Television's funding depends upon a combination of State General Funds; an annual grant from the Corporation for Public Broadcasting that receives its revenue from Congress; Federal grants; and private donations from individuals, corporations and foundations. All four of these sources are subject to changes in economic conditions, political considerations, and competition from other non-profits and government entities. Historically the largest portion of funding for Idaho Public Television comes from voluntary private contributions. Idaho Public Television ranks in the top one-third of Public Broadcasting Service (PBS) stations nationwide for overall donor revenue and donor retention. Average contribution per donor is $152.29 per year. Philanthropic giving is directly affected by many external factors such as global events, federal and state charitable giving laws, and inflated cost-of-living factors that diminish discretionary giving budgets. In FY 2024 IdahoPTV received funding for infrastructure projects from the Idaho Permanent Building Fund Advisory Council to replace aging transmitters and antennas at four of five of our hilltop sites around the state. Although these funds are helpful and are used to replace vital infrastructure projects for broadcasting content they also assist with public safety aspects of our work.

Regulatory Changes – With the greatest portion of Idaho Public Television funding coming from private contributions, the changes to federal tax policy have the distinct potential to negatively impact charitable giving. In addition, Idaho Public Television operates under numerous other rules and regulations from entities such as the Federal Aviation Administration, Federal Communications Commission, Department of the Interior, Department of Agriculture, Department of Education, Department of Homeland Security, and others. Changes to those policies and regulations could impact operations.

Broadband/New Media Devices – As viewers increasingly obtain their video content via new devices (computers, tablets, smartphones, smart TVs, etc.), in addition to traditional broadcast, cable and satellite, Idaho Public Television must invest in the technology to meet our viewers' needs and to make sure our content and services are available when and where viewers want to access them. The ability of public television stations to raise private contributions and other revenue via these new platforms continues to be a significant challenge.

ATSC 3.0 – Recently, the FCC adopted standards for a new, improved television technology. Like the move from analog to digital, this new standard will make all previous television equipment obsolete for both the broadcaster and the consumer. Currently, adoption of this new standard is voluntary, but we expect that eventually it will become mandatory. Planning for this new standard is already underway; and as equipment is replaced, every effort is being made to ensure it is upgradable to the new standard. Significant new funding will need to be obtained to

make this technology change happen. There will be small competitive federal grants to assist stations to transition equipment to this new standard, which is tied to public safety.

Political Environment – In 2022 the Idaho GOP drafted and passed a resolution encouraging "the Idaho Legislature to divest the State of Idaho from Idaho Public Television in such a way that allows continued operation in the private sector AND does not hinder State-originated EAS service to the public." While this may pose a challenge at some point in the future, it also provides IdahoPTV with an opportunity to educate and inform legislators on the importance of IdahoPTV's role in the statewide Emergency Alert System (EAS).

Aging Equipment and Public Safety – Much of the equipment in our statewide broadcast network has been depreciated, and the expected lifespan has been surpassed. A long-range plan and funding strategy have been developed, and we are looking at avenues in state government, private and federal grants, as well as other private funds, to support capital replacement. IdahoPTV is working closely with the Idaho Military Division-Public Safety Communications to ensure that digital microwave connectivity for our signal and that of first responders is available. We work with Idaho Office of Emergency Management to build upon existing strategies and explore emerging technologies in emergency communication, an area of mutual interest. This effort seeks to leverage best practices and technological advances to ensure that within their shared service areas, the public is provided with vital emergency information and crisis related communication such as: providing live broadcast and media pool coverage of disaster related events; transmission of mandatory national alerts via the Emergency Alert System, including geo-targeted Amber Alerts, weather and emergency information distributed to all broadcast markets in the state; the backup alert signals for wireless carriers in the state called Wireless Emergency Alerts (WEA), which is currently delivered using PBS' Warning, Alert and Response Network (WARN) and IdahoPTV's infrastructure.

EVALUATION PROCESS

Idaho Public Television uses the following methods to evaluate our services:

We are a member of the Organization of State Broadcasting Executives (OSBE), an association of chief executive officers of state public broadcasting networks, whose members account for almost half of the transmitters in the public television system. OSBE gathers information, keeps years of data on file, and tracks trends. OSBE members are represented on the policy teams for our national organizations, including PBS, America's Public Television Stations, and National Educational Telecommunications Association.

We have a statewide advisory Friends board, currently 28 directors and 16 emeritus directors, with broad community and geographic representation. This board meets formally on a quarterly basis. It serves as a community sounding board to provide input.

Through Nielsen data, Google Analytics, Domo Business Analytics (in partnership with PBS analytics) and other research information, we have access to relevant metrics to make informed and successful marketing and programming decisions. Viewership helps determine which content is most relevant to the community we serve and how to best serve the people of Idaho. We also receive feedback from the community regarding our work. Our production team ascertains issues in the community and uses this information to plan local program productions. We prepare and post on the FCC website lists of programs we air that provide the station's most

significant treatment of community issues. We are also required to submit to the FCC and public all sponsors that appear on our air.

IdahoPTV continues to do qualitative and quantitative research on existing programs. Surveys have been conducted and research has been executed by external entities to design content, define platform use, and metrics for success. It has proved a useful tool to launch a new series or re-engineer an existing one. External groups have provided surveys and analytics, demographic data, environmental scans, content audits and communications plans. We have also used surveys and other analytical tools to look at what our education department is doing for Idaho communities and how people see our work. We see this as a way to better understand and serve all Idahoans on all platforms.

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1. Benchmark is based on an analysis of historical trends combined with desired level of achievement.
2. Benchmark is based on an analysis of historical trends combined with desired level of achievement.
3. Benchmark is based on industry standard and the need to reach as many Idahoans as possible via all the content and video technologies.
4. Benchmark is based on industry standard and the need to reach as many Idahoans as possible via all the content and video technologies.
5. Benchmark is based on an analysis of historical trends combined with desired level of achievement.
6. Benchmark is based on agency research and the need to reach as many Idahoans as possible via all the content and video technologies and to reach younger demographics.
7. Benchmark is based on agency research and the need to reach as many Idahoans as possible via all the content and video technologies and to reach younger demographics.
8. Benchmark is based on agency research and the need to reach as many Idahoans as possible via all the content and video technologies and to reach younger demographics.
9. Benchmark is based on an analysis of historical trends combined with desired level of achievement.
10. Benchmark is based on an analysis of historical trends combined with desired level of achievement.
11. Benchmark is based on an analysis of historical trends combined with desired level of achievement.
12. Benchmark is based on industry standard combined with desired level of achievement.
13. Benchmark is based on industry standard combined with analysis of workforce needs.
14. Benchmark is based on industry standard of best practices.

	State Board of Education Goals				
	Goal 1: EDUCATIONAL READINESS	*Goal 2: EDUCATIONAL ACCESS*	*Goal 3: EDUCATIONAL ATTAINMENT*	*Goal 4:*	*Goal 5:*
Institution/Agency Goals and Objectives					
GOAL 1: 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: Be a relevant, educational and informational resource to all citizens.	✓				
GOAL 2: EDUCATIONAL ACCESS – Increase access to Idaho's robust educational system for all Idahoans, regardless of socioeconomic status, age, or geographic location.					
Objective A: Maintain a digital statewide infrastructure in cooperation with public and private entities.		✓			
Objective B: Nurture and foster collaborative partnerships with other Idaho state entities and educational institutions to provide services to the citizens of Idaho.		✓			
Objective C: Provide access to IdahoPTV new media content to citizens, anywhere, that supports participation and education.		✓			
Objective D: Broadcast educational programs and provide related resources that serve the needs of Idahoans, which include children, ethnic minorities, learners, and teachers.		✓			
Objective E: Contribute to a well-informed citizenry.		✓			

Objective F: Provide relevant Idaho-specific information.		✓			
Objective G: Provide high-quality, educational television programming and new media content.		✓			
Objective H: Operate an effective and efficient organization.		✓			
GOAL 3: EDUCATIONAL ATTAINMENT – Idaho's public colleges and universities and career technical education programs fuel a strong workforce pipeline evidenced through a greater numbers of student completing certificates and/or degrees, including workforce credentials.					

IPCSC

IDAHO PUBLIC CHARTER SCHOOL COMMISSION

Strategic Plan 2025-2029

Idaho Public Charter School Commission

514 W Jefferson St Ste. 303

Boise, Idaho 83702

Phone: (208)332-1561

Alan Reed, Chairman

Jacob Smith, Director

Part I. Agency Overview

Agency overview

The Idaho Public Charter School Commission (IPCSC) is Idaho's state-level charter school authorizing entity. The IPCSC is made up of 7 appointed commissioners who serve as the governing body and 5 employees who execute the day-to-day work.

For charter schools that 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 – Reward high-performing charter schools with enhanced autonomy.
- 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.

Part II. Performance Measures

Summary

Goal 1: The IPCSC will cultivate a portfolio of exemplary charter schools.
Objective A: The IPCSC will make data-driven decisions.
Objective B: The IPCSC will provide effective oversight.

Goal 2: The IPCSC will advocate for student, taxpayer, and charter sector interests.
Objective A: The IPCSC will contribute to effective charter school law.
Objective B: The IPCSC will execute a communication plan.
Objective C: The IPCSC will provide technical assistance

Goal 1: The IPCSC will cultivate a portfolio of exemplary charter schools.

Objective A: The IPCSC will make data-driven decisions.

Measure 1: Petition Evaluation Reports/ Meeting Minutes

Target: 100% of new charter school petitions approved without conditions will meet all of the established standards of quality.

Result: 100% of new charter school petitions approved without conditions met all established standards of quality. The IPCSC received three new charter school petitions in FY24. One withdrew before hearing; two met all standards and were approved with no conditions.

	FY22	FY23	FY24	FY25	FY26	FY27
# of Petitions Approved Without Conditions	1	1	2			
# of approved petitions meeting all established standards of quality	1	1	2			
Benchmark:	100%	100%	100%	100%	100%	100%
Achievement:	Met	Met	Met			

Measure 2: Annual School Performance Reports/ Final Orders

Target A: All schools whose renewal applications are approved without conditions meet all standards on the school's most recent annual performance report.

Result: 15 of the 16 renewal schools were renewed without conditions in FY24 met the standard for renewal based on the school's most recent annual performance report. One charter did not meet all standards, but was renewed with conditions.

	FY22	FY23	FY24	FY25	FY26	FY27
# Charters Meeting All Standards	4/12	10	15			
# Charters Renewed Without Conditions	4/12	11	15			
Benchmark:	100%	100%	100%	100%	100%	100%
Achievement:	Met	Met	Met			

Target B: All schools whose renewal applications are approved with conditions include conditions specific to the unmet measures noted in the school's most recent annual performance report.

Result: One school renewed with conditions in FY24 included conditions specific to each measure on which the school did not meet standard as reported in the school's most recent annual performance report.

	FY22	FY23	FY24	FY25	FY26	FY27
# Charters with Unmet Standards in FY24	8	7	1			
# of Conditional Renewals w/ Conditions for Each Unmet Standard	7	6	1			
# of Non-Renewed Charters	1	0	0			
Benchmark:	100%	86%	100%			
Achievement:	Met	Not Met	Met			

Measure 3: Meeting Minutes

Target: The IPCSC will engage in at least five (5) professional development mini-sessions to be conducted at regular commission meetings each year.

Result: In FY24, the IPCSC commission and staff had turnover in many positions. This did not allow for regular engagement of professional development.

	FY22	FY23	FY24	FY25	FY26	FY27
# of training opportunities engaged	5	5	2			
Benchmark:	5	5	5			
Achievement:	Met	Met	Not Met			

Objective B: The IPCSC will provide effective oversight.

Measure 1: Performance Framework

Target A: 95% of IPCSC schools will meet or exceed standard on each operational measure each year.

	Governance Structure	Governance Oversight	Governance Compliance	Student Services	Data Transparency	Facility Services	Compliance
2020-21	94%	96%	92%	96%	86%	100%	90%
2021-22	98%	96%	89%	75%	96%	96%	68%
2022-23	98%	100%	98%	93%	95%	100%	95%
2023-24							
2024-25							
2025-26							
Benchmark:	95%	95%	95%	95%	95%	95%	95%
Achievement:	Met	Met	Met	Not Met	Met	Met	Met

Target B: 90% of IPCSC schools will meet or exceed standard on all financial measures each year.

	Current Ratio (assets to liabilities)	Min. 60 Days Cash	Positive 3-Yr Aggregate Total Margin	Positive Multi-Yr Cash Flow	Debt Service Coverage at least 1.1	Debt/Asset Ratio less than .9	Meeting Enrollment Projections
2020-21	84%	80%	88%	84%	69%	78%	72%
2021-22	96%	92%	96%	70%	70%	80%	70%
2022-23	93%	98%	72%	67%	76%	78%	65%
2023-24							
2024-25							
2025-26							
Benchmark:	90%	90%	90%	90%	90%	90%	90%
Achievement:	Met	Met	Not Met	Not Met	Not Met	Not Met	Not Met

Target C: 75% of IPCSC schools will meet or exceed standard on all academic measures and in case of alternative schools, meet established baseline measures.

General Education	Math Proficiency	ELA Proficiency	Literacy Proficiency	Math Growth	ELA Growth
2020-21	38%	71%	72%	NA	NA
2021-22	77%	80%	77%	NA	NA
2022-23	70%	67%	77%	55%	64%
2023-24					
2024-25					
2025-26					
Benchmark:	75%	75%	75%	75%	75%
Achievement:	Not Met	Not Met	Met	Not Met	Not Met

	Alternative Math	Alternative ELA	Progress Graduation	Additional Graduation
2020-21	Baseline 50%	Baseline 67%	NA	NA
2021-22	50%	63%	Baseline 50%	Baseline 38%
2022-23	57%	75%	57%	100%
2023-24				
2024-25				
2025-26				
Benchmark:	50%	67%	50%	38%
Achievement:	Met	Met	Met	Met

Measure 2: Community Concerns

Target: 95% of identified concerns will be resolved within 30 days or on-track for resolution within 30 days.

Result: The IPCSC received nine documented complaints in FY24. All of these complaints were resolved within 30 days, having been referred through the school's grievance procedures.

	FY22	FY23	FY24	FY25	FY26	FY27
# of Complaints received	43	30	9			
# of Complaints resolved w/in 30 days or on track to resolution w/in 30 Days	41	28	9			
% of Complaints resolved promptly	95%	93%	100%			
Benchmark:	95%	95%	95%	95%	95%	95%
Achievement:	Met	Not Met	Met			

Measure 3: Courtesy Letters

Target: 95% of the concerns that cannot be resolved within 30 days are engaged as a formal investigation and documented via courtesy letters.

Result: No courtesy letters were issued in FY24.

	FY22	FY23	FY24	FY25	FY26	FY27
# of concerns not resolved within 30 days	2	2	NA			
# of concerns addressed via courtesy letter	2	2	NA			
Benchmark:	95%	95%	95%	95%	95%	95%
Achievement:	Met	Met	NA			

Goal 2: The IPCSC will advocate for student, taxpayer, and charter sector interests.

Objective A: Contribute to effective charter school law

Measure 1: Maintenance of effort records

Target: The IPCSC director will allocate a minimum of 8% of work hours to spend on advocacy.

Result: IPCSC staff turnover in director position in FY24 did not allow for tracking of this measure.

	FY22	FY23	FY24	FY25	FY26	FY27
Actual Hours	4% 83 hours	6% 125 hours	NA			
Benchmark:	Baseline	6%	8%	9%	10%	10%
Achievement:	NA	Met	NA			

Objective B: Communicate effectively with stakeholders

Measure 1: Newsletter and social media data

Target: The IPCSC will achieve a 75% open rate on quarterly newsletters sent to all IPCSC school administrators and board chairs.

Result: The IPCSC staff did not have adequate staff capacity to measure the level of communication per this targeted goal.

Newsletter	FY22	FY23	FY24	FY25	FY26	FY27
# of Recipients	355	455	NA			
Open Rate	60%	57%	NA			
Benchmark:	Baseline	70%	73%	75%	75%	75%
Achievement:	NA	Not Met	NA			

Measure 2: School survey participation rate

Target: The IPCSC will receive 75% of sent responses of surveys to stakeholders.

Result: The IPCSC sent a survey to charter school stakeholders to inform the agency of its performance.

Stakeholder Survey	FY22	FY23	FY24	FY25	FY26	FY27
# of Recipients	136	584	122			
Response Rate	29%	15%	72%			
Benchmark:	45%	55%	75%	85%	95%	95%
Achievement:	Not Met	Not Met	Not Met			

Objective C: Facilitate access to meaningful resources for charter schools.

Measure 1: Network Event Attendance Rosters

Target: The IPCSC will engage at least 100 unique stakeholder each year through networking events.

Result: Due to IPCSC staff capacity and turnover, no networking data was collected in FY24.

Events	FY22	FY23	FY24	FY25	FY26	FY27
# of Participants	TBD	60	NA			
# of Events	Mid-June	6	NA			
Benchmark:	Baseline	60 4	75 5	90 5	100 5	100 5
Achievement:	NA	Met	NA			

Measure 2: Annual Performance Reports

Target: Provide outreach to every school that does not meet standard on one or more measure as reported on the school's annual performance report by February 15th.

Result: Due to IPCSC staff capacity and turnover, this measurement was not available in FY24.

	FY22	FY23	FY24	FY25	FY26	FY27
% of schools not meeting one or more standard that were provided direct outreach by 2/15/24	65%	85%	NA			
Benchmark:	65%	75%	85%	95%	100%	100%
Achievement:	Met	Met	NA			

Key External Factors

- The autonomy of independent charter school governing boards.
- Legislation impacting charter schools and IPCSC.
- The impact on assessment of student mobility in a school choice setting.

Evaluation

The IPCSC will evaluate the successes and challenges of progress toward objectives at least once throughout the year. In FY24, the IPCSC underwent many changes in its composition of staff and commissioners. The IPCSC is committed to annual evaluation of its strategic plan and measurable goals.

SUBJECT

Legislative Ideas – 2025 Legislative Session

REFERENCE

June 2016	The Board approved twenty-eight (28) legislative ideas to be submitted through the Executive Agency Legislation Process.
June 2017	The Board approved eighteen (18) legislative ideas to be submitted through the Executive Agency Legislation process.
June 2018	The Board approved three (3) legislative ideas to be submitted through the Executive Agency Legislative process.
June 2019	The Board approved thirteen (13) legislative ideas to be submitted through the Executive Agency Legislative process.
June 2020	The Board approved nine (9) legislative ideas to be submitted through the Executive Agency Legislative Process.
June 2021	The Board approved seven (7) legislative ideas to be submitted through the Executive Agency Legislative Process.
June 2022	The Board approved fourteen (14) legislative ideas to be submitted through the Executive Agency Legislative process.
June 2023	The Board approved three (3) legislative ideas to be submitted through the Executive Agency Legislative process.

BACKGROUND/DISCUSSION

The State Board of Education's legislative process starts with the approval of legislative ideas. Legislative ideas that are approved by the Board are submitted electronically to the Division of Financial Management (DFM) through the Executive Agency Legislative process. A legislative idea consists of a statement of purpose and a fiscal impact. If approved by the Board, the actual legislative language will be brought back to the Board as proposed legislation at a later date for final approval prior to submittal to the legislature for consideration during the 2025 legislative session. Board-approved proposed legislation is submitted to DFM and forwarded to the Governor for consideration then to the Legislative Services Office for processing and submittal to the legislature.

All legislative ideas for the 2025 legislative session must be submitted to DFM by the end of June 2024. Therefore, legislative ideas from the institutions and agencies must be submitted for the Board's consideration at its regular June meeting.

Proposed Legislative Ideas

1. Behavioral Threat Assessment and Management Teams (Proposed new section Chapter 3, Title 5, Idaho Code)
2. Broadband Fund Distribution (proposed amendment to Section 33-5605, Idaho Code)
3. CTE Instructor Career Ladder Allocation/Movement (Section 33-1004B, Idaho Code)
4. CTE Certification (Section 33-2205, Idaho Code)
5. Comprehensive Math Plan (proposed new section Chapter 16, Title 33, Idaho Code)

In addition to the legislative ideas that would require changes to Idaho Code noted above, the Indian Education Committee (IEC), which is established by Board Policy I.P., is requesting that the Board and the IDE consider requesting that the FTE allocated for the purpose of staffing the IEC be moved from the IDE budget to the OSBE budget. This request would not require any statutory change, but the request would need to be addressed in each agency's 2026 budget request. This idea will come before the Board for consideration in August.

IMPACT

Staff will submit Board-approved legislative ideas through the Executive Agency Legislative process and will bring back legislative language to the Board once approved by the Governor's Office. Legislative ideas not approved will not be submitted through the Executive Agency Legislative process and will advance as Board-sponsored legislation for introduction to the legislature.

ATTACHMENTS

Attachment 1 – Legislative Ideas – Statement of Purpose and Fiscal Impact

BOARD STAFF COMMENTS AND RECOMMENDATIONS

Legislative idea 1 would fulfill a significant need to better ensure student safety in our schools. The work would be led by Mike Munger, OSBE's School Safety and Security Director. His team has conducted significant research over the past year. The financial impact is estimated at less than $100,000. Board staff recommend pursuing this work as necessary for the safety of children in our state.

Legislative idea 2 would update a section of code that was impacted by 2024 legislation to enable OSBE staff to distribute funds now appropriated to the Board. There would be no fiscal impact as this is a minor technical correction.

Legislative ideas 3 and 4 would ensure that CTE teachers are placed on and move along the career ladder in alignment with the intent of the original legislation. This work would serve to improve the state of Idaho's educator pipeline. This would be led by Tracie Bent, CTE Chief Administrative Officer. The financial impact of this work is less than $100,000 in total. Board staff recommend these ideas be moved forward.

Legislative idea 5 proposes important work that is aligned to the Board's strategic plan. The idea consists of several distinct actions, including a grant program that would require ongoing funding in excess of $10,000,000 in each of the next five fiscal years. It is not likely that legislation with such a high financial impact will be successful. However, the Board may be able to consider supporting other aspects of the proposal. It does appear that some of the proposal could be developed under the existing authority of Idaho Code § 33-1627 without requiring policy change. Specifically, this section of Code tasks the IDE with providing ". . . high quality professional development for teachers that is intensive, ongoing and connected to classroom practice, that focuses on student learning, aligns with school improvement priorities and goals, and builds strong working relationships among teachers". However, the existing statute does not require LEAs to engage in the provided professional development, nor does it provide funding necessary to develop such training or to support its implementation at scale. Rather than pursuing new legislation that would require nuanced language differentiating mathematics content standards from a comprehensive math plans, Board staff recommends that the Board consider pursuing funding for the establishment of a comprehensive math plan as part of its FY26 budget request, and that the Board separately pursue a requirement for LEA participation in this work through an amendment to policy or rule subsequent to the establishment of the comprehensive math plan.

Board staff recommend that the Board approve legislative ideas 1, 2, 3, and 4 as presented in Attachment 1 to move forward in the Executive Agency Legislative process.

Board staff does not recommend that the Board approve legislative idea 5 due to high cost of the proposed grant program and the potential for aspects of the idea to be addressed without requiring legislation.

BOARD ACTION

I move to approve legislative ideas 1, 2, 3 and 4 as presented in Attachment 1 to move forward in the Executive Agency Legislative process;

AND

I move to authorize the Executive Director to submit these legislative ideas and any additional proposals that may be identified after the June Board meeting and July submittal deadline as necessary through the Governor's legislative process.

Moved by _____ Seconded by _____Carried Yes _____ No _____

2025 Legislative Session – Legislative Ideas

1. **Behavioral Threat Assessment and Management Teams**
   Recommended by: OSBE School Safety Department
   Proposed new section: Chapter 3, Title 5, Idaho Code.

   Statement of Purpose
   The State Board of Education strives to prevent targeted violence against self or others in schools through the use of behavioral threat assessment and management teams in school districts and public charter schools. The proposed legislation would codify the establishment of Behavioral Threat Assessment and Management Teams (BTAM) in K-12 schools. This legislation would also establish model guidelines and provide training for local BTAM teams based on best practices. Finally, it would ensure that teams established, trained, and that acted in good faith and substantial conformance with the model guidelines and the legislation not be held liable for a failure to prevent an act of violence.

   Fiscal Note
   This legislation would carry a fiscal impact to provide for the development of model guidelines as well as the development and implementation of training statewide. The specific financial impact is estimated at less than $100,000.

2. **Broadband Fund Distribution**
   Recommended by: OSBE Education Data and Information Technology Team
   Proposed amendment to: Section 33-5605, Idaho Code

   Statement of Purpose
   H738 (2024) shifted the appropriation of broadband program funds from the Idaho Department of Education (IDE) to the State Board of Education. However, Section 33-5605(1), Idaho Code provides that the IDE shall distribute monies appropriated for broadband and related services. It is necessary to amend Section 33-5605, Idaho Code to ensure all relevant sections of code are in alignment.

   Fiscal Note
   There would be no fiscal impact.

3. **Instructor Career Ladder Allocation/Movement**
   Recommended by: Division of Career Technical Education
   Proposed amendment to: Section 33-104B, Idaho Code

   Statement of Purpose
   Section, 33-1004B, Idaho Code, established Career Ladder as a methodology for calculating salary-based apportionment allocations for instructional staff and pupil

service staff. In 2020 (SB1329), Section 33-1004B, Idaho Code, was amended to allow for career technical education instructional staff holding an occupational specialist certificate to be initially placed on the career ladder based on years of experience in a field related to the content area they were teaching in. The intent of the legislation was to provide schools with additional funding to help recruit and retain staff with industry backgrounds teaching in career technical programs. The amendments did not provide any provisions for movement outside of these individuals meeting the established performance criteria. Because the criteria is based on annual classroom performance and student outcomes in three of the previous five years, these individuals could not advance on the career ladder until they had been in the classroom for at least three years. With increased pressure in the educator pipeline and declining retention rates it is not necessary to provide provisions that will allow for these individuals to progress on the career ladder sooner than the current three years. The proposed legislation would establish a shorter timeline for these staff to meet the existing performance criteria allowing for movement during the three years following initial placement on the career ladder. Additional amendments would amend the existing career technical educator allocation established in Section 33-1004B(8) language so that the funding is based on FTE and is not subject to the averaging that all other salary based apportionment dollars are subject to. This amendment follows the original intent of the provision.

Fiscal Note
The proposed amendments would result in a de-minimis increase to salary-based apportionment for career technical instructional staff, however, due to the averaging methodology and the small number of qualifying staff the overall increase is estimated to be less than $100,000 or less than 0.01%.

4. Career Technical Education – Certification
Recommended by: Division of Career Technical Education
Proposed amendment to: Section 33-104B, Idaho Code

Statement of Purpose
Section, 33-2205, Idaho Code, sets out the minimum requirements for issuing certificates to career technical educators. As currently written, one of these requirements is for individuals with a baccalaureate degree to demonstrate 2,000 hours of professional experience in a field closely related to the content area. In order to provide more flexibility for individuals coming from an approved educator preparation program the proposed amendment would allow for those applicants meeting the requirements for the approved degree-based program certification to forego the hours of professional experience. This is consistent with individuals earning certification from a non-career technical degree-based program.

Fiscal Note
There would be no fiscal impact.

5. Establishment of a Comprehensive Math Plan

Recommended by: Middle Grades Math Workgroup
Proposed new section: Chapter 16, Title 33, Idaho Code.

Statement of Purpose

Section 33-1627, Idaho Code, establishes the legislature's commitment to improving mathematical instruction and student achievement. The State Board of Education's current strategic plan reflects this shared value and specifies a focus on math in the middle grades. Carrying out this work is delegated to the Idaho Department of Education. To provide high quality recommendations on how best to achieve the desired improvements, the Board established the Middle Grades Math Workgroup in 2023 consisting of Board and IDE staff as well as experts from the across the state. The group brought several recommendations to the Board in February of 2024, which the Board approved, and a new workgroup is being developed to begin moving forward on next steps. In addition to recommendations for actions, the Middle Grades Math Workgroup also recommends that the Board support legislation and funding to more fully support quality mathematics instruction and student achievement.

The proposed legislation would require the Board to develop a comprehensive math plan and that each LEA develop an aligned implementation plan. The requested funding would support the initial development of the statewide plan and corresponding professional development. The legislation would also establish a grant program for LEA's to support their efforts in local alignment, training, and implementation.

Fiscal Note

The proposed amendments would result in a financial impact in excess of $10,000,000 in each of the next five years to ensure full implementation.

SUBJECT

Registered Teacher Apprenticeship Program for Special Education

REFERENCE

June 14, 2022	The Board approved legislative ideas, including one related to the development of an instructional staff registered apprenticeship program.
December 2023	The State Board of Education approved the K-12 Registered Teacher Apprenticeship Standards

APPLICABLE STATUTE, RULE, OR POLICY

Idaho Code § 33-1201

BACKGROUND

Senate Bill 1069 (2023) made administrative changes in the current certification requirements to allow individuals who complete a teacher apprenticeship program that is registered with the U.S. Department of Labor and approved by the State Board of Education to be eligible for certification. The amendments to Idaho Code § 33-1201 allow for a student serving in a practicum, internship, or student-teaching position under the supervision of a certificated staff person to be paid. The amendments also allow individuals who successfully complete an approved registered apprenticeship program to be eligible for standard certification.

In July 2023, Board staff began facilitating work sessions to obtain recommendations for Idaho's first registered teacher apprenticeship. A main workgroup of more than twenty individuals and several subgroups convened. The main work group consisted of the State Board president, educator preparation program staff, K-12 practitioners, State Department of Education staff, Idaho Division of Career Technical Education staff, an Idaho-approved educator preparation provider accreditor, Idaho Business for Education staff member, Idaho Department of Labor staff, Idaho Education Association president and Idaho Education Association/National Education Association member, legislators, and apprenticeship intermediary staff. Additional discussions were held with subgroups on several occasions.

The workgroup membership and meeting schedule is included in these materials as Attachment 2 and Attachment 3.

The main work group met for a total of fourteen hours across three meetings: July 20, 2023, September 26, 2023, and November 9, 2023. The educator preparation provider subgroup met on August 17, 2023, and November 2, 2023. Progress on the development of the registered teacher apprenticeship program standards was shared at the regional superintendent meetings in September. Input from superintendents was shared with the main work group.

The discussions of the workgroup and the subgroups informed the proposed Registered Apprenticeship Program (RAP) presented to the Board for consideration.

Two additional meetings were conducted to obtain input for the registered teacher apprenticeship standards for special education. The first meeting, which included the Educator Preparation Providers and Idaho Department of Education staff, occurred on March 13, 2024. The second meeting was held March 14, 2024 with the original work group from the registered teacher apprenticeship standards with the inclusion of Idaho Department of Education's special education team.

DISCUSSION

RAPs provide a "flipped" pathway to becoming a certificated teacher. In a traditional pathway, a prospective teacher spends four years as a full-time student, completing a semester or two of student teaching at the end of the program. In an apprenticeship model, the pathway is flipped. The prospective teacher works full-time in a classroom, under the supervision of a mentor, for one to three years while completing a personalized plan of formal training and demonstrating on-the-job and related technical instruction competencies. Upon completion of the RAP, the apprentice becomes a fully certified teacher.

RAPs are driven by employers. In the proposed structure, a Local Education Agency (LEA) is the employer. An LEA that identifies a candidate for a teaching position that is not eligible for other paths to certification may choose to hire an employee and apply for an apprenticeship through the RAP sponsor (the Board). The employer and the sponsor then collaborate on the development of a training plan, which is individualized for each apprentice within the boundaries of an established RAP structure.

The structure of the RAP requires an approved apprentice to be employed and complete a minimum of 2,000 hours of on-the-job training and a minimum of 144 hours of related technical instruction training each year. An apprentice that enters the program with more experience and prior learning may take as little as one year to complete the apprenticeship. An apprentice entering the program with less experience and prior learning may take as many as three years to complete the apprenticeship.

The RAP specifies on-the-job and related technical instruction competencies an apprentice is expected to master. There are also additional requirements such as passing content area assessments and completing Idaho required courses such as the Teaching Mathematical Thinking course and the Comprehensive Literacy course.

The structure of the proposed Registered Teacher Apprenticeship Program for special education is included in these materials as Attachment 1. Due to federal special education teacher requirements as indicated in Section 300.156 Personnel Qualifications, of the Individuals with Disabilities Education Act, the structure of the proposed Registered Teacher Apprenticeship Program for special education will require that the program culminates in a minimum of a baccalaureate degree and that the special education teacher apprentice does not serve as teacher of record.

If an apprentice's application and individual plan are approved, the employee is considered an apprentice. The LEA, due to the changes effected by Senate Bill

1069, may report an apprentice as a classified employee for salary funding purposes. LEAs that have reached their funding cap for classified employees may not be eligible for this funding and would have to use discretionary funds. Adjusting this cap could be an area of focus for the Board in the future.

The sponsor, employee, and apprentice participating in a RAP are eligible to apply for various grants that they would not be eligible for without RAP status. However, RAP grants are applicable on an apprentice-by-apprentice basis. Which funding and how much funding is available to a sponsor, employer, or apprentice cannot be determined until the LEA and teacher apprentice are enrolled. Competitive grants exist and awards may be used to offset the cost to LEAs for things like mentorship stipends or training. Other competitive grant funds may be used to offset the cost to apprentices for things like assessment fees and childcare during training for apprentices.

The goal of an apprenticeship program is to create a pathway for candidates who do not have the opportunity to stop working full-time while they pursue certification through a more traditional pathway along with those who are place-bound. It provides a pathway for LEAs to select candidates they want to hire and whose development they are invested in, but who are not able to pursue certification through other pathways.

IMPACT

If the Board approves the registered teacher apprenticeship program standards as presented, then the Office of the State Board of Education staff can submit the standards to the Idaho Department of Labor/U.S. Department of Labor for approval. Upon approval from the Idaho Department of Labor/U.S. Department of Labor, the program will be available for Idaho LEAs.

If approved, Board staff will work with various stakeholders over the next few months to finalize implementation procedures this special education RAP.

ATTACHMENTS

Attachment 1 – Registered Teacher Apprenticeship Standards for Special Education

STAFF COMMENTS AND RECOMMENDATIONS

A baccalaureate degree is a federal requirement for special education teachers and is therefore a requirement for completion of the proposed Idaho special education RAP. Stakeholders agree that because special education is an identified teacher shortage area (see Idaho's federal Title II report), creating a second RAP for this area is desirable.

Board staff recommends approval of the proposed registered teacher apprenticeship program for special education.

BOARD ACTION

I move to approve the registered teacher apprenticeship standards for special education for use by our local education agencies, as submitted in Attachment 1.

Moved by _____ Seconded by _____Carried Yes_____No_____

Appendix A

WORK PROCESS SCHEDULE

AND

RELATED INSTRUCTION OUTLINE

Appendix A

WORK PROCESS SCHEDULE
SPECIAL EDUCATION TEACHER
(USDOL OCCUPATION TITLE: K-12 TEACHER)
O*NET-SOC CODE: 25-3099.00 RAPIDS CODE: 3024HY

This schedule is attached to and a part of these Standards for the above identified occupation.

1. APPRENTICESHIP APPROACH

☐ Time-based ☐ Competency-based ☒ Hybrid

2. TERM OF APPRENTICESHIP

As per USDOL Circular 2016-1, a "Hybrid approach" [Section 29.5(b)(2)(iii)] provides for the measurement of the apprentice's skill acquisition through a combination of specified minimum hours of on-the-job learning and the successful demonstration of identified and measured competencies. A hybrid approach requires a minimum and maximum range of time/hours assigned. Sponsors that choose to utilize a hybrid approach must comply with these guidelines for the competency-based portion of the apprentice's term of apprenticeship. The hybrid approach specifies a minimum and maximum range of hours of on-the-job learning for each task or job requirement, plus the successful demonstration of acquired skills as described by the task statements listed in the work process schedule. Under the hybrid approach, the term of the occupation cannot be less than 2,000 hours of on-the-job learning, per Section 29.4 Criteria for apprenticeable occupations. However, once a term of a hybrid occupation has been Approved the range of hours may be adjusted upward or downward by twenty-five (25) percent, but not both ways. For example: a hybrid occupation with a range of 3,000 to 4,000 hours can be increased with a range of 4,000 to 5,000 hours. A minimum/maximum range of hours would also give the apprentice an opportunity to accelerate the completion of the apprenticeship program with the appropriate test and evaluations provided to the apprentice, by the sponsor. Maximum allowable credit for prior work experience is 50 percent of training.

The term of a **SPECIAL EDUCATION TEACHER** apprenticeship is outlined as 5000 - 6000 hours of OJL attainment, supplemented by the 144 hours of related instruction per 2000 hours of OJL. Under the definition of the hybrid approach, the sponsor may choose reduce the hours of this apprenticeship program to 3750 hours or increase the term to 7500 hours.

3. RATIO OF APPRENTICES TO JOURNEYWORKERS

The apprentice to journeyworker ratio is: 2 Apprentice to 1 Journeyworker.

4. APPRENTICE WAGE SCHEDULE

Apprentices shall be paid a progressively increasing schedule of wages based on either a percentage or a dollar amount of the current hourly journeyworker wage rate, which is: $41,118 per year (Section 33-1004B, Idaho Code).

Period	Hours/Competencies	Minimum Wage
1	1 -2000 hours	$10.00/hr
2	2001- 4000 hours	$11.00/hr
3	4001 – 6000 hours	$12.00/hr

5. PROBATIONARY PERIOD

Every applicant selected for apprenticeship will serve a probationary period of 90 days.

6. SELECTION PROCEDURES

Please see page A-7.

Appendix A
ON-THE-JOB LEARNING OUTLINE
SPECIAL EDUCATION TEACHER
(USDOL OCCUPATION TITLE: K-12 TEACHER)
O*NET-SOC CODE: 25-3099.00 RAPIDS CODE: 3024HY

REQUIREMENTS:

Apprentice Orientation Checklist and Apprenticeship Agreement Form 671

Per 29 CFR 29.5, prior to signing the apprenticeship agreement, each selected applicant must be given an opportunity to read and review the sponsor's Apprenticeship Standards approved by the Office of Apprenticeship, the sponsor's written rules and policies, the apprenticeship agreement, and the sections of any collective bargaining agreement (CBA) that pertain to apprenticeship. After selection of an applicant for apprenticeship, but before employment as an apprentice or enrollment in related instruction, the apprentice must be covered by a written apprenticeship agreement, which must be submitted to the Office of Apprenticeship.

It is the responsibility of the sponsor to submit the following proof of apprentice consent by uploading the following documents signed by the apprentice to the apprentice's RAPIDS profile:

1. Signed Form 671 (apprentice agreement)
2. Signed Apprentice Orientation Checklist

Visit the Idaho Sponsor Success Guide – Onboarding Apprentices to download required document templates.

To enter the Apprenticeship Program:

An apprentice must be at least 18 years of age, except where a higher age is required by law, and must be employed to learn an apprenticeable occupation.

☒ There is an educational requirement of: Obtained a high school diploma/GED

☐ There is a physical requirement of:

☐ The following aptitude test(s) will be administered:

☐ A valid driver's license is required.

☒ Other:

1. Acceptance to an Idaho State Board approved educator preparation provider's special education program that culminates in a baccalaureate degree **---OR---**
2. Acceptance to an Idaho State Board approved community college program that culminates in an associate degree or credits required to transfer to an Idaho State Board approved educator preparation provider's special education program that will culminate in a baccalaureate degree.
3. Obtained employment as a teacher apprentice in a public Idaho school district or charter school.

ON-THE-JOB LEARNING – WORK PROCESS SCHEDULE

Every educator registered apprenticeship program includes structured on-the-job learning. On-the-job learning is developed through mapping the skills and knowledge that the teacher apprentice must learn over the course of the educator registered apprenticeship program in order to be fully proficient in the job.

ON-THE-JOB LEARNING:

The State Board Approved Idaho Framework for Teaching Evaluation is aligned to the on-the-job learning competencies for this special education educator registered apprenticeship program.

- Use of Idaho Framework for Teaching Evaluation Rubrics

State Board Approved Idaho Framework for Teaching Evaluation/ On-The-Job Learning Competencies

Domain 1 – Planning and Preparation

i. *Demonstrating Knowledge of Content and Pedagogy*
ii. *Demonstrating Knowledge of Students*
iii. *Setting Instructional Outcomes*
iv. *Demonstrating Knowledge of Resources*
v. *Designing Coherent Instruction*
vi. *Designing Student Assessments*

Domain 2 – The Classroom Environment

i. *Creating an Environment of Respect and Rapport*
ii. *Establishing a Culture for Learning*
iii. *Managing Classroom Procedures*
iv. *Managing Student Behavior*
v. *Organizing Physical Space*

Domain 3 – Instruction and Use of Assessment

i. *Communicating with Students*
ii. *Using Questioning and Discussion Techniques*
iii. *Engaging Students in Learning*
iv. *Using Assessment in Instruction*
v. *Demonstrating Flexibility and Responsiveness*

Domain 4 – Professional Responsibilities

i. *Reflecting on Teaching*
ii. *Maintaining Accurate Records*
iii. *Communicating with Families*
iv. *Participating in a Professional Community*
v. *Growing and Developing Professionally*
vi. *Showing Professionalism*

Additional Requirements:

- Idaho Teacher Evaluation using the State-Board Approved Idaho Framework for Teaching Evaluation for each year serving as an apprentice.
    - The teacher apprentice must achieve a basic or better in all twenty-two (22) components upon culmination of this educator registered apprenticeship program.
- Individualized Professional Learning Plan for each year serving as a teacher apprentice.
- The assigned certified teacher mentor will be experienced and endorsed in special education. The apprentice may work with other certified teacher-mentors as related to their experience.

The eligible endorsements that an apprentice can seek are:

- Blended Early Childhood Education/Early Childhood Special Education (Birth – Grade 3)
- Blended Elementary Education/Elementary Special Education (Grade 4 -Grade 6)
- Deaf/Hard of Hearing (K-12)
- Early Childhood Special Education (Pre-K-3)
- Exceptional Child Generalist (K-8, 6-12, or K-12)
- Visual Impairment (K-12)

The special education endorsement may be paired with a general education endorsement area and the program must be provided by the approved related technical instruction provider/approved Idaho educator preparation provider.

OJL hours may be reallocated according to industry demands* **TOTAL MINIMUM HOURS 5000

RELATED INSTRUCTION DESCRIPTIONS:

Apprentice Orientation

1. **Idaho Department of Labor to Apprentice Orientation Training Program:**

- https://labor-idaho.hubspotpagebuilder.com/apprentice-mentee-training-program
- *The Apprentice Orientation Program is designed to help you become a stronger, more agile team member and learner. In under three hours, you'll learn how promote an innovative and collaborative work environment, advance your team's competitive edge, and reach your maximum potential with the guidance of your mentor. Take the future into your own hands and become a better mentee today.*

2. **USDOL Anti-Harassment Video:**

- https://www.dol.gov/agencies/eta/apprenticeship/eeo/harassment/video
- *Informational video from the USDOL regarding Anti-Harassment created specifically for apprenticeship programs.*

Related Technical Instruction:

A teacher apprentice receives related technical instruction that complements the on-the-job learning. This related technical instruction delivers the technical, workforce, and academic competencies that apply to the job. It can be provided by an Idaho community college and Idaho State Board approved educator preparation provider. Credit for prior learning may be provided by the Idaho community college or Idaho State Board approved educator preparation provider as stated in Idaho State Board of Education Policy III.L-Prior Learning.

The related technical instruction must culminate in a minimum of a baccalaureate degree that meets the applicable special education endorsement and other endorsement requirements as applicable per Idaho State Board of Education Policy IV.D-Educator Preparation and Certification and Idaho educator certificate requirements per IDAPA 08.02.02, along with the applicable Idaho Core Teaching Standards, Comprehensive Literacy Standards, and Special Education Standards as indicated in the Idaho Standards for Initial Certification of Professional School Personnel.

The approved related technical instruction providers are Idaho State Board approved educator preparation providers and Idaho community colleges. Course names may vary across approved related technical instruction providers and their programs. The Idaho approved educator preparation provider will submit the institutional recommendation.

SELECTION PROCEDURES:

Definitions:

Apprentice – Means a worker at least 18 years of age, who is employed by an Employer.

Apprenticeship Agreement – means a written agreement between an Apprentice and the Sponsor which contains the terms and conditions of the employment and training of the Apprentice.

Employer – Means a Local Education Agency (LEA) employing an apprentice whether the LEA is a party to an Apprenticeship Agreement with the Apprentice.

Journeyworker – Means a teacher mentor who has attained a level of skill, abilities, and competencies recognized within an industry as having mastered the skills and competencies required for the occupation.

Sponsor – Means the Office of the State Board of Education, operating an apprenticeship program and in whose name the program is registered or approved.

The process for finding and selecting the best talent possible for an apprenticeship opening position includes the following:

Applicant Eligibility: Individuals hired as apprentices must be at least 18 years of age. Solicitation of Applications: The Employer identifies hiring needs and posts open positions in alignment with the Employer's hiring policy. Positions may be posted on career sites and/or the Employer's internal career board. The Employer is responsible for ensuring public notification of open apprenticeship positions.

Screening and Interviews: The Employer will pre-screen applications to eliminate candidates who do not meet the qualifications to pursue any pathway to teacher certification in Idaho. Applicants to the program must meet the minimum qualifications described in the Registered Teacher Apprenticeship Standards.

The selection process should be grounded in the following principles:
Identification of candidates who have a strong interest in and commitment to serving the students and communities where apprentices will be working.

Processes to ensure potential apprentices have the background knowledge, dispositions, and basic skills that are needed to succeed in the apprenticeship and in the occupation. Next, the Employer will screen applicants to eliminate those who lack the desire and interest for the apprenticeship and to select candidates with the highest potential for apprenticeship success. Applicant screening may include, but is not limited to, interviews or job simulations.

Finally, the Employer will conduct a formal interview with finalist candidates.
Candidate Selection: The Employer will select the most qualified candidate. The Employer will execute a contract or employment agreement with the selected candidate based on the Employer's governing policies.

The Employer will identify an experienced educator to serve as Journeyworker/Mentor to the Apprentice. This process may include meetings between the Apprentice and Journeyworker/Mentor to ensure a good fit.

Application for Apprenticeship Agreement:
Within 15 days of executing a contract or employment agreement with an Employer, the Employer will submit an application for an Apprenticeship Agreement to the Sponsor. The application must be complete and signed by both the Apprentice and the Employer. Apprenticeship Agreement Acceptance and Registration: The Sponsor is responsible for evaluating Applications for Apprenticeship Agreements. The application acceptance process will be uniformly and consistently applied to all applicants.

Applications for Apprenticeship Agreements will be approved if:

- all parts of the application are complete.
- the Employer has assigned an experienced teacher to serve as Journeyman.
- sufficient documentation is present to support any requested credit for prior learning the on-the-job training and related technical instruction plan meets the specific needs of the teaching assignment The Sponsor will register the Apprenticeship with the U.S. Department of Labor within 30 days of receiving an Application for Apprenticeship or 45 days of the employment contract's execution.

Equal Opportunity and Affirmative Action:
The Sponsor and the Employer will comply with the equal opportunity pledge in Section I of the Apprenticeship Standards.

Provide equal opportunity for all qualified candidates in the apprenticeship program and will operate the apprenticeship program as required under Title 29 of the Code of Federal Regulations, part 30.

The Sponsor and the Employer will comply with the Sponsor's Affirmative Action Hiring Plan, which will be adopted within two years of the registration date of the Apprenticeship Agreement for the Sponsor's fifth Apprentice as required by 29 CFR 30.4.

Any applicant who feels that they were wrongfully denied entry into the apprenticeship program may appeal against the decision using the applicant appeals procedure described in Section J of the Standards.

Maintenance of Applications and Selection Records:
The Sponsor will keep records as defined in the State Board of Education – Agency Specific Records Retention Schedule of the Records Management Guide.

The Employer will keep adequate records according to its own internal systems, policies, and procedures. There will be no undue burden placed on the Employer regarding the hiring of applicants as apprentices.

Minimally, records related to the apprenticeship will be maintained for 5 years from the last action and made available upon request to the U.S. Department of Labor or another authorized representative.

The Sponsor will maintain the following records:

- Application for apprenticeship agreement records.
- The original application for each applicant.
- Records pertaining to meetings, interviews, or follow-up calls with each applicant.
- Qualifications of each applicant.
- The basis for evaluation for selection or rejection of each applicant.
- Job assignment of each apprentice.
- Employment events for each apprentice, including, but not limited to, change of assignment, promotion, demotion, layoff, termination, pay rate increase.
- Pay rate and source of pay (e.g., discretionary or grant).
- Hours worked, regular hours of work, and, separately, hours of training provided.
- Any formal correspondence regarding or with the apprentice.

Apprenticeship Operational Procedure Records:

- Registered apprenticeship standards.
- Changes to registered apprenticeship standards.
- Application for apprenticeship agreement template.
- Any pertinent standard notifications regarding the program (e.g., notices of acceptance, termination, or completion).
- any other records pertinent to a determination of compliance with 29 CFR 30 as may be required by the U.S. Department of Labor.

The records pertaining to individual applicants selected will be maintained in such a manner as to permit the identification of race, gender, or ethnicity.

SPONSOR OBLIGATION TO PREVENT HARASSMENT AND INTIMIDATION OF APPRENTICES:

Under the National Apprenticeship Act of 1937, OA is conferred the responsibility to protect the safety and welfare of apprentices. Pursuant to this authority, OA has issued regulations designed to ensure that apprentices participating in the National Apprenticeship System are free from unlawful discrimination, harassment, intimidation, and workplace violence. In all states under 29 CFR 30.3(b)(4), sponsors are obligated to develop and implement procedures to ensure that its apprentices are not harassed because of their race, color, religion, national origin, sex, sexual orientation, age (40 or older), genetic information, or disability and to ensure that its apprenticeship program is free from intimidation and retaliation as prohibited by §30.17.

Harassment and intimidation of any apprentices is intolerable and unacceptable. Program sponsors are obligated under 29 CFR Part 30 to design and implement internal procedures and adopt practical measures for effectively addressing and mitigating harassment risks to apprentices, as well as for promptly handling and resolving apprentice complaints about harassment and intimidation. Additionally, sponsors are responsible for ensuring affiliated and contracted employers do not ignore, tolerate, or encourage any conduct that suggests acceptance of such behaviors.

Incidents of harassment and intimidation of apprentices warrant swift and decisive action from sponsors to prevent reoccurrences and promote environments of tolerance and equity in the workplace so that all apprentices feel safe, welcomed, and treated fairly.

Examples of practical measures that sponsors may employ to combat incidents of harassment, discrimination, and intimidation include, but are not limited to:

- designating an individual or office within the employing organization to handle harassment complaints and effectively address harassment risks.
- establishing disciplinary guidelines and procedures for holding offending persons accountable for their actions.
- adopting a process for immediately referring incidents of workplace harassment that involve assault or other crimes to law enforcement agencies.
- providing supportive services (such as counseling) to apprentices who have experienced harassment and intimidation in the workplace.

OA prohibits, and sponsors must be vigilant in preventing, retaliation against any apprentice for making a good-faith report of harassing conduct, opposing any harassing behavior or other form of discrimination, cooperating with or participating in any investigation of alleged harassing conduct, or otherwise engaging in protected activity.

Harmful and malicious conduct must never be ignored, tolerated, or abetted by program sponsors or participating employers. Apprentices of all racial, ethnic, sexual, religious, and disability backgrounds are entitled to a workplace that is safe, welcoming, and free of both physical and emotional abuse. When made aware of such conduct, the failure of RAP sponsors or an SAA to take immediate action to address and eradicate said conduct could result in the initiation of enforcement proceedings by the Office of Apprenticeship, as well as other governmental agencies, against those parties. Regulatory compliance dictates all reasonable measures be put forth to avoid such an outcome. Sponsors can work towards eliminating harassment by promoting awareness, steadfastly committing to the principles of diversity, equity, inclusion and accessibility (DEIA), and taking swift action to report and hold accountable those who engage in harassing behavior.

SUBJECT

Proposed Amendment to the Idaho Consolidated State Plan

REFERENCE

August 2017	The Board approved Idaho's Consolidated State Plan, as aligned to the Elementary and Secondary Education Act (ESEA) as reauthorized by the Every Student Succeeds Act (ESSA) and its submission to the U.S. Department of Education.
February 2018	The Board approved a revised ESEA Consolidated State Plan based on review and feedback from the US Department of Education (USED).
April 2021	The Board adopted recommendations from the AOC related to the K-8 school quality or student success measure used for school identification, thus initiating the negotiated rulemaking process for IDAPA 08.02.03 – Section 112, Accountability. Board asked to consider a waiver request for submittal to the USED of federal accountability requirements and postponed action pending a waiver of the state accountability requirements.
June 2021	The Board waived the 95 percent participation rule in IDAPA 08.02.03.112 and approved the submission of a waiver to USED related to accountability during the pandemic.
November 2021	The Board approved pending rule Docket 08-0203-2101, including the removal of student engagement survey from and the addition of chronic absenteeism to Section 112 Subsection 03, School Quality Measures.
March 2022	The Legislature rejected and nullified Chapter 08.02.03, Rules Governing Thoroughness Section 112., Subsection 03.a.ii. and b.ii., the addition of chronic absenteeism as part of the School Quality Measures, adopted as pending rule under Docket 08-0203-2101, in the House Concurrent Resolution 045.
April 2022	The Board approved the 2021-2022 Addendum to the Idaho ESEA Consolidated State Plan based on existing USED guidance for modifying calculations and identifications following the 2021-2022 school year.

August 2022	The Board approved proposed rule Docket 08-0203-2201, including the addition of chronic absenteeism to Section 112 Subsection 03, School Quality Measures, and student engagement survey to Section 112 Accountability, as well as amending the assessment section to account for administering assessments at the high school level using a modified cohort model.
October 2022	The Board approved the 2022-2023 amendment to the ESEA Consolidated State Plan.
August 2023	The USDE approved Idaho's request to amend the ESEA Consolidated State Plan for 2022-2023.
February 2024	The Board approved an amendment to the ESEA Consolidated State Plan focused on cleaning up language and revising descriptions of processes to align them to current practices.

APPLICABLE STATUTE, RULE, OR POLICY

Board Policy I.Q., Accountability Oversight Committee
Idaho Code § 33-110, Agency to negotiate, and accept, federal assistance
IDAPA 08.02.03.111, Assessment in the Public Schools
IDAPA 08.02.03.112, Accountability

BACKGROUND/DISCUSSION

The Idaho State Board of Education (Board) and Idaho Department of Education (Department) identified the need to set new long-term goals and measurements of interim progress within the Idaho Consolidated State Plan and received feedback on the existing growth model associated with the Idaho Standards Achievement Test (ISAT). The Accountability Oversight Committee (AOC), in close collaboration with Board and Department staff, led the process of recommending related amendments to the Idaho Consolidated State Plan. The group reviewed several iterations of possible approaches to revising the long-term goals and the trajectory growth model. In February 2024, the AOC updated the Board on the process and requested feedback on the draft models.

With the Board's support, Board and Department staff then engaged in a robust stakeholder feedback process. Board and Department staff co-facilitated four (4) online focus groups that were attended by over 130 people. Feedback from the focus groups included:

- General support of the draft approaches to setting new goals and making changes to the trajectory growth model.

- Recommendations to adjust the graduation rate goals and English Learner progress goals by lowering them modestly so they have the potential to be achieved; and
- Suggestions to adjust the growth model to adjust the targets created for students who score proficient or advanced to expect them to maintain a score within their sub-category or category, rather than increase by one sub-category.

Based on the feedback received through the focus groups, staff provided recommended edits to the AOC. The committee provided feedback with no suggested changes and expressed support for the proposed Idaho Consolidated State Plan amendment. The Department then posted the proposed Idaho Consolidated State Plan Amendment to their website to gather additional public comment through a survey form. The public comment period was held from April 22, 2024, through May 13, 2024. The public comment received is provided as Attachment 3.

The Accountability Oversight Committee, in collaboration with the Idaho Department of Education, recommend the proposed amendment to the Idaho Consolidated State Plan as aligned to the Elementary and Secondary Education Act (ESEA) as reauthorized by the Every Student Succeeds Act (ESSA) provided in Attachment 1. The amendment includes the following changes:

<u>Long-term Goals and Measurements of Interim Progress</u>

Feedback from a wide variety of stakeholders indicated a desire to create new long-term goals and measurements of interim progress that are balanced between being ambitious and achievable. The changes to goals include:

- New goals and measurements of interim progress that use 2023 data as the baseline and extend to 2030.
- Use of a new Base + Gap Closure model for the creation of the achievement (ISAT ELA and ISAT Math) and graduation rate goals. This model:
  - Ensures that all students groups have a base expectation (7 percentage points over 7 years for ISAT ELA and Math; 6 percentage points for graduation rates); and
  - Supplements the base with an additional expectation of 10% gap closure for any student subgroups that have baseline performance lower than the All Students group.
- New goals for English Learners' Progress Towards English Proficiency based on historical data and stakeholder feedback. These goals take into account focus group feedback that the rate of improvement in the percentage of English Learners meeting their targets will slow over time.

Adjusted Growth Model for Creation of Students' ISAT Growth Targets

The proposed revisions to the trajectory growth model used to create student targets on the ISAT:

- Change the timing of the student targets – instead of the goal being set based on projected performance 3 years from the baseline, the proposed model uses annual targets.
- Divide the non-proficient and proficient ISAT levels (1, 2, 3) into sub-categories (i.e., 1a, 1b, 1c) and sets different targets for students based on their baseline performance.
  - Students Who Have Not Scored Proficient (Levels 1 and 2): targets are set based on the expectation that students will improve by 1 sub-category (i.e., from 1a to 1b).
  - Students Who Have Scored Proficient (Level 3): targets are set based on the expectation that students will maintain their performance within their sub-category (i.e., 3a to 3a) or improve.
  - Students Who Have Scored Advanced (Level 4): no sub-categories are created or used; targets are set based on the expectation that students may move up or down within the full Level 4 category but must stay at or above the Level 4 cut to meet their growth target.

IMPACT

This agenda item provides the Board with information on the proposed changes to the ESEA Consolidated State Plan that resulted from feedback from the Accountability Oversight Committee and a broad range of stakeholders. If approved, this amendment will ensure that Idaho's Consolidated State Plan remains in full compliance with federal law by establishing new long-term goals and measurements of interim progress. Additionally, the amendment would create a new process for establishing student targets, which will impact the growth indicator within the state's school accountability system. If the proposed amendment is approved by the Board, the State Superintendent of Instruction will submit the amendment to the U.S. Department of Education for final consideration. Proposed changes will not take effect until the amendment is approved by U.S. Department of Education.

ATTACHMENTS

Attachment 1 – Proposed Idaho Consolidated State Plan Amendment (proposed changes found on pages 15-30; 53-54; and 59)
Attachment 2 – Presentation on Proposed Changes to the Consolidated State Plan
Attachment 3 – Public Comment Received on Proposed Changes

BOARD STAFF COMMENTS AND RECOMMENDATIONS

Board staff developed the proposed Idaho Consolidated State Plan Amendment in partnership with the AOC and IDE staff. Board staff appreciated the level of collaboration between these entities and have received positive feedback from stakeholders regarding the transparency of the process and multiple opportunities for stakeholder engagement and feedback. Staff believe that the proposed Idaho Consolidated State Plan Amendment encompasses changes that both achieve the original goals and address feedback from key stakeholders.

Board staff recommend approval of the amendments to the Idaho Consolidated State Plan as aligned to the ESEA, as presented in Attachment 1.

BOARD ACTION

I move to approve the Amendment to the Idaho Consolidated State Plan, as aligned to the Elementary and Secondary Education Act of 1965 (ESEA) as reauthorized by the Every Student Succeeds Act (ESSA), as provided in Attachment 1 and authorize the State Superintendent of Public Instruction to submit the amendment request on behalf of the State Board of Education.

Moved by _____ Seconded by _____ Carried Yes _____ No _____

Idaho's Consolidated State Plan

IDAHO DEPARTMENT OF EDUCATION
IDAHO STATE BOARD OF EDUCATION

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WWW.SDE.IDAHO.GOV/TOPICS/CONSOLIDATED-PLAN

Idaho's Consolidated State Plan

The Elementary and Secondary Education Act of 1965, as amended by the Every Student Succeeds Act

MARCH 23, 2024

AMENDED

INTRODUCTION

Section 8302 of the Elementary and Secondary Education Act of 1965 (ESEA), as amended by the Every Student Succeeds Act (ESSA),[1] requires the Secretary to establish procedures and criteria under which, after consultation with the Governor, a State educational agency (SEA) may submit a consolidated State plan designed to simplify the application requirements and reduce burden for SEAs. ESEA section 8302 also requires the Secretary to establish the descriptions, information, assurances, and other material required to be included in a consolidated State plan. Even though an SEA submits only the required information in its consolidated State plan, an SEA must still meet all ESEA requirements for each included program. In its consolidated State plan, each SEA may, but is not required to, include supplemental information such as its overall vision for improving outcomes for all students and its efforts to consult with and engage stakeholders when developing its consolidated State plan.

COMPLETING AND SUBMITTING A CONSOLIDATED STATE PLAN

Each SEA must address all of the requirements identified below for the programs that it chooses to include in its consolidated State plan. An SEA must use this template or a format that includes the required elements and that the State has developed working with the Council of Chief State School Officers (CCSSO).

Each SEA must submit to the U.S. Department of Education (Department) its consolidated State plan by one of the following two deadlines of the SEA's choice:

- **April 3, 2017;** or
- **September 18, 2017**.

Any plan that is received after April 3, but on or before September 18, 2017, will be considered to be submitted on September 18, 2017.

Alternative Template

If an SEA does not use this template, it must:

- Include the information on the Cover Sheet;
- Include a table of contents or guide that clearly indicates where the SEA has addressed each requirement in its consolidated State plan;

[1] *Unless otherwise indicated, citations to the ESEA refer to the ESEA, as amended by ESSA.*

- Indicate that the SEA worked through CCSSO in developing its own template; and

- Include the required information regarding equitable access to, and participation in, the programs included in its consolidated State plan as required by section 427 of the General Education Provisions Act. See Appendix C.

Individual Program State Plan

An SEA may submit an individual program State plan that meets all applicable statutory and regulatory requirements for any program that it chooses not to include in a consolidated State plan. If an SEA intends to submit an individual program plan for any program, the SEA must submit the individual program plan by one of the dates above, in concert with its consolidated State plan, if applicable.

Consultation

Under ESEA section 8540, each SEA must consult in a timely and meaningful manner with the Governor or appropriate officials from the Governor's office, including during the development and prior to submission of its consolidated State plan to the Department. A Governor shall have 30 days prior to the SEA submitting the consolidated State plan to the Secretary to sign the consolidated State plan. If the Governor has not signed the plan within 30 days of delivery by the SEA, the SEA shall submit the plan to the Department without such signature.

Assurances

In order to receive fiscal year (FY) 2017 ESEA funds on July 1, 2017, for the programs that may be included in a consolidated State plan, and consistent with ESEA section 8302, each SEA must also submit a comprehensive set of assurances to the Department at a date and time established by the Secretary. In the near future, the Department will publish an information collection request that details these assurances.

For Further Information:
If you have any questions, please contact your Program Officer at OSS.[State]@ed.gov (e.g., OSS.Alabama@ed.gov).

COVER PAGE

Contact Information and Signatures

SEA Contact (Name and Position):

Sherri Ybarra
State Superintendent of Public Instruction
(208) 332-6815
sybarra@sde.idaho.gov

Dr. Linda Clark
President, Idaho State Board of Education
(208) 334-2270
clarklindaid@gmail.com

Idaho State Department of Education
PO Box 83720
Boise ID 83720

By signing this document, I assure that: *To the best of my knowledge and belief, all information and data included in this plan are true and correct. The SEA will submit a comprehensive set of assurances at a date and time established by the Secretary, including the assurances in ESEA section 8304.*
Consistent with ESEA section 8302(b)(3), the SEA will meet the requirements of ESEA sections 1117 and 8501 regarding the participation of private school children and teachers.

Authorized SEA Representative (Printed Name)
Superintendent Sherri Ybarra

Dr. Linda Clark,
President, Idaho State Board of Education

February 27, 2019

Signature of Authorized SEA Representatives
Superintendent Sherri Ybarra

Date:

Dr. Linda Clark,
President, Idaho State Board of Education

Date: February 27, 2019

Governor
Brad Little

Date SEA provided plan to the Governor under ESEA section 8540:

Signature of Governor

Date: February 27, 2019

COVER PAGE FOR THE 2023 AMENDMENT

Contact Information and Signatures	
SEA Contact (Name and Position) Dr. Linda Clark, President, Idaho State Board of Education	Telephone 208-332-1571
Mailing Address: 650 West State Street Suite 307 Boise, ID 83720	Email Address: Florence.lince@osbe.idaho.gov
Authorized SEA Representative (Printed Name) Dr. Linda Clark, President Idaho State Board of Education	Telephone: 208-332-1571
Signature of Authorized SEA Representative L. Clark	Date: 5/9/23
Authorized SEA Representative (Printed Name) Debbie Critchfield, Superintendent of Public Instruction Idaho State Department of Education	Telephone: 208-332-6815
Signature of Authorized SEA Representative Debbie Critchfield	Date: 5/9/2023

The SEA, through its authorized representative, agrees to the enclosed assurances.

COVER PAGE FOR THE 2024 AMENDMENT

Contact Information and Signatures	
SEA Contact (Name and Position) Dr. Linda Clark, President, Idaho State Board of Education	Telephone 208-332-1571
Mailing Address: 650 West State Street Suite 307 Boise, ID 83720	Email Address: Florence.lince@osbe.idaho.gov
Authorized SEA Representative (Printed Name) Dr. Linda Clark, President Idaho State Board of Education	Telephone: 208-332-1571
Signature of Authorized SEA Representative	Date:
Authorized SEA Representative (Printed Name) Deborah Critchfield, Superintendent of Public Instruction Idaho Department of Education	Telephone: 208-332-6815
Signature of Authorized SEA Representative	Date:
Office of the Governor (Printed Name) Brad Little, Governor State of Idaho	Telephone: 208-334-2100
Signature of Governor	Date:

The SEA, through its authorized representative, agrees to the enclosed assurances.

PROGRAMS INCLUDED IN THE CONSOLIDATED STATE PLAN

Instructions

Indicate below by checking the appropriate box(es) which programs the SEA included in its consolidated State plan. If an SEA elected not to include one or more of the programs below in its consolidated State plan, but is eligible and wishes to receive funds under the program(s), it must submit individual program plans for those programs that meet all statutory and regulatory requirements with its consolidated State plan in a single submission.

☒ Check this box if the SEA has included all of the following programs in its consolidated State plan.

Or

If all programs are not included, check each program listed below that the SEA includes in its consolidated State plan:

☐ Title I, Part A: Improving Basic Programs Operated by Local Educational Agencies
☐ Title I, Part C: Education of Migratory Children
☐ Title I, Part D: Prevention and Intervention Programs for Children and Youth Who Are Neglected, Delinquent, or At-Risk
☐ Title II, Part A: Supporting Effective Instruction
☐ Title III, Part A: English Language Acquisition, Language Enhancement, and Academic Achievement
☐ Title IV, Part A: Student Support and Academic Enrichment Grants
☐ Title IV, Part B: 21st Century Community Learning Centers
☐ Title V, Part B, Subpart 2: Rural and Low-Income School Program
☐ Title VII, Subpart B of the McKinney-Vento Homeless Assistance Act: Education for Homeless Children and Youth Program (McKinney-Vento Act)

Instructions

Each SEA must provide descriptions and other information that address each requirement listed below for the programs included in its consolidated State plan. Consistent with ESEA section 8302, the Secretary has determined that the following requirements are absolutely necessary for consideration of a consolidated State plan. An SEA may add descriptions or other information, but may not omit any of the required descriptions or information for each included program.

A. Title I, Part A: Improving Basic Programs Operated by Local Educational Agencies (LEAs)

1. **Challenging State Academic Standards and Assessments** *(ESEA section 1111(b)(1) and (2) and 34 CFR §§ 200.1–200.8.)*[2]

2. **Eighth Grade Math Exception** *(ESEA section 1111(b)(2)(C) and 34 CFR § 200.5(b)(4)):*

   i. Does the State administer an end-of-course mathematics assessment to meet the requirements under section 1111(b)(2)(B)(v)(I)(bb) of the ESEA?

   ☐ Yes
   ☒ No

   ii. If a State responds "yes" to question 2(i), does the State wish to exempt an eighth-grade student who takes the high school mathematics course associated with the end-of-course assessment from the mathematics assessment typically administered in eighth grade under section 1111(b)(2)(B)(v)(I)(aa) of the ESEA and ensure that:

      a. The student instead takes the end-of-course mathematics assessment the State administers to high school students under section 1111(b)(2)(B)(v)(I)(bb) of the ESEA;

      b. The student's performance on the high school assessment is used in the year in which the student takes the assessment for purposes of measuring academic achievement under section 1111(c)(4)(B)(i) of the ESEA and participation in assessments under section 1111(c)(4)(E) of the ESEA;

      c. In high school:

         1. The student takes a State-administered end-of-course assessment or nationally recognized high school academic assessment as defined in 34 CFR § 200.3(d) in mathematics that is more advanced than the assessment the State administers under section 1111(b)(2)(B)(v)(I)(bb) of the ESEA;

         2. The State provides for appropriate accommodations consistent with 34 CFR § 200.6(b) and (f); and

         3. The student's performance on the more advanced mathematics assessment is used for purposes of measuring academic achievement under section 1111(c)(4)(B)(i) of the ESEA and participation in assessments under section 1111(c)(4)(E) of the ESEA.

         ☐ Yes
         ☒ No

[2] *The Secretary anticipates collecting relevant information consistent with the assessment peer review process in 34 CFR § 200.2(d). An SEA need not submit any information regarding challenging State academic standards and assessments at this time*

iii. If a State responds "yes" to question 2(ii), consistent with 34 CFR § 200.5(b)(4), describe, with regard to this exception, its strategies to provide all students in the State the opportunity to be prepared for and to take advanced mathematics coursework in middle school.

Not applicable.

3. **Native Language Assessments** (ESEA section 1111(b)(2)(F) and 34 CFR § 200.6(f)(2)(ii)):

i. Provide its definition for "languages other than English that are present to a significant extent in the participating student population," and identify the specific languages that meet that definition.

Idaho's definition for languages other than English that are present to a significant extent in the participating student population, is a language spoken by 5% or more of all students, or 20% or more of English Learners.

Over 150 different language and dialects are native to Idaho students. To identify specific languages other than English that are present to a significant extent, we referenced our data from the SY1516 Consolidated State Performance Report, which captures the top five.

(5) commonly spoken languages shown in Table 1 below.

Table 1: Idaho's top five languages spoken by English Learner populations

Language	# of EL Students
Spanish	11,124
Arabic	389
Swahili	196
Somali	148
Chinese	133

Spanish is the most predominant language, representing nearly 80% of our English Language learners.

ii. Identify any existing assessments in languages other than English, and specify for which grades and content areas those assessments are available.

Currently the Idaho Standards Achievement Test (ISAT) in Science, administered in grades 5, 8, and 11 is offered in both English and Spanish. The statewide mathematics assessment, developed by Smarter Balanced and administered in grades 3-8 and high school, is offered in a Spanish/English stacked translation format. Neither the ISAT English Language Arts by Smarter Balanced or the English Language Proficiency Assessment developed by WIDA, are offered in translated versions because English language is a critical component of the measured

constructs of these two required statewide assessments.

iii. Indicate the languages identified in question 3(i) for which yearly student academic assessments are not available and are needed.

At this time, there are no other languages of origin for students that constitute a large enough percentage of the statewide student population to require additional translated versions of any Idaho Statewide assessment.

iv. Describe how it will make every effort to develop assessments, at a minimum, in languages other than English that are present to a significant extent in the participating student population including by providing:

a. The State's plan and timeline for developing such assessments, including a description of how it met the requirements of 34 CFR § 200.6(f)(4);
b. A description of the process the State used to gather meaningful input on the need for assessments in languages other than English, collect and respond to public comment, and consult with educators; parents and families of English learners; students, as appropriate; and other stakeholders; and
c. As applicable, an explanation of the reasons the State has not been able to complete the development of such assessments despite making every effort.

Not applicable.

4. **Statewide Accountability System and School Support and Improvement Activities** *(ESEA section 1111(c) and (d))*:

i. **Subgroups** *(ESEA section 1111(c)(2))*:

a. List each major racial and ethnic group the State includes as a subgroup of students, consistent with ESEA section 1111(c)(2)(B).

Within Idaho's accountability system, all required consistently underperforming subgroups are included in both federal reporting, as well as comprehensive and targeted school identifications.

- Economically disadvantaged are students with a free or reduced-price lunch status.
- English learners are those who have not yet tested as English proficient.
- Major racial and ethnic groups include American Indian or Alaskan Native, Asian, Black or African American, Native Hawaiian or Pacific Islander, White, Hispanic or Latino.
- Students with disabilities are students that meet eligibility criteria as outlined in the Idaho Special Education Manual according to the Individuals with Disabilities Education Act (IDEA).

b. If applicable, describe any additional subgroups of students other than the statutorily required subgroups (*i.e.*, economically disadvantaged students,

students from major racial and ethnic groups, students with disabilities, and English learners) used in the Statewide accountability system.

Not applicable.

c. Does the State intend to include in the English learner subgroup the results of students previously identified as English learners on the State assessments required under ESEA section 1111(b)(2)(B)(v)(I) for purposes of State accountability (ESEA section 1111(b)(3)(B))? Note that a student's results may be included in the English learner subgroup for not more than four years after the student ceases to be identified as an English learner.

☒ Yes
☐ No

d. If applicable, choose one of the following options for recently arrived English learners in the State:

☒ Applying the exception under ESEA section 1111(b)(3)(A)(i); or
☐ Applying the exception under ESEA section 1111(b)(3)(A)(ii); or
☐ Applying the exception under ESEA section 1111(b)(3)(A)(i) or under ESEA section 1111(b)(3)(A)(ii). If this option is selected, describe how the State will choose which exception applies to a recently arrived English learner.

ii. **Minimum N-Size** *(ESEA section 1111(c)(3)(A))*:

a. Provide the minimum number of students that the State determines are necessary to be included to carry out the requirements of any provisions under Title I, Part A of the ESEA that require disaggregation of information by each subgroup of students for accountability purposes.

The minimum number of students required for the all-students group and each student group listed in section A(4)(i)(a) of this plan to be included for accountability is N >= 20. Previously, Idaho used N >= 25, however after Idaho's Data Management Council (DMC) changed its policy to reduce the minimum number of students for reporting purposes from 10 to 5, the ISDE will reduce the minimum number of students for accountability purposes by a commensurate 5 students.

The minimum number of students required for graduation rate to be included for accountability is N >= 20.

Idaho rule IDAPA 08.02.03.112(5)(d)(i), describes the number of days students must be enrolled in school for accountability purposes: "A student who is enrolled continuously in the same public school from the end of the first eight (8) weeks or fifty-six (56) calendar days of the school year through the state

approved spring testing administration period, not including the make-up portion of the test window, will be included in the calculation to determine if the school achieved progress in any statewide assessment used for determining proficiency. A student is continuously enrolled if the student has not transferred or dropped-out of the public school. Students who are serving suspensions are still considered to be enrolled students."

b. Describe how the minimum number of students is statistically sound.

ISDE's analysis showed that the difference in the number of K-8 and high schools captured
in Idaho's school identification system changed very little between N >=25, N >= 20, and N>= 15. Table 2 shows how many of Idaho's Title I schools meet the N-size requirement with N >= 20.

Table 2: Approximate Number of Title I schools included in identification system N>= 20

School type	Achievement	Student growth	English Prof.	Graduation rate
K-8 (349 total)	337	314	137	NA
High school (67 total)	64	NA	8	43
Alternative high school (16 total)	11	NA	1	13

c. Describe how the minimum number of students was determined by the State, including how the State collaborated with teachers, principals, other school leaders, parents, and other stakeholders when determining such minimum number.

Idaho solicited feedback on the state's minimum N-size for accountability purposes through our online feedback opportunities as well as our in-person feedback forums, which were attended by education stakeholders of all types. Minimum N-size was brought up specifically to understand whether stakeholders had concerns about continuing to use the N-size as determined under the NCLB flexibility waiver.

Feedback from stakeholders, including teachers, administrators, school board members, indicated that N >= 20 is preferred in order to ensure that the performance of each student alone does not have an unreasonable impact on whether the school is identified for comprehensive support and improvement.

However, legislators specifically indicated a desire for Idaho's N-size to avoid leaving very small schools out of school improvement results. Due to this feedback, Idaho's original plan called for the N-size for all students to be N >= 20, but for student groups and graduation rate Idaho would use N >= 10. Feedback from the U.S. Department of Education indicated that this approach was not in compliance with ESSA.

Because there is broad agreement among stakeholders that an N-size smaller than N >= 20 introduces too much noise into comprehensive support and improvement results, Idaho will use N >= 20 for the all students group as well as each student subgroup. However, achievement results for smaller groups of students will still be reported on the school report card as long as they meet state N-size requirements described in section A(4)(2)(e) of this plan.

d. Describe how the State ensures that the minimum number is sufficient to not reveal any personally identifiable information.[3]
The State of Idaho places a high value on preserving the privacy of students and safeguarding their personally identifiable information (PII). To ensure that student data is treated with the utmost security, Idaho has enacted statutory protections found in Idaho Code § 33-133.

As part of this protection, the statute permits the release of student data in aggregate. It requires that "the minimum number of students shall be determined by the state board of education."

e. To provide oversight and guidance over the collection, retention, and security of student data, the State Board of Education created the Data Management Council (DMC). This controlling body has set rules on minimum numbers reported in aggregate. These minimums supersede any other minimums that may be defined elsewhere unless expressly permitted by the DMC.If the State's minimum number of students for purposes of reporting is lower than the minimum number of students for accountability purposes, provide the State's minimum number of students for purposes of reporting.

DMC policy page 5 states:
*Any release of data that would result in the ability to identify the personally identifiable information (PII) of an individual must be approved by the Data Management Council, aggregated to a minimum cell size of 5, or masked/blurred. This includes situations where a calculation can be done to arrive at a single count of less than 5 students that would risk exposure of PII. Instances where 100% or 0% of students fall within one category and would risk the exposure of PII must also be approved by the Data Management Council or masked/blurred since doing so discloses information on either all or no students and thereby violates the minimum cell size policy.*In order to protect student privacy, we must redact data in any cells of less than 5 students or where the difference between the total of one or more cells of categorical data is less than 5 of the total student population. In addition, Data Management Council Policies and Procedures call for at least two cells to be redacted in most cases in order to prevent any cell required for redaction to be derived. Under DMC policy additional cells may be required to be redacted until the total of the exempt and therefore redacted aggregate data in a line or column equals 5 or more. Zero is considered a number.

[3] Consistent with ESEA section1111(i), information collected or disseminated under ESEA section 1111 shall be collected and disseminated in a manner that protects the privacy of individuals consistent with section 444 of the General Education Provisions Act (20 U.S.C. 1232g, commonly known as the "Family Educational Rights and Privacy Act of 1974"). When selecting a minimum n-size for reporting, States should consult the Institute for Education Sciences report "*Best Practices for Determining Subgroup Size in Accountability Systems While Protecting*

Performance of student groups that are too small to be included in school identification is reported on the state website and on the state report card so long as the reporting meets the redaction rules detailed above. Enrollment numbers and percentages are displayed so long as there is at least one student within the subgroup.

iii. **Establishment of Long-Term Goals** *(ESEA section 1111(c)(4)(A))*:

a. **Academic Achievement** (ESEA section 1111(c)(4)(A)(i)(I)(aa))

1. Describe the long-term goals for improved academic achievement, as measured by proficiency on the annual statewide reading/language arts and mathematics assessments, for all students and for each subgroup of students, including: (1) the timeline for meeting the long-term goals, for which the term must be the same multi-year length of time for all students and for each subgroup of students in the State, and (2) how the long-term goals are ambitious.

Idaho's long-term goals for English/Language Art and Mathematics is to ~~reduce~~ increase the percentage of ~~non-proficient~~ students who score "Proficient" or "Advanced" on the Idaho Standards Achievement Test (ISAT). For our revised goals, we created a "Base + Gap Closure" model designed to set goals for all student groups that include a base expectation of improvement (7 percentage points over 7 years), with an additional gap closure expectations for groups that have a baseline proficiency rate below the All Students group. The gap closure component establishes an expectation that groups with a lower baseline will close their gap to the All Students group by 10% in 7 years. The proposed length of time for the long-term goals– 7 years from 2023 – encompasses half of a student's K-12 career and therefore achieves the goal of impacting students currently in the K-12 education system.

The State Board of Education, Department of Education, Accountability Oversight Committee, and stakeholders agreed on the need for long-term goals for the state that are balanced between being ambitious and achievable. The Accountability Oversight Committee reviewed Idaho's pre-, during-, and post- pandemic data when developing these goals. Based on that data, if Idaho had used the proposed model beginning in 2016, some groups would have met the goals in some years. Thus, we assert that these goals are appropriately ambitious, particularly given the longstanding challenges of closing achievement gaps and the built-in, focused gap closure component of this model. Figure 1 and Figure 2 show the actual performance of the All Students group for ELA and Math, as compared to what the targets would have been if Idaho adopted the proposed model in 2016.~~by 33% over six years. "Proficient" means that a student has met or exceeded grade level standards in a specific subject as determined by performance on the associated assessment.~~

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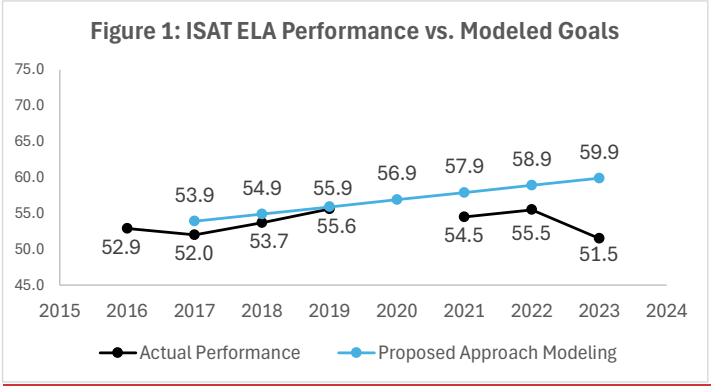

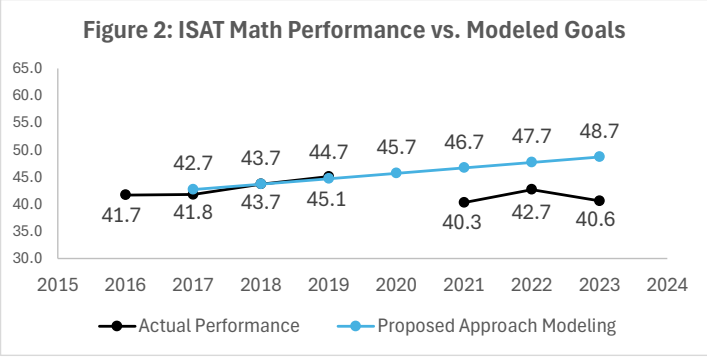

~~1. Robust stakeholder feedback took place to set long-term goals for the state that achieve a balance of both ambitious and achievable.~~
~~While several options were considered, the long-term goals below were agreed upon by all stakeholders due to the following:~~

- ~~The goals result in closing achievement gaps, especially for student groups that currently show the lowest achievement.~~
- ~~The target year – 6 years from 2017 – encompasses half of a student's K-12 career and therefore achieving the goal would impact students that are currently in the K-12 education system.~~

~~Historical data analysis indicates that, had these goals been set in the 2015 school year, a substantial number of schools would have achieved their school level goal in 2016.~~

Calculation: Long-term goal = (2023 baseline~~2016~~ % proficient/advanced + 7) + (maximum 0 (All Students 2023 baseline – group 2023 baseline)) x 0.10) ~~((1/3) x (100 – 2016 % proficient/advanced))~~

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Interim progress goal = (group's 2030 ~~Difference between the~~ long-term goal – group's 2023 ~~and the~~ baseline) / 7~~6~~

~~Due to disruptions related to COVID-19 and field testing, the 2022 long-term goal has been extended to 2023.~~

Table 3: Mathematics - 2023 baseline, 2030 long-term goal, and 2024-2029 interim targets

Mathematics	2023 Baseline	2024	2025	2026	2027	2028	2029	2030 Long-term Goal
All Students	40.6%	41.6%	42.6%	43.6%	44.6%	45.6%	46.6%	47.6%
Economically Disadvantaged	26.7%	27.9%	29.1%	30.3%	31.5%	32.7%	33.9%	35.1%
English Learners	8.3%	9.8%	11.2%	12.7%	14.1%	15.6%	17.1%	18.5%
Students with Disabilities	11.5%	12.9%	14.3%	15.7%	17.2%	18.6%	20.0%	21.4%
American Indian or Alaskan Native	18.7%	20.0%	21.3%	22.6%	24.0%	25.3%	26.6%	27.9%
Asian or Pacific Islander	60.0%	61.0%	62.0%	63.0%	64.0%	65.0%	66.0%	67.0%
Black / African American	17.6%	18.9%	20.3%	21.6%	22.9%	24.2%	25.6%	26.9%
Hispanic or Latino	22.1%	23.4%	24.6%	25.9%	27.2%	28.4%	29.7%	31.0%
Native Hawaiian / Other Pacific Islander	30.0%	31.2%	32.3%	33.5%	34.6%	35.8%	36.9%	38.1%
Two or More Races	42.6%	43.6%	44.6%	45.6%	46.6%	47.6%	48.6%	49.6%
White	45.7%	46.7%	47.7%	48.7%	49.7%	50.7%	51.7%	52.7%

Table 4: English Language Arts/Literacy ~~–~~ 2023 baseline, 2030 long-term goal, and 2024-2029 interim targets

ELA/Literacy	2023 Baseline	2024	2025	2026	2027	2028	2029	2030 Long-term Goal
All Students	51.6%	52.6%	53.6%	54.6%	55.6%	56.6%	57.6%	58.6%
Economically Disadvantaged	36.2%	37.4%	38.6%	39.9%	41.1%	42.3%	43.5%	44.7%
English Learners	8.1%	9.7%	11.3%	13.0%	14.6%	16.2%	17.8%	19.5%
Students with Disabilities	13.6%	15.1%	16.7%	18.2%	19.8%	21.3%	22.9%	24.4%

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American Indian or Alaskan Native	27.6%	28.9%	30.3%	31.6%	33.0%	34.3%	35.7%	37.0%
Asian or Pacific Islander	65.0%	66.0%	67.0%	68.0%	69.0%	70.0%	71.0%	72.0%
Black / African American	27.9%	29.2%	30.6%	31.9%	33.3%	34.6%	35.9%	37.3%
Hispanic or Latino	33.8%	35.1%	36.3%	37.6%	38.8%	40.1%	41.3%	42.6%
Native Hawaiian / Other Pacific Islander	39.4%	40.6%	41.7%	42.9%	44.1%	45.3%	46.4%	47.6%
Two or More Races	55.7%	56.7%	57.7%	58.7%	59.7%	60.7%	61.7%	62.7%
White	56.4%	57.4%	58.4%	59.4%	60.4%	61.4%	62.4%	63.4%

~~2.~~1. Provide the measurements of interim progress toward meeting the long-term goals for academic achievement in Appendix A.

Table 3 and 4 above provide the interim progress targets~~goals~~ towards meeting the state's long-~~-~~term goals for academic achievement in English Language Arts/Literacy and Mathematics. Interim progress targets~~goals~~ are also available in Appendix A.

~~3.~~2. Describe how the long-term goals and measurements of interim progress toward the long- term goals for academic achievement take into account the improvement necessary to make significant progress in closing statewide proficiency gaps.

~~By reducing the percentage of non-proficient students by one-third over the next six years,~~The "Base + Gap Closure" model incorporates a specific gap closure component for any group underperforming the All Students group, while applying the same formula to all groups. Additionally, because the gap closure component of the formula requires a ten percent decrease in the group's gap, ~~-the students in~~ subgroups with~~hose~~ baselines ~~is~~ farther behind the A~~a~~ll~~-~~ S~~s~~tudents group have a more ambitious long term goal, and interim measures to reach that goal, which will close achievement gaps for ~~all~~ student subgroups~~,~~ using attainable targets.

b. **Graduation Rate.** *(ESEA section 1111(c)(4)(A)(i)(I)(bb))*

1. Describe the long-term goals for the four-year adjusted cohort graduation rate for all students and for each subgroup of students, including: (1) the timeline for meeting the long- term goals, for which the term must be the same multi-year length of time for all students and for each subgroup of students in the State, and (2) how the long-term goals are ambitious.

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Idaho's long-term goals to increase our 4 year cohort graduation rates also use a "Base + Gap Closure" model, as described above. The State Board of Education, Department of Education, Accountability Oversight Committee, and stakeholders agreed on the need for long-term goals for the state that are balanced between being ambitious and achievable. Based on our historical data and stakeholder feedback, the base expectation is 6 percentage points improvement over 7 years, which is slightly lower than the expectation set for our achievement goals. The gap closure component establishes an expectation that groups with a baseline lower than the All Students group will close their by 10% in 7 years. The proposed length of time for the long-term goals– 7 years from 2023 – encompasses half of a student's K-12 career and therefore achieving the goal would impact students that are currently in the K-12 education system.

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Based on Accountability Oversight Committee's review of modeled data, if Idaho had used the proposed model beginning in 2016, the state would have met the goal for 1 year and some subgroups would have met the goals additional years. Since our historical data does not show a consistent upward trend in our cohort graduation rates, we are confident that these goals are appropriately ambitious, particularly given the longstanding challenges of closing achievement gaps and the built-in, focused gap closure component of this model. Figure 3 shows a comparison of our actual 4 year cohort graduation rates by year compared to modeled goals representing what targets would have been if we had adopted the proposed approach in 2016.

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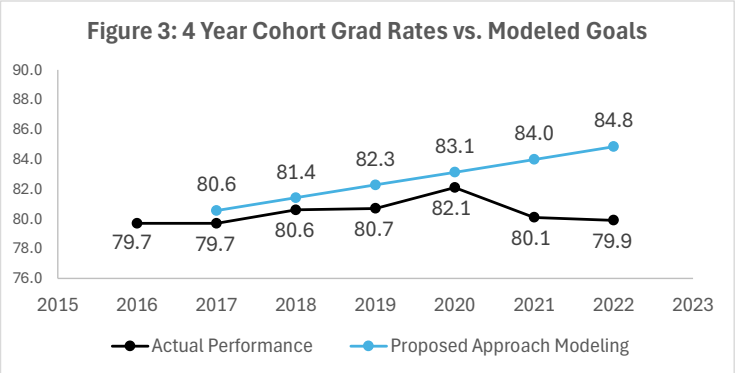

Calculation: Long-term goal = (Class of 2022 baseline % proficient/advanced + 6) + (maximum 0 (All Students Class of 2022 baseline – group Class of 2022 baseline)) x 0.10)
Interim progress goal = (group's Class of 2029 long-term goal – group's Class of 2022 baseline) / 7

Please note that due to the timing of Idaho's graduation rate appeals window and the finalization of data, our graduation rate for a given year is always for the prior graduating class. Thus, the 2023 baseline is the Class of 2022.

~~The Idaho State Board of Education has established a goal that Idaho's 4-year~~

~~cohort graduation rate will be 95% by 2023. In seeking to align the long-term goal to this established goal, the state will reduce non-graduates by 75% over six years.~~

~~**Calculation:**~~
~~**Long-term goal** = Class of 2016 % graduating + (75% x (100 – Class of 2016 % graduating)~~
~~**Interim progress goal** = Difference between the long-term goal and the baseline / 6~~
~~Note: The all students graduation rate long-term goal has been rounded up to align with the Idaho State Board of Education's existing graduation rate goal.~~

~~Due to disruptions related to COVID-19, the 2022 long-term goal has been extended to 2023.~~

Table 5a: 4 year Graduation rate – Class of 2022 baseline, Class of 2029 long-term goal, and Class of 2023-Class of 2028 interim targets
***Reporting of 4 Year graduation rates lags 1 year**

4 year Graduation Rate	Class of 2022 Baseline	Class of 2023	Class of 2024	Class of 2025	Class of 2026	Class of 2027	Class of 2028	Class of 2029
All Students	79.9%	80.8%	81.6%	82.5%	83.3%	84.2%	85.0%	85.9%
Economically Disadvantaged	69.6%	70.6%	71.6%	72.6%	73.6%	74.6%	75.6%	76.6%
English Learners	65.4%	66.5%	67.5%	68.6%	69.7%	70.7%	71.8%	72.9%
Students with Disabilities	56.6%	57.8%	59.0%	60.2%	61.4%	62.6%	63.7%	64.9%
American Indian or Alaskan Native	73.4%	74.4%	75.3%	76.3%	77.2%	78.2%	79.1%	80.1%
Asian or Pacific Islander	85.4%	86.3%	87.1%	88.0%	88.8%	89.7%	90.5%	91.4%
Black / African American	69.1%	70.1%	71.1%	72.1%	73.1%	74.2%	75.2%	76.2%
Hispanic or Latino	73.0%	74.0%	74.9%	75.9%	76.8%	77.8%	78.7%	79.7%
Native Hawaiian / Other Pacific Islander	71.6%	72.5%	73.4%	74.2%	75.1%	76.0%	76.9%	77.8%
Two or More Races	76.5%	77.4%	78.3%	79.2%	80.1%	81.0%	81.9%	82.8%
White	81.9%	82.8%	83.6%	84.5%	85.3%	86.2%	87.0%	87.9%

2. If applicable, describe the long-term goals for each extended-year adjusted

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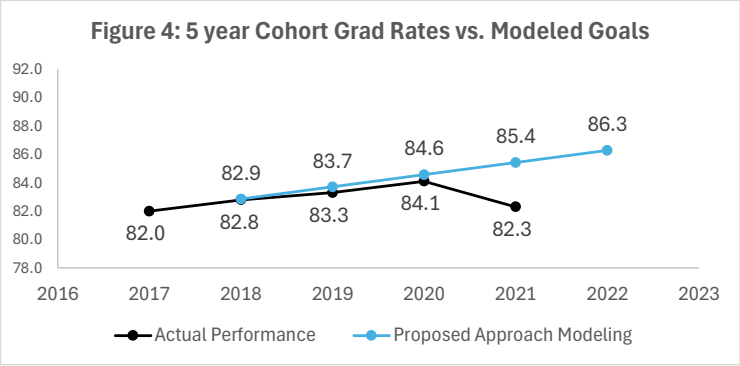
cohort graduation rate, including (1) the timeline for meeting the long-term goals, for which the term must be the same multi-year length of time for all students and for each subgroup of students in the State; (2) how the long-term goals are ambitious; and (3) how the long-term goals are more rigorous than the long-term goal set for the four-year adjusted cohort graduation rate.

Idaho's 5 year cohort graduation rate long-term goals and measurements of interim progess were created using the same "Base + Gap Closure" calculation as the 4 year cohort graduation rate. Based on our historical data and stakeholder feedback, the base expectation is 6 percentage points improvement over 7 years with a 10% gap closure component. The proposed length of time for the long-term goals– 7 years from 2023 – encompasses half of a student's K-12 career and therefore achieving the goal would impact students that are currently in the K-12 education system.

Based on historical data trends and stakeholder feedback, we are confident the targets are appropriately ambitious, particularly for subgroups underperforming when compared to the All Students Group. Additionally, Idaho tracks and reports our 5 year cohort graduation rates because they are particularly applicable for alternative high schools. Since these schools are serving students who are not on track to graduate in four years at their time of enrollment, ensuring that students graduate within five years is challenging. Thus, we believe the improvement expected is appropriately ambitious. Figure 4 shows our historical 5 year cohort graduation rate data versus what the targets would have been if we adopted the proposed model in 2017.



Because the baselines (Class of 2021) are higher than the 4 year cohort graduation rate baselines, the proposed 5 year cohort graduation rate interim targets and long-term goals are all higher than the 4 year targets.

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Calculation: Long-term goal = (Class of 2021 baseline % proficient/advanced + 6) + (maximum 0 (All Students Class of 2021 baseline – group Class of 2021 baseline)) x 0.10)
Interim progress goal = (group's Class of 2028 long-term goal – group's Class of 2021 baseline) / 7

Please note that due to the timing of Idaho's graduation rate appeals window and the finalization of data, our 5 year cohort graduation rate for a given year is lags by two years. Thus, the 2023 baseline is the Class of 2021.

~~**Long-term goal** = Class of 2017 % graduating + (75% x (100 – Class of 2017 % graduating))~~

~~**Interim progress goal** = Difference between the long-term goal and the baseline/5~~

Table 5b: 5-Year graduation rate long term goals and interim progress goals
***Reporting of 5 Year graduation rates lags 2 years**

5 year Graduation Rate	Class of 2021 Baseline	Class of 2022	Class of 2023	Class of 2024	Class of 2025	Class of 2026	Class of 2027	Class of 2028
All Students	82.3%	83.2%	84.0%	84.9%	85.7%	86.6%	87.4%	88.3%
Economically Disadvantaged	73.4%	74.4%	75.4%	76.4%	77.3%	78.3%	79.3%	80.3%
English Learners	66.2%	67.3%	68.4%	69.5%	70.5%	71.6%	72.7%	73.8%
Students with Disabilities	59.8%	61.0%	62.2%	63.3%	64.5%	65.7%	66.9%	68.1%
American Indian or Alaskan Native	72.7%	73.7%	74.7%	75.7%	76.7%	77.7%	78.7%	79.7%
Asian or Pacific Islander	87.5%	88.4%	89.2%	90.1%	90.9%	91.8%	92.6%	93.5%
Black / African American	73.9%	74.9%	75.9%	76.8%	77.8%	78.8%	79.8%	80.7%
Hispanic or Latino	75.6%	76.6%	77.5%	78.5%	79.4%	80.4%	81.3%	82.3%
Native Hawaiian / Other Pacific Islander	79.7%	80.6%	81.5%	82.4%	83.3%	84.2%	85.1%	86.0%
Two or More Races	78.0%	78.9%	79.8%	80.8%	81.7%	82.6%	83.5%	84.4%
White	84.2%	85.1%	85.9%	86.8%	87.6%	88.5%	89.3%	90.2%

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3. Provide the measurements of interim progress toward the long-term goals for the four-year adjusted cohort graduation rate and any extended-year adjusted cohort graduation rate.

   Interim progress goals are in Tables 5a and 5b above and in Appendix A.

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4. Describe how the long-term goals and measurements of interim progress for the four-year adjusted cohort graduation rate and any extended-year adjusted

cohort graduation rate take into account the improvement necessary to make significant progress in closing statewide graduation rate gaps.

As with goals for reading/language arts and mathematics assessments, Idaho's 4 year cohort and 5 year cohort graduation rate goals were created using our "Base + Gap Closure" model that incorporates a specific gap closure component for any group underperforming the All Students group, while applying the same formula to all groups. Additionally, because the gap closure component of the formula requires a ten percent decrease in the group's gap, subgroups with baselines farther behind the All Students group have a more ambitious long term goal, and interim measures to reach that goal, which will close achievement gaps for student subgroups using attainable targets. ~~by reducing the number of non-graduating students by 75% over six years, student groups with lower rates of graduating students will be required to increase the number of graduates at a faster rate in order to meet the state's goals.~~

c. **English Language Proficiency.** *(ESEA section 1111(c)(4)(A)(ii))*

Idaho determines a student's eligibility as an English Learner in a multi-step process, beginning with an initial home language survey, completed at registration. If the home language survey indicates a language other than English is the primary language spoken at home, the student is then screened using the WIDA Screener for Kindergarten or WIDA Screener. The student's results from this screener determine eligibility and inform the students plan for developing English language skills.

The ACCESS for ELL is administered to all identified English Learners, annually, and includes assessments in reading, writing, listening and speaking. A student receives an overall composite score and a scale score in each of the four domains.

The reading and writing domains are weighted 35% each in the overall composite, while the speaking and listening are weighted 15% each in the overall composite.

Following the 2020 ACCESS for ELL administration, a student is considered proficient when they receive a composite score equal to or greater than 4.2, with a minimum score of 3.5 in the domains of reading, writing and listening, and a minimum score of 1 in the speaking domain.

The change came after analysis of both Idaho and WIDA Consortium data, consultation with stakeholders and assessment measurement experts as well as considering the rigor of English Language assessed by the ACCESS for ELL.

After analyzing the 2016, 2017 and 2018 results from the WIDA ACCESS for ELL, Idaho has updated the measure of expected progress. The new measure of expected progress as captured in Table 6a, considers the student's initial ELP

level, and recognizes student's English language development is not equal to the years served in an EL program, but influenced by their initial ELP level.

The expected time to English Language Proficiency also serves educators in the development of the student's EL plan in setting realistic and attainable growth targets, with a focus on meeting students where they are and moving students where they need to be, so they can successfully access academic content and be college and career ready.

Initial ACCESS for ELL Proficiency Level Composite (2017 or later)	Calculated Growth Year 1*	Calculated Growth Year 2*	Calculated Growth Year 3*	Calculated Growth Year 4*	Calculated Growth Year 5*
6.0 Reaching	**	**	**	**	**
5.0 – 5.9 Bridging	**	**	**	**	**
4.0 – 4.9 Expanding	4.0+	4.2+	**	**	**
3.0 – 3.9 Developing	3.0+	3.6+	4.2+	**	**
2.0 – 2.9 Emerging	2.5+	3.0+	3.6+	4.2+	**
1.0 – 1.9 Entering	1.5+	2.0+	3.0+	3.6+	4.2+

** Only years in which the student was continuously enrolled in Idaho schools count for the year counter in the first row of this table.*
*** English learners must meet proficiency (Idaho Language Instruction Educational Program exit criteria) to be considered as making the expected progress.*

1. Describe the long-term goals for English learners for increases in the percentage of such students making progress in achieving English language proficiency, as measured by the statewide English language proficiency assessment, including: (1) the State-determined timeline for such students to achieve English language proficiency and (2) how the long- term goals are ambitious.

~~Idaho will reduce the number of English learners who are not making expected progress to English proficiency, as defined above by 1/3 over five years. This five-year long-term goal has been reset to reflect the change to the expected progress, using 2018 data as the baseline.~~

The proposed length of time for English Learners' progress long-term goals is the same as all other proposed goals– 7 years from 2023 – which encompasses half of a student's K-12 career and achieves the goal of impacting students currently in the K-12 education system.

Based on changes made to Idaho's exit criteria and, as a result, a shift in the student population taking the state's English Language Proficiency Assessment, the percentage of students meeting their growth targets has changed in recent years. We reviewed data since the change in exit criteria was implemented (in 2020) and considered pandemic impacts to identify our long-term goals for the percent of students making expected progress. We also engaged with stakeholders and gathered feedback directly from districts and educators with larger populations of

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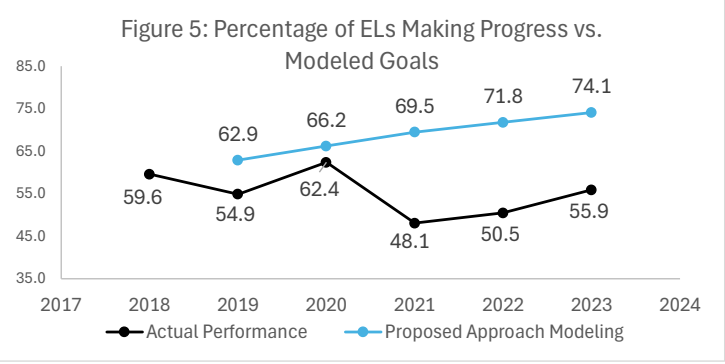
English Learners. Figure 5 shows the actual percentage of ELs that have made expected progress as compared to modeling of what the state goals would have been if we had adopted the proposed approach in 2018.



Based on data trends and stakeholder feedback, we have set goals for the percentage of EL students meeting their growth targets to improve by a very ambitious 20 percentage points from the 2023 baseline (55.9%) to the 2030 long-term goal (75.9%). Recognizing that program improvements and student outcomes are more likely to see greater annual improvement initially with lower rates of improvement over time, we set the measurements of interim progress for 3.3 percentage points annually for 2024 through 2027 and 2.3 percentage points per year from 2028 to 2030.

Table 6b: Percent of Students Making Expected Progress toward English proficiency 2023 baseline, 2030 long-term goal, and 2024-2029 interim targets

2023 Baseline	2024	2025	2026	2027	2028	2029	2030
55.9%	59.2%	62.5%	65.8%	69.1%	71.4%	73.7%	76.0%

2. Provide the measurements of interim progress toward the long-term goal for increases in the percentage of English learners making progress in achieving English language proficiency in Appendix A.

   Interim progress goals are in Table 6b above and Appendix A.

iv. **Indicators** *(ESEA section 1111(c)(4)(B))*

Idaho annually and publicly reports progress on all measures in the state's Accountability Framework (Appendix B), originally approved by the Idaho State Board of Education and the Idaho Legislature in 2017. These measures were agreed

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upon by Idaho's stakeholders as the next step forward in education accountability in the state to ensure that all students are college and career ready. Idaho believes defining success requires going beyond statewide test scores and should illustrate multiple measures reflecting the many facets of our students. All measures in the Accountability Framework reflect Idaho's values and will further empower educators and parents to engage in educational decisions about their children.

The Accountability Framework is used to meet both state and federal school accountability requirements and is broken up by school categories.

A subset of the measures in the Accountability Framework is used as the accountability indicators required by ESSA, and described in this section. Idaho uses these indicators every three years to determine schools for comprehensive support and improvement, and each year to determine schools for targeted support and improvement, using the methodology described in sections A(4)(v) and A(4)(vi) of this plan.

It should be noted that the state accountability framework groups schools into three categories so meaningful differentiation can be made between like schools. The following school categories are outlined in the state accountability framework:

School Categories

- Kindergarten through grade eight (K-8): Schools in this category include elementary and middle schools as defined in IDAPA Rule 08.02.03.112.05.f.
- High Schools, not designated as alternative high schools, as defined in Subsection 112.05.f.
- Alternative High Schools

The indicators Idaho uses for school identification as required by ESSA are listed by school category.

Academic Measures by School Category K-8:

- Achievement on Idaho Standards ~~Assessments~~ Achievement Test (ISAT) in English Language Arts and Math
- Growth on the Idaho Standards Achievement Test (ISAT), ~~–~~as determined by the percentage of students ~~on track to be proficient within three years.~~meeting their individual, annual growth targets.
- English Learners making progress towards English language proficiency.

High School:

- Achievement on Idaho Standards ~~Assessments~~ Achievement Test (ISAT) in English Language Arts and Math
- English Learners making progress towards English language proficiency.
- Four (4) year cohort graduation rate

Alternative High School:

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- Achievement on Idaho Standards ~~Assessments~~ Achievement Test (ISAT) in English Language Arts and Math
- English learners making progress towards English language proficiency.
- Four (4) year cohort graduation rate

School Quality Measures by School Category K-8:

- Chronic absenteeism rates for grades K-8.

High School:

- College and Career Readiness indicators, determined through a combination of students participating in advanced opportunities, earning industry recognized certification and/or participation in recognized high school apprenticeship programs.

Alternative High School:

- College and Career Readiness indicators, determined through a combination of students participating in advanced opportunities, earning industry recognized certification and/or participation in recognized high school apprenticeship programs.

a. **Academic Achievement Indicator**. Describe the Academic Achievement indicator, including a description of how the indicator (i) is based on the long-term goals; (ii) is measured by proficiency on the annual Statewide reading/language arts and mathematics assessments;(iii) annually measures academic achievement for all students and separately for each subgroup of students; and (iv) at the State's discretion, for each public high school in the State, includes a measure of student growth, as measured by the annual Statewide reading/language arts and mathematics assessments.

Idaho's Academic Achievement Indicator is achievement on the statewide tests in Mathematics and English Language Arts/Literacy and meets the criteria for academic indicators as described in section A(4)(iv)(a) of this plan.

Academic achievement indicator measures:

- K-8 Schools
  - Idaho Student Achievement Test (ISAT) Mathematics grades 3-8
  - ISAT English Language arts (ELA)/Literacy grades 3-8
- High Schools
  - ISAT Mathematics
  - ISAT ELA/Literacy
- Alternative High Schools
  - ISAT Mathematics
  - ISAT ELA/Literacy

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The academic achievement indicator represents the proficiency on statewide mathematics and ELA/Literacy tests. In the school identification system, academic

achievement for K-8 schools is the actual, non- averaged achievement in that school year. For high school, students are allowed to demonstrate their mastery of the high school content standards by taking the assessment at least once in high school prior to or during their 11th grade year.

The state administers and reports the grade level assessments annually and provides comparative data across subgroups.

Used for all schools in state: Both academic indicators in this section are used for all schools in the state according to the school categories as outlined in Idaho's Accountability Framework.

Same calculation for all schools: The same calculation is used for all schools in the state for the academic indicators. This is further described in the process of annual meaningful differentiation methods later in this section.

Validity and reliability: The academic indicators are calculated using statewide test scores in Mathematics and English Language Arts. The Idaho Standard Achievement Tests, developed by Smarter Balanced, have met validity and reliability criteria as outlined in the Federal Assessment Peer Review.

Based on long-term goals: Both academic indicators are aligned directly to Idaho's long- term goals.

Proficiency on statewide reading/language arts and mathematics assessments: The academic indicators are based on the percentage of students scoring proficient or advanced on these assessments. Results from both content areas will be weighted equally. Please see annual meaningful differentiation of schools methodology for further explanation.

Disaggregation: Each academic indicator can be disaggregated for each student group.

95% participation: Both academic indicators measure the performance of at least 95% of all students and 95% of all students in each student group.

b. **Indicator for Public Elementary and Secondary Schools that are Not High Schools (Other Academic Indicator).** Describe the Other Academic Indicator, including how it annually measures the performance for all students and separately for each subgroup of students. If the Other Academic Indicator is not a measure of student growth, the description must include a demonstration that the indicator is a valid and reliable statewide academic indicator that allows for meaningful differentiation in school performance.

Idaho's Other Academic Indicator is Academic Growth as defined below and meets the criteria for academic indicators as described in section A(4)(iv)(a) of this plan.

Other Academic indicator measures:

- Student Growth to proficiency in English Language Arts/Literacy, based on the percentage of students meeting their annual growth targets ~~using a 3-year~~

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~~trajectory model~~

- Student Growth to proficiency in Mathematics, based on the percentage of students meeting their annual growth targets ~~using a 3 year trajectory model~~

To set meaningful, achievable annual growth targets for students that keep them on a trajectory towards proficiency or appropriately maintaining proficiency, we have established different expectations for students based on their performance.

Expectations for Students Who Have Not Scored Proficient or Above

First, we divided the non-proficient ISAT achievement levels (Level 1 and Level 2) into 3 sub-categories. Students' growth targets are then set based on the expectation to improve their performance spring-to-spring by 1 achievement sub-category or more, as shown below.

Minimum Expected Growth for Non-Proficient Students						
	Level 1			Level 2		
Prior Year	1a	1b	1c	2a	2b	2c
Current year	1b	1c	2a	2b	2c	3a

Expectations for Students Who Have Scored Proficient

For students who have scored proficient, we again divided the proficient ISAT achievement level (Level 3) into 3 sub-categories. Because students have demonstrated proficiency, substantial upward movement is encouraged but not expected for the student to meet their growth target. Instead, for proficient students, the targets are designed to ensure they continue to expand their learning by at least one academic year. As a result, the growth targets for proficient students are set with the expectation that they will maintain their performance within their sub-category spring-to-spring or will improve performance. The minimum expectations are shown below.

Minimum Expected Growth for Proficient Students			
	Level 3		
Prior Year	3a	3b	3c
Current year	3a	3b	3c

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Expectations for Students Who Have Scored Advanced

For students who have scored advanced, we have maintained one ISAT achievement level (Level 4) rather than creating sub-categories. There are two primary reasons for this decision:

- We recognize that achieving a Level 4 is challenging
- We understand the nature of the assessment and the reality that scores at the top end of the scale are less precise, so students' movement within the category could be a result of normal testing error.

Because students who have scored advanced have exceeded proficiency expectations, the targets are designed to ensure they continue to expand their learning by approximately one academic year without backsliding into a lower performance category. As a result, the growth targets for advanced students are set with the expectation that they may have varying performance within Level 4, but are expected to stay at or above the Level 4 cut to meet their growth target.

Maintenance Expectation for Advanced Students	
	Level 4
Prior Year	4
Current year	Maintain performance anywhere within Level 4

~~The state determines the gap between a student's most recent scale score and the scale score necessary to reach proficiency in 3 years. From there, a linear path is created and the minimum score needed to be proficient in three years. A student is considered 'on-track' if they meet their annual target on the path to proficiency. For example, a fourth grade student scored 2420 in third grade mathematics and requires 120 scale score points to reach proficiency in mathematics by sixth grade. The student must increase his or her scale score by at least 40 points in the current year to be on track. Student growth targets are calculated annually.~~

~~The percentage of students 'on track' to be proficient in three years is calculated for English Language Arts/Literacy and Mathematics separately and weighted equally.~~

Disaggregation: The other academic indicator can be disaggregated for each student group. Student growth can be disaggregated for each student group.

Validity and reliability: Student growth calculations are a valid and reliable measure and have been used by the U.S. Department of Education to understand and measure the growth of schools and districts.

95% participation: The growth rate indicator measures the performance of at least

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95% of all students and 95% of all students in each student group.

c. **Graduation Rate.** Describe the Graduation Rate indicator, including a description of (i) how the indicator is based on the long-term goals; (ii) how the indicator annually measures graduation rate for all students and separately for each subgroup of students; (iii) how the indicator is based on the four-year adjusted cohort graduation rate; (iv) if the State, at its discretion, also includes one or more extended-year adjusted cohort graduation rates, how the four-year adjusted cohort graduation rate is combined with that rate or rates within the indicator; and (v) if applicable, how the State includes in its four-year adjusted cohort graduation rate and any extended-year adjusted cohort graduation rates students with the most significant cognitive disabilities assessed using an alternate assessment aligned to alternate academic achievement standards under ESEA section 1111(b)(2)(D) and awarded a State-defined alternate diploma under ESEA section 8101(23) and (25).

Table 7 below describes Idaho's graduation rate indicators. Idaho uses the four-year adjusted cohort graduation rate for the graduation rate indicator, which follows federal guidelines. See section A(4)(v) for how the graduation rate indicator is used for meaningful differentiation of schools. Idaho does not award a state-defined alternate diploma. Based on stakeholder feedback, Idaho calculated a five-year cohort graduation rate for the first time in 2018/2019. The Five-year cohort graduation rate is reported for all high schools.

Table 7: Graduation rate indicators

Indicator	Measure	Description
Graduation Rate	The four-year cohort graduation rate	The percent of students graduating using the four-year graduation cohort rate calculation within a school reported[4] in the current school year.

Used for all high schools in state: The graduation rate indicator is used for all high schools in the state.

Same calculation for all high schools: The same calculation is used for all schools in the state for the graduation rate indicator.

Based on long-term goals: The graduation rate indicator is aligned directly to Idaho's long- term goals.

Disaggregation: The graduation rate indicator can be disaggregated for each student group. The graduation rate indicator can be disaggregated for each student group.

Validity and reliability: The federally-required four-year cohort graduation rate has been shown to be valid and reliable.

d. **Progress in Achieving English Language Proficiency (ELP) Indicator.** Describe the

Progress in Achieving ELP indicator, including the State's definition of ELP, as measured by the State ELP assessment.

Idaho administers the ACCESS for ELL developed by WIDA as our English Language Proficiency Assessment. The progress in achieving ELP is defined in section iv.c above.

e. **School Quality or Student Success Indicator(s).** Describe each School Quality or Student Success Indicator, including, for each such indicator: (i) how it allows for meaningful differentiation in school performance; (ii) that it is valid, reliable, comparable, and statewide (for the grade span(s) to which it applies); and (iii) of how each such indicator annually measures performance for all students and separately for each subgroup of students. For any school quality or indicator that does not apply to all grade spans, the description must include the grade spans to which it does apply.

Table 8: School Quality Indicators

School Category	Measure
K-8	Chronic absenteeism rates for grades K-8.
High School	College and Career Readiness indicators, determined through a combination of students participating in advanced opportunities, earning industry recognized certification and/or participation in recognized high school apprenticeship programs.
Alternative High School	College and Career Readiness indicators, determined through a combination of students participating in advanced opportunities, earning industry recognized certification and/or participation in recognized high school apprenticeship programs.

Table 8 describes the school quality indicators used in our school identification methodology. Additional school quality indicators are found in Appendix B, described at the end of this section and included in annual reporting on the state, district and school report card used as our tool for annual meaningful differentiation.

Disaggregation: Each school quality indicator can be disaggregated for each student group.

Validity and reliability:
The validity of chronic absenteeism is supported by numerous studies that have found strong linkages between chronic absenteeism and other key indicators of student performance and success such as improved academic achievement, increased graduation rates, and lower dropout rates. The reliability of the collected data is largely ensured by a consistent reporting methodology, the use of a standardized state definition of chronic

[4] *Graduation rate lags by one school year.*

absenteeism, and a singular data collection system that has already been established and used for reporting. Idaho is confident in the accurate reporting of attendance data because Idaho has used an average daily attendance (ADA) funding model for many years for all school districts.

All local education agencies in Idaho have been submitting chronic absenteeism data since the 2018-2019 school year to the state. Idaho defines chronic absenteeism the same as the definition provided by the U.S. Department of Education in the EDFacts file spec FS195:

"The unduplicated number of students absent 10% or more school days during the school year. A student was absent if he or she was not physically on school grounds and was not participating in instruction or instruction-related activities at an approved off-grounds location for at least half the school day".

The college and career readiness indicator will be calculated for every student using data collected by the ISDE, State Board of Education, or the Idaho Division of Career and Technical Education (ICTE).

Students who demonstrate early success in college and career preparation opportunities have an increased likelihood of entry and success in education and career training after high school. College and career preparation is determined by calculating the percent of students who have demonstrated success preparation for education and/or career training after high school through advanced course work, technical skills attainment or work experience.

Advanced coursework includes advance placement courses, dual credit courses, and international baccalaureate programs. Students earn credit by passing the course. Technical Skills Assessment (TSA) is a pathway program that measures a student's understanding of the technical requirements of the occupational pathway. The TSA is a nationally validated, industry- based assessment, administered by an approved vendor, such as Career Technical Education. All juniors and seniors enrolled in a capstone course are required to take the TSA. Work experience includes credit for internships and job shadowing. A student earns work experience credit by passing the established criteria for that experience. At a minimum, each work experience aligns to Idaho's Content Standards. In this way, the work experience requirements for credit are consistent and comparable across the State. The LEA may require additional criteria above and beyond the Standards.

The three options in the college and career ready indicators in Idaho's Accountability framework are equally accessible and reflective of stakeholder feedback and State Board of Education goals and allow for meaningful differentiation among all high schools and alternative schools in the state.

Each college and career indicator will include all 12th graders in the denominator providing a true measure of student's access to advanced coursework and a measure of performance throughout their high school experience.

The numerator and denominator are summarized below:

The # of 12th grade students in a high school meeting one or more of the three College and Career options divided by the number of 12th grade students.

Idaho's high school students have equitable access to Advanced Opportunities. Idaho requires that all high schools offer Advanced Opportunities. Idaho rule 08.02.03.106.01 states: "All high schools in Idaho shall be required to provide Advanced Opportunities, as defined in Section 007, or provide opportunities for students to take courses at the postsecondary campus."

In addition, each student in Idaho has $4,125 available to them to cover costs associated with Advanced Opportunities. These funds may be used to pay for dual credits, overload courses, or certificate exams.

Additional school quality and student success indicators not used in school identification. Additional school quality indicators in the state accountability framework include students enrolled in grade 8 taking pre-algebra or higher-level math courses and students in grade 9 taking algebra 1 or higher level math courses in our high schools and alternative high schools. Enrollment in math courses is based on the total population of students in the applicable grade and is disaggregated by sub-groups.

Research shows that students learn more in schools that emphasize high academic expectation and students that take higher-level academic courses learn more. This research supports the use of the enrollment in on-grade or above grade mathematics courses as an indicator of school quality and student success. This indicator also allows for evaluation of school programs in aligning curriculum and instruction in setting high expectation.

Credit recovery and accumulation in Idaho alternative schools as a measure of school quality and student success is predicated on the specific academic needs of students in alternative high schools. The state intends to identify the number of courses taken for credit recovery – which is defined as, any course for which a student received credit after previously attempting the same or equivalent course where credit was not earned. The State Department of Education is working with alternative schools to determine the most meaningful way of articulating this in our reporting of the indicators in the state, district and school report cards. Business rules for reporting will be finalized in May 2018.

The final indicator of school quality and student success; communication with parents on student achievement, which applies to all school configurations, was implemented in the 2018/2019 school year.

v. **Annual Meaningful Differentiation** *(ESEA section 1111(c)(4)(C))*

a. Describe the State's system of annual meaningful differentiation of all public schools in the State, consistent with the requirements of section 1111(c)(4)(C) of the ESEA, including a description of (i) how the system is based on all indicators in the State's accountability system, (ii) for all students and for each subgroup of students. Note

that each state must comply with the requirements in 1111(c)(5) of the ESEA with respect to accountability for charter schools.

Idaho annually and publicly reports progress on all measures in the state's Accountability Framework (Appendix B), approved by the Idaho State Board of Education and the Idaho Legislature in 2017. These measures were agreed upon by Idaho's stakeholders as the next step forward in education accountability in the state to ensure that all students are college and career ready. Idaho believes defining success requires going beyond statewide test scores and should illustrate multiple measures reflecting the many facets of our students.

All measures in the Accountability Framework reflect Idaho's state values and further empower educators and parents to engage in educational decisions about student achievement. Idaho reports results for each indicator disaggregated by all student subgroups for all schools. Idaho's stakeholders were outspoken in their opposition to a summative rating for each school. It was felt that the complex calculations required to produce a summative score are not transparent, sometimes misleading, and result in a system that is not useful for parents and educators. In order to produce a meaningful report card, Idaho has developed a user-friendly report card that allows for data to be summarized and visualized in ways most useful to parents and community members. The state also incorporated tools for comparing schools to each other. This allows all education stakeholders to use the multiple measures in the Accountability Framework to differentiate schools.

b. Describe the weighting of each indicator in the State's system of annual meaningful differentiation, including how the Academic Achievement, Other Academic, Graduation Rate, and Progress in ELP indicators each receive substantial weight individually and, in the aggregate, much greater weight than the School Quality or Student Success indicator(s), in the aggregate.

When identifying comprehensive and targeted support and improvement schools as described above, the school quality indicator is weighted at 10% for all schools, with the remaining indicators weighted evenly across the remaining 90%.

See Table 9 below for an outline of indicator weights for Idaho's most common school configurations.

Table 9: Indicator weights for Idaho's most common Title I school configurations (percent)

School Type (Title 1 Schools)	Math	ELA/ Literacy	Student Growth – Math	Student Growth – ELA/Literacy	English Learner Proficiency	Graduation Rate	School Quality
K-8	18	18	18	18	18	NA	10
K-8 (no ELs)	22.5	22.5	22.5	22.5	NA	NA	10
High school	22.5	22.5	NA	NA	22.5	22.5	10
High school (no ELs)	30	30	NA	NA	NA	30	10

Alternative high school	22.5	22.5	NA	NA	22.5	22.5	10
Alternative high school (no ELs)	30	30	NA	NA	NA	30	10

c. If the State uses a different methodology for annual meaningful differentiation than the one described in section 4(v)(a) above for schools for which an accountability determination cannot be made (*e.g.*, P-2 schools), describe the different methodology, indicating the type(s) of schools to which it applies.

The CSI process for identifying the lowest performing schools relies on multiple measures of school performance to accurately identify schools with systemic challenges. Consequently, to progress through Step 6 above and receive a composite score, schools must meet the n size threshold of 20 students in a minimum number of key indicators.

For K-8 schools, the key indicators are:

- Academic Achievement
  - ISAT/IDAA Proficiency Rate in ELA/literacy
  - ISAT/IDAA Proficiency Rate in Mathematics
- Academic Growth
  - Student Growth toward Proficiency – ISAT ELA/Literacy
  - Student Growth toward Proficiency – ISAT Mathematics
  - English Learner Growth toward English Language Proficiency

K-8 schools must have a value for at least one academic achievement measure and one academic growth measure listed above to receive a composite score.

For High Schools and Alternative High Schools, the key indicators are:

- Academic Achievement
  - ISAT/IDAA Proficiency Rate in ELA/literacy
  - ISAT/IDAA Proficiency Rate in Mathematics
- Graduation Rate
  - Four-year cohort graduation rate (High Schools)

High Schools and Alternative High Schools must have a value for at least one academic achievement measure and a graduation rate to receive a composite score.

When schools meet the n size requirements for the key indicators described above, the SDE uses the results in the standard, Lowest-Performing CSI process with the weights distributed across the available indicators. However, if the school still fails to meet the n size requirements for the minimum number of indicators, the school will be subject to a qualitative review process.

Qualitative Review Process

In the qualitative review process, the SDE convenes a review committee to review the school's characteristics and performance using available data. This committee will review information about the school, including the following:

- Title I status
- Grades served
- Detailed school type (e.g. career technical school, adjudicated school, etc.)
- Number of students in the denominator of each accountability measure
- Performance in each measure
- Student achievement progress and growth based on criteria established by the State Technical Assistance Team (STAT)
- For schools serving grades not assessed in our accountability system, the review committee will consider the school's performance on the statewide early literacy assessment as a metric of comparison. While not a measure in our identification system, the statewide literacy assessment is a measure in our accountability framework and is a key performance indicator in annual meaningful differentiation in our report card.

The committee will use the information available during the qualitative review to determine if the school should be identified for comprehensive support and improvement.

vi. **Identification of Schools** *(ESEA section 1111(c)(4)(D))*

a. **Comprehensive Support and Improvement Schools**. Describe the State's methodology for identifying not less than the lowest-performing five percent of all schools receiving Title I, Part A funds in the State for comprehensive support and improvement.

Idaho identified schools in the beginning of the 2018-19 school year using data from 2015- 16, 2016-17, and 2017-18. In the case of the student engagement survey, only data from the end of the 2017-18 school year was used. Idaho originally planned to identify schools every three years thereafter, using the same review of three prior years' data. Although this original identification schedule was delayed by COVID-19 disruptions, Idaho will return to a three-year identification cycle starting in the beginning of the 2022-2023 school year.

Feedback from stakeholders strongly emphasized a three-year identification cycle in order to build a system that supports the development of sustainable school improvement strategies. School leaders will be able to dedicate time to planning and early implementation in the first year of identification and will have an additional two full years to implement their school improvement strategies, with the intent of generating

sustainable change at the school.

ISDE reviews identification data annually to determine whether schools would be identified during an off-cycle year. If schools are found that are not currently identified but would have been identified if the current year were on-cycle will be notified and offered support and thought partnership from staff. Those schools will be added to a watch list and this will be noted on the school report card.

A subset of the measures in the Accountability Framework is used as accountability indicators as required by ESSA, described in section A(4)(iv) of this plan. Idaho uses these indicators every three years to identify schools for comprehensive support and improvement, and each year to determine schools for targeted support and improvement, using the methodology described in this section and section A(4)(vi) of this plan.

The steps below describe the calculation steps the state will use in identifying the lowest-performing five percent of all schools receiving Title I, Part A funds.

***Step 1**:*
For each indicator used in school identification, combine the performance of students in the school for the most recent three years and calculate a weighted average. For indicators for which three years of statewide data is not available, the state combines performance for the number of years that are available.

The example below demonstrates the three-year average calculation for math achievement.

Math Assessment	2016		2017		2018		Three year average calculation for Math achievement	
# proficient	95	95.0% proficiency	100	78.7% proficiency	79	57.20% proficiency	274	75.07% proficiency
# tested	100		127		138		365	

***Step 2**:* Select a school and identify the three-year weighted average value of the first indicator (among the academic and school quality indicators described in section iv.)

As an example, the academic achievement indicator for Math, which is the percentage of students scoring at proficient or advanced. From the example calculation above, this value is 75% for a hypothetical school – School X.

School X math performance

Current year Proficient/Advanced
75%

***Step 3**:* Determine the school's rank on that indicator relative to all other public schools in the state in the same school category.

To continue our example, assume School X's math achievement was about in the middle relative to other schools in the state, ranking 197 of 378 schools.

There are 181 schools with lower Achievement than School X and 196 that have higher Achievement than School X.

Step 4: Calculate the school's percentile rank for the indicator. The percentile rank is a simple calculation: divide the number of schools below the school in question by the total number of public schools in the state in the same school category. This number is then multiplied by 100. This calculation provides the percent of schools in the state that fall below the target school in that indicator.

For our hypothetical school X, the calculation would be as follows:

School	Achievement	Rank
P	99%	1
F	98%	2
AA	96%	3
S	94%	4
-	●	●
-	●	●
X	**75%**	**197**
-	●	●
-	●	●
G	32%	378

Math Achievement Percentile Rank

$$\frac{\text{Number of schools below School X (181)}}{\text{Total Number of schools (378)}}$$

Using this calculation, we determine that 48 percent of schools in the state fall below School X in the math academic achievement indicator.

Step 5*:* Repeat steps 1-4 for all indicators.

Step 6: Calculate a composite value for the school based on the available indicators. The composite value is calculated by applying the weights described in section b (below) to the percentile ranks for each indicator (determined at the end of step 4) and summing these values.

Step 7*:* Repeat steps 1-6 for all schools in the state.

Step 8 Rank schools from highest to lowest within their school category based on their composite value.

Step 9 Identify the composite value that would capture the bottom 5% of Title I schools within the K-8, high school, and alternative high school categories.

Idaho designates both Title I and Non-Title I schools with composite scores at or below the relevant 5% threshold value as schools identified for comprehensive support and improvement.

Step 10*:* Idaho also celebrates schools for their work to meet the needs of their students by recognizing:

- Schools that meet or exceed the interim progress goals for each indicator.
- Schools that fall into the 90th percentile rank or above using the school identification methodology for each of the indicators in the framework.

b. **Comprehensive Support and Improvement Schools**. Describe the State's methodology for identifying all public high schools in the State failing to graduate one third or more of their students for comprehensive support and improvement.

Beginning in 2019, the state calculates and reports both a 4-year cohort and a 5-year cohort graduation rate annually for all traditional and alternative high schools.

Beginning in 2021, Idaho identifies all high schools in the state with a 5-year cohort graduation rate less than 67%, based on a three year weighted average, for comprehensive support and improvement.

The change to using a 5-year rate specifically addresses the challenges and unique needs of our alternative high schools, which are required to serve students who are at risk for dropping out due to academic and social or emotional challenges. Using a 5-year cohort graduation rate average for all high schools recognizes the unique challenges and important work educators and students accomplish in preparing students for college and/or career.

The use of a 5-year cohort graduation rate also allows the state to meaningfully differentiate high schools in our accountability system.

c. **Comprehensive Support and Improvement Schools**. Describe the methodology by which the State identifies public schools in the State receiving Title I, Part A funds that have received additional targeted support under ESEA section 1111(d)(2)(C) (based on identification as a school in which any subgroup of students, on its own, would lead to identification under ESEA section 1111(c)(4)(D)(i)(I) using the State's methodology under ESEA section 1111(c)(4)(D) and that have not satisfied the statewide exit criteria for such schools within a State-determined number of years.

If a Title 1 school is identified for additional targeted support under section A(4)(vi)(f) of this plan for three consecutive years (i.e., the school has not met the statewide exit criteria for two consecutive years immediately after the year in which it was identified for additional targeted support), that school will be identified as a comprehensive support and improvement school.

d. **Year of Identification**. Provide, for each type of schools identified for comprehensive support and improvement, the year in which the State will first identify such schools and the frequency with which the State will, thereafter, identify such schools. Note that these schools must be identified at least once every three years.

   Idaho began identifying comprehensive support and improvement schools for the 2018-19 school year and originally planned to repeat this process every three years. Due to COVID- 19 disruptions, the identification schedule was pause. Idaho re-identifies schools prior to the 2022-2023 school year and then continues to identify schools every three years thereafter.

e. **Targeted Support and Improvement**. Describe the State's methodology for annually identifying any school with one or more "consistently underperforming" subgroups of students, based on all indicators in the statewide system of annual meaningful differentiation, including the definition used by the State to determine consistent underperformance. *(ESEA section 1111(c)(4)(C)(iii))*

   While the lowest-performing five percent of schools will be identified as comprehensive support and improvement schools every three years, the methodology for identifying these schools will be calculated annually for the purpose of identifying schools for targeted support and improvement.

   The comprehensive support and improvement calculations will be run for all students to identify the lowest-performing five percent of schools. The same calculations will then be run for each subgroup of students (when meeting the n size requirements). Idaho identifies targeted support and improvement schools based on a student group composite below the bottom 5% of state average composite for all students and in the bottom five (5) percent of the corresponding student group composites.

   The composite score is calculated based on three most recent years of data. For indicators for which three years of statewide data is not available, Idaho combines performance for the number of years that are available.

   Each targeted support and improvement school will be required to develop and implement an improvement plan that is aligned to the long-term goals for the state, and approved by their LEA.

   To exit targeted support and improvement, a school must not be identified using the methodology described above.

f. **Additional Targeted Support.** Describe the State's methodology for identifying schools in which any subgroup of students, on its own, would lead to identification under ESEA section 1111(c)(4)(D)(i)(I) using the State's methodology under ESEA section 1111(c)(4)(D), including the year in which the State will first identify such schools and the frequency with which the State will, thereafter, identify such schools. *(ESEA section 1111(d)(2)(C)-(D))*

The methodology for identifying additional targeted support schools will be calculated annually.

The same calculations as used for comprehensive support and improvement identifications will be run among targeted support and improvement schools for all subgroups of studentis (when meeting the n size requirements). The final, weighted composite value for each student group will be compared with that for schools that are (or would be) identified for comprehensive support and improvement.

If the composite value for any of the subgroups is below that for the highest performing school in the bottom 5% of the comprehensive identification schools, the school will be identified for additional targeted support and improvement.

The composite score is calculated based on three most recent years of data. For indicators for which three years of statewide data is not available, Idaho combines performance for the number of years that are available.

To exit additional targeted support, a school must not be identified using the methodology described above.

g. **Additional Statewide Categories of Schools**. If the State chooses, at its discretion, to include additional statewide categories of schools, describe those categories.

The state does not identify additional statewide categories of schools.

vii. **Annual Measurement of Achievement** *(ESEA section 1111(c)(4)(E)(iii))*: Describe how the State factors the requirement for 95% student participation in statewide mathematics and reading/language arts assessments into the statewide accountability system.

Idaho understands that in order to provide a fair and accurate picture of school success, and to help parents, teachers, school leaders, and state officials understand where students are struggling and how to support them, the state must ensure high participation in statewide assessments.

According to current Idaho Administrative Code (IDAPA 08.02.03.112(e), "failure to include ninety-five percent (95%) of all students and ninety-five percent (95%) of students in designated subgroups automatically identifies the school as not having achieved measurable progress in ISAT proficiency." For the purposes of this plan, "measurable progress on ISAT proficiency" is defined as not having met the school's interim progress measure toward its long-term goals in any group where 95% participation is not attained.

Additionally, "If a school district does not meet the ninety-five percent (95%) participation target for the current year, the participation rate can be calculated by the most current three (3) year average of participation."

Should a school or LEA not meet the 95% participation minimum standard, the local school

board will be notified by the State Board of Education that the school or district has failed to meet the minimum standard of reporting and that this will be reflected on the state report card. The ISDE will support the school or LEA to write a parent outreach plan that addresses how it will engage parents and community members in order to meet the 95% participation minimum standard. In addition, ISDE will develop policies requiring the LEA to use a portion of its funds pursuant to 33-320, Idaho Code (Continuous Improvement Plans) for local school board and superintendent training on data-driven decision-making and assessment literacy.

If a school has at least 95% participation in any year, the school is not required to submit a parent outreach plan for the following year.

viii. **Continued Support for School and LEA Improvement** *(ESEA section 1111(d)(3)(A))*

a. **Exit Criteria for Comprehensive Support and Improvement Schools**. Describe the statewide exit criteria, established by the State, for schools identified for comprehensive support and improvement, including the number of years (not to exceed four) over which schools are expected to meet such criteria.

Lowest performing 5% of schools:
To exit comprehensive support and improvement a school identified in the lowest performing 5% of schools must:

- No longer meet the eligibility criteria for comprehensive support and improvement (no longer be in the lowest 5%), and
- Achieve ELA and Math results above the 10th percentile within each school category for the all student group, and
- Articulate in writing a plan for sustaining improved student achievement. The plan will be submitted to and approved by the State Technical Assistance Team (STAT). This plan will articulate measurable goals, aligned strategies, and a robust monitoring plan. This sustainability plan must explain how the school will maintain a strong rate of growth and change for students while addressing how the school intends to ensure sustainability without additional improvement funds.

A school may not exit if student outcomes (e.g. proficiency rates) have not improved from the point of identification.

Schools with graduation rate below 67%:
Schools identified for comprehensive support and improvement by failing to graduate two- thirds of its graduating cohort may exit from comprehensive status if:

- The school's average graduation rate over the previous 3 years exceeds 67%, or
- The school's graduation rate for two consecutive years exceeds 67%.

b. **Exit Criteria for Schools Receiving Additional Targeted Support**. Describe the statewide exit criteria, established by the State, for schools receiving additional targeted support under ESEA section 1111(d)(2)(C), including the number of years over which schools are expected to meet such criteria.

Schools identified for additional targeted support will be assigned school improvement goals with a three-year timeline for the student group for which the school was identified for additional targeted support. These goals will be aligned with a long-term goal for that student group to reduce the gap to 100% proficiency in each indicator by half over 6 years with 2016 as the baseline year. To exit, a school must:

- No longer meet the eligibility criteria for additional targeted support, and
- Achieve ELA and Math results above the 10th percentile within each school category, for all subgroups for which the school was identified for targeted support and improvement.

A school may not exit if student outcomes (e.g. proficiency rates) have not improved from the point of identification.

c. **More Rigorous Interventions**. Describe the more rigorous interventions required for schools identified for comprehensive support and improvement that fail to meet the State's exit criteria within a State-determined number of years consistent with section 1111(d)(3)(A)(i)(I) of the ESEA.

More rigorous interventions in a school failing to meet Idaho's exit criteria after three years will be led by the State Technical Assistance Team (or STAT, see section A(4)(viii)(e) for a complete description), who will facilitate the completion of a Comprehensive and Integrated Field Review (CIFR) that will lead to next steps for the school. Below is a description of the steps the STAT will complete to determine more rigorous interventions.

Next steps include:

- The ISDE conducts a Comprehensive and Integrated Field Review (CIFR) during the fall following the third year of identification (see below for membership and protocol).
- The State Board of Education may direct the use of some of the LEA's continuous improvement funds pursuant to 33-320, Idaho Code for local school board training in school improvement.
- A leadership coach may be assigned to the local school board and LEA leader to inform school improvement at the local level.

Membership of the Comprehensive and Integrated Field Review Team may include:

- STAT Team; including the superintendent, building administrators and school leadership team
- ISDE representatives as needed
- LEA/school administrators from the region with similar demographics

Comprehensive and Integrated Field Review protocol:

- Observe a stratified sample of faculty including teachers of special populations, using a standard protocol. The protocol will include a subset of the indicators that align with the state's current teacher evaluation system.
- Interview focus groups; which may includeteachers, parents, students, and

noncertified staff (e.g. food service, custodians and paraprofessional).
- Interview LEA and school administrators.
- Collect and interpret data.
- Recommend additional school interventions to school, LEA, and state leadership.
- School, LEA, and state leaders agree upon and implement new interventions for the school.

d. **Resource Allocation Review**. Describe how the State will periodically review resource allocation to support school improvement in each LEA in the State serving a significant number or percentage of schools identified for comprehensive or targeted support and improvement.

Idaho will identify all LEAs with 50% or more of comprehensive and targeted support and improvement schools every year.

For LEAs with 50% or more comprehensive and targeted support and improvement schools the state will annually review ESSA Federal program resource allocations from the LEA to the school through the Consolidated Federal and State Grant Application (CFSGA). Budget and expenditure information, supports and resources, and student performance will be analyzed to determine the effectiveness of those supports.

ISDE has access to a wide variety of resources, including funding, expertise, math and ELA coaches, leadership training, and assessment development. The allocation of these resources will first be applied to those comprehensive and targeted schools, especially the LEAs that have more than 50% of schools identified for comprehensive or targeted support.

e. **Technical Assistance**. Describe the technical assistance the State will provide to each LEA in the State serving a significant number or percentage of schools identified for comprehensive or targeted support and improvement.

Idaho is committed to a robust statewide system of support. Our system of support is designed to pair local issues with local solutions and draws from a variety of resources and programs to build the capacity of schools and LEAs for continuous and sustainable improvement. The statewide system of support is managed and coordinated by the State Technical Assistance Team (STAT). This team is responsible for overseeing all school improvement grants for comprehensive and targeted schools. The STAT works with LEAs to ensure that improvement plans are evidence-based and managed for high performance.

The STAT will provide a network approach to improving instruction and achievement for each school identified as comprehensive support and improvement. The STAT will include members of the Idaho Department of Education , LEA Team, and other specialists as necessary to meet the unique needs of the LEA/District.

As shown in Table 10 below, the statewide System of Support includes strategies

and activities that LEAs and schools can select based on need. Schools identified for comprehensive support and improvement will likely need to draw on multiple strategies, whereas schools identified for targeted support and improvement may apply focused resources on meeting the needs of identified groups of students.

The STAT will ensure that school improvement plans meet evidence-based requirements under ESSA, and that the state interventions being applied to schools are evaluated to ensure that they are high quality and resulting in improved outcomes for students.

State-led school improvement activities are funded through the state administrative set- aside for 1003(a) funds. Services are provided directly to schools identified for improvement, when requested by the LEA as an optional part of the 1003(a) funding formula.

Table 10: Strategies used in the Idaho statewide System of Support

Strategy	Activity	Provider/program	Funding source
Creating/implementing comprehensive and targeted school improvement plans	Diagnostic evaluation/needs assessment to determine key challenges and root causes	Idaho Building Capacity Project	Title I-A School Improvement funds
Creating/implementing comprehensive and targeted school improvement plans	Comprehensive school improvement and leadership coaching	Idaho Building Capacity Project	Title I-A School Improvement funds
Improving leadership effectiveness	Training/Mentoring for School Board Members	ISDE, Idaho School Boards Association, Idaho Building Capacity Project	School Improvement funds
Improving leadership effectiveness	Mentoring and support for principals	Idaho Principals Network Idaho Principal Mentoring Project	School improvement funds Title II-A
j	Mentoring and support for superintendents	Idaho Superintendents Network, Idaho Superintendent Mentoring Project	School Improvement Funds

Aligning curriculum and improving instruction	Professional development and technical assistance in curriculum and standards development and alignment and research-based instructional improvement	ISDE, Content and Curriculum Coaches	State funds
Aligning curriculum and improving instruction	Training on the Idaho Content Standards and technical assistance with how to align curriculum, instruction, and assessment practices	ISDE, Content and Curriculum Coaches	State funds
Aligning curriculum and improving instruction	Educator evaluation training and coaching	ISDE and SBOE Educator Effectiveness Coordinators	Title II-A State funds
Aligning curriculum and improving instruction	Training on Assessment and Data Literacy	ISDE	State funds
Supporting English learners	Technical assistance with EL program design	Idaho English Learner Program	State and federal funds
Supporting English learners	Training on WIDA standards and technical assistance on aligning WIDA standards with Response to Intervention (RTI) practices	Idaho English Learner Program	State and federal funds
Supporting Special Education students	Multi-tiered instructional training and coaching	SESTA team of Special Education Idaho Center on Disabilities and Human Development	State funds, special education funds

Supporting Special Education students	Training on intensive interventions, assessments and strategies related to special education	SESTA team of Special Education Idaho Center on Disabilities and Human Development	Special education funds
Family and community engagement	Technical assistance in the inclusion of families and the community in the school improvement planning and implementation process	ISDE-Family Engagement Coordinator	State funds

The following describes each of these strategies and activities in greater detail:

Management of Comprehensive and Targeted School Improvement

LEAs and schools need guidance and support in conducting needs assessments, prioritizing goals and needs, and developing improvement plans that are actionable and effective. ISDE partners with local and regional organizations to provide this assistance.

Comprehensive needs assessment and action plan: As part of the state's support, all comprehensive support and improvement schools will conduct a comprehensive needs assessment. The needs assessment may include an examination of four key components of each school: climate and culture, student engagement, leadership, and stakeholder perspectives and experiences. Data will be collected and analyzed using key performance and improvement indicators for school quality and learner outcomes. Areas of improvement will include a root-cause analysis to determine appropriate solutions.

Improvement areas will be prioritized, and this information will help guide LEAs in writing their comprehensive support and improvement plans and will help the STAT provide ongoing support assistance. If the LEA would like assistance from ISDE in either conducting the diagnostic evaluation or recommending an external provider, the school improvement coordinator will provide the information and resources.

Action plans from the diagnostic evaluation will address the why, who, what, when, and resource allocation for making improvement changes. A vision for the school will be developed and the school's strategic direction—setting short-term (one year) and long-term (three to five years) goals—will be identified. An important component of the plan will include external stakeholder involvement in the development process and during the implementation of the plan. External stakeholders will include, at a minimum, the principal and other school leaders,

teachers, and parents. The LEA will address in the plan how it will monitor and oversee the plan's implementation, as well as how the effectiveness of the plan will be evaluated. Title I-A school improvement funds may be used to fund a comprehensive needs assessment if the LEA chooses to use an external provider.

Additionally, grant funds will be available for all Title I schools identified as comprehensive support and improvement for the purpose of implementing system changes, strategies, and interventions as identified in the school's improvement plan based on the results of the comprehensive needs assessment.

STAT Team: The STAT will meet regularly either in person or via web conference. The state school improvement coordinator will develop the agenda and facilitate the meetings. One of the key responsibilities of this group will be to review data to inform strategies for improvement. The purpose of the meeting will be to review progress of schools in CSI-Up and align the statewide System of Support for continuous improvement.

If a school no longer falls in the category of comprehensive support due to the *significant increase in achievement and/or growth* or it is the conclusion of the STAT that the school's processes and procedures will result in higher levels of student outcomes, ISDE and the LEA will discuss termination of designation and a plan for interim measures of progress, student data, and scaffolded support. The school will be considered exited, but the additional funding allocated for support will no longer be distributed.

Idaho Building Capacity Project: Central to the strategy of providing assistance with the management of school improvement is the Idaho Building Capacity (IBC) Project. The project began in 2008 and is now a cornerstone of ISDE's statewide System of Support and its approach to school improvement. Idaho Capacity Builders are experienced educators who have in-depth knowledge of school improvement processes and demonstrated experience implementing change processes. All schools identified for comprehensive support and improvement may receive support from a Capacity Builder. Capacity Builders coach leaders and leadership teams through the tasks of improvement with ongoing training.

Capacity Builders are provided with a toolkit of evidence-based school improvement resources and, in partnership with school and LEA leaders, help create and implement a customized school improvement plan. The Capacity Builders are managed by regional school improvement coordinators at Boise State University, Idaho State University, and University of Idaho.

Improving Leadership Effectiveness

The statewide System of Support includes several activities to increase the effectiveness of school leadership. The following activities draw on the strengths and assets of Idaho's educators while providing focused support to leaders of schools identified for comprehensive or targeted support and improvement.

Idaho Principals' Network (IPN): The IPN brings school principals together in a

professional learning community that is singularly focused on improving outcomes for all students by improving the quality of instruction in all schools. Through the IPN, principals participate in a balance of content, professional conversation, and collegial instructional rounds related directly to instructional leadership, managing change, and improving the overall effectiveness of the instructional core. For schools identified for comprehensive support and improvement, the IPN is recommended and provides coaching and support unique to the leadership needs of each principal. Data collected in July 2017 indicated that IPN participants overwhelmingly indicated satisfaction with the program. Over 95% of participants would either recommend or strongly recommend the program and indicated that the workshops are useful and directly impact their work.

Idaho Superintendents' Network (ISN): The ISN was developed by ISDE in partnership with Boise State University's Center for School Improvement and Policy Studies. The purpose of this project is to support the work of superintendents in improving outcomes for all students. The network is comprised of committed superintendents who work together to develop a cohesive and dedicated leadership community focused on teaching and learning. The ISN is a key resource for superintendents in LEAs with schools that are in comprehensive and targeted designation in order to support and build their capacity in specific aspects of leadership. The ISN is recommended for district superintendents with one or more schools identified for comprehensive support and improvement.

The Idaho Principal Mentoring Project (IPMP): The IPMP is designed for early career principals in Idaho. This project is voluntary and will provide principals in their first or second year multiple levels of support. The program hires highly distinguished principals and/or superintendents trained by the state to mentor school leaders. Principal mentors are assigned to principal mentees based on need and experience. Mentors coach leaders through the tasks of improvement with regular high-performance phone calls. Principal mentors are provided with a toolkit of mentoring resources and work with mentees to create a customized mentoring plan that focuses on developing the skills and dispositions in four critical areas of school level leadership: interpersonal and facilitation skills, teacher observation and feedback, effective school-level practices and classroom-level practices, and using data to improve instruction. Data collected in July 2017 showed that 100% of IPMP participants indicated satisfaction with the program and that it directly impacts their work.

Idaho Career & Technical Education (CTE) Leadership Institute: Leadership Institute was developed to foster professional development and provide leadership training and opportunities for Idaho professionals in career and technical education. The goal is to train individuals to become local, district, or state-level administrators of career and technical programs. CTE programs in Idaho exist at the middle, secondary, and postsecondary levels, and workforce training exists in noncredit settings such as community colleges and correctional facilities. Each year applicants for Leadership Institute are nominated by a peer, supervisor, or other CTE administrator who recognize the leadership potential of the nominee. New selected members are placed into a cohort to join other cohorts in a rolling 27-month

professional development journey that includes training on state and national policy, CTE funding and governance, administration of CTE programs and schools, introduction to national CTE professional associations and advocacy, and personal leadership discovery and growth. Professional staff at ICTE lead the cohorts and act as mentors for the Leadership Institute participants throughout their time in the cohort and beyond.

Aligning Curriculum and Improving Instruction

Professional development and technical assistance from state content specialists: Idaho has a network of local teacher leaders and content specialists who provide high-quality professional development across the state. The Idaho Regional Mathematics Centers are housed within the colleges of education at each of Idaho's four-year institutions of higher education: Boise State University, Lewis Clark State College, Idaho State University and University of Idaho. The staff of each Regional Mathematics Center provides both regional, district and school-specific support in mathematics education. Each center has developed and utilizes a systematic method to gauge regional, district or school needs and readiness in order to provide equal opportunity to services. To ensure a lasting change in Idaho educators' instructional practice, center programs are of sufficient quality, duration and frequency.

The Idaho Content Literacy Coaches are a group of more than 600 teacher leaders who provide professional development on the Idaho Content Standards, along with lessons, units, and assessments aligned to the Idaho Content Standards. For schools identified as in need of comprehensive or targeted support and improvement, regional mathematics and literacy specialists provide job-embedded coaching.

For schools that are implementing mastery education, expertise from the Idaho Mastery Education Network will be a critical resource for implementing this important but challenging shift in how students learn and are assessed. In addition, mastery education may be used as a strategy for school improvement in schools that are not yet implementing mastery education.

Educator effectiveness coordinator: Educator effectiveness is a program that provides LEAs with standards, tools, resources, and support to increase teacher and principal effectiveness and consequently increase student achievement. ISDE's and OSBE's educator effectiveness coordinators integrate educator effectiveness policies and resources within Idaho's statewide system of support. Schools identified for comprehensive or targeted support and improvement may utilize the educator effectiveness program for the following: integrating observation and evaluation into continuous school and LEA improvement; technical assistance and professional development on effective instructional strategies and interventions; and creating school and LEA improvement plans that integrate educator observation and evaluation practices with resources, strategies, assessments, and evaluation procedures that will adequately address the needs of all learners.

Supporting English Learner Students

Schools identified for comprehensive or targeted support and improvement may serve disproportionately high percentages of EL students compared with other

schools in the state. ISDE is part of the WIDA Consortium and provides the following supports:

Technical assistance with EL program design and implementation: The Idaho English Learner Program assists school districts with federal and state requirements of ELs. Program staff works with LEAs to create, implement, and maintain language development programs that provide equitable learning opportunities for ELs. The Idaho EL and Title III Program also provides support for all Idaho educators of EL students through professional learning opportunities that are intentionally designed based on evidence about student and teacher needs.

Training on WIDA standards and technical assistance on aligning WIDA standards with RTI practices: The Idaho State EL and Title III Program partners with the WIDA consortium to provide training and technical assistance in implementing the WIDA standards and assessments for English language development and in using data to design and manage instruction and support for EL students.

Extended Learning Time
Adjusting the frequency and intensity of interventions can be facilitated by the provision of extended learning time for students and educators. The state encourages LEAs to review school schedules for efficient use of available time and to ensure that available time is effectively used for instruction and academic intervention. LEAs are encouraged to determine how—within existing frameworks and resources—schools can provide interventions and supports beyond scheduled instructional time and how they might use school improvement funds to extend learning time beyond the school day. In particular, schools may leverage school or public libraries in order for students to access additional education resources outside of regular class time during the regular school day.
Additionally, LEAs are encouraged to evaluate and determine how extended professional learning time can be made available for educators within schools identified for comprehensive improvement.

Family and Community Engagement
ISDE provides resources to support LEAs and schools in taking an evidence-based approach to involving families and the community in improving student outcomes.

Family and community engagement coordinator: ISDE has built a system to engage parents within the improvement process. The family and community engagement coordinator identifies, plans, and implements methods that would support LEA leaders and their schools in engaging families and the community at large in the discussion of continuous school improvement.

Family engagement tool: Idaho has collaborated with the Academic Development Institute, the parent organization for the Center on Innovation and Improvement, to provide the Family Engagement Tool (FET) as a resource to all Idaho schools. The FET guides school leaders through an assessment of indicators related to family engagement policies and practices. The resulting outcome is a set of recommendations that can be embedded in the school's improvement plan. As described on the FET website (www.families- schools.org/FETindex.htm), the tool provides: a structured process for school teams working to strengthen family

engagement through the school improvement plan; rubrics for improving LEA and school family engagement policies, the home-school compact, and other policies connected to family engagement; documentation of the school's work for the LEA and state; and a reservoir of family engagement resource for use by the school.

Career & Technical Student Organizations (CTSOs): CTSOs are an integral, co-curricular part of all CTE programs. They provide opportunities for students to learn and practice leadership skills in the classroom, the school, the community, and within their organization. CTSO members perform community service projects. They may also engage with business and industry community leaders during board meetings, fundraising, and CTSO conferences where the community leaders attend to act as judges for competitive events. CTSOs are, in effect, the part of CTE programs that is visible to the community.

Technical Advisory Committees (TACs): TACs support CTE programs by providing input on curriculum and projects, collaborating on and/or securing equipment and other program needs, and supporting the educators and schools where CTE programs are housed, as practical and appropriate. TAC members become involved not only for CTE programs but also the school and the community to advocate for program improvement and student success.

Fiscal Management
Idaho's Public School Finance Department provides technical support to LEAs. Finance department staff also prepares reports about revenues, expenditures, budgets, attendance and enrollment, staffing, and school property taxes with information provided by LEAs. For LEAs seeking support on fiscal management and budgetary issues, the State Assistance Team will help coordinate support from the finance department.

ICTE provides technical assistance and oversight to administrators, managers, and teachers regarding the funding distributed through its office. This funding includes, but is not limited to, CTE added-cost funds, career technical school funds, and Idaho Quality Program Standards (IQPS) grants for secondary programs, postsecondary program funding, and Perkins funding for middle, secondary, and postsecondary programs.

f. **Additional Optional Action**. If applicable, describe the action the State will take to initiate additional improvement in any LEA with a significant number or percentage of schools that are consistently identified by the State for comprehensive support and improvement and are not meeting exit criteria established by the State or in any LEA with a significant number or percentage of schools implementing targeted support and improvement plans.

Not applicable.

5. **Disproportionate Rates of Access to Educators** (*ESEA section 1111(g)(1)(B)):* Describe how low-income and minority children enrolled in schools assisted under Title I, Part A are not served at disproportionate rates by ineffective, out-of-field, or inexperienced teachers, and the measures the SEA agency will use to evaluate and publicly report the progress of the State educational agency with respect to such description.[5]

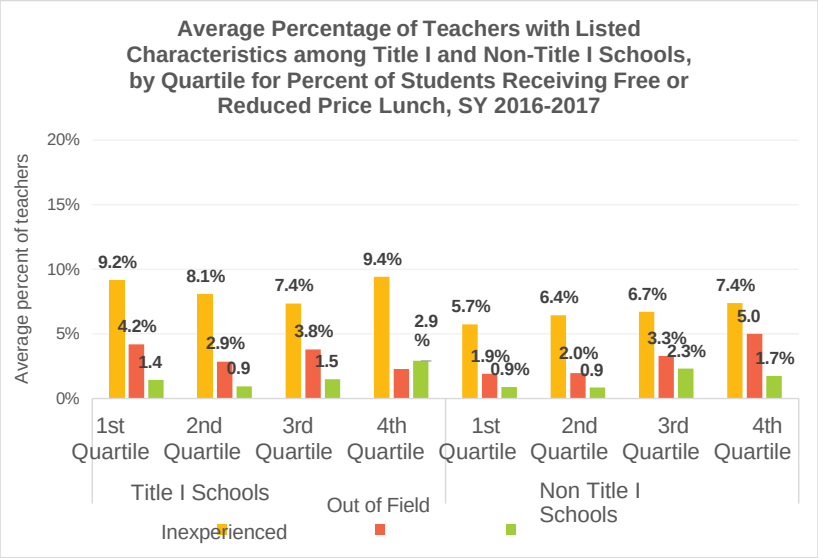
   ISDE created a cross-agency workgroup in 2015 to measure the equitable distribution of educators across the state. ISDE works to analyze educator experience, credentials, and need. The data analysis does not point to disparities in terms of the distribution of personnel who are working with low-income or minority students. The data analysis did identify a shortage of personnel and a higher than desired amount of inexperienced teachers across all areas. The findings became part of Idaho's Equity Plan submitted to the

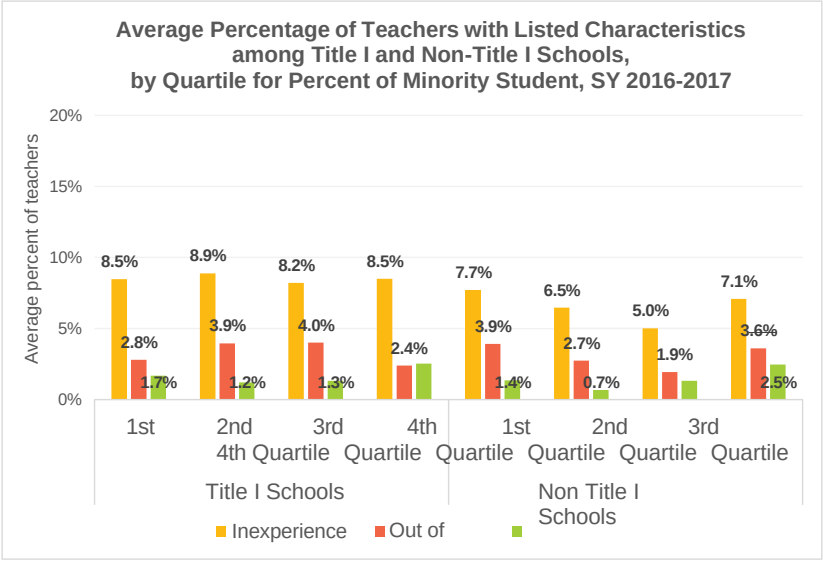
   U.S. Department of Education on June 1, 2015, and sparked a statewide effort to study recruitment and retention. ISDE continues to monitor and support LEAs as they continue to deal with the challenge of recruiting and retaining teachers. ~~This workgroup continues to meet monthly to address various needs around teacher workforce strategies to recruit, retain, and equitably distribute eachers.~~

   As illustrated in the approved Equity Plan, Idaho has found that there is little to no correlation between student group and educator quality in the state. ~~Instead,~~ Idaho is continuing ~~working~~ to address a general challenge with teacher recruitment and retention statewide, especially in Idaho's rural and remote school districts. Recruitment and retention of effective educators is a cornerstone focus in both school improvement (using state funds, supplemented by Title I-A school improvement funds) and Effective Educators (Title II-A state activities and set-aside funds). The goal is to support educators at every level of the system.

   In addition, the State Board of Education convened an educator pipeline workgroup in 2016, which is working to release recommendations for addressing Idaho's teacher recruitment and retention challenge this year (2017). This workgroup has representation from diverse stakeholder groups, including ISDE, teachers, school administrators, school board members, parents, and the business community. In 2017, the ISDE ran the data for inexperienced, out-of-field, and unqualified teachers in relation to minority and low-income students in Title I-A and non-Title I-A schools to determine to what extent, if any, there may be gaps. The results of this data for the 2016- 2017 school year are included below. While this updated data shows some disparity in the distribution of teachers, the gaps are small and will be monitored annually.

[5] *Consistent with ESEA section 1111(g)(1)(B), this description should not be construed as requiring a State to develop or implement a teacher, principal or other school leader evaluation system.*





For the purpose of regularly analyzing the rates at which low-income and minority students are taught by ineffective, out-of-field, and/or inexperienced teachers, the following definitions are used:

- Ineffective teacher:
  - Majority (50% +1 student) of his/her students have NOT met their measurable student achievement targets (pursuant to 33-1001, Idaho Code), or
  - Has a summative evaluation rating of unsatisfactory.
- Out-of-field teacher: not appropriately certificated or endorsed for the area in which he/she is teaching
- Inexperienced teacher: in his/her first year of practice
- Low-income student: from economically disadvantaged families
- Minority student: identified as a member of a minority race or ethnicity

Note that Idaho's ineffective teacher definition is in alignment with the requirements in the state's salary apportionment law (Career Ladder) found in 33-1001, Idaho Code, for educators to advance on the compensation table. The ineffective teacher definition went into effect July 1, 2017 ~~so this data will not be officially in place until after the 2017-2018 school year~~.

Beginning with the 2017-2018 school year, ISDE will annually run data to analyze these rates and to assess whether or not low income and minority students are taught at a higher rate by teachers deemed to be ineffective, out-of-field, or inexperienced. If gaps arise or are identified, the ISDE will provide specific support and assistance to the building, LEA, and/or region where the disparity exists. Each LEA will identify and address any disparities that result in low-income students and minority students being taught at higher rates than other students by ineffective, out-of-field, or inexperienced teachers. Progress will be evaluated annually, as described in Idaho's Educator Equity Plan.

Progress on rates at which low-income and minority students in schools assisted under Title I, Part A are taught by ineffective, out-of-field, and/or inexperienced teachers will be publicly reported when published annually on the ISDE State Report Card.

6. **School Conditions** (*ESEA section 1111(g)(1)(C)):* Describe how the SEA will support LEAs receiving assistance under Title I, Part A to improve school conditions for student learning, including through reducing: (i) incidences of bullying and harassment; (ii) the overuse of discipline practices that remove students from the classroom; and (iii) the use of aversive behavioral interventions that compromise student health and safety.

   Existing state supports will be leveraged to increase the impact of Title IV-A funds. After multiple years of stakeholder organizing and working with the Idaho Legislature, a law was passed during the 2015 session that increased the requirements of LEAs to address bullying and harassment including: ongoing professional development for all staff at the school building level, the expectation that all staff intervene when bullying/harassment occurs, the implementation of a graduated series of consequence for policy violators, and annual reporting of bullying incidents to ISDE.

   The Idaho Legislature has also appropriated $4 million ongoing in formula funds to establish safe and drug free schools. These funds can be leveraged to establish optimal conditions for learning, improve school climate, implement special programs, and

explore alternatives to suspension and expulsion. To maximize these resources and assist LEAs in implementing best practices, ISDE hosts an annual I*daho Prevention and Support Conference*. The conference provides professional development that focuses on innovation, best practices, collective problem-solving, and motivation techniques to effectively support historically underserved and at-risk students. Approximately 700 school counselors, teachers, administrators (including charter and alternative), school resource officers, juvenile probation officers, judiciary representatives, school psychologists, and other stakeholders attend every year. Recent conference themes include addressing bullying/harassment and Adverse Childhood Experiences (ACEs). ISDE has focused heavily on ACEs as this research makes a strong case for trauma-informed disciplinary policy and practice.

Additionally, ISDE was awarded a Garrett Lee Smith State/Tribal Youth Suicide Prevention and Early Intervention Grant from the Substance Abuse and Mental Health Services Administration from 2014 through 2016, and again in 2020 through 2025. As part of both grant awards, ISDE Idaho Youth Suicide Prevention Program (IYSPP) assisted LEAs with implementation of Sources of Strength (an upstream, evidence-based youth suicide prevention program) in select schools. This program has demonstrated efficacy not only in preventing suicide but also a wide range of risk behaviors, including bullying and school climate by focusing on developing internal strengths (protective factors) such as resilience, hope, and connectedness.

In addition, IYSPP provides free, statewide suicide prevention gatekeeper training to adults that teaches them how to understand risk factors, recognize warning signs, ask whether a student is thinking about suicide, and how to safely connect that student to help and support. As part of this training, IYSPP provides information about the importance of Trusted Adults, which is also a known protective factor against both suicide and bullying.

ISDE received a separate Substance Abuse and Mental Health Services Administration Project AWARE (Advancing Wellness and Resiliency in Education) five-year grant from 2020 through 2025. This grant allows the Idaho AWARE Project to increase awareness of mental health issues among school-aged youth, provide training for school personnel and other adults who interact with school-aged youth to detect and respond to mental health issues, and connect school-aged youth and their families, who may have behavioral health issues, to needed services. Three participating LEAs use Positive Behavior Interventions and Supports (PBIS) to implement a wide array of evidence-based programs that in part, reduce the overuse of discipline practices that remove students from the classroom and the use of aversive behavioral interventions that compromise student health and safety.

These supports will be used to increase the impact of Title IV-A funds appropriated for LEA and ISDE efforts to address bullying and harassment, the overuse of discipline practices that remove students from the classroom; and the use of aversive behavioral interventions that compromise student health and safety. The strategies in Table 11 below already have a presence and existing supports in Idaho, and ISDE will encourage

LEAs to use Title IV-A funds for these purposes if local data merits the need.

Table 11: Strategies for addressing behavior, discipline, and bullying/harassment

Strategy	Timeline	Funding sources
Idaho Prevention and Support Conference	Spring annually	Title IV-A
Support LEAs with existing initiatives: • Positive Behavior Interventions and Supports (school-wide, systemic approach to improved culture and supports based on data) • Restorative justice practices • Mentoring programs such as Big Brothers, Big Sisters • Alternatives to suspension/expulsion (special programs) • Sources of Strength (primary and secondary level) • Suicide Prevention Gatekeeper Training • Youth Mental Health First Aid • Mental Health assessment and referral • Crisis response/de-escalation training for school staff • School nurse position with student health room • Wellness programs (Coordinated School Health) • Multi-Tiered Systems of Support • Development of risk assessment protocols and policies • Parenting programs such as Nurturing Parenting • Child sexual abuse prevention initiatives such as Stewards of Children	Ongoing	Title IV-A

The ISDE will also access—and encourage LEAs to access—the expertise of the regional Equity Assistance Center funded by the U.S. Department of Education to promote greater understanding of equity and to ensure equal access to educational opportunities for all students, regardless of race, ethnicity, gender, or national origin.

7. **School Transitions** *(ESEA section 1111(g)(1)(D))*: Describe how the State will support LEAs receiving assistance under Title I, Part A in meeting the needs of students at all levels of schooling (particularly students in the middle grades and high school), including how the State will work with such LEAs to provide effective transitions of students to middle grades and high school to decrease the risk of students dropping out.

   The ISDE was deliberate in including a wide range of stakeholders in informing this Consolidated State Plan, in particular, the Title IV part A section includes feedback from representatives focused on suicide prevention, foster youth, homeless youth, families living in poverty,, children of military families, rights of disabled students, Native American advocacy, neglected youth, migratory families and English learners.

Increasing Opportunities and Outcomes for College and Career: Idaho has a single State Board of Education (SBOE) that oversees its entire P–20 education system. This structure promotes consistency and allows for strategic planning across the entire P–20 education continuum, from kindergarten through college or career attainment. The SBOE sets benchmarks for the percentage of Idaho students graduating from high school, attending postsecondary institutions, and completing college and/or being ready to assume careers. Examples of the implementation of these goals include the support for advanced opportunities (with specific goals for the percentages of students completing advanced opportunities), Next Steps Idaho, which provides web-based guidance through the admissions process and funding streams, as well as efforts at the high school level, such as Idaho College Application Week.
Idaho SBOE policies are established to create a seamless transition from middle school to career. Enacted in 2023, each Idaho public middle school student will receive instruction in career exploration. Funds have been made available to every 7-12 grade student to be utilize toward career advancement. The Idaho SBOE has assisted in the alignment of high school graduation requirements to college admission requirements, created an aligned framework (called the GEM framework) for easy transfer of college credits taken in high school, along with alignment of degree programs and transparency through coursetransfer.idaho.gov. The Idaho Workforce Development Council has assisted with the creation and alignment of numerous registered apprenticeships, availability of career pathways and licensures and the support of funding to post-high school goals through the Idaho Launch program. Additionally, the SBOE adopted a statewide definition of college and career readiness, which was operationalized with college and career readiness standards for high school students that are now in place. All of which would not be possible without the collaboration and continued professional development of staff with a coordinated and on-going effort of providing webinars, conferences and in-person visits.

Transition to School: Idaho does not currently offer state-sponsored prekindergarten, although some LEAs use their Title I and local funds to support this effort. Transitions from prekindergarten to kindergarten are clearly articulated in the State Special Education Manual for students with disabilities. This guidance also addresses student progress through the grade continuum.

Idaho assesses all K–3 students on foundational literacy skills at least twice per year. Any student who is identified as “at risk” must receive a minimum of 30 hours (if slightly below grade level) or 60 hours (if below grade level) of additional intervention. The intervention must meet the evidence-based standard, and LEAs must write plans and identify progress annually to the state. During the 2016 session of the Idaho Legislature, funding for the intervention was increased from approximately $2 million to $9.3 million. During the 2017 legislative session, funding was increased again to $11.4 million.

Middle Level: Idaho recognizes that decisions about college and career are often made prior to high school. To this end, the Middle-Level Credit System was instituted in May 2007 with the purpose of improving rigor, relevance, and relationships in the middle

grades; identifying pockets of success throughout Idaho to develop best practices for all middle schools; and ensuring every Idaho student is prepared to be successful in high school and beyond. The Middle-Level Credit System focuses on five key areas: student accountability, middle-level curriculum, academic intervention, leadership among staff at the middle level, and student transitions between the middle and high school grades. This system provides the flexibility for LEAs to meet the unique needs of their students while maintaining quality.

By 8th grade, students are required to complete a career pathway plan and receive instruction in career exploration by teachers, who have received professional development in career exploration. The state has developed a career information system for middle school and high school students that enables a student to learn about the skills and dispositions required in a wide range of jobs and professional fields.

High School: ISDE supervises K–12 education and has identified priorities that are aligned with the vision of the SBOE. The first goal of ISDE's plan is ensure that all Idaho students persevere in life and are ready for college and careers. Every high school student is required to take a set of required courses, and every junior has the opportunity to take a nationally recognized college admission assessment, currently the Scholastic Aptitude Test, which is paid for by the state.

overload courses. Each student is eligible for $4,125.00 to use beginning in 7th grade. Idaho's dual credit participation has increased dramatically in recent years, with more students entering a two- or four-year university with transferable credits toward major or general education requirements. Over 55% of juniors and seniors utilize Advanced Opportunities, with nearly 5,500 career technical education (CTE) licensures/exams and over 259,000 college credits (both CTE and Academic) paid for by the State of Idaho in 2023.

Career Technical School (CTS): Idaho has highly invested in career technical education (CTE). In the 2023-24 school year, Idaho created a Career Ready Student program that has provided $45 million for career technical facilities improvements in public schools, in addition to funding provided by Idaho's Division of Career Technical Education (ICTE) and school discretionary funds. Idaho provides flexibility in local education agency design and creation and thus has schools designed to provide high-end, state-of-the-art technical programs, meet high school graduation requirements, and provide field experience and opportunities for students across many traditional public schools. Career Technical Schools provide postsecondary alignment for all of their programs, giving students the opportunity to earn technical competency credits (credits granted upon matriculation to a post-secondary institution), be acknowledged with a Workforce Readiness Diploma and recognized credentials through Idaho's Skill Stack badging system.

Alternative Schools: Idaho's alternative schools help students find success through a personalized approach. The supports and flexibility provided to alternative schools emphasize the specific needs of at-risk students. The alternative schools work with students in grades 6-12 transitioning from elementary to middle/junior high and

middle/junior high to high school to help them be successful at the next level.

Students enrolled in alternative schools in Idaho receive additional support not always found in traditional secondary schools. This may include assigning fewer classes per day and tailoring instruction to students' individual needs. Students are provided the opportunity to attend summer school to make up credits or to get a head start on the coming school year. In addition to the academic requirements, alternative schools are required to provide services based on student needs, including daycare centers for students who are parents and direct social services such as social workers and specialized counselors and psychologists.

ISDE provides specific support for alternative schools, in addition to traditional secondary schools. In order to provide specialized instruction and additional supports, alternative schools are provided more funding per student than a traditional secondary school. Alternative schools are also reimbursed for the cost of providing summer school. Alternative schools are invited to participate in the Idaho Prevention and Support Conference and are encouraged to participate in a strand of workshops specifically focused on alternative school best practices and needs. They have also been specifically targeted to participate in programs that provide innovative instructional practices, such as the Idaho Mastery Education Network.
English Learners: ISDE supports the efforts of LEAs to help English learner students (ELs) gain English proficiency while simultaneously meeting challenging state academic content and student academic achievement standards. The Idaho English Learner Program assists LEAs with federal and state requirements related to ELs. The program helps LEAs create, implement, and maintain language development programs that provide equal learning opportunities for ELs. The goal is to develop curricula and teaching strategies that embrace each learner's unique identity to help break down barriers that prevent ELs from succeeding in school.

The Idaho State EL and Title III Program provides support for all Idaho educators of ELs through professional learning opportunities that are intentionally designed based on the timely needs of EL educators. We recognize that as the number of ELs grows, all educators must be mutually responsible for the language development and academic success of ELs and, therefore, all teachers are language teachers. Partnerships with Idaho's institutes of higher education are essential for incorporating components of EL education into preservice teacher education in an effort to prepare teachers with appropriate instructional strategies for the ELs in their classrooms.

Students with Disabilities: The ISDE Special Education Department works collaboratively with LEAs, agencies, and parents to ensure students with disabilities receive quality, meaningful, and needed services. The department has program coordinators for dispute resolution, funding, program monitoring, results-driven accountability, special populations, secondary transition, and data management. The department also works collaboratively with the Special Education Support and Technical Assistance (SESTA) project through Boise State University. SESTA provides statewide professional development, training, and support to LEA leaders, teachers, and paraprofessionals who support students with disabilities.

Student College and Career Supports:
The state recognizes the need for additional supports in aligning preschool to career as well as providing equitable opportunities for students who may be disadvantaged by their location. As such Idaho maintains a comprehensive statewide college and career exploration tool, teacher education resource and communication platform called Next Steps Idaho. In addition, Idaho schools are supported with content and course instruction through Idaho's Digital Learning Academy.

The State Board of Education has set a goal that 60% of Idahoans ages 25-34 will have some sort postsecondary degree or certificate. While there is much work to be done to meet or exceed this goal, the state is committed to providing high quality educational opportunities and outcomes for all Idahoans.

B. Title I, Part C: Education of Migratory Children

1. **Supporting Needs of Migratory Children** *(ESEA section 1304(b)(1))*: Describe how, in planning, implementing, and evaluating programs and projects assisted under Title I, Part C, the State and its local operating agencies will ensure that the unique educational needs of migratory children, including preschool migratory children and migratory children who have dropped out of school, are identified and addressed through:

Planning

State Comprehensive Needs Assessment Process: As part of the continuous improvement cycle, Idaho completed a new Comprehensive Needs Assessment (CNA) spring 2016, based on the Office of Migrant Education Comprehensive Needs Assessment Toolkit. This process included stakeholders, appropriate ISDE and LEA staff, and parents. Results of the needs assessment surveys for staff, parents, and secondary students provided a snapshot of perceived needs from the stakeholders most directly involved in the education of migrant children and from the children themselves. Intensive analysis of student performance data also informed the process. Finally, Parent Advisory Council (PAC) feedback throughout the process provided ongoing parent insight into student and family needs, especially those of preschool students and out-of-school youth. The CNA is the foundation of the Service Delivery Plan (SDP) and its measurable program outcomes and objectives. Idaho will complete this process every three years starting in 2016 or more often if there is a dramatic shift in migratory populations.

LEA Comprehensive Needs Assessment Process and Toolkit: ISDE provides tools to the LEAs for performing local needs assessments. The Idaho needs assessment surveys, suggestions for conducting a local CNA, and strategies for collecting and reporting needs data are found in the Idaho LEA Migrant Education Program (MEP) Comprehensive Needs Assessment Toolkit. The toolkit can be found on the Migrant webpage under Resource File in Migrant Services https://sde.idaho.gov/federal-programs/migrant/index.html. LEAs are provided with technical assistance in performing the CNA process and are monitored to ensure that local needs assessments are taking place.

State Service Delivery Plan: Idaho completed a new Service Delivery Plan (SDP) in the spring of 2017 based on concerns raised in the Comprehensive Needs Assessment that included migrant stakeholders. All migrant funded LEAs have received new Measurable Program Objectives (MPOs) and have provided assurances to the Idaho MEP through the consolidated grant application process that they will work to implement the strategies and evaluate the results as measured by the MPOs. Data is collected at the end of the performance period from every project LEA, showing their self-evaluation of their progress at meeting the MPOs. The Idaho MEP will aggregate this data to evaluate the progress of the Idaho MEP at serving the unique needs of migrant students. Every three years, Idaho will update the Service Delivery Plan in the year following the Comprehensive Needs Assessment.

Implementation

The State Department of Education implements the Service Delivery Plan through the Consolidated Federal and State Grant Application completed by LEAs each year, which includes the MPOs from the

state Service Delivery Plan. In Idaho, one-third of LEAs have small migrant programs and receive minimal funding, therefore MPOs that are more appropriate to larger programs are optional for smaller programs. LEAs select which of the optional MPOs they will implement for the coming year. Required MPOs are pre-selected for all LEAs. LEAs then briefly describe their plan for implementing each MPO selected in the grant application.

Evaluation
Idaho has a Migrant Student Information System (MSIS), created by in-house developers. In this system, each LEA reports whether or not it has achieved the selected MPO from the submitted consolidated plan. They also report supporting information for each MPO. LEAs are required to submit this information in the fall so services delivered in the summer may be included. ISDE uses this data to evaluate the overall program success at meeting MPOs and for analyzing the Service Delivery Plan and data collection methods for needed revisions.

In addition, Idaho has a six-year cycle of monitoring that includes a site visit, interviews with parents, secondary students, teachers, the family liaison, administrators, the local migrant director, other migrant staff, and business manager. Monitoring occurs as a consolidated process with all federal programs represented. The Migrant Program also conducts informal monitoring of migrant summer school programs through site visits.

i. The full range of services that are available for migratory children from appropriate local, State, and Federal educational programs;

It is critical that migratory students in Idaho have equal access to all appropriate local State, and Federal programs in addition to supplemental MEP services designed to meet the Measurable Program Outcomes (MPOs) identified in the Service Delivery Plan (SDP).

In order to ensure that this takes place, the Idaho MEP has a two-pronged approach. First, ISDE MEP staff has provided, and continues to provide, intensive training and technical assistance to LEAs to ensure that they do not use migrant funds to provide services to migratory students that they would normally be eligible to receive, regardless of migrant status (supplanting). By ensuring that LEAs understand that migrant funds must be used after other programs provide services, we ensure that migratory students receive every service that they are entitled to under other programs, in addition to migrant services. Second, collaboration by migrant and other program staff at both a state and local level is a clear expectation shared with local migrant directors in training and is part of the ISDE monitoring process. State monitoring includes an indicator that requires proof that LEA migrant staff collaborate with other local, State and Federal educational programs, including Title I-A, III-A, McKinney-Vento and others. Indeed, many Idaho LEA migrant programs are small enough that the family liaison is the only migrant staff person. He or she often provides services through advocacy (support services) both within the school and in the community, ensuring that the children receive the services they need from school, health and other social services in the community (referred services). This collaboration ensures that migratory students' needs are addressed in schools by multiple programs.

Preschool Children
Services provided to preschool-aged students are included in two MPOs in the category of School Readiness. Since Idaho does not have state-funded preschool, LEAs generally do not serve these students through local, State and other Federal

programs. In Idaho, Migrant funds may be used to pay fees for migratory students to attend developmental preschool programs as peer models, who would not otherwise be able to attend. Some LEAs with larger migrant populations provide preschool as a site-based migrant preschool. Other LEAs offer programs including home visits with materials and training provided to parents. Many LEAs offer preschool services through summer programming.

Out of School Youth (OSY)
Idaho uses materials developed by the Office of Migrant Education's Consortium Incentive Grant (CIG) "Solutions for Out of School Youth" (SOSY), including the OSY Profile adapted for Idaho. LEAs fill out this profile gathering data on the needs of the out of school youth and dropouts and provide referrals to other agencies, such as the High School Equivalency Program (HEP), agencies that can provide training opportunities, and social and health services to these youth. These profiles are submitted to the ISDE. In addition, the state provides MP3 players with intensive English curriculum for LEAs to use with out of school youth and dropouts who need help with learning English.

Drop-outs
Services provided to secondary migratory students are focused on keeping students in school until they graduate. graduate. Our approach is to provide services and activities to keep students on track for graduation. For all migratory secondary students, including those who are at-risk for dropping out, we implement the services and activities mentioned above for out of school youth. In addition, many Migrant-funded districts employee Migrant graduation specialists to prevent students from dropping out of school. They also connect students with local and state funded credit accrual and credit recovery opportunities. If a Migrant funded district does not have a migrant graduation specialist, the Migrant Family Liaison either provides the service or coordinates with the districts' counseling staff to ensure migrant students receive the necessary supports for academic success. The Migrant Family Liaison ensures parents are kept informed of their child's progress. Lastly, Idaho's State MEP hosts a Migrant Student Leadership Institute for migratory high school students every Summer. Migratory students who are considered at- risk of dropping out are encouraged to apply for the Institute. The Institute is housed at an Idaho university, in collaboration with the local College Assistance Migrant Program (CAMP). The institute focuses on college, career, and leadership skills.

If our efforts to keep students in school are unsuccessful, district migrant personnel attempt to contact the student to identify reasons for dropping out. Each situation is unique, thus assistance and support will vary with each student. At times, migrant staff are able to help students re-enroll in school. Other times, staff are able to help students by referring them to High School Equivalency (HEP) programs or other local GED programs, referrals to vocational training, and other health and social services if applicable.

ii. Joint planning among local, State, and Federal educational programs serving migratory children, including language instruction educational programs under

Title III, Part A;

The SEA collaborates across all Federal Program. The Idaho Migrant Education Program (MEP) has an Advisory Committee of Practitioners with rotating members of State and LEA federal programs staff, family liaisons, K-12 teachers, migrant preschool teachers, parents, and representatives from other agencies who work with migrant families, including the High School Equivalency program (HEP), College Assistance Migrant Program (CAMP) and Migrant Seasonal Head Start (MSHS). Other possible members include representatives from the Idaho Commission on Hispanic Affairs, Institutes of Higher Education, and the State Board of Education. This collaborative group will address concerns and provide advice to continue program development.

LEAs are trained to coordinate Title I-C with Title III in parent outreach, parent advisory councils (PACs), and afterschool programming. For example, LEAs are trained to include migrant program staff in planning and implementing of non-migrant programs to ensure that migrant students are a priority and that those programs meet migrant students' needs. Since many migrant families also use a language other than English in the home and have children who are designated as English learners, these families provide planning, implementing and evaluative feedback to LEAs for both programs.

iii. The integration of services available under Title I, Part C with services provided by those other programs; and

After identifying the needs of migratory students, migrant staff also assess the availability of non-migrant programming to meet those needs and use migrant funds to provide supplemental programs that meet unmet needs. For example, Idaho does not provide state-funded preschool, so migrant LEAs have implemented a variety of preschool programs, including summer programs, to meet the school readiness needs of ouer migratory children. In cases where other programs offer services, the migrant programs in LEAs support migrant families by enhancing home school communication and by advocating for migrant students and families to participate in all other programs.

Collaboration between MEP staff, Federal Programs staff, Special Education staff, and general education teachers in LEAs is a program monitoring indicator for the Migrant Program.

iv. Measurable program objectives and outcomes.

This section outlines how Idaho's Measurable Program Outcomes (MPOs) will produce statewide results through specific educational or educationally-related services. The MPOs will allow the Migrant Education Program (MEP) to determine whether, and to what degree, the program has met the unique educational needs of migratory children and youth as identified through the Comprehensive Needs Assessment (CNA). It should be noted that some MPOs are required of all project LEAs, while others are optional. This determination is made by the ISDE staff in order to accommodate funded LEAs that serve very few students b y providing non-

instructional support and referred services. Complete and updated MPOs and strategies can be found on the Idaho MEP website at https://sde.idaho.gov/federal-programs/migrant/index.html.

School Readiness for Children Ages 3-5
MPOs for school readiness support strategies for training parents in supporting their children's pre-literacy and pre-numeracy skills and for providing direct preschool services through regular and summer programs for preschool children.

Measurable Program Outcomes (MPOs)	Key Strategies	LEA Options
1.1) By the end of program year 2017-2018, 80% of migrant parents attending parent involvement activities will report on a pre/post survey that they have an increased ability to support school readiness activities in the home.	1.1) Provide migrant parents with ideas, activities, and materials for use at home with their children to promote first language development and school readiness through site-based or home- based family literacy opportunities (e.g., language acquisition, packets with school supplies, books, and activities).	Required
1.2) By the end of program year 2017-2018, 90% of students attending at least 40 hours of migrant preschool will show a gain on a pre/post-test of school readiness skills.	1.2) Provide migrant funded site-based preschool services to migrant children ages 3- 5 (e.g., during the regular school day, as an evening program, or as part of a summer school program).	Optional
1.3) By the end of program year 2017-2018, 30% of all identified migrant-eligible preschool-aged children will be served.	1.3) Participate in the activities of the Preschool Initiative Consortium Incentive Grants (CIG) and share materials, strategies, and resources with migrant families.	Optional

English Language Arts/Mathematics
MPOs for English Language Arts and Mathematics focus on training parents to support their children academically in the home, in providing direct instructional services during the regular school year, and in summer programs.

English Language Arts

Measurable Program Outcomes (MPOs)	Key Strategies	LEA Options

2.1) By the end of program year 2017-2018, 80% of migrant K-2 students will receive resources to promote early literacy as measured by resource distribution logs.	2.1) Provide resources through migrant funds to promote early literacy (e.g., extended day kindergarten, backpacks and school supplies, family literacy nights and opportunities, individual libraries, migrant summer school expeditionary opportunities, tutoring, after school programs).,	Optional
2.2a) By the end of program year 2017-2018, 80% of migrant students who participate in an extended school service taught by qualified migrant staff will show gains of at least 20% or grade level proficiency on a pre/post assessment of grade-level ELA skills for students in grades 3-12. 2.2b) By the end of program year 2017-2018, 80% of migrant students who participate in an extended school service taught by qualified migrant staff will earn at least one secondary English credit for students in grades 7-12.	2.2 Use qualified staff to provide supplemental ELA extended school services aligned with state standards and proficiencies (e.g., summer school for ELA, IDLA-advancement, Plato, dual enrollment, community colleges, academies offered by Institutes of Higher Education (IHEs), Portable Assisted Study Sequence (PASS), after school tutoring, home-based instruction).	Optional
2.3) By the end of program year 2017-2018, 80% of teachers participating in migrant-sponsored ELA professional development will report on a survey that they successfully applied the research-based instructional strategies on supplemental literacy instruction.	2.3) Provide opportunities for migrant staff to attend LEA, regional, state, and/or national level ELA professional development (e.g., migrant funds are used to send staff to PD events).	Optional
2.4) By the end of program year 2017-2018, 80% of migrant parents attending parent involvement activities (one-on-one or in groups) will report on a pre/post survey that the resources they received have increased their ability to provide ELA academic support at home.	2.4) Provide ongoing (year-round) access and training on specific resources (e.g., school supplies, educational materials, books and multicultural literature) needed by migrant parents and students.	Required

Mathematics

Measurable Program Outcomes (MPOs)	Key Strategies	LEA Options
3.1) By the end of program year 2017-2018, 80% of migrant K-2 students will receive resources to promote early numeracy as measured by resource distribution logs.	3.1) Provide resources through migrant funds to promote early numeracy (e.g., extended day kindergarten, backpacks and school supplies, family math nights and opportunities, mathematics manipulatives, migrant summer school, expeditionary opportunities, tutoring, after school programs).	Optional
3.2a) By the end of program year 2017-2018, 80% of migrant students who participate in an extended school service taught by qualified migrant staff will show gains of at least 20% or grade level proficiency on a pre/post assessment of grade-level math skills for students in grades 3-12.	3.2) Use qualified staff to provide supplemental math extended school services aligned with state standards and proficiencies (e.g., summer school for math, IDLA-advancement, Plato, dual enrollment, community colleges, Idaho National Lab, math camps, academies offered by IHEs).	Optional
3.2a) By the end of program year 2017-2018, 80% of migrant students who participate in an extended school service taught by qualified migrant staff will earn at least one secondary math credit for students in grades 7-12.		Optional
3.3) By the end of program year 2017-2018, 80% of migrant staff participating in migrant-sponsored math professional development will report on a survey that they successfully applied the research-based instructional strategies during supplemental math instruction.	3.3) Provide opportunities for migrant staff to attend LEA, regional, state, or national level math professional development (e.g., migrant funds are used to send staff to PD events).	Optional

3.4) By the end of program year 2017-2018, 80% of migrant parents attending parent involvement activities will report on a pre/post survey that they have an increased ability to support math education at home.	3.4.a) Identify organizations, experts, and resources to provide family math engagement opportunities and share information with parents (e.g., Parent Math Night, manipulatives, guest speakers, community and job outings focused on math in their world). 3.4.b) Provide opportunities for migrant parents to attend local, regional, state, and national math family engagement events and activities.	Required

High School Graduation and Services to Out of School Youth (OSY)

The MPOs for High School Graduation and OSY focus on strategies for mentoring secondary students, tracking student progress towards graduation, improving parent-school communication, and other services to support college/career readiness.

Measurable Program Outcomes (MPOs)	Key Strategies	LEA Options
4.1) By the end of 2019-2020 program year, the migrants' graduation rate will increase by 3%.	4.1a) Develop and implement a student monitoring system to follow migrant secondary students' progress toward grade promotion and graduation. 4.1b) Implement an individual plan for any migrant secondary student, who is at-risk for dropping out as demonstrated by lost credits. 4.1c) Provide a secondary migrant graduation specialist or other migrant staff to support migrant students towards grade promotion and graduation for 7th – 12th grades.	Optional

4.2) By the end of the program year 2017-2018, the percentage of secondary migrant students receiving an instructional and/or support service will increase by 20% (or 80% served overall if already serving most of their students).	4.2.a) Provide instructional services during the school day, before or after school, or during summer school for credit accrual for secondary migrant students (e.g., tutoring, study skills elective classes, PASS, credit recovery classes, internships). 4.2.b) Provide support services (e.g., supplemental supplies and fees, advocacy etc.).	Required
4.3) By the end of program year 2017-2018, 80% of migrant students or parents participating, will report on a pre/post survey that the information gained was useful in promoting the goal of high school graduation and/or college and career readiness.	4.4) Provide parents and students with information and supportive events related to high school graduation and/or college and career readiness at a minimum of twice per year (e.g., Migrant Summer Leadership Institute, college visits, presentations at Parent Advisory Committee (PAC) meetings, College Assistance Migrant Program (CAMP) collaborations, leadership institutes, career fairs/speakers, Career Information System (CIS) software training).	Required

4.4) By the end of the program year 2019-2020, 90% of migrant dropouts who can be located will receive educational, support, or referral services.	4.4a) Make every effort to contact every student who has not enrolled in school as expected (e.g. multiple attempts using all available resources, such as school records, MSIX Missed Enrollment Report, MSIS Discrepancy Report, etc.). 4.4b) For any student who has dropped out of school in grades 7-12, conduct an exit interview with the student and the parents to determine and alleviate barriers to re-enrollment. 4.4c) Providing educational counseling support services to provide students with multiple options for continuing their education (e.g. alternative schools, online opportunities, GED programs, job-training programs).	Required

Non-instructional Support Services

The MPOs for Non-instructional Supports focus training non-MEP school staff, supports for increased school engagement and access to health and other social services.

Measurable Program Outcomes (MPOs)	Key Strategies	LEA Options
5.1) By the end of program year 2017-2018, 80% of migrant staff participating will report an increase in student engagement based on staff surveys.	5.1) Provide professional development (PD) on migratory lifestyle and unique needs of migrant students (e.g., program and cultural awareness presentation, field or home visits for teachers and administrators, training on mobility /academic/social gaps).	Required

5.2) By the end of program year 2017-2018, 80% of migrant parents participating will report an increase in student engagement based on parent surveys.	5.2) Provide workshops, meetings, and resources to parents and the community on ways to support and involve migrant students (e.g., extra-curricular activities, parenting classes, parent literacy workshops, instructional home visits).	Required
5.3) By the end of program year 2017-2018, at least two local partnerships and/or agreements among the school LEA and community healthcare providers and public health agencies will be established to provide health services to migrant families.	5.3) Establish partnerships and/or agreements among the school LEA and community healthcare providers (such as Lions Club and the regional health district) and public health agencies to provide health services to migrant families, such as Memoranda of Understanding.	Required
5.4) By the end of program year 2017-2018, 80% of migrant parents participating in parent involvement activities will report on a pre/post survey that they have an increased understanding of how to access community health services.	5.4) Provide information on, and referrals to, individualized health advocacy services to benefit migrant families needing health services (e.g., glasses, dental, immunizations).	Required

2. **Promote Coordination of Services** (*ESEA section 1304(b)(3)*): Describe how the State will use Title I, Part C funds received under this part to promote interstate and intrastate coordination of services for migratory children, including how the State will provide for educational continuity through the timely transfer of pertinent school records, including information on health, when children move from one school to another, whether or not such move occurs during the regular school year.

   Idaho ensures that accurate and complete records are being uploaded to MSIX in order to give liaisons access to up-to-date information on students' academic risk and progress. Further, training has been provided and will continue to be provided in using MSIX information to better serve migratory students. LEAs also receive training in accessing data from Idaho's Migrant Student Information System (MSIS), which provides extensive information on Idaho migrant students, facilitating intrastate transfer of records.

Table 12: Migrant Student Information Exchange agreements

Intrastate Coordination and Records Transfer	Interstate Coordination and Records Transfer

• Idaho's MSIS includes individual immunization records with dates and health alerts • MSIS includes historical information on movement history, enrollment, course history, and Idaho assessments.. • MSIX Consolidated Records includes course history	• MSIX Consolidated Records report for assessments, course history, and move history assist LEAs in accurately placing students in courses. • MSIX for Move Notifications to other states and LEAs. • MSIX for Data Requests • MSIX Worklists for mergers, splits and regular reconciliation to ensure accurate data for all students in MSIX.

As part of its consolidated plan, each LEA must attest that the LEA "will use MSIX to send Move Notices within 48 hours of being notified that the student is leaving" and "will respond to MSIX Data Requests within 48 hours of receipt".
In the event that an MSIX Data Request is received at a time of year when the family liaison and regional ID&R coordinator are not available (school breaks), the request will escalate to the Idaho MEP and data will be provided directly to the requestor by state migrant staff.

Idaho's MEP promotes intrastate and interstate coordination by participating in the following:

- ISDE collaborates with the Community Council of Idaho, Idaho's Migrant Seasonal Head Start provider to create a Memorandum of Understanding completed by LEAs with the local Head Start every two years to promote recruiting and services provided to preschool students.
- ISDE MEP staff and many LEA staff participate in the National Association of State Directors of Migrant Education (NASDME) conference annually.
- ISDE is a member of the Interstate Migrant Education Council (IMEC).
- ISDE MEP Director and staff attend Migrant Annual Director's Meeting (ADM) to learn and collaborate with Office of Migrant Education (OME) and other State MEP Directors.
- The state provides statewide Parent Advisory Council (PAC) meetings six times per year in the fall and spring in three locations across the state.
- Idaho's MEP director is part of the MSIX State User Group for Analysis and Recommendations (SUGAR), a national committee providing feedback to MSIX developers and Office of Migrant Education Staff.
- The Idaho MEP provides training/collaboration meetings to migrant directors. .
- The state participates in the Bi-National program and contracts with an experienced person to administer the program. LEAs use the Mexican Transfer Document to ensure that students leaving the United States to Mexico will be able to register their students in school.
- Idaho participates in an Office of Migrant Education Consortium Incentive Grant (CIG) during each three year cycle.

3. **Use of Funds** (ESEA section 1304(b)(4)): Describe the State's priorities for the use of Title I, Part C funds, and how such priorities relate to the State's assessment of needs for services in the State.

   Title I, Part C Funds are used to implement the strategies identified in our Service Delivery Plan to meet the Measurable Performance Outcomes. Funding is also used to support parent advisory councils and other parent involvement activities at both the state and local level. Finally, funds are used for statewide efforts in identification and recruitment of migrant children and youth.

   The State's Comprehensive Needs Assessment completed in 2016-2017 defines concerns and proposed solutions. The Service Delivery Plan responded to the concerns and incorporated proposed solutions to create appropriate strategies and Measurable Performance Outcomes.

C. Title I, Part D: Prevention and Intervention Programs for Children and Youth who are Neglected, Delinquent, or At-Risk

1. **Transitions Between Correctional Facilities and Local Programs** *(ESEA section 1414(a)(1)(B)):* Provide a plan for assisting in the transition of children and youth between correctional facilities and locally operated programs.

   Transitional services to support students transitioning from the LEA to the correctional facility enables students to continue their education. Transitional services to support the transition of students from correctional facilities to LEAs ensure a planned and smooth transition for students returning to school.

   Participating schools coordinate with facilities working with delinquent children and youth to ensure that each student is participating in an education program comparable to the one operating in the student's school. Schools make every effort to ensure the correctional facility working with students are aware of a student's existing individualized education program.

   Procedures based on the needs of the student, including the transfer of credits that such student earns during placement; and opportunities for such students to participate in credit-bearing coursework while in secondary school, postsecondary education, or career and technical education programming for each of the two types of programs Title I-D Subpart 1 and 2 are outlined below. The state will place a priority for such children to attain a regular high school diploma, to the extent feasible. The ISDE has established the following procedures to ensure the timely re-enrollment of each student who has been placed in the juvenile justice system in secondary school or in a re-entry program.

   Idaho has two state agency programs under Title I, Part D Subpart 1: The Idaho Adult Correctional Program and the Idaho Juvenile Correctional Program. Both programs are required to identify throughIdaho's annual Title I-D Subpart 1 application the transition activities that take place at their respective programs and meet the 15 to 30 percent reservation of funds for re-entry or transition services as required by law. Additionally, both programs are required to provide a detailed explanation on how the facility will coordinate with counselors, school districts, and/or postsecondary educational institutions or vocational/technical training programs in assisting student transition.

Under Title I, Part D Subpart 2 Idaho has 16 local programs, serving either neglected or delinquent students. Subpart 2 programs are required to provide transitional services (although no specific funding percentage is required by law) to assist students in returning to locally operated schools and to promote positive academic and vocational outcomes for youth who are neglected and/or delinquent. These Subpart 2 programs are also required to annually identify their transition services through the annual application for Subpart 2 funding

   Upon a student's entry into the Neglected, Delinquent or At-Risk facility, the staff will work with the youth's family members and the local educational agency that most recently provided services to the student (if applicable). This process will include ensuring that the relevant and appropriate academic records and plans regarding the continuation of educational services for the child or youth are shared jointly between the facility and LEA to facilitate the transition of such children and youth between the

LEA and the correctional facility. The facility will consult with the LEA (for a period jointly determined necessary by the facility and LEA) upon the student's discharge from that facility the coordination of educational servicesto minimize disruption to the child's or youth's achievement.

A. **Program Objectives and Outcomes** *(ESEA section 1414(a)(2)(A)):* Describe the program objectives and outcomes established by the State that will be used to assess the effectiveness of the Title I, Part D program in improving the academic, career, and technical skills of children in the program.

Objective 1: Title I, Part D programs will provide for individualization of instructional experience beginning with an intake process that includes the identification of each student's academic strengths and weaknesses in reading and math. Outcome: Each Title I, Part D program will provide educational services for children and youth who are neglected or delinquent to ensure that they have the opportunity to meet challenging State academic content and achievement standards.

Objective 2: Title I, Part D programs will ensure that all neglected and delinquent students accrue school credits that meet state requirements for grade promotion and secondary school graduation. Outcome: Each Title I, Part D program will administer pre and post-tests for each student using a standards-based test to determine academic growth during the student's placement in the academic program.

Objective 3: Title I, Part D programs will ensure that all neglected and delinquent students have the opportunity to transition to a regular community school or other education program operated by an LEA, complete secondary school (or secondary school equivalency requirements), and/or obtain employment after leaving the facility. Outcome: Title I, Part D programs will annually report on the types of transitional services and the number of students that have transitioned from the facilities to the regular community schools or other education programs, completed secondary school (or secondary school equivalency requirements), and/or obtained employment after leaving the facility.

Objective 4: Title I, Part D programs will ensure (when applicable) that neglected and delinquent students have the opportunity to participate in postsecondary education and job training programs. Outcome: Title I, Part D programs will annually report on the number of neglected and delinquent students who were given the opportunity to participate in postsecondary education and job training programs.

D. Title II, Part A: Supporting Effective Instruction

1. **Use of Funds** *(ESEA section 2101(d)(2)(A) and (D))*: Describe how the State educational agency will use Title II, Part A funds received under Title II, Part A for State-level activities described in section 2101(c), including how the activities are expected to improve student achievement.

State Level Activities – Administrators and Libraries
Idaho Principal Mentoring Project: According to the 2012 Rand Corporation (Burkauser, et. al, 2012) study on first year principals, "improving the principal placement process to ensure that individuals are truly ready for and supported in their new roles could have important implications for student achievement—particularly in low-performing schools." The Idaho Principal Mentoring Project seeks to provide this support with the ultimate goal of principal retention and increased student achievement.

Title II-A funds are used to implement the Idaho Principal Mentoring Project , which was a new program in 2016-2017 and designed for early career principals. See section A(4)(viii)(e) of the plan for a complete description of the IPMP . The project provides another level of support to those entering a leadership position. While participation has been voluntary, new principals serving in schools identified for comprehensive support and improvement are encouraged to take advantage of the program.

Whereas the Idaho Building Capacity (IBC) project (see section A(4)(viii)(e) of this plan) is designed to build local capacity at a systems level, IPMP is designed to provide one-on-one mentoring to new leaders. The mentors are highly distinguished principals or superintendents, selected and trained by the state to mentor new school leaders. A needs assessment administered to mentees and principal mentors determines the assignment of principal mentors to mentees based on need and experience. Mentors coach new leaders through the tasks of improvement with regular structured virtual or in-person check-ins.
Each mentor/mentee team creates a customized mentoring plan that focuses on developing the skills and dispositions in four critical areas of school level leadership: interpersonal and facilitation techniques, teacher observation and feedback, effective school-level and classroom-level practices, and the use of data to improve instruction. The program has two main objectives: to increase the rate of effectiveness of new administrators and to decrease turnover among rural and struggling schools.

Title II-A funds continue to support IPMP. The project has been expanded to now also include the Idaho Superintendent Mentoring Project.

Support for School Libraries: Title II-A funds are used to partner with the Idaho Commission for Libraries to expand the annual Idaho School Libraries professional development. In schools where full-time school librarians are properly trained and supported, students achieve at significantly higher levels than students in schools with no full-time librarian (see: School Libraries Work! A Compendium of Research Supporting the Effectiveness of School Libraries). Title II-A funds will ensure more librarians are able to benefit from this valuable training, and more students will have

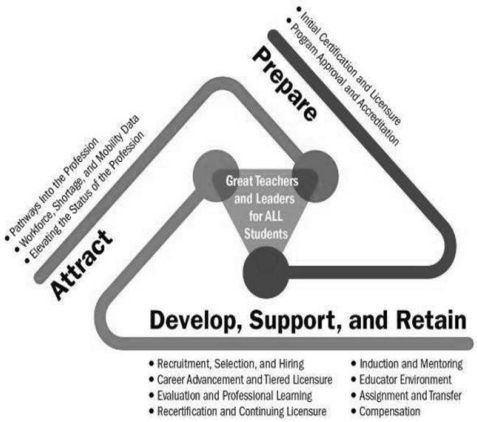
access to a trained school librarian.

State Level Activities – Educators

Recruitment and Retention of Educators

Idaho Department of Education hosts regional career fairs to provide technical assistance to LEAs. In addition, each LEA can showcase their district to recruit educators. Beginning in 2024, the IDE career fair will also provide a one-day training to potential educators to help navigate routes to teaching.

The Idaho State Board of Education established an Educator Pipeline Work Group in 2016 to explore teacher pipeline issues across the state. Some of the early recommendations are aligned to allowable Title II-A projects. The Talent Development Systems graphic below, produced by American Institutes for Research (AIR), illustrates a three-pronged approach to addressing teacher shortages that guides Idaho's work.



In order to address teacher retention the Work Group first recommends increased professional development opportunities and support for teachers across the continuum, including induction programs, evaluation feedback for the purpose of professional growth and learning, and teacher leadership pathways. The following state level activities are aligned with these goals:

Continued Support for the Idaho Instructional Framework: Title II-A funds are used to support training and deepen understanding of Idaho's Instructional Framework through in- person workshops delivered around the state. A new approach under the flexibility of ESSA will be to deliver more of this training directly to LEAs in rural parts of the state. Workshops may include but not be limited to the following:

- Advanced Instructional Coaching Using the Framework for Teaching
- Calibration and Collaborative Self-Assessment of Observation Skills
- Data Literacy Using Assessment in Instruction

- Designing a Quality Teacher Evaluation Model
- Engagement for Student Learning
- Exploring Domains 1 and 4 of the Framework for Teaching
- Introduction to the Framework for Teaching and Deeper Understanding
- Instructional Coaching Using the Framework for Teaching
- Instructional Rounds
- Learning-Focused Conversations
- Mentoring Using the Framework for Teaching
- Observation Skills Using the Framework for Teaching
- Special Education: Introduction to the Framework for Teaching
- Special Education: Observation Skills Using the Framework for Teaching
- State of Idaho Framework Facilitators, Level 1
- Talk About Teaching: Clustering the Components

Facilitated conversations around the state's instructional framework – dialogue among teachers, instructional coaches, mentors, peer coaches, consulting teachers, preservice teachers, cooperating teachers, administrators, higher education faculty, teacher leaders, superintendents, and other district leaders – creates opportunities for deeper collaboration in and across the education system, impacting teacher growth and ultimately student achievement.

Mentoring and Coaching: In 2013 the Governor's Task Force for Improving Education made 21 Recommendations creating a strategic plan for education systems across the state. One of these recommendations was that each district develop a mentoring and induction program for the support of new teachers based on the Idaho Mentor Program Standards. Recommendations put forth in 2017 from the Educator Pipeline Work Group echoed the call, and outlined an even greater need since moving to a certification system in which new teachers have three years to move from Residency to Professional status.

Comprehensive induction and mentoring programs have been associated with first-year teachers showing student performance gains equivalent to those of fourth-year teachers who did not have this support (Strong, 2006). Though Title II-A funds alone will not be sufficient to establish robust mentoring and induction programs statewide, ISDE and the State Board of Education will continue to examine how we may use Title II-A funds to support and expand upon the foundation that is in place with the goal of increased student learning. See Appendix D for additional research supporting a focus on educator mentoring.

An AIR policy brief published in May 2014 (Potemski & Matlach, 2014) noted that effective state induction policies include program standards to establish consistent expectations for mentoring and induction activities across the state. In 2009 the State Board of Education, in conjunction with ISDE, established and published such standards. Using these standards to provide a vision and guidelines for local planners to use in the design and implementation of a high-quality mentoring program for beginning teachers, the state hopes to increase the number of effective induction programs in every region of Idaho. Partnering with higher education institutions, Title II-A funds would allow university partners to facilitate induction support for new teachers in high need LEAs

across the state of Idaho. Faculty from higher education institutions in Idaho (public and private, four-year and two-year) are interested in the performance of their graduates in their early years of teaching. Investigating new teacher performance serves two main goals: continuous improvement for educator preparation programs and the identification of key supports for new teachers in terms of induction communities, practice, strategies, and outcomes. This project would study how the structures of one induction program in identified high need LEAs influences teacher performance and PK-12 student learning to inform future programs.Additionally, the state strongly encourages and supports LEAs using Title II-A funds to recruit and train mentors within those LEAs identified for comprehensive and targeted support.

LEA Optional Use of Funds Aligned with State Level Activities
The uses of funds described below are not required of LEAs but are encouraged as we work to attract and certify more teachers for Idaho's classrooms. The Educator Pipeline Work Group has supported the development of alternative paths to certification that will not sacrifice rigor.

Grow Your Own: Idaho is experiencing teacher shortages in various content areas and geographic areas, and especially in rural parts of the state. To ensure that LEAs with schools identified for comprehensive and targeted support are fully staffed by effective educators, ISDE encourages LEAs use of Title II-A funds to embrace Grow Your Own programs. LEAs can actively recruit current classified staff (paraprofessionals) into the teaching profession, using Title II-A funds to support them in their attainment of full certification. In addition, the state recognizes the need for more teachers and leaders of color and is committed to increasing the number of American Indian and Hispanic/Latino teachers and recommends that LEAs support the full certification of teachers of color through available routes.

Idaho currently provides financial support for concurrent high school and college credit but, at present, no courses are offered that fulfill requirements for an education degree. While Idaho explores increasing the opportunities for high school students in this area, ISDE is investigating scholarship opportunities for high school students who commit to teaching in high-need areas for a designated amount of time.

Partnership Supports
Idaho Division of Career and Technical Education (ICTE) offers a program to recruit and retain career and technical education (CTE) teachers who have qualified for endorsements in a CTE area based on their professional work experience. These occupational teaching certifications begin as a Limited Occupational Specialist (LOS), then after completion of coursework and/or teacher training, advance to a Standard Occupational Specialist, and finally to an Advanced Occupational Specialist. The LOS certification is a three-year interim certificate, and during that time, ICTE provides statewide and regional training for the LOS teachers through the Inspire Cohort. The goal of the Inspire Cohort program is to not only recruit and train new occupationally endorsed teachers but also to assimilate them into the teaching profession with connections to other LOS colleagues and a fully supported first- year experience and beyond. Inspire faculty, personal mentors, and state-level program managers provide the foundation for these new teachers at no out-of-pocket expense to the teacher. Oversight of the Inspire Cohort is maintained by ICTE, thus ensuring consistent training

and mentoring, with a goal to produce a greater impact on student achievement sooner in their teaching careers. The Inspire Cohort is open to all LOS teachers employed in a CTE program and is funded with state funds for the purpose of encouraging completion of the program.

2. **Use of Funds to Improve Equitable Access to Teachers in Title I, Part A Schools** *(ESEA section 2101(d)(2)(E))*: If an SEA plans to use Title II, Part A funds to improve equitable access to effective teachers, consistent with ESEA section 1111(g)(1)(B), describe how such funds will be used for this purpose.

   Idaho does plan to use some Title II-A funds to improve equitable access to effective teachers, as described above. Idaho will target Title II-A funds to schools in comprehensive support and improvement through the IPMP, in addition to the Title I-A funds used for the Idaho Superintendents Network and Idaho Principals Network (as described in section A(4)(viii)(e) of this plan). Title II-A funds will also be used to train teachers in Idaho's instructional framework and address educator mentoring. These strategies will help to ensure that all students have access to effective teachers.

   ISDE created a cross-agency workgroup in 2015 to study the equitable distribution of educators across the state. ISDE worked with REL Northwest to analyze educator preparedness (inexperienced), content knowledge (teaching outside of field), and need (grade spans or content area). While the data analysis did not point to disparities in terms of the distribution of personnel who are working with low-income or minority students, it did identify a shortage of personnel across all areas, including areas not previously identified.
   The findings became part of Idaho's Equity Plan submitted to the U.S. Department of Education on June 1, 2015, and they sparked a statewide effort to study recruitment and retention.

   ISDE again partnered with REL Northwest to conduct surveys and interviews of a sampling of Idaho LEAs. The process was completed in June 2016. The salient challenge reported by the superintendents interviewed was recruitment and retention of staff. Many of the superintendents are taking short-term measures (e.g., Teach for America, Idaho Digital Learning Academy for secondary coursework, multi-grade classrooms) to meet their needs but expressed concern that the issue was larger than any one LEA could tackle. One superintendent remarked, "*We are one teacher away from losing several programs."* LEAs expressed concern that the issue was not limited to teachers, but also affected administrative personnel.

Table 13: Proposed programs for supporting educators

Timeline: July 2017 to September 2022

Strategy	Funding sources
Idaho Building Capacity Network	Title I: School improvement
Idaho Superintendents Network	Title I: School improvement
Idaho Superintenden Mentoring Project	Title II-A

Idaho Principals Network	Title I: School improvement
Idaho Principal Mentoring Project	Title II-A
Mentoring and Coaching	Title II-A
School Libraries	Title II-A
Instructional Framework	Title II-A

3. **System of Certification and Licensing** *(ESEA section 2101(d)(2)(B))*: Describe the State's system of certification and licensing of teachers, principals, or other school leaders.

   Educator certification in the state of Idaho is clearly defined within Idaho Administrative Code (IDAPA) and State Board of Education policy (Board policy), which put forth rigorous expectations for teachers, pupil service staff, principals, directors of special education, and superintendents who are prepared by both Idaho and out-of-state institutions of higher education. IDAPA and Board policy ensure that educators are prepared not only with the necessary knowledge gained through course work, but through clinical field experiences as well. Alternative routes to certification are also clearly defined and available to those who wish to enter the education profession through non-traditional means. IDAPA specifically outlines alternative routes to ensure all educators within Idaho, regardless of certification route, are prepared to the fullest extent. Specifics within IDAPA and Board Policy for educator certification are described in the following paragraphs:

   A Standard Instructional Certificate requires: A minimum of 20 semester credit hours in the philosophical, psychological, and methodological foundations, instructional technology, and in the professional subject matter of education which shall include demonstration of competencies in the Idaho Comprehensive Literacy Plan. [IDAPA 08.02.02.015.01.a.i] The certificate must include an endorsement area as well. Some endorsement requirements are as follows:

   An All Subjects Endorsement requires: A minimum of 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. [Board Policy IV.D.2.a]

   A Blended Early Childhood/Early Childhood Special Education Endorsement requires: A minimum of 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. [[Board Policy IV.D.2.t] Policy IV.D.2.f]

An Exceptional Child Education Endorsement requires: a minimum of 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. [Board Policy IV.D.2.t]

A Secondary Content Area Endorsement requirespreparation in two fields of teaching, one of which consists of at least 30 semester credit hours, and and one of which consists of at least 20 semester credit hours; or preparation of t least 45 semester credit hours in a single subject area. [IDAPA 08.02.02.015.01.c]

Clinical Requirements Idaho Administrative Code articulates clinical requirements for teacher candidates. There are no specific state requirements regarding preservice teaching experience in diverse settings or with special student populations. For the Standard Instructional Certificate, which includes all instructional endorsements, at least 10 undergraduate or 6 graduate semester credit hours of student teaching in the grade range and subject areas as applicable to the endorsement are required. [IDAPA]

Administrator Certification requires at least 30 semester credit hours of graduate study in school administration based on the specific administrator area (school principal, director of special education, or superintendent). The program must include the competencies of the Idaho Standards for School Administrators. [IDAPA 08.02.02.015.03]

Alternative Routes to Certification When a professional position cannot be filled by an LEA with someone who has the correct endorsement/certification, the LEA may request an alternative authorization for certification. The LEA must provide supportive information attesting to the ability of the candidate to fill the position. [IDAPA 08.02.02.042]

Alternative Authorization – Teacher to New Endorsement This alternative authorization allows an LEA to request additional endorsement for a candidate who already holds a current Idaho certificate in good standing. Option 1 – The candidate works toward completion of a state board-approved preparation program. The candidate will receive a one-year certificate that may be renewed for two additional years with evidence of satisfactory progress toward completion of the preparation program.

Option 2 – A candidate with a master's degree may add an endorsement in the same content-specific area to a standard instructional certificate. The candidate will receive a one-year, nonrenewable certificate. Successful completion of a one-year, state board-approved mentoring program must occur in the year of authorization.

Option 3 – A candidate may add an endorsement to a valid instructional certificate by successfully completing a state board-approved content area assessment. The candidate will receive a one-year, nonrenewable certificate. Successful completion of a one-year, state board-approved mentoring program, must occur in the year of

authorization.

In addition, this alternative authorization allows a candidate to use the National Board certification process to gain an endorsement in a corresponding subject area.

Alternative Authorization – Teacher to New Certification
This alternative authorization allows an LEA to request an additional certificate in a new certification area for a candidate who already holds a current Idaho certificate in good standing. The candidate will work toward completion of a preparation program in conjunction with the employing LEA and the participating teacher preparation program (college/university or nontraditional route). The candidate will receive a three-year, nonrenewable interim certificate to complete the preparation program. The participating educator preparation program shall provide procedures to assess and credit equivalent knowledge, dispositions, and relevant life/work experiences.

Alternative Authorization – Content Specialist This alternative authorization allows an LEA to request ertification for a candidate who is highly and uniquely qualified in a subject area to teach in an LEA. Prior to application, a candidate must hold a bachelor's degree or have completed all the requirements for a bachelor's degree except for student teaching. A consortium comprised of a designee from the educator preparation program, a representative from the LEA, and the candidate shall determine preparation needed for the candidate to meet the Idaho Standards for Initial Certification of Professional School Personnel. This preparation must include mentoring and a minimum of one classroom observation per month until certified. The candidate will receive a three-year, nonrenewable interim certificate to complete the preparation program. [IDAPA 08.02.02.042.02]

CTE Occupational Specialist The purpose of the occupational specialist certification is to permit individuals with several years of industry experience, and often industry certification, in a CTE-related occupation to teach secondary and postsecondary CTE students. These occupational teaching certifications most often begin as a Limited Occupational Specialist (LOS) for individuals with a bachelor's degree, 2,000-6,000 hours of recent gainful employment, and/or industry certifications. After completion of coursework and teacher training at each lev over the three-year validity period of the LOS certificate, teachers advance to a Standard Occupational Specialist Certificate. With a master's degree or an additional 18 credit hours in the endorsement content area or educational pedagogy, the candidate can advance to an Advanced Occupational Specialist Certificate. All teachers entering the profession from industry must meet the Idaho Standards for Initial Certification of Professional School Personnel. [IDAPA 08.02.02.021.02.c]

Content Knowledge, Pedagogy, and Performance State Board of Education approved content , pedagogy, and performance area assessments shall be used to ensure qualified teachers are employed in Idaho's classrooms. [IDAPA 08.02.02.017] The state approved assessment for demonstration of content knowledge is the Praxis II assessment. Candidates must have a passing score on the Praxis II assessment for the content area they are seeking certification and endorsement.

Teacher Preparation Standards All Idaho teacher preparation programs are guided by the *Idaho Core Teacheing Standards* (see Table 14 below). These standards provide guidelines for what all Idaho teachers must know and be able to do.

Table 14: Idaho Core Teaching Standards

The Learner and Learning

Standard number and title	Standard description
Standard 1: Learner Development.	The teacher candidate understands how learners grow and develop, recognizing that patterns of learning and development vary individually within and across the cognitive, linguistic, social, emotional, and physical areas, and designs and implements developmentally appropriate and challenging learning experiences.
Standard 2: Learning Differences.	The teacher candidate uses understanding of individual differences and diverse cultures and communities to ensure inclusive learning environments that enable each learner to meet high standards.
Standard 3: Learning Environments.	The teacher candidate works with others to create environments that support individual and collaborative learning, and that encourage positive social interaction, active engagement in learning, and self-motivation.

Content Knowledge

Standard number and title	Standard description
Standard 4: Content Knowledge.	The teacher candidate understands the central concepts, tools of inquiry, and structures of the discipline(s) he or she teaches and creates learning experiences that make the discipline accessible and meaningful for learners to assure mastery of the content.
Standard 5: Application of Content	The teacher candidate understands how to connect concepts and use differing perspectives to engage learners in critical thinking, creativity, and collaborative problem solving related to authentic local and global issues.

Instructional Practice

Standard number and title	Standard description

Standard 6: Assessment.	The teacher candidate understands and uses multiple methods of assessment to engage learners in their own growth, to monitor learner progress, and to guide the teacher's and learner's decision making.
Standard 7: Planning for Instruction	The teacher candidate plans instruction that supports every student in meeting rigorous learning goals by drawing upon knowledge of content areas, curriculum, cross-disciplinary skills, and pedagogy, as well as knowledge of learners and the community context.
Standard 8: Instructional Strategies.	The teacher candidate understands and uses a variety of instructional strategies to encourage learners to develop deep understanding of content areas and their connections, and to build skills to apply knowledge in meaningful ways.

Professional Responsibility

Standard number and title	Standard description
Standard 9: Professional Learning and Ethical Practice.	The teacher candidate engages in ongoing professional learning and uses evidence to continually evaluate his/her practice, particularly the effects of his/her choices and actions on others (learners, families, other professionals, and the community), and adapts practice to meet the needs of each learner.
Standard 10: Leadership and Collaboration.	The teacher candidate seeks appropriate leadership roles and opportunities to take responsibility for student learning, to collaborate with learners, families, colleagues, other school professionals, and community members to ensure learner growth, and to advance the profession.

State Specific Standards

Standard number and title	Standard description
Standard 11: American Indian Tribes in Idaho.	The teacher candidate should be able to distinguish between each of the federally recognized tribes with respect to the retention of the ancestral lands In Idaho: Coeur d'Alene Tribe, Kootenai Tribe of Idaho, Nez Perce Tribe, Shoshone-Bannock tribes, and The Shoshone-Paiute Tribes. Teacher candidates build capacity in learners to utilize the assets that each learner brings to the learning community based on their backgrounds and experiences.

Standard 12: Code of Ethics for Idaho Professional Educators	The teacher candidate understands the Code of Ethics for Idaho Professional Educators and its place in supporting the integrity of the profession.
Standard 13: Digital Technology and Online Learning.	The teacher candidate knows how to use digital technology to create lessons and facilitate instruction and assessment in face-to-face, blended, and online learning environments to engage students and enhance learning.

Supplemental Standards
In addition to the Idaho Core Teaching Standards, the Idaho Comprehensive Literacy Standards apply in whole or in part, depending on the endorsement area, to each program leading to initial certification and a Standard Instructional Certificate. Programs leading to endorsement in Blended Early Childhood/Early Childhood Special Education, Exceptional Child Education, Blind and Visually Impaired, and Deaf/Hard of Hearing meet additional standards applicable to each endorsement area.

Pupil Service Staff and Administrator Certification Standards The standards for initial certification of pupil service staff and school administrators are independent of the Idaho Core Teaching Standards. The Idaho Standards for School Administrators articulate the knowledge and performance required of the School Principal, the Superintendent, and the Director of Special Education. The Idaho Standards for Pupil Service Staff require that the preparation program receive national accreditation to meet the Idaho Standards for Pupil Service Staff:

- Audiology and Speech Language Pathologist - Council on Academic Accreditation, American Speech-Language-Hearing Association
- Nursing (School Nurse) - Commission on Collegiate Nursing Education
- School Counselor - Council for Accreditation of Counseling and Related Educational Programs
- School Psychologist - National Association of School Psychologists
- School Social Worker - Council on Social Work Education

4. **Improving Skills of Educators** *(ESEA section 2101(d)(2)(J))*: Describe how the SEA will improve the skills of teachers, principals, or other school leaders in order to enable them to identify students with specific learning needs, particularly students with disabilities, English learners, students who are gifted and talented, and students with low literacy levels, and provide instruction based on the needs of such students.

   Idaho addresses the identification of high need students through a variety of supports.

   The Special Education Department in partnership with the Special Education Support and Technical Assistance team, provides professional development to teachers and administrators in meeting the needs of students with disabilities. This professional development includes identifying and qualifying students for services under the

Individuals with Disabilities in Education Act (IDEA).

Idaho has standardized procedures for identifying English (EL) students. Idaho recognizes that all educators are responsible for the language development and academic success of ELs, therefore, the ISDE Title III Department, provides professional development support for all educators in the area of language development through content instruction. Additional information is available at https://www.sde.idaho.gov/federal-programs/el/index.html

Idaho law requires LEA's to identify and serve gifted students. The state provides funds to support the professional development in the area of identification. The funds also support services provided to students once identified. Under IDAPA 08.02.03.999, districts are required to write a three-year plan for each student identified as gifted and talented in the areas of academics, visual/performing arts, creativity, and leadership. Teachers of these students receive annual training through the Edufest summer conference featuring nationally recognized experts in the field of gifted and talented education. Additional information is available at http://www.sde.idaho.gov/academic/gifted-talented.

Commissioned in December 2012 by Governor C.L. "Butch" Otter, the Task Force for Education recognized reading proficiency is a major benchmark in a student's education and that students must learn to read before they can read to learn content in other subject areas. The task force was assembled to study and collaborate on how Idaho's education system could better prepare its children for success. One focus of the Task Force was the recommendation that students demonstrate mastery of literacy before moving on to significant content learning. The task force also recommended a better tool for identifying students with low literacy levels.

To support these recommendations, the legislature has appropriated more than $11 million dollars to support research based intervention strategies to improve outcomes for students. Funds can be used in a variety of ways, including professional development for educators to identify students with literacy deficiencies. The new assessment to identify struggling readers includes a screener, diagnostic and progress monitoring system to provide teachers with rich data that focuses on specific deficiencies in literacy skills for students in Kindergarten through third grade. Fifty-seven schools across the state are implementing the new reading assessment in a pilot administration in the 2017-2018 school year. A statewide implementation is scheduled for the 2018-2019 school year.

5. **Data and Consultation** *(ESEA section 2101(d)(2)(K))*: Describe how the State will use data and ongoing consultation as described in ESEA section 2102(d)(3) to continually update and improve the activities supported under Title II, Part A.

   Data are collected on all state-led professional development activities to assess the quality and efficacy of those experiences. For example, the IPMP and Idaho Instructional Framework components of section A(4)(viii)(e) of this plan include survey data collected from participants of these programs in 2017.

Meaningful consultation was conducted with stakeholders, including teachers, principals, other school leaders, paraprofessionals, specialized instructional support personnel, charter school leaders, parents, community partners, and other organizations or partners with relevant and demonstrated expertise in the development of this program plan. ISDE will seek advice, based on statewide data review, regarding equity data and student achievement data, and consult with this group of stakeholders at least annually on how to best improve the activities to meet the purpose of this program. Additionally, LEAs annually submit a Consolidated Federal and State Grant Application (CFSGA) for Title II-A, which includes listing professional development program activities, describing how each is expected to improve academic achievement, and identifying the evidence level of criteria each activity meets. The application is reviewed and then approved after all application criteria are met. During monitoring visits, each LEA provides documentation evidencing how the professional development activities improved academic achievement. As evident in the plan, activities under this part are coordinated with other related strategies, programs, and activities being conducted by ISDE.

6. **Teacher Preparation** *(ESEA section 2101(d)(2)(M))*: Describe the actions the State may take to improve preparation programs and strengthen support for teachers, principals, or other school leaders based on the needs of the State, as identified by the SEA.

   Idaho is currently focusing its Title II-A funds toward supporting educators in rural, high-poverty, and high-minority schools. However, as stated above in section D(1), ISDE and the State Board of Education will investigate how we may use Title II-A funds to support teacher preparation and mentoring.

   The Office of the Idaho State Board of Education is committed to supporting Educator Preparation Providers to develop learner-ready educators. A learner ready educator is one who is ready on day one of his or her career to model and develop in students the knowledge and skills they need to succeed today including the ability to think critically and creatively, to apply content to solving real-world problems, to be literate across the curriculum, to collaborate and work in teams, and to take ownership of their own continuous learning.

   More specifically, learner-ready teachers have deep knowledge of their content and how to teach it; they understand the differing needs of their students, hold them to high expectations, and personalize learning to ensure each learner is challenged; they care about, motivate, and actively engage students in learning; they collect, interpret, and use student assessment data to monitor progress and adjust instruction; they systematically reflect, continuously improve, and collaboratively problem solve; and they demonstrate leadership and shared responsibility for the learning of all students.

   The Office of the Idaho State Board of Education strives to approve and hold accountable teacher preparation programs that produce learner-ready teachers. Each year Idaho approved teacher preparation program's report data on admission requirements, standards and assessments. That data is currently collected in the Federal Title II Reports.

The Office of the Idaho State Board of Education and the State Department of Education are working together to innovate state systems and progress in the field to improve teacher preparation. Together, the development of the Idaho Standards for Educator Preparation Providers was created and approved by the State Board of Education on August 23, 2023. The Standards are as follows:

- 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.
        - Standard 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.
        - Standard 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.
        - Standard 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.
- STANDARD TWO: CLINICALEXPERIENCE
    - Educator Preparation Providers ensure diverse high-quality clinical experiences to develop knowledge, skills, and professional dispositions in candidates and educators.
        - Standard 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.
        - Standard 2.2 Clinical Partnerships: Educator Preparation Providers develop and implement quality clinical experiences in the context of documented and effective partnerships with Local Education Agencies.
- STANDARD THREE: CANDIDATE ASSESSMENT AND SUPPORT

- Educator Preparation Providers demonstrate the development of candidate quality throughout the preparation program.
    - Standard 3.1 Admission Standards for Academic Achievement and Ability: Educator Preparation Providers define admissions requirements, collect, and evaluate applicant data, and admit eligible candidates.
    - Standard 3.2 Monitor and Support Progress: Educator Preparation Providers establish criteria to assess and monitor candidate progression throughout the preparation program to support candidate growth and competency at completion.
    - Standard 3.3 Recommendation for Certification: Educator Preparation Providers demonstrate candidates meet the Idaho Assurances listed on the Institutional Recommendation.

- STANDARD FOUR: CONTINUOUS PROGRAM IMPROVEMENT
    - Educator Preparation Providers maintain a system that consists of valid and trustworthy data from multiple measures that support continuous improvement. The system is sustainable over time and includes input from internal and external stakeholders.
        - Standard 4.1 Completer Data: Educator Preparation Providers analyze data provided via Annual Performance Measures for Continuous Improvement.
        - Standard 4.2 Internal and External Stakeholder Engagement: Educator Preparation Providers involve appropriate internal and external stakeholders (e.g. alumni, employers, practitioners, school/community partners, etc.) in program design, evaluation, and improvement.
        - Standard 4.3 Continuous Improvement: Educator Preparation Providers document use of data-driven decision-making processes to guide program modification and continuous improvement.

New Educator Preparation Provider annual performance measures were created and approved by the State Board of Education on August 23, 2023. These measures identify at-risk and low performing teacher preparation programs across Idaho's traditional and non-traditional programs. These measures provide transparency into the performance of teacher preparation programs, creating a feedback loop between the Office of the Idaho State Board of Education and the Educator Preparation Providers with an emphasis on continuous improvement. The measures are as follows:

- Pedagogical Knowledge: The percentage of candidates who, at exit of program, passed the Common Summative Assessment (Idaho Framework for Teaching Evaluation) at a basic or better in all 22 components.
- Content Knowledge: The percentage of overall completer pass rate of Idaho State Board Approved content assessment for which the EPP has at least ten candidates complete the assessment during the academic year.

- Completer Effectiveness on Professional Practice: The percentage of teachers of record and completers who signed an Idaho teaching contract in their first year after completion were eligible for and obtained the Idaho Professional Endorsement.

Persistence in an Idaho Local Education Agency: The percentage of teachers of record and completers who signed an Idaho teaching contract in their first year after completion working full-time in an Idaho Local Education Agency who persist for three years.

E. Title III, Part A, Subpart 1: English Language Acquisition and Language Enhancement

1. **Entrance and Exit Procedures** *(ESEA section 3113(b)(2)):* Describe how the SEA will establish and implement, with timely and meaningful consultation with LEAs representing the geographic diversity of the State, standardized, statewide entrance and exit procedures, including an assurance that all students who may be English learners are assessed for such status within 30 days of enrollment in a school in the State.

Entrance Procedures: Idaho's ESSA EL Workgroup has established the following EL Program Entrance Procedures and Criteria:

Step 1: All LEAs administer the Statewide Home Language Survey (HLS) to all newly enrolling students in the district/charter. They then use the "Decision to Assess" Matrix to determine whether the student is a potential EL. Original HLSs are filed in students' cumulative files.

Statewide Home Language Survey Questions:
1. What language(s) are spoken in the home?
2. What language(s) does your student speak most often?
3. What language(s) did your student first learn?
4. Which language does your child speak with you?
5. Which language do you use when speaking with your child?
6. Which language do you want phone calls and letters?
7. What is your relationship to the child?
8. Is there any additional information you would like the school to know about your child?

The Home Language Survey is currently available in Spanish and Russian and is being translated in additional languages represented in the state. English and translated HLS forms are available on the Idaho State EL and Title III Programs website for all LEAs to download.

Step 2: If a student is identified as a potential EL, LEAs use additional resources and data to determine whether the student has already been identified as an EL in another LEA. If the following resources indicate that the student either has screened out of EL eligibility or has previously exited from EL programming, then the student does not qualify for EL program placement.

- Idaho's English Learner Management System (ELMS)
- Cumulative file review for WIDA assessments
- Cumulative file review for English Learner Plans
- Cumulative file review for EL exit forms
- Communication with previous district (if necessary)

Step 3: LEAs proceed with an English Language Proficiency (ELP) Screener Assessment administration, either WIDA Screener for Kindergarten or WIDA Screener, depending on the student's grade level and time of year of enrollment. They use the following Statewide EL Entrance Criteria to determine whether a student qualifies for EL or

whether they screen out of EL eligibility.

Table 15: Idaho's Statewide EL Entrance Criteria

Grade	First semester	Second semester
Kindergarten	WIDA Screener for Kindergarten • ≥ 5.0 Oral Language Proficiency Level • ≥ 4.0 Listening Proficiency Level • ≥ 4.0 Speaking Proficiency Level	WIDA Screener for Kindergarten • ≥ 5.0 Oral Language Proficiency Level • ≥ 4.0 Listening Proficiency Level • ≥ 4.0 Speaking Proficiency Level • ≥ 2.0 Literacy Score
1st Grade	WIDA Screener for Kindergarten • ≥ 5.0 Oral Language Proficiency Level • ≥ 4.0 Listening Proficiency Level • ≥ 4.0 Speaking Proficiency Level • ≥ 4.0 Literacy Score	• (Same as 2nd-12th grade)
2nd – 12th Grade	WIDA Screener • ≥ 5.0 Overall Proficiency Level Score • ≥ 4.0 Speaking Proficiency Level • ≥ 4.0 Reading Proficiency Level • ≥ 4.0 Writing Proficiency Level	WIDA Screener • ≥ 5.0 Overall Proficiency Level Score • ≥ 4.0 Speaking Proficiency Level • ≥ 4.0 Reading Proficiency Level • ≥ 4.0 Writing Proficiency Level

Screener assessment and program placement must occur within 30 days of the student's enrollment in the LEA. In order to ensure that potential ELs with special needs are correctly identified, the EL advisory panel will collaborate with special education stakeholders to establish alternate entrance criteria and processes for identifying ELs with special needs.

The ESSA EL Workgroup created a statewide process for identifying students whose parents may have indicated "English Only" on their Home Language Survey but who have exhibited characteristics of second language learners necessitating a need to amend the original HLS. In addition, the workgroup developed a statewide process to

remove the EL designation from a student who was erroneously identified. Lastly, the workgroup has assisted the ISDE with revising the parental notification form including an option to waive ELD services.

Exit Procedures: Idaho's ESSA EL Workgroup has established the following EL Program Exit Procedures and Criteria first implemented in the 2019/2020 school year, based on the 2020 ACCESS for ELL results:

Step 1: LEAs review annual EL proficiency assessment data to determine which students have met Idaho's EL Exit Criteria. Idaho administers the WIDA ACCESS for ELL or Alternate ACCESS for ELL to annually assess for EL proficiency.

The ACCESS for ELL is administered to all identified English Learners, annually, and includes assessments in reading, writing, listening and speaking. A student receives an overall composite score and a scale score in each of the four domains.

The reading and writing domains are weighted 35% each in the overall composite, while the speaking and listening domains are weighted 15% each, in the overall composite.

A student is considered proficient when they receive a composite score equal to or greater than 4.2, with a minimum score of 3.5 in the domains of reading, writing and listening, and a minimum score of 1 in the speaking domain.

Step 2: When students meet the exit criteria on the English language proficiency assessment, LEA staff members re-designate students to "exited year 1 monitoring" status in their school information systems. LEAs are required to complete the exiting process for eligible students before the end of the school year in which the student met the exit criteria. In other words, LEAs must use the results from the spring ACCESS for ELL and Alternate ACCESS for ELL assessment to update students' EL status in their school information system and inform parents by the end of the school year.

Step 3: LEAs will use a statewide exit form that is shared and explained to parents/families in a language they can understand to inform them of their child's program exit. In addition LEAs inform parents/families of the child's transition into a monitoring status for two years.

In order to ensure that ELs with special needs are correctly exited, the EL advisory panel collaborated with special education stakeholders to establish criteria and processes for exiting ELs with special needs taking the Alternate ACCESS for ELL. The following is a result of this collaboration:

- ALT-ACCESS for ELL exit criteria
- P2 Composite Proficiency Level

English learners with significant disabilities as documented by an Individualized Education Plan (IEP) will exit from the EL program when reaching P2 composite proficiency level on the ALT-ACCESS for ELL.

2. **SEA Support for English Learner Progress** *(ESEA section 3113(b)(6))*: Describe how the

SEA will assist eligible entities in meeting:

i. The State-designed long-term goals established under ESEA section 1111(c)(4)(A)(ii), including measurements of interim progress towards meeting such goals, based on the State's English language proficiency assessments under ESEA section 1111(b)(2)(G); and
ii. The challenging State academic standards.

Assistance to LEAs for Long-Term Language Proficiency and Academic Goals
The State English Learner/Title III Department exists to assist LEAs with creating, implementing, and improving language instruction educational programs that provide equal learning opportunities for ELs. In order to achieve this, the State EL/Title III Department will analyze the long-term goals and interim progress for English language proficiency and academic standards established under ESEA section 1111(c)(4)(A)(ii). This ongoing and annual analysis will assist the department in determining statewide and individualized support needed for LEAs.

Moreover, with EL accountability now housed under Title I, the State EL/Title III Department staff are critical members on the previously mentioned State Technical Assistant Team (STAT). This group will be responsible for tracking progress, discussing data, and identifying needs and resources.

Additionally, the department will continue to review and monitor LEAs' annual EL plan within the Consolidated Federal and State Grants Application (CFSGA). LEAs must describe their Language Instruction Educational Program(s) (LIEP) to serve their ELs. These plans also include an opportunity for the LEA to describe linguistic and academic goal(s) for their English learners. Furthermore, LEAs describe within their State EL Plans their methods for meeting these linguistic and academic goals by describing coordination of services with other supporting programs, method for incorporating WIDA English Language Development Standards within instruction, and professional learning opportunities provided to all staff in the LEA on best practices in teaching English learners. The State EL/Title III Department will review the LEAs linguistic and academic goals for alignment to the long-term goals and interim progress for English language proficiency and academic standards established under ESEA section 1111(c)(4)(A)(ii). Additionally, the department uses this information to support LEAs in their individualized efforts. For example, if neighboring LEAs have similar goals, ISDE can target support regionally.

Currently, the ISDE has the following supports in place for schools and LEAs that can be tailored to address the specific linguistic and academic needs of their ELs:

Cross Collaboration
The EL/Title III Department engages in state-level collaboration with other ISDE programs such as Special Education, Migrant, Title I, Assessment, and others to address the needs of English Learners. Examples of state-level collaboration include professional learning opportunities for administrators, teachers, and paraprofessionals of English Learners as well as a consolidated grant application and program monitoring for LEAs. The STAT team is another example of cross collaboration.

Ongoing Technical Assistance
Ongoing technical assistance for all LEAs is provided in a variety of ways listed below. However, individualized technical assistance can be requested by an LEA at any time and may be delivered through a variety of methods:

1. Phone, email, and individual site visits
2. The EL Department webpage http://sde.idaho.gov/el-migrant/el/index.html
3. Quarterly webinars
4. Regional trainings
5. Yearly Summer English Learner Institute

Idaho Legislature
The Idaho Legislature provides funding to LEAs for ELs. House Bill 287 appropriates $450,000 for three-year grants to assist LEAs with meeting the academic needs of English Learners. House Bill 289 provides over 1 million dollars for research-based programs for ELs.

State Title III Consortium
State Title III Consortium provides members with additional technical and instructional support. The Idaho State EL/Title III program employs an EL program assistant who coordinates various professional development opportunities. LEAs have access to various trainings which include all training costs and materials. The State EL coordinator also provides on-site technical assistance and employs two (2) regional EL coaches who travel to LEAs around the state to support them and provide onsite technical assistance personalized to their needs.

EL Advisory Panel
The EL advisory panel assists the ISDE with state-wide planning and support on EL-related topics such as creating state-wide identification and exiting criteria for all LEAs.

Professional Development/Training
The Idaho State EL/Title III Department provides support for all Idaho educators of ELs through professional learning opportunities that are intentionally designed based on the timely needs of EL educators. IDE recognizes that as the number of ELs grows, all educators must be mutually responsible for the language development and academic success of ELs and, therefore, all teachers are language teachers. The EL/Title III Department provides a menu of professional development options to ensure a wide variety of instructional frameworks and strategies are being covered based on local LIEP determination. This includes the Go-To Strategies, Sheltered Instruction, English Language Development (ELD) Standards, and pertinent English language acquisition topics.

State and National Partnerships
The State/Title III Department staff participates in and collaborates with multiple national partners and other state agencies for support in trending EL topics: Teaching English to Speakers of Other Languages (TESOL), Center for Applied Linguistics (CAL), WIDA, Wisconsin Center for Educational Research (W-CER), Regional Educational Laboratory (REL), Chief Counsel of State School Officers

(CCSSO), EL State Collaborative on Assessment Student Standards (SCASS), National Association for Bilingual Education (NABE), and Idaho Association for Bilingual Education (IABE). . Lastly, additional partnerships with Idaho's institutes of higher education provide components of EL education in preservice teacher education in an effort to prepare teachers with appropriate instructional strategies for the ELs in their classrooms.

The ISDE will continue to adapt, create, and implement additional supports for ELs in Idaho's schools based on need as identified through data.

3. **Monitoring and Technical Assistance** (ESEA section 3113(b)(8)): Describe:
   i. How the SEA will monitor the progress of each eligible entity receiving a Title III, Part A sub- grant in helping English learners achieve English proficiency; and
   ii. The steps the SEA will take to further assist eligible entities if the strategies funded under Title III, Part A are not effective, such as providing technical assistance and modifying such strategies.

Monitoring the implementation of Federal programs and the use of funds is a requirement of each of the Federal programs and an essential function of the ISDE. The ISDE monitors all LEAs thoroughly and in a variety of ways to ensure that all children have a fair, equitable, and significant opportunity to obtain a high-quality education. Moreover, the ISDE provides leadership and guidance to LEAs through technical assistance for the purpose of assisting LEAs with implementing highly effective educational programs to increase student achievement in Idaho. ISDE implements the following processes for monitoring federal programs including Title III-A:

Consolidated Federal and State Grant Application (CFSGA)
The Idaho Consolidated Federal & State Grant Application serves as an LEA's application for federal program funds. A consolidated approach, instead of separate applications for each of the individual programs, allows the programs to be cooperatively planned and implemented, and also helps to reduce the administrative burden. In addition, the CFSGA allows the EL/Title III Coordinator to monitor/review annual applications for Title III compliance, linguistic and academic goals, and use of funds. If an LEA's plan does not meet the criteria for approval, the coordinator coaches the LEA until the plan meets all the requirements. This approach is proactive in that it provides assistance before the LEA receives funding.

Selection Process for Onsite and Desk Monitoring of LEAs
In determining the list of LEAs to be monitored for the upcoming school year, the ISDE reviews several considerations:

1. The list of LEAs considered for monitoring in the upcoming year are derived from the ISDE's Ongoing LEA Master List, which identifies the year each LEA was last monitored.
2. Each federal program identifies risk factors for the LEAs identified for potential monitoring. Risk factors may be determined using data including

the following:

- State assessment performance data
- Date/Year the LEA was previously monitored
- Number and type of findings from the previous monitoring visit (such as programmatic, fiscal, policy, repeat findings)
- Results of previous findings
- Personnel turnover – new or inexperienced federal programs director or new superintendent
- Audit Findings (such as incomplete audits or type of audit findings)
- Significant carryover balancesOther "high-risk" factors identified by ISDE program coordinators (such as sudden and/or significant increase in English Learners, formal compliance complaint filed with the ISDE, SBOE, and/or U.S. Department of Education - Office for Civil Rights)

3. Approximately 25 LEAs are identified for monitoring annually. Monitoring is conducted by ISDE program staff either through on-site or desk monitoring.

Monitoring Process for Title III –A
During the monitoring visit, the EL/Title III Coordinator conducts classroom observations, interviews with staff, principals, students, and parents to determine if the LEA is addressing the linguistic and academic needs of their ELs. Additionally, the coordinator seeks evidence of support for the linguistic and academic goals described in the CFSGA.

Consolidated State Performance Report (CSPR)
Annual CSPR data submitted by the LEA for federal reporting is another opportunity for monitoring and possible technical assistance. LEA data is reviewed for accuracy as well as for state and local level trends.

Participation in STAT Team
As mentioned before, the State EL/Title III department will work with the STAT team to monitor the progress of LEAs and provide technical assistance based on the recommendations of this team.

The above-mentioned activities and processes will assist the ISDE in identifying LEAs that may need more specific and individualized support in identifying effective strategies for their ELs. If an LEA continues to struggle with implementing effective strategies for EL English proficiency, the ISDE will convene with the STAT team to determine additional resources needed to provide intensive support. Resources could include, but not limited to, in-depth professional development, recommendations for Title III program revisions and opportunities for peer observations with successful Title III districts.

F. Title IV, Part A: Student Support and Academic Enrichment Grants

1. **Use of Funds** *(ESEA section 4103(c)(2)(A)):* Describe how the SEA will use funds received under Title IV, Part A, Subpart 1 for State-level activities.

State Level Activities
Four percent of Idaho's Title IV-A allocation targeted for state activities will be directed toward required activities including training LEAs on applying for Title IV-A funds through the ISDE's Consolidated State and Federal Grant Application and compliance monitoring.

LEA Optional Use of Funds Aligned with State Level Activities

Idahoans understand that a well-rounded, community-oriented, student-focused education provides the knowledge and skills to live, learn, work, create, and contribute to society. In supporting a community-oriented and student focused education, the ISDE supports college and career readiness through academic readiness and advising including Advanced Opportunities, Next Steps Idaho and collaborative statewide partnership. Additionally, the ISDE supports
STEM experiences which enhance 21st century workforce skills such as collaboration, innovation, problem-solving, critical and creative thinking, and teamwork. All students should have the opportunity to learn these critical 21st century workforce skills. Title IV-A state funds support ISDE staff in providing technical assistance for LEAs in the creation of local Title IV-A plans and applying for funding as well as monitoring for compliance with federal rules and regulations. While compliance monitoring visits focus on adherence to the rules and regulations, the ISDE aims to use these visits as opportunities to provide technical assistance in addressing deficiencies and offering best practices in supporting students.

The ISDE will support LEAs in directing their Title IV-A allocations to provide equitable access to a well-rounded education and rigorous coursework in subjects in which female students, minority students, English learners, students with disabilities, or low-income students are underrepresented. Such subjects could include English, reading/language arts, writing, science, technology, engineering, mathematics, world languages, civics and government, economics, arts, history, geography, computer science, music, career and technical education, health, or physical education.

Existing state support will be leveraged to increase the impact of LEA Title IV-A funds around strengthening the instructional core and increasing access to a broad range of educational opportunities. Idaho currently has robust supports in place focused on a well- rounded education that includes professional development for teachers, instructional coaches, and mastery education funded by state dollars.

Regarding supporting safe and healthy students, LEA Title IV-A funds are used to train and equip LEA personnel with best practices specific to safe schools, crisis intervention, school violence prevention, suicide prevention, and alternatives to suspensions and expulsions through existing statewide trainings and resources. In addition, Title IV-A

funds may be used to provide schoolwide services that contribute to a positive and safe school environment by promoting mental wellness and suicide prevention among students.

2. **Awarding Subgrants** *(ESEA section 4103(c)(2)(B))*: Describe how the SEA will ensure that awards made to LEAs under Title IV, Part A, Subpart 1 are in amounts that are consistent with ESEA section 4105(a)(2).

   To ensure the requirement was accurately interpreted, the ISDE used a manual compiled and released by the US Department of Education on June 30, 2017. A link to the manual can be found here:

   https://safesupportivelearning.ed.gov/sites/default/files/Subgranting_FY_2017_Title_IV_A_LEAs_QA.pdf

   An Excel template was created consistent with scenario 1 from the manual (p 2). The template has built in formulas, which include the following steps:

   1. Determine initial formula allocations based on LEA shares of Title I, Part A funds for the preceding fiscal year.
   2. Adjust upward allocations for LEAs whose initial allocation is below $10,000.
   3. Adjust downward, on a proportional basis, the initial formula allocations for all LEAs receiving more than $10,000.
   4. Repeat steps (iterations) as many times as necessary until there is no grant award with less than $10,000.

   The initial calculation is performed by the Federal Programs Department at the same time Title I, Part A allocations are calculated.

   Once Federal Programs Title allocations are finalized, the allocations are populated into the Idaho State Department Consolidated Federal and State Grant Application (CFSGA). After an LEA's CFSGA plan is approved for all programs, the funds are sent to the Grant Reimbursement Application (GRA). All LEAs receiving Title IV-A allocations receive no less than the minimum amount of $10,000.

   Once finalized, the allocations are populated into the Idaho State Departments online mechanism for LEA to submit plans and request funds for all title programs (Consolidated Federal and State Grant Application- CFSGA). Once populated LEAs are not able to request less than the populated amount, thereby assuring all LEAs receive no less than $10,000 in Title IVA funds.

G. Title IV, Part B: 21st Century Community Learning Centers

1. **Use of Funds** *(ESEA section 4203(a)(2)):* Describe how the SEA will use funds received under the 21st Century Community Learning Centers program, including funds reserved for State- level activities.

   ISDE reserves 2 percent of the appropriated amount for administration (approx. $130,000), which supports 1.08 FTE: partial salaries for a director, state coordinator, program specialist, and administrative assistant. The administration funds for Title IV-B are used to support eligible LEAs, Community-Based Organizations, Indian tribes or tribal organizations, and other public/private entities. Each year the ISDE provides regional training for interested organizations in applying for Title IV-B grant funds. The ISDE also use administrative funds for costs associated with the peer review process and required USED meetings.

   ISDE reserves 5 percent of the appropriated amount for state activity (approx. $325,000), which supports 0.9 FTE: partial salaries for a director, state coordinator, program specialist, and administrative assistant. The state activity funds for Title IV-B are used to support current grantees in providing monitoring and technical assistance. The ISDE partners with the Idaho Afterschool Network in developing and implementing school age quality standards, . The ISDE also uses state activity funds to perform a statewide evaluation to assess the program's effectiveness in meeting performance measures.

Table 17: Title IV-B use of funds

Strategy	Timeline	Funding sources
New Grantee Training	Summer Annually	Title IV-B State Administrative Funds
21st CCLC Directors Meeting	Fall Annually	Title IV-B State Activity Funds
Request For Application (RFA) Training	Fall Bi-Annually	Title IV-B State Activity Funds
Grant Competition	Winter Bi-Annually (dependent on available funding)	Title IV-B State Activity
Peer Review Process Meeting	Spring Bi-Annually	Title IV-B State Administrative Funds
21st CCLC Directors Meeting	Spring Aunnually	Title IV-B State Activity Funds
21st CCLC Summer Institute	Summer Annually	Title IV-B State Administrative Funds
Grantee Monitoring & Technical Assistance	Ongoing	Title IV-B State Activity Funds

2. **Awarding Subgrants** *(ESEA section 4203(a)(4)):* Describe the procedures and criteria the SEA will use for reviewing applications and awarding 21st Century Community Learning Centers funds to eligible entities on a competitive basis, which shall include procedures and criteria that take into consideration the likelihood that a proposed community learning center will help participating students meet the challenging State academic standards and any local academic standards.

   ISDE reserves not less than 93 percent of the appropriated amount for subgrants (approx. $6.5 million). Each year the ISDE hosts a grant competition (as unallocated funds allow) to applicants according to ESEA Sec. 4201(b)(3). The ISDE awards 5-year grants with a minimum of $50,000 per award. Award amounts are based on the applicant's needs and services provided to students; however, the ISDE provides guidance to applicants on typical award amounts based on per-pupil expenditures.

   The ISDE awards subgrants through a competitive process based on the merit of an applicant's grant application; needs assessment for before and after-school programs, project design, measures of effectiveness, budget, and other assurances as outlined in ESEA Sec. 4204. The ISDE awards additional points for entities that target students: (1) attending schools that are implementing comprehensive support and improvement activities or targeted support and improvement activities under ESEA Sec. 1111(d); and (2) who may be at risk for academic failure, dropping out of school, involvement in criminal or delinquent activities, or who lack strong positive role models.

   The ISDE provides technical assistance and facilitates the grant application process; however, it does not participate in the decision making of the awards to applicants. The ISDE recruits a variety of peer reviewers (via email, newsletter, website, press release), which consists of individuals with diverse expertise, organization representation, geographic location, gender, racial and ethnic representation. The ISDE trains all reviewers and hosts a 1-day virtual meeting to discuss submitted applications. The peer reviewers make the decision of awarded applications based on the applicant's grant application and established scoring rubric.

Table 18: Title IV-B awarding subgrants timeline

Strategy	Timeline	Funding sources
equest For Application TrainingWorkshops	Fall Bi-Annually 2017	Title IV-B State Administrative Funds
Grant Application Opens	Fall Annually	-
Grant Application Closes	January Annually	-
Peer Review	Spring Annually	-
Peer Review Process Meeting	Spring Annually	Title IV-B State Administrative Funds
Grant Awards Announced	April Annually	-
Funding to Grantees Begins	July 1	Title IV-B Subgrants

H. Title V, Part B, Subpart 2: Rural and Low-Income School Program

1. **Outcomes and Objectives** *(ESEA section 5223(b)(1))*: Provide information on program objectives and outcomes for activities under Title V, Part B, Subpart 2, including how the SEA will use funds to help all students meet the challenging State academic standards.

   Rural schools defined by Idaho Code are schools that have fewer than 20 enrolled students per square mile, or school districts within a county that contain less than 25,000 residents.The goal for students in rural schools is the same for all students—to achieve at the same level of proficiency and have access to higher education resources to be successful after high school. In order to achieve equity for rural students, the state has designated staff to support rural and low-income school programs and has created a working state plan for these programs http://www.sde.idaho.gov/federal-programs/rural/index.html. The plan was created in consultation with LEAs. The process for grant applications includes the Consolidated Federal and State Grant Application (CFSGA) online reporting system for LEAs to submit an application that includes budget, selected activates for use of funds, and measurable goals. The state also has an electronic evaluation report that is due in June each year.

Table 19: Title V-B objectives and outcomes

Objective	Outcome
Objective 1: Rural school students achieve at the same level of proficiency as all other students, and have access to higher education resources to be successful after high school.	Outcomes: Each Rural Low Income School (RLIS) grantee program will provide educational services for children and youth as described in the CFSGA to ensure that they have the opportunity to meet challenging State academic content and achievement standards.
Objective 2: ISDE has a method and annual timeline for providing annual technical assistance to RLIS eligible LEAs.	Outcomes: All RLIS LEA Federal Program directors and business managers attend training on RLIS requirements and eligibly at annual regional meeting.

2. **Technical Assistance** *(ESEA section 5223(b)(3))*: Describe how the SEA will provide technical assistance to eligible LEAs to help such agencies implement the activities described in ESEA section 5222.

   The state coordinator collaborates with Title I, Title II, Title III, and family and community coordinators; the charter school coordinator; and 21st Century Learning Center division to ensure program alignment and access to resources as well as training at least twice per year with LEA technical assistance as needed. Idaho rural LEAs have participated in Northwest Rural Innovation and Student Engagement (NW RISE), a multi-state project that creates learning communities among schools in the rural northwest. Educators from Alaska, Idaho, Montana, and Washington can participate in NW RISE.

   The project is part of the Comprehensive Center 17 and includes two face-to-face

meetings per year as well as monthly opportunities for members to collaborate through video conference and a dedicated social media account . In addition, consultation and technical assistance is provided through the state's system of support which includes both on-site support through projects like Idaho Building Capacity, Idaho Regional Math Centers, Idaho Content ELA Coaches, and opportunities to network with peers through various networks including the Idaho Superintendents Network and Idaho Principals Network.

I. Education for Homeless Children and Youth program, McKinney-Vento Homeless Assistance Act, Title IX, Subtitle A

1. **Student Identification** *(722(g)(1)(B) of the McKinney-Vento Act)*: Describe the procedures the SEA will use to identify homeless children and youth in the State and to assess their needs.

   All LEAs are required to have a local board-approved homeless policy that describes how the LEA will implement the following: definitions, identification, school selection, enrollment, transportation, services, disputes, free meals, eligibility for Title I services, training, coordination, and preschool. To assist in the identification of children and youth without housing, public notice of the education rights of homeless children and youth are to be disseminated and posted where such children and youth receive services. ISDE provides free brochures and posters. The state coordinator and local liaison contact information is listed on each poster to provide technical assistance regarding enrollment, identification, and other issues affecting students in homeless situations. Liaisons are also provided assistance from the National Center for Homeless Education toll-free help line. ISDE requires a Housing Questionnaire in which the nighttime living status of every student is assessed by enrollment documentation. Each LEA has an identified liaison responsible for conducting the assessment and verification of homeless children and youth. Once the liaison verifies eligibility of the child or youth, they are reported in the LEA student management system that uploads to the Idaho System for Educational Excellence (ISEE) K–12 longitudinal data management system. Samples are available at http://www.sde.idaho.gov/federal-programs/homeless/index.html

   The identification of children and youth experiencing homelessness and assessing their needs is primarily the responsibility of the Local Educational Agencies (LEAs). The ISDE supports identification and needs assessment by:

   i. Providing annual regional training to local liaisons on the implementation of policies and regular processes for identification of homeless students and assessment of their needs and tracking liaison training;
   ii. Regularly notifying LEAs of training opportunities through the National Center for Homeless Education (NCHE);
   iii. Annually monitoring the needs assessment process for LEAs through monitoring and the completion of a self-assessment application;
   iv. Providing a best practice needs assessment worksheet and summary tool from NCHE on the ISDE website at http://www.sde.idaho.gov/federal-programs/homeless/index.html;
   Assuring that the ISDE State Coordinator is a participating member of the Idaho Continuum of Care, Special Education Advisory Panel, and Idaho HUD Homeless Advisory Council so that identification and needs assessment issues that merge in non-school contexts are appropriately addressed.

2. **Dispute Resolution** *(722(g)(1)(C) of the McKinney-Vento Act)*: Describe procedures for the prompt resolution of disputes regarding the educational placement of homeless children and youth.

All LEA liaisons are familiar with the ISDE dispute resolution policy posted on the ISDE website (www.sde.idaho.gov/federal-programs/homeless/index.html*)* through annual trainings provided by the state coordinator. All LEAs must have a written dispute resolution process that aligns with the state policy. This requirement is checked duringfederal program monitoring visits,and whenLEAs submit assurances during their annual application for funding through the CFSGA process. All LEAs must also have a written notice of decision. Sample letters are provided on the ISDE website. Homeless children and youth are provided all services during the dispute resolution process.

3. **Support for School Personnel** *(722(g)(1)(D) of the McKinney-Vento Act)*: Describe programs for school personnel (including the LEA liaisons for homeless children and youth, principals and other school leaders, attendance officers, teachers, enrollment personnel, and specialized instructional support personnel) to heighten the awareness of such school personnel of the specific needs of homeless children and youth, including runaway and homeless children and youth.

   ISDE provides staff development to LEA liaisons, includingprovisions of the McKinney-Vento Education for Homeless Children and Youth program; related state laws; the special needs of students experiencing homelessness; resource materials; and strategies for training teachers, counselors, support staff, administrators, homeless service providers, advocates, and others.

   All liaisons are required to attend annual training on McKinney-Vento to heighten the awareness of the specific needs of children and youth experiencing homelessness,unaccompanied homeless youth. Webinars and trainings are offered by the state and liaisons are regularly notified of trainings throughout the year. Local designated liaisons are required to have annual training for all staff including those in administration, transportation, nutrition, janitorial,nursing, and secretarial work on the specific needs of homeless children and youth.

4. **Access to Services** (*722(g)(1)(F) of the McKinney-Vento Act)*: Describe procedures that ensure that:
   i. Homeless children have access to public preschool programs, administered by the SEA or LEA, as provided to other children in the State;
   ii. Homeless children and youth are identified and accorded equal access to appropriate secondary education and support services, including by identifying and removing barriers that prevent youth described in this clause from receiving appropriate credit for full or partial coursework satisfactorily completed while attending a prior school, in accordance with State, local, and school policies; and
   iii. Homeless children and youth who meet the relevant eligibility criteria do not face barriers to accessing academic and extracurricular activities, including magnet school, summer school, career and technical education, advanced placement, online learning, and charter school programs, if such programs are available at the State and local levels.

   Public preschool programs: Idaho Code 33-201 identifies school-aged children as

between the ages of five and twenty-one. Idaho does not fund pre-school programs. ISDE's Student Housing Survey (nighttime living status of every student) includes questions about siblings in the family and assists with students eligible for secondary education who may not be currently identified. LEA liaisons collaborate with various agencies and service providers who work with homeless children and youth such as the Idaho Department of Health & Welfare, Salvation Army, area shelters, and Community Action Partnership Association of Idaho to make them aware of protections available to homeless, unaccompanied youth. LEA liaisons collaborate with service providers to advocate on behalf of these children and youth to ensure that the students have the opportunity to return to school and participate in these programs. ISDE has established collaboration with Head Start, and the ISDE state coordinator has been appointed to the Idaho Infant and Toddler Council.

b. **Equal Access to Appropriate Secondary Education and Support Services:** The state coordinator provides training with LEA liaisons pertaining to the critical element of identification of youth who are separated from public schools with equal access, without barriers to full or partial credit. Partnerships with Title I-A and other federal programs are used when available to access online courses, summer school, and tutoring for credit recovery.

   In addition to training, Idaho conducts annual monitoring and requires the submission of an annual self-assessment. Part of the monitoring process includes requiring evidence that the LEA policy and school processes and procedure ensure that homeless youthreceive appropriate credit for full or partial coursework satisfactorily completed while attending public school.

Eligible Children and Youth Do Not Face Barriers: Every effort is made by all homeless liaisons and the state coordinator to include students in all academic and extracurricular activities. LEAs have policies to ensure homeless children and youth who meet the relevant eligibility criteria do not face barriers to accessing academic and extracurricular activities. Outreach is made by the liaison as needed to local support groups to assist with needs students might have to participate in extracurricular activities.

5. **Strategies to Address Other Problems** *(722(g)(1)(H) of the McKinney-Vento Act)*: Provide strategies to address other problems with respect to the education of homeless children and youth, including problems resulting from enrollment delays that are caused by—
   i. requirements of immunization and other required health records;
   ii. residency requirements;
   iii. lack of birth certificates, school records, or other documentation;
   iv. guardianship issues; or
   v. uniform or dress code requirements.

Idaho state and local policies prohibit LEAs from denying a child enrollment for lack of records and include short timelines for obtaining needed records, certifications, and other documents. All LEAs are required to set aside a minimum of 0.25 of 1% of their Title I allocation for homeless students. This can be used for all the above, as needed. ISDE and LEAs use the results of surveys, focus groups, and training evaluations to

identify additional barriers caused by enrollment delays. ISDE disseminates information and provides technical assistance onhow to remove barriers to school access throughout the state in its resource documents and trainings. ISDE encourages LEAs to seek aid from local service or charitable organizations to help provide assistance that helps meet these needs. TLEA's requiring uniforms must provide these items to enrolled homeless youth. In addition, MV Homeless Education Grant funds and homeless set aside funds can used to provide necessary clothing for school dress codes or school activities.

6. **Policies to Remove Barriers** (*722(g)(1)(I) of the McKinney-Vento Act)*: Demonstrate that the SEA and LEAs in the State have developed, and shall review and revise, policies to remove barriers to the identification of homeless children and youth, and the enrollment and retention of homeless children and youth in schools in the State, including barriers to enrollment and retention due to outstanding fees or fines, or absences.
The ISDE and all LEAs must have a current homeless education policy that removes barriers to identification, enrollment, and retention including those due to outstanding fees, fines, or absences of homeless children and youth.

The ISDE State Coordinator for the Education of Homeless Children and Youth will review and recommend revisions to state-level policies or procedures that may create barriers to the identification, enrollment, and retention of students identified as homeless. This review will be conducted in collaboration and coordination with other state and federally funded programs.The state coordinator will provide regular trainings and ongoing technical assistance to LEA Liaisons on all provisions of the McKinney-Vento Homeless Education Act.

The state coordinator will provide written guidance documents regarding the needs to enroll and retain children and youth who are homeless, including the unique needs of various at-risk and diverse subgroups of students.

Statewide and regional-level trainings will address policies and procedures to assure students remain enrolled in their school of origin for the duration of the school year, regardless of attendance status. These trainings will also focus on strategies to minimize barriers to enrollment and retention related to outstanding fees, fines, or absences.

During annual trainings, local liaisons will bring their current policies to be reviewed. The policies will be examined to determine if these are legal, and clear. If needed, policies will be revised to be ready for local board approval. The ISDE requires that LEAs regularly review policies as a best practice,and revise as necessary. Many school districts are working with the Idaho School Boards Association on writing and revising policies.

The ISDE has added monitoring indicators reflecting this requirement to the Federal Programs Monitoring Tool. LEA policies and school processes and procedures are monitored through thefederal program monitoring process, which requires specific evidence of compliance, and include a review of district policies and procedures to ensure that homeless students and their families receive education services for which they are eligible.

The state coordinator tracks concerns and requests for assistance. These technical assistance queries, along with data gathered through monitoring of compliance with the

McKinney-Vento Act during the Federal Programs monitoring process, are regularly evaluated to search for areas of improvementin the State's implementation of the statute. These areasprovide topics for targeted of technical assistance and training activities in the state.

7. **Assistance from Counselors** *(722(g)(1)(K))*: A description of how youths described in section 725(2) will receive assistance from counselors to advise such youths and prepare and improve the readiness of such youths for college.

   The state coordinator works with LEA liaisons and school counselors at the secondary level to make sure homeless youth are receiving appropriate credit for full or partial coursework satisfactorily completed while attending a prior school, in accordance with state, local, and school policies. Anindicator has been added to the monitoring tool to address how youth will receive assistance from counselors to prepare and improve the readiness for college. It is a requirement and an expectation from the ISDE that counselors/liaisons will inform unaccompanied homeless youth of their status as independent students under section 480 of the Higher Education Act of 1965, and that they may obtain assistance from the liaison to receive verification of such status for the purposes of the Free Application for Federal Student Aid.

Appendix A Measurements of Interim Progress

Instructions: Each SEA must include the measurements of interim progress toward meeting the long-term goals for academic achievement, graduation rates, and English language proficiency, set forth in the State's response to Title I, Part A question 4.iii, for all students and separately for each subgroup of students, including those listed in response to question 4.i.a. of this document. For academic achievement and graduation rates, the State's measurements of interim progress must take into account the improvement necessary on such measures to make significant progress in closing statewide proficiency and graduation rate gaps.

a. **Academic Achievement**
Mathematics - 2016 baseline, 2024 long-term goal, and 2017-2023 interim targets

Mathematics	2016	2017	2018	2019	2020	2021	2022	2023	2024
All Students	41.6%	44.8%	48.1%	51.3%	54.6%	57.8%	61.1%	61.1%	61.1%
Economically Disadvantaged	30.3%	34.2%	38.0%	41.9%	45.8%	49.7%	53.5%	53.5%	53.5%
Students with Disabilities	15.2%	19.9%	24.6%	29.3%	34.0%	38.8%	43.5%	43.5%	43.5%
English Learners	7.1%	12.3%	17.4%	22.6%	27.7%	32.9%	38.1%	38.1%	38.1%
Black / African American	22.2%	26.5%	30.8%	35.2%	39.5%	43.8%	48.1%	48.1%	48.1%
Asian or Pacific Islander	56.8%	59.2%	61.6%	64.0%	66.4%	68.8%	71.2%	71.2%	71.2%
American Indian or Alaskan Native	19.4%	23.9%	28.4%	32.8%	37.3%	41.8%	46.3%	46.3%	46.3%
Hispanic or Latino	22.0%	26.3%	30.7%	35.0%	39.3%	43.7%	48.0%	48.0%	48.0%
Native Hawaiian / Other Pacific Islander	33.6%	37.3%	41.0%	44.7%	48.4%	52.0%	55.7%	55.7%	55.7%
White	46.6%	49.6%	52.5%	55.5%	58.5%	61.4%	64.4%	64.4%	64.4%
Two Or More Races	42.2%	45.4%	48.6%	51.8%	55.0%	58.3%	61.5%	61.5%	61.5%

English Language Arts/Literacy - 2016 baseline, 2024 long-term goal, and 2017-2023 interim targets

ELA/Literacy	2016	2017	2018	2019	2020	2021	2022	2023	2024
All Students	53.0%	55.6%	58.2%	60.8%	63.4%	66.1%	68.7%	68.7%	68.7%
Economically Disadvantaged	40.6%	43.9%	47.2%	50.5%	53.8%	57.1%	60.4%	60.4%	60.4%

ELA/Literacy	2016	2017	2018	2019	2020	2021	2022	2023	2024
Students with Disabilities	15.0%	19.7%	24.4%	29.2%	33.9%	38.6%	43.3%	43.3%	43.3%
English Learners	6.9%	12.1%	17.2%	22.4%	27.6%	32.8%	37.9%	37.9%	37.9%
Black / African American	34.1%	37.8%	41.4%	45.1%	48.7%	52.4%	56.1%	56.1%	56.1%
Asian or Pacific Islander	65.0%	66.9%	68.9%	70.8%	72.8%	74.7%	76.7%	76.7%	76.7%
American Indian or Alaskan Native	30.6%	34.5%	38.3%	42.2%	46.0%	49.9%	53.7%	53.7%	53.7%
Hispanic or Latino	33.6%	37.3%	41.0%	44.7%	48.4%	52.0%	55.7%	55.7%	55.7%
Native Hawaiian / Other Pacific Islander	46.7%	49.7%	52.6%	55.6%	58.5%	61.5%	64.5%	64.5%	64.5%
White	57.9%	60.2%	62.6%	64.9%	67.3%	69.6%	71.9%	71.9%	71.9%
Two Or More Races	54.5%	57.0%	59.6%	62.1%	64.6%	67.1%	69.7%	69.7%	69.7%

b. **Graduation Rates**

4 year Graduation rate Class of 2016 baseline, Class of 2024 long-term goal, and Class of 2017-Class of 2023 interim targets

4 year Graduation Rate	Class of 2016	Class of 2017	Class of 2018	Class of 2019	Class of 2020	Class of 2021	Class of 2022	Class of 2023	Class of 2024
All Students	79.7%	82.2%	84.8%	87.3%	89.9%	92.4%	94.9%	94.9%	94.9%
Economically Disadvantaged	71.9%	75.4%	78.9%	82.4%	86.0%	89.5%	93.0%	93.0%	93.0%
Students with Disabilities	60.5%	65.4%	70.4%	75.3%	80.3%	85.2%	90.1%	90.1%	90.1%
English Learners	73.3%	76.6%	80.0%	83.3%	86.7%	90.0%	93.3%	93.3%	93.3%
Black / African American	77.8%	80.6%	83.4%	86.1%	88.9%	91.7%	94.5%	94.5%	94.5%
Asian or Pacific Islander	83.1%	85.2%	87.3%	89.4%	91.6%	93.7%	95.8%	95.8%	95.8%
American Indian or Alaskan Native	58.5%	63.7%	68.9%	74.1%	79.3%	84.4%	89.6%	89.6%	89.6%
Hispanic or Latino	73.7%	77.0%	80.3%	83.6%	86.9%	90.1%	93.4%	93.4%	93.4%
Native Hawaiian / Other Pacific Islander	69.7%	73.5%	77.3%	81.1%	84.9%	88.6%	92.4%	92.4%	92.4%
White	81.3%	83.6%	86.0%	88.3%	90.7%	93.0%	95.3%	95.3%	95.3%
Two Or More Races	77.3%	80.1%	83.0%	85.8%	88.7%	91.5%	94.3%	94.3%	94.3%

5 year Graduation rate – Class of 2017 baseline, Class of 2023 long-term goal, and Class of 2018 - 2022 interim targets.

5 year Graduation Rate	Baseline Class of 2017	Class of 2018	Class of 2019	Class of 2020	Class of 2021	Class of 2022	Class of 2023
All Students	82.00%	84.7%	87.4%	90.1%	92.8%	95.5%	95.5%

5 year Graduation Rate	Baseline Class of 2017	Class of 2018	Class of 2019	Class of 2020	Class of 2021	Class of 2022	Class of 2023
Economically Disadvantaged	75.00%	78.8%	82.5%	86.3%	90.0%	93.8%	93.8%
Students with Disabilities	65.50%	70.7%	75.9%	81.0%	86.2%	91.4%	91.4%
English Learners	79.30%	82.4%	85.5%	88.6%	91.7%	94.8%	94.8%
Black / African American	75.60%	79.3%	82.9%	86.6%	90.2%	93.9%	93.9%
Asian or Pacific Islander	88.00%	89.8%	91.6%	93.4%	95.2%	97.0%	97.0%
American Indian or Alaskan Native	67.50%	72.4%	77.3%	82.1%	87.0%	91.9%	91.9%
Hispanic or Latino	78.40%	81.6%	84.9%	88.1%	91.4%	94.6%	94.6%
Native Hawaiian / Other Pacific Islander	79.70%	82.7%	85.8%	88.8%	91.9%	94.9%	94.9%
White	83.10%	85.6%	88.2%	90.7%	93.2%	95.8%	95.8%
Two Or More Races	79.30%	82.4%	85.5%	88.6%	91.7%	94.8%	94.8%

c. **Progress in Achieving English Language Proficiency English proficiency – 2018 baseline, 2024 long term goal and 2019-2023 interim targets**

2018 Baseline	2019	2020	2021	2022	2023	2024
74.07%	75.80%	77.53%	79.26%	80.98%	82.71%	82.71%

Appendix B Idaho's Accountability Framework

State satisfaction and engagement survey administered to parents, students, and teachers

01. **School Category.**
a. Kindergarten through grade eight (K-8): Schools in this category include elementary and middle schools as defined in Subsection 112.05.f.
b. High Schools, not designated as alternative high schools, as defined in Subsection 112.05.f.
c. Alternative High Schools
02. **Academic Measures by School Category.**
a. K-8:
i. Idaho Standards Achievement Tests (ISAT) Proficiency.
ii. ISAT growth toward proficiency based on a trajectory model approved by the State Board of Education.
iii. ISAT proficiency gap closure.
iv. Idaho statewide reading assessment proficiency.
v. English Learners achieving English language proficiency.
vi. English Learners achieving English language growth toward proficiency.
b. High School:
i. ISAT proficiency.
ii. ISAT proficiency gap closure.
iii. English Learners achieving English language proficiency.
iv. English Learners achieving English language growth toward proficiency.
v. Four (4) year cohort graduation rate, including students who complete graduation requirements prior to the start of the school district or charter schools next fall term.
vi. Five (5) year cohort graduation rate, including students who complete graduation requirements prior to the start of the school district or charter schools next fall term.
c. Alternative High School:
i. ISAT proficiency.
ii. English learners achieving English language proficiency.
iii. English learners achieving English language growth towards proficiency.
iv. Four (4) year cohort graduation rate, including students who complete graduation requirements prior to the start of the school district or charter schools next fall term.
v. Five (5) year cohort graduation rate, including students who complete graduation requirements prior to the start of the school district or charter schools next fall term.
03. **School Quality Measures by School Category.**
a. K-8:
i. Students in grade 8 enrolled in pre-algebra or higher.
ii. Communication with parents on student achievement (effective starting in the 2018-2019 school year).
iii. Chronic absenteeism.
b. High School:
i. College and career readiness determined through a combination of students participating in advanced opportunities, earning industry recognized certification, and/or participation in recognized high school apprenticeship programs.
ii. Students in grade 9 enrolled in algebra I or higher.

iii. Communication with parents on student achievement (effective starting in the 2018-2019 school year).
iv. Chronic absenteeism.
c. Alternative High School:
i. Credit recovery and accumulation.
ii. College and career readiness determined through a combination of students participating in advanced opportunities, earning industry recognized certification, and/or participation in recognized high school apprenticeship programs.
iii. State satisfaction and engagement survey administered to parents, students, and teachers (effective starting in the 2018-2019 school year).
iv. Communication with parents on student achievement (effective starting in the 2018-2019 school year).
v. Chronic absenteeism.

Appendix C GEPA 427 Statement

Information Regarding Equitable Access to and Participation in the Programs included in the Idaho Consolidated State Plan

The Idaho State Department of Education (ISDE) adheres to Section 427 of the General Education Provisions Act (GEPA). In carrying out its educational mission, the Idaho State Department of Education will ensure to the fullest extent possible equitable access to, participation in, and appropriate educational opportunities for individuals served. Federally funded activities, programs, and services will be accessible to all teachers, students and program beneficiaries. The ISDE ensures equal access and participation to all persons regardless of their race, color, ethnicity, religion, national origin, age, citizenship status, disability, gender or sexual orientation in its education programs, services, and/or activities.

For state-level activities as well as all other activities supported by federal assistance through our electronic grant application, ISDE will fully enforce all federal and state laws and regulations designed to ensure equitable access to all program beneficiaries and to overcome barriers to equitable participation. The ISDE will hold LEAs accountable for ensuring equal access and providing reasonable and appropriate accommodations to meet the needs of a diverse group of students, staff, community members and other participants.

Steps taken to ensure equitable access may include, but are not limited to the following; developing and administering a pre-participation survey to all potential participants in order to identify special accommodation needs (i.e., wheelchair access, assistive technology, transportation assistance); holding program related sessions/activities in Americans with Disabilities Act (ADA) accessible and compliant facilities; printing materials in multiple languages, when appropriate; offering multi-lingual services for participants and others as needed and appropriate; responsiveness to cultural differences; fostering a positive school climate through restorative practices; conducting outreach efforts and target marketing to those not likely to participate; making program materials available in braille or via audiotapes, when appropriate; providing assistive technology devices to translate/make accessible grant and program materials for participants requiring such accommodations; using technologies to convey content of program materials; using materials that include strategies for addressing the needs of all participants; pre-program gender and cultural awareness training for participants; development and/or acquisition and dissemination of culturally relevant and sensitive curriculum and informational materials; use of transportation services that include handicapped accommodations; transportation vouchers or other forms of assistance, on an as needed basis, to members (including teachers, students, and families) who must use public transportation to attend program activities.

Appendix D Research Supporting Educator Mentoring Focus

Burkhauser, S., Gates, S. M., Hamilton, L. S., & Ikemoto, G. S. (2012). First-Year Principals in Urban School Districts: How Actions and Working Conditions Relate to Outcomes. Technical Report. Rand Corporation.

Potemski, A., & Matlach, L. (2014). Supporting New Teachers: What Do We Know about Effective State Induction Policies? Policy Snapshot. Center on Great Teachers and Leaders.

Strong, M. (2006). Does new teacher support affect student achievement? (Research Brief). Santa Cruz, CA: New Teacher Center. Retrieved from http://www.newteachercenter.org/sites/default/ files/ntc/main/resources/BRF_

Villar, A., & Strong, M. (2007). Is mentoring worth the money? A benefit-cost analysis and five-year rate of return of a comprehensive mentoring program for beginning teachers. ERS Spectrum, 25(3), 1–17.

Idaho State Board of Education

Idaho Department of Education

CONSOLIDATED STATE PLAN –

DRAFT CHANGES TO THE LONG-TERM GOALS

Process for Developing the Proposed Consolidated State Plan Amendment

1. AOC Drafts Proposed Approach to Set New Goals
2. Technical Advisory Committee (TAC) Feedback
3. Board Feedback
4. Integrate English Learners' Progress to Proficiency Goals
5. Stakeholder Feedback (Focus Groups)
6. Revisions
7. Post Proposed Consolidated State Plan Amendment for Additional Public Comment
8. Proposed Consolidated State Plan Amendment to the Board

ESSA Requirements for Long-Term Goals

Per ESSA, the state must have long-term goals and measurements of interim progress for:

- ELA Proficiency, all students and subgroups
- Math Proficiency, all students and subgroups
- Graduation rate (can do 4 year and 5 year)
- English Learners Growth Towards Proficiency (on the ELPA)

The long-term goals MUST:

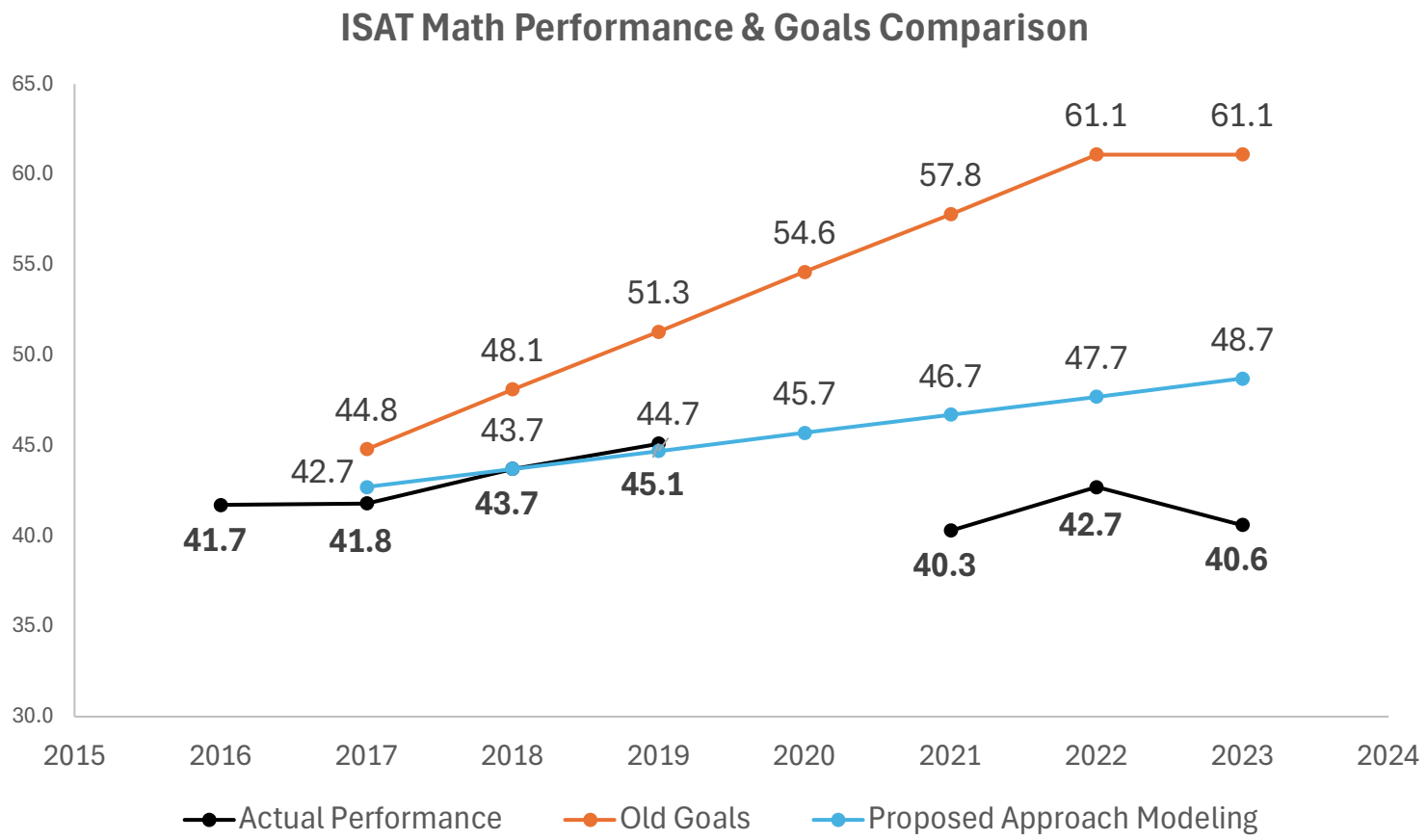
1. Be "ambitious"
2. Take into account the "improvement necessary… to make significant progress in closing statewide proficiency and graduation rate gaps"
3. Use the same calculation for All Students group and all subgroups

Draft ISAT Math Goals, Base 7 pct pts + 10% Gap Closure

	2023 Baseline	2024 Interim Target	2025 Interim Target	2026 Interim Target	2027 Interim Target	2028 Interim Target	2029 Interim Target	2030 Long-term Goal
All Students	**40.6%**	**41.6**	**42.6**	**43.6**	**44.6**	**45.6**	**46.6**	**47.6**
Econ Disadv	26.7%	27.9	29.1	30.3	31.5	32.7	33.9	35.1
English Learners	8.3%	9.8	11.2	12.7	14.1	15.6	17.1	18.5
Students w/ Disab	11.5%	12.9	14.3	15.7	17.2	18.6	20.0	21.4
Amer Indian	18.7%	20.0	21.3	22.6	24.0	25.3	26.6	27.9
Asian	60.0%	61.0	62.0	63.0	64.0	65.0	66.0	67.0
Black	17.6%	18.9	20.3	21.6	22.9	24.2	25.6	26.9
Hispanic	22.1%	23.4	24.6	25.9	27.2	28.4	29.7	31.0
Hawaiian / Pcf Isldr	30.0%	31.2	32.3	33.5	34.6	35.8	36.9	38.1
Two +	42.6%	43.6	44.6	45.6	46.6	47.6	48.6	49.6
White	45.7%	46.7	47.7	48.7	49.7	50.7	51.7	52.7

ISAT Math: Trends & Comparison of Goals

This figure shows a comparison between actual performance (black), the previous goals in the Consolidated State Plan (orange), and modeling of what the goals would have been if we had used the proposed approach in 2016.



ISAT Math: Who Would Have Hit Their Target?

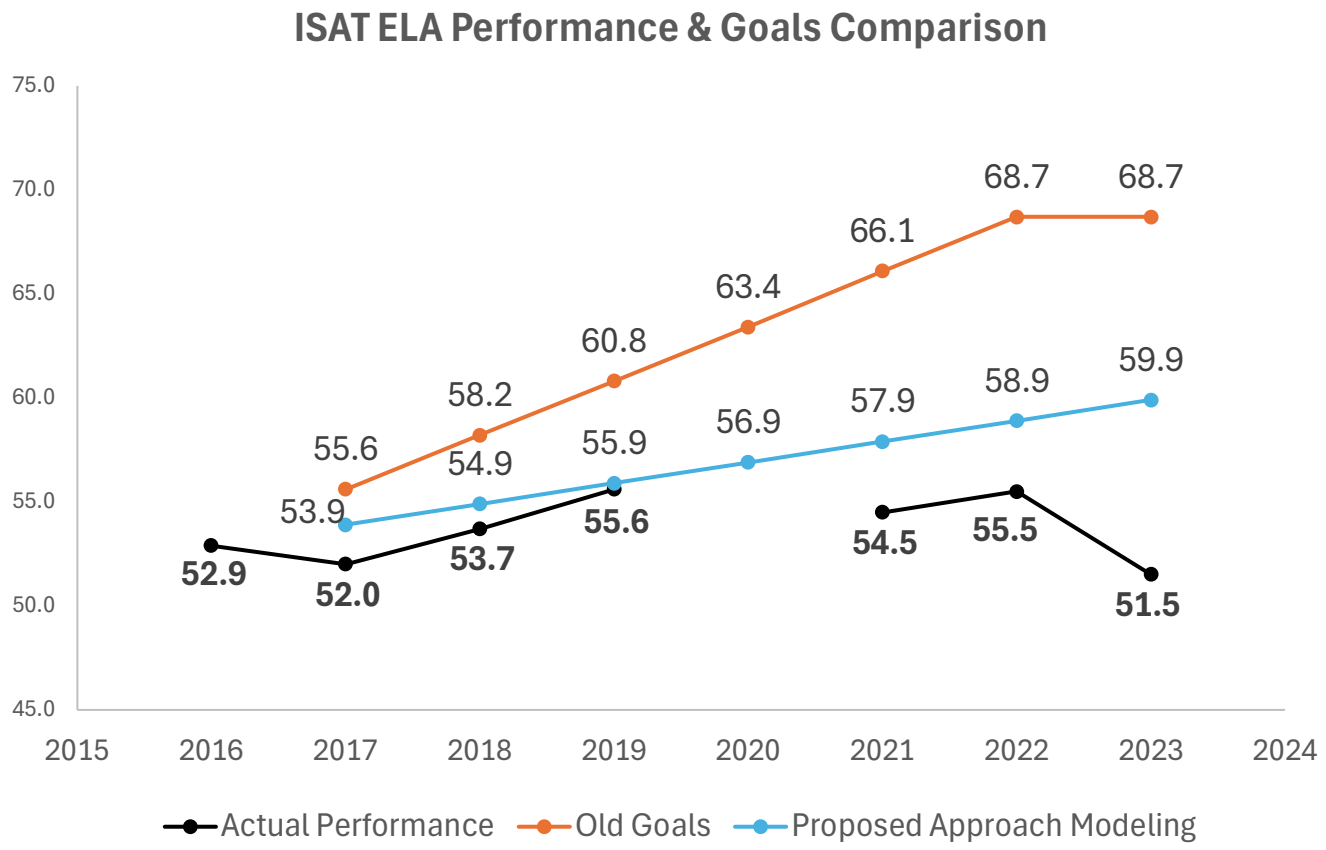
ISAT Math – Proposed Approach Modeled for All Groups Using 2021 to 2022 Data			
	2021 Baseline	2022 Interim Target	2022 Performance
All Students	40.3%	41.3	41.9
Economically Disadvantaged	27.6%	28.8	27.6
English Learners	14.8%	16.2	9.2
Students w/ Disabilities	10.3%	11.7	12.3
American Indian / Alaskan Native	18.2%	19.5	19.8
Asian or Pacific Islander	57.2%	58.2	57.2
Black / African American	17.0%	18.3	19.0
Hispanic / Latin	21.5%	22.8	23.1
Native Hawaiian / Other Pacific Islander	33.0%	34.1	31.2
Two + Races	40.6%	41.6	43.7
White	45.5%	46.5	47.1

Draft ISAT ELA Goals – Base 7 pct pts + 10% Gap Closure

	2023 Baseline	2024 Interim Target	2025 Interim Target	2026 Interim Target	2027 Interim Target	2028 Interim Target	2029 Interim Target	2030 Long-term Goal
All Students	**51.5%**	**52.5**	**53.5**	**54.5**	**55.5**	**56.5**	**57.5**	**58.5**
Econ Disadv	36.2%	37.4	38.6	39.9	41.1	42.3	43.5	44.7
English Learners	8.1%	9.7	11.3	13.0	14.6	16.2	17.8	19.4
Students w/ Disab	13.6%	15.1	16.7	18.2	19.8	21.3	22.8	24.4
Amer Indian	27.6%	28.9	30.3	31.6	33.0	34.3	35.6	37.0
Asian	65.0%	66.0	67.0	68.0	69.0	70.0	71.0	72.0
Black	27.9%	29.2	30.6	31.9	33.2	34.6	35.9	37.3
Hispanic	33.8%	35.1	36.3	37.6	38.8	40.1	41.3	42.6
Hawaiian / Pcf Isldr	39.4%	40.6	41.7	42.9	44.1	45.3	46.4	47.6
Two +	55.7%	56.7	57.7	58.7	59.7	60.7	61.7	62.7
White	56.4%	57.4	58.4	59.4	60.4	61.4	62.4	63.4

ISAT ELA: Trends & Comparison of Goals

This figure shows a comparison between actual performance (black), the previous goals in the Consolidated State Plan (orange), and modeling of what the goals would have been if we had used the proposed approach in 2016.



ISAT ELA: Who Would Have Hit Their Target?

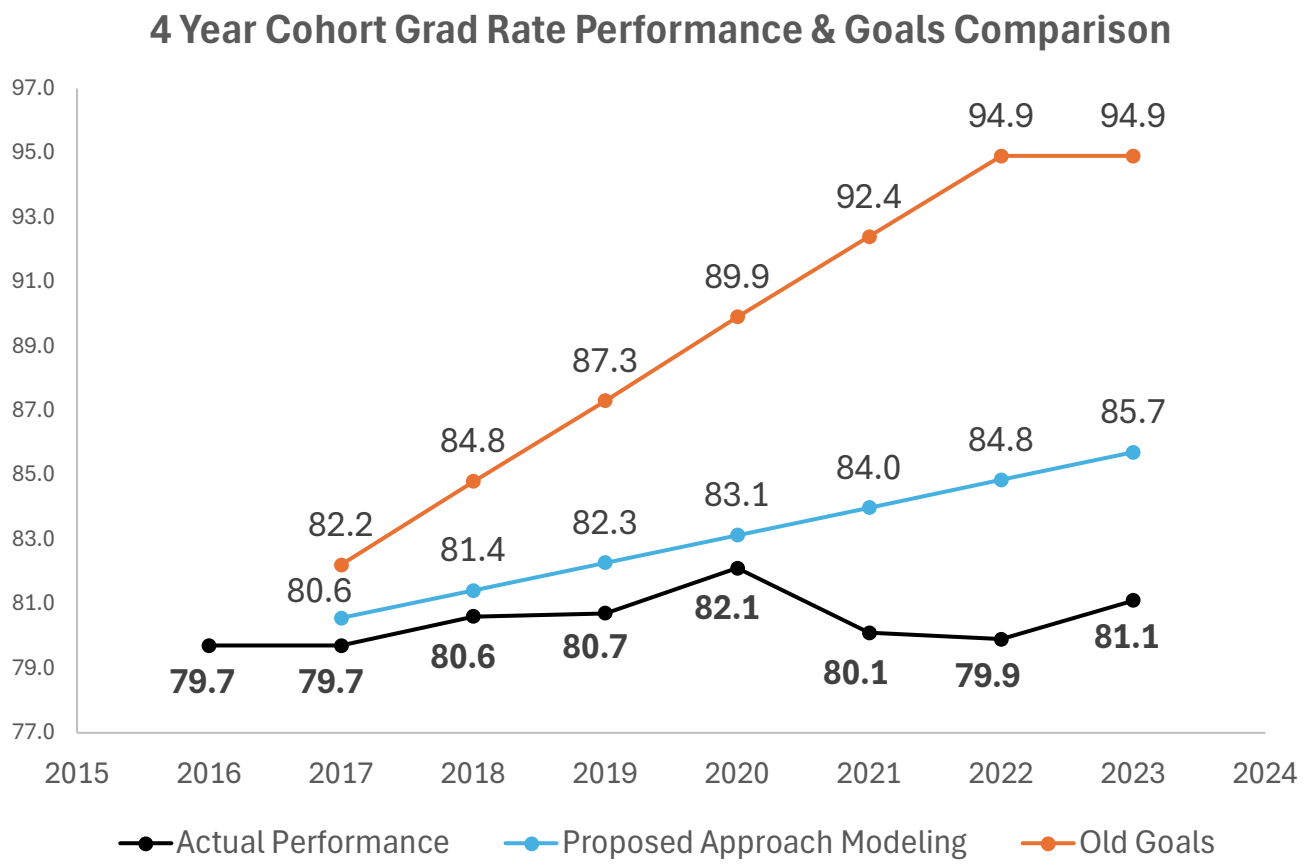
ISAT ELA – Proposed Approach Modeled for All Groups Using 2021 to 2022 Data			
	2021 Baseline	2022 Interim Target	2022 Performance
All Students	54.5	55.5	54.8
Economically Disadvantaged	40.4	41.6	39.0
English Learners	23.4	24.8	11.9
Students w/ Disabilities	13.6	15.2	15.1
American Indian / Alaskan Native	29.7	31.1	30.6
Asian or Pacific Islander	66.8	67.8	67.7
Black / African American	31.3	32.6	31.7
Hispanic / Latin	36.3	37.6	37.2
Native Hawaiian / Other Pacific Islander	48.3	49.4	44.0
Two + Races	57.1	58.1	59.1
White	59.5	60.5	59.6

Draft 4 Year Cohort Graduation Rate Goals – Base 6 pct pts + 10% Gap Closure

	2023 Baseline (2022 grad cohort)	2024 Interim Target	2025 Interim Target	2026 Interim Target	2027 Interim Target	2028 Interim Target	2029 Interim Target	2030 Long-term Goal (2029 grad cohort)
All Students	**79.9**	**80.8**	**81.6**	**82.5**	**83.3**	**84.2**	**85.0**	**85.9**
Econ Disadv	69.6	70.6	71.6	72.6	73.6	74.6	75.6	76.6
English Learners	65.4	66.5	67.5	68.6	69.7	70.7	71.8	72.9
Students w/ Disab	56.6	57.8	59.0	60.2	61.4	62.6	63.7	64.9
Amer Indian	73.4	74.4	75.3	76.3	77.2	78.2	79.1	80.1
Asian	85.4	86.3	87.1	88.0	88.8	89.7	90.5	91.4
Black	69.1	70.1	71.1	72.1	73.1	74.2	75.2	76.2
Hispanic	73.0	74.0	74.9	75.9	76.8	77.8	78.7	79.7
Hawaiian / Pcf Isldr	71.6	72.5	73.4	74.2	75.1	76.0	76.9	77.8
Two +	76.5	77.4	78.3	79.2	80.1	81.0	81.9	82.8
White	81.9	82.8	83.6	84.5	85.3	86.2	87.0	87.9

4 Year Grad: Trends & Modeling of Goals

This figure shows a comparison between actual performance (black), the previous goals in the Consolidated State Plan (orange), and modeling of what the goals would have been if we had used the proposed approach in 2016.



4 Year Grad Rate: Who Would Have Hit Their Target?

4 Year Graduation Rate – Proposed Goals

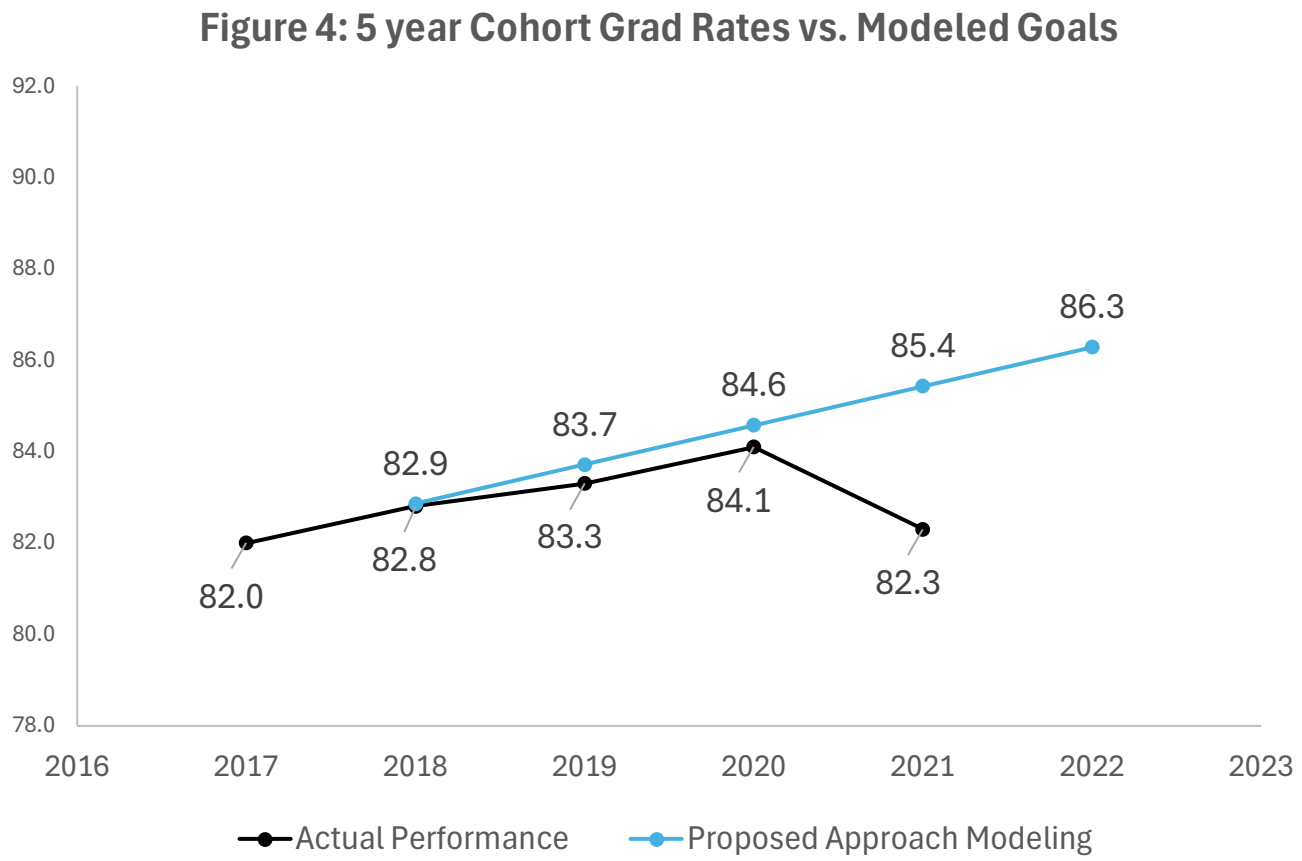
	2023 Baseline (2022 Cohort)	2024 Interim Target (2023 Cohort)	2024 Performance (2023 4 yr Grad Rate)
All Students	79.9%	80.8	81.1
Economically Disadvantaged	69.6%	70.6	70.8
English Learners	65.4%	66.5	66.6
Students w/ Disabilities	56.6%	57.8	55.5
American Indian / Alaskan Native	73.4%	74.4	69.6
Asian or Pacific Islander	85.4%	86.3	89.3
Black / African American	69.1%	70.1	72.0
Hispanic / Latin	73.0%	74.0	73.5
Native Hawaiian / Other Pacific Islander	71.6%	72.5	69.2
Two + Races	76.5%	77.4	76.7
White	81.9%	82.8	83.5

Draft 5 Year Cohort Graduation Rate Goals – Base 6 pct pts + 10% Gap Closure

	2023 Baseline (2021 grad cohort)	2024 Interim Target	2025 Interim Target	2026 Interim Target	2027 Interim Target	2028 Interim Target	2029 Interim Target	2030 Long-term Goal (2028 grad cohort)
All Students	**82.3**	**83.2**	**84.0**	**84.9**	**85.7**	**86.6**	**87.4**	**88.3**
Econ Disadv	73.4	74.4	75.4	76.4	77.3	78.3	79.3	80.3
English Learners	66.2	67.3	68.4	69.5	70.5	71.6	72.7	73.8
Students w/ Disab	59.8	61.0	62.2	63.3	64.5	65.7	66.9	68.1
Amer Indian	72.7	73.7	74.7	75.7	76.7	77.7	78.7	79.7
Asian	87.5	88.4	89.2	90.1	90.9	91.8	92.6	93.5
Black	73.9	74.9	75.9	76.8	77.8	78.8	79.8	80.7
Hispanic	75.6	76.6	77.5	78.5	79.4	80.4	81.3	82.3
Hawaiian / Pcf Isldr	79.7	80.6	81.5	82.4	83.3	84.2	85.1	86.0
Two +	78.0	78.9	79.8	80.8	81.7	82.6	83.5	84.4
White	84.2	85.1	85.9	86.8	87.6	88.5	89.3	90.2

5 Year Grad: Trends & Comparison of Goals

This figure shows a comparison between actual performance (black) and modeling of what the goals would have been if we had used the proposed approach in 2018 (using the 2017 cohort 5 year rate as the baseline).



5 Year Grad Rate: Who Hit Their Target?

5 Year Graduation Rate – Proposed Goals

	2023 Baseline (2021 Cohort)	2024 Interim Target (2022 Cohort)	2024 Performance (2022 5 yr Grad Rate)
All Students	82.3%	83.2	82.5
Economically Disadvantaged	73.4%	74.4	73.0
English Learners	66.2%	67.3	69.3
Students w/ Disabilities	59.8%	61.0	60.0
American Indian / Alaskan Native	72.7%	73.7	76.0
Asian or Pacific Islander	87.5%	88.4	87.5
Black / African American	73.9%	74.9	72.8
Hispanic / Latin	75.6%	76.6	76.5
Native Hawaiian / Other Pacific Islander	79.7%	80.6	75.6
Two + Races	78.0%	78.9	79.0
White	84.2%	85.1	84.4

English Learners' Progress Goals

English Learners' Growth Towards Proficiency Calculation

- Measured by English Learners' performance on the English Language Proficiency Assessment (ELPA), which is currently the WIDA ACCESS test.
- This metric focuses on growth and takes students' initial EL level (as identified through the ELPA) into consideration, as follows:

English Learners' Expected Growth					
Initial ACCESS Composite	**Growth Year 1**	**Growth Year 2**	**Growth Year 3**	**Growth Year 4**	**Growth Year 5**
6.0 Reaching	**	**	**	**	**
5.0 - 5.9 Bridging	**	**	**	**	**
4.0 - 4.9 Expanding	4.0+	4.2+	**	**	**
3.0 - 3.9 Developing	3.0+	3.6+	4.2+	**	**
2.0 - 2.9 Emerging	2.5+	3.0+	3.6+	4.2+	**
1.0 - 1.9 Entering	1.5+	2.0+	3.0+	3.6+	4.2+

** ELs must meet exit criteria to be considered making expected progress

English Learners' Progress Goals

Approach to Goal Setting

- The state's previous long-term goal for 2022-23 was 82.7%, and the state initially considered re-establishing that as the goal for 2030..
- Stakeholder feedback revealed concerns about making the goal to ambitious and noted that a ceiling effect could come into play once we near and exceed 70%. As a result, the proposed goals were adjusted.

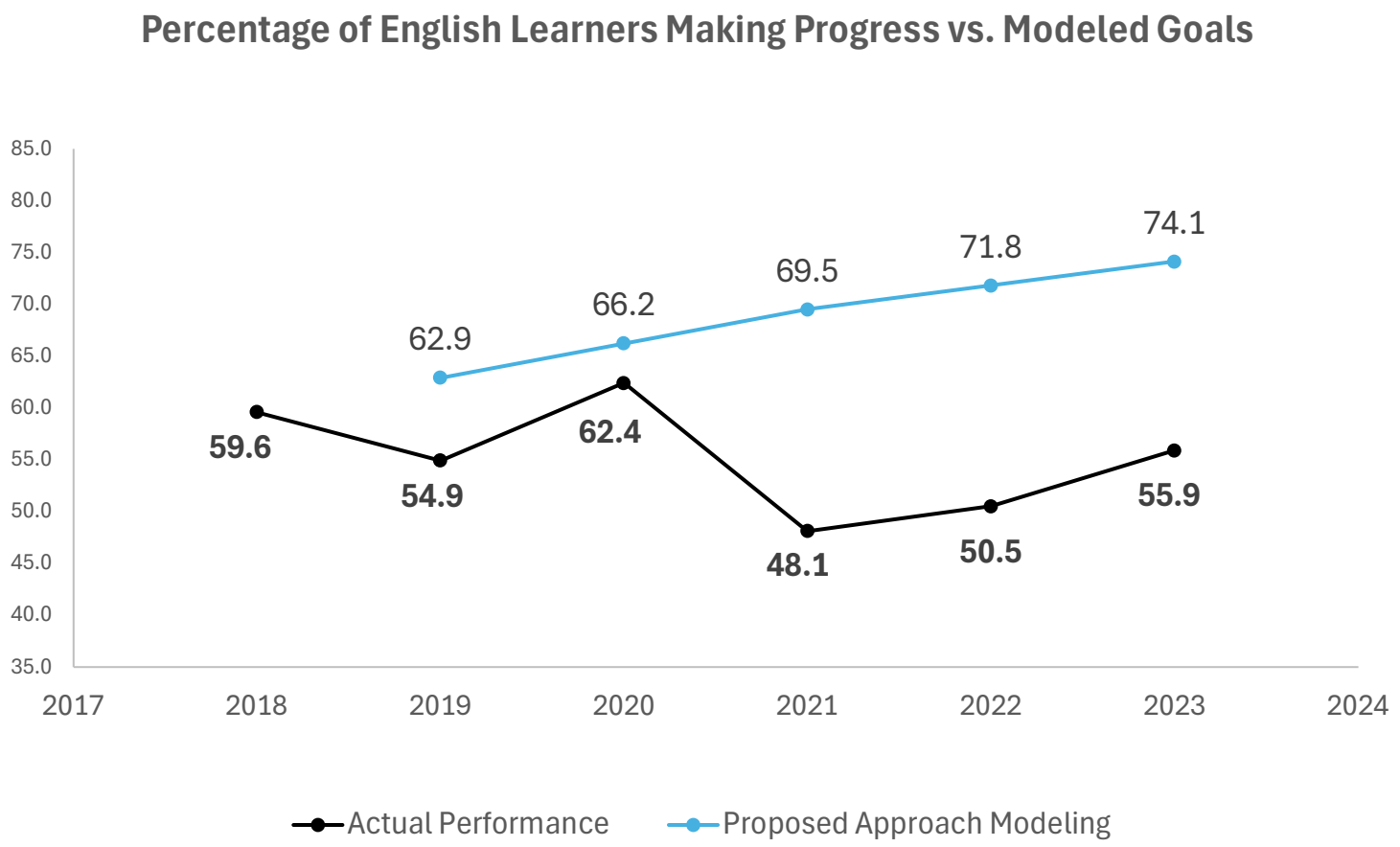
Draft English Learners' Growth Towards Proficiency Goals (3.3 pt thru 2027, then 2.3 pt)

	2023 Baseline	2024 Interim Target	2025 Interim Target	2026 Interim Target	2027 Interim Target	2028 Interim Target	2029 Interim Target	2030 Long-term Goal
English Learners Making Growth	55.9%	59.2	62.5	65.8	69.1	71.4	73.7	76.0

NOTE: A revised version of the WIDA ACCESS is underway; we would reassess this goal and targets when we have at least 2 years of data from the new test.

EL Progress Goals: Trends & Comparison

This figure shows a comparison between actual performance (black) and modeling of what the goals would have been if we had used the proposed approach in 2018.



ELPA: Modeling 2022 to 2023

English Learners' Progress Goals – Modeling Approach on 2022 to 2023 Data			
	2022 Baseline	2023 Interim Target	2023 Performance
English Learners Making Progress	50.5%	53.8	55.9

Idaho State Board of Education

Idaho Department of Education

CONSOLIDATED STATE PLAN –

PROPOSED CHANGES TO THE TRAJECTORY GROWTH INDICATOR

Current Trajectory Growth Model

Creates Individual Student Goals

Current Calculation

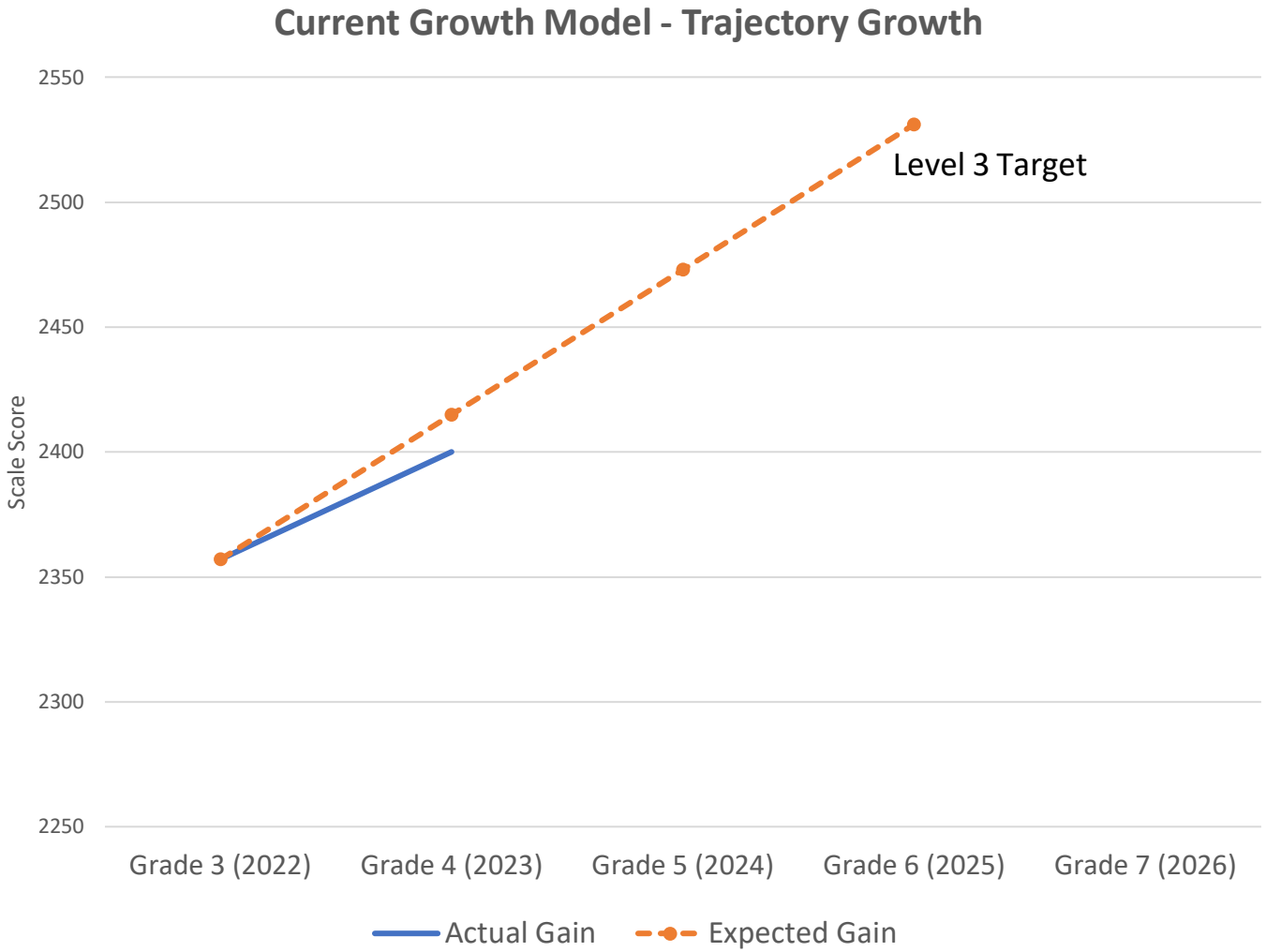
Individual Student Trajectory Growth Target =

Proficient Scale Score 3 years after Baseline – Student's Baseline (previous year) Scale Score / 3

Used in School Identification Calculation

- State calculates the per school % of students who hit their target
- The per school % is 1 part of the School Identification Calculation
- The growth targets are calculated annually

How Individual Targets Are Currently Set



Reasons for Recommended Changes

The Accountability Oversight Committee, Office of the State Board of Education, and Idaho Department of Education identified the following issues with the current model:

- Students who score lower on the test (i.e. Below Basic) often have a growth target that is too ambitious to be achievable
- Students who score Proficient can have a growth target that requires little to no growth (depending on the individual student's scale score)
- Students who score Advanced can have a growth target that is a negative slope, since the expectation is that they just need to stay above the proficiency cut score to hit their target

After considering many potential models, the AOC recommends using the following model to address these issues.

The new model uses a slightly different approach to set goals for students in 3 separate categories: those who have *not* scored Proficient, those who have scored Proficient, and those who have scored Advanced.

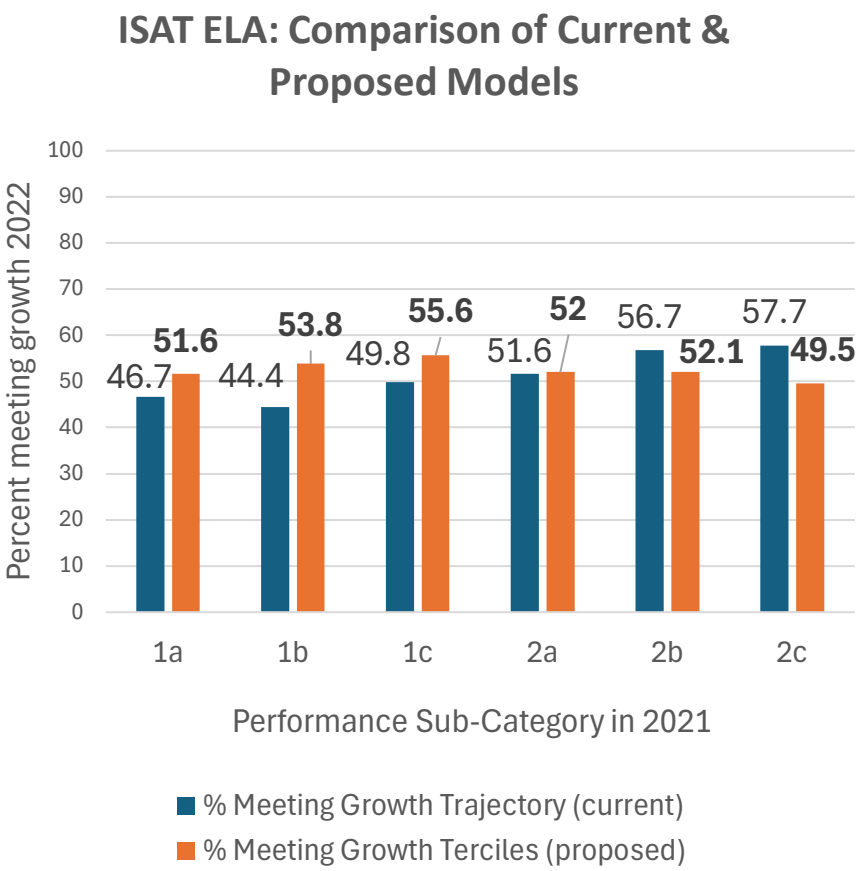
Proposed Model – Trajectory Growth Targets Set Based on Prior Performance

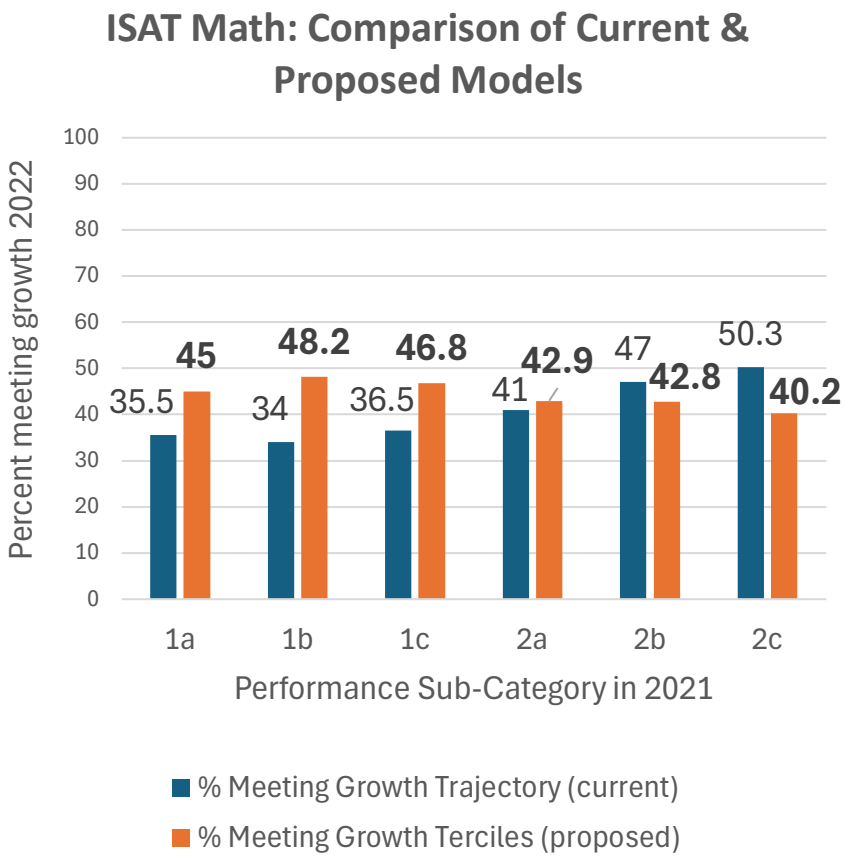
Expectations for Students Who Have Not Scored Proficient

- The non-proficient ISAT performance categories (Level 1 and Level 2) are divided into 3 sub-categories.
- Students growth targets are designed to move them towards proficiency.
- Students' annual growth targets are set with the expectation to improve performance spring-to-spring by 1 achievement sub-category or more.

	Level 1 – Below Basic			Level 2 – Basic		
Prior Year	1a	1b	1c	2a	2b	2c
Current year	1b	1c	2a	2b	2c	3a

Data Modeling: % of Non-Proficient Students Making Growth





Note: The proposed model results in more reasonable targets for students in the 1a to 2a sub-categories. On the other hand, the proposed model has slightly harder targets for students who score 2b or 2c (because the current model gives students 3 years to meet proficiency, regardless of how close / far they are from the proficiency cut score).

Proposed Model – Trajectory Growth Targets Set Based on Prior Performance

Expectations for Students Who Have Scored Proficient

- The ISAT Proficient performance category (Level 3) is also divided into 3 sub-categories.
- Students growth targets are designed to ensure they continue to expand their learning by at least 1 academic year and maintain proficiency.
- Students' annual growth targets are set with the expectation of maintaining performance spring-to-spring in the same sub-category (or exceeding that).

	Level 3 – Proficient		
Prior Year	3a	3b	3c
Current year	3a	3b	3c

Please Note: Because this part of the proposed model (targets for Proficient students) was adjusted based on stakeholder feedback, we do not have data modeling available.

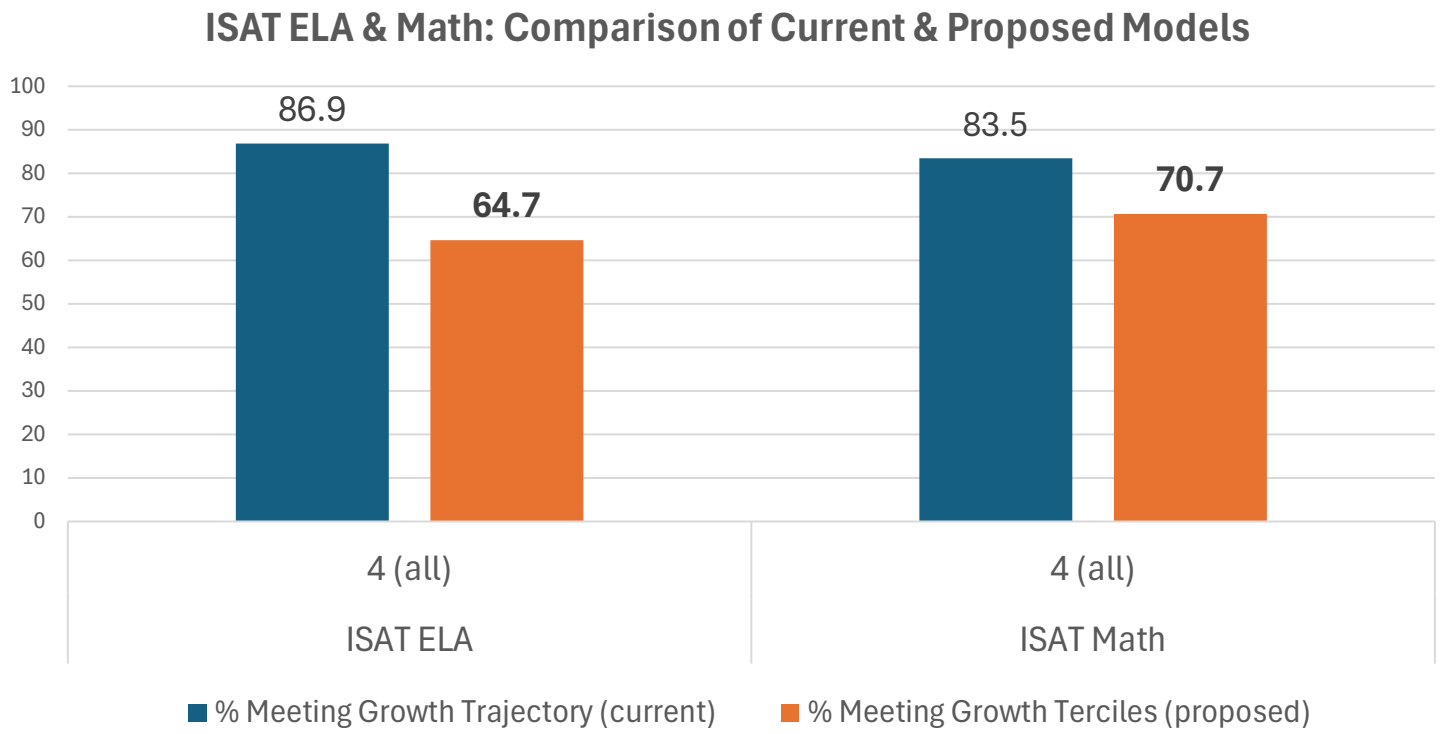
Proposed Model – Trajectory Growth Targets Set Based on Prior Performance

Expectations for Students Who Have Scored Advanced

- The ISAT Proficient performance category (Level 4) is *not* divided into sub-categories.
- Students growth targets are designed to ensure they continue to expand their learning by approximately 1 academic year.
- Students' annual growth targets are set with the expectation of maintaining performance spring-to-spring in the same performance category by staying at or above the Level 4 (Advanced) cut score.

	Level 4 – Advanced
Prior Year	4
Current year	Maintain anywhere in the Level 4 category

Data Modeling: % of Advanced Students Making Growth



Note: The proposed model results in more challenging targets than in the current trajectory model. This is because the existing model requires students to stay above the Proficient (Level 3) cut score, and the proposed model expects students to stay above the Advanced (Level 4) cut score. This is in an effort to ensure students continue to grow and do no experience a downward slide in performance.

Idaho Consolidated State Plan - April-May 2024 Public Comment

Submission Date	Please tell us about yourself:	Organization Name	What is your role?	First Name	Last Name	City	Comment - Proposed Long-Term Goals	Comment - Proposed Changes to the ISAT Growth Model
4/26/2024	I am making comments on behalf of an entity or organization	Madison School District	District Administrator	Landon	LeFevre	Rexburg		
4/25/2024	I wish to remain anonymous		District Administrator				Why are we not identifying schools in this model based on k-2 early literacy and math. We wait to identify schools at the junior high level where they are receiving kids with major gaps. Most of the time the feeder elementary schools are sending these schools really low achieving students- identify the schools that are low performing starting in k-2 and that will directly improve the entire system. Include IRi and add a k-2 math measure if you really want to see Idaho excel! Keep the proposed data identifiers but simply add accountability measures for k-2 literacy and math.	Level 3a students are at risk of dropping to a level 2.. at minimum require growth until a solid 3- then allow maintenance.

Idaho Consolidated State Plan - April-May 2024 Public Comment

Submission Date	Please tell us about yourself:	Organization Name	What is your role?	First Name	Last Name	City	Comment - Proposed Long-Term Goals	Comment - Proposed Changes to the ISAT Growth Model
4/25/2024	I am making comments to represent myself or another person	Anser Charter School	Reading / Literacy Specialist	Beth	Zuschlag	Boise		I participated in one of the focus groups and was impressed with the hard and thoughtful work that had been happening behind the scenes. I wanted to mention two of my thoughts: 1. If there is a way for IT to get the growth target data (individual and school/district-wide) to districts, that would be beyond helpful. 2. I am happy to see that the Level 4 growth targets do not include expectations of growth within the Level. At the focus group I was in, there were many voices that seemed to push for growth for those kids as well. Although I feel *all* students should be showing growth, this assessment is not the measure that should be used. The ISAT is based on Idaho's standards for each grade - the expectation is that the student should meet the standards set. If they already are exceeding that standard - great - but a growth target is unreasonable. The districts wanting to show evidence of growth for hig-performing students should use an assessment with no (or a very high) ceiling...not a grade-level standards assessment.
4/25/2024	I am making comments on behalf of an entity or organization	Blaine County School District #61	District Administrator	Adam	Johnson	Hailey	The goals being proposed reflect little to no progress on closing achievement gaps of sub-pop. groups. I feel that it is important to focus on improving the outcomes of these groups, especially vulnerable populations.	I have concerns about the growth model with the subset tiers of growth due to the large margin of errors associated with individual student scores. I like the idea of the subsets, but if we are going to base teacher performance on this data, we need to be confident it is accurate and a 30+ point margin of error would not give confidence to this.

BUSINESS AFFAIRS AND HUMAN RESOURCES
JUNE 12-13, 2024

TAB	DESCRIPTION	ACTION
1	**FY2025 OPERATING BUDGETS**	Action Item
2	**AGENCY HEADS COMPENSATION AND CHIEF EXECUTIVE OFFICERS CONTRACT TERMS**	Action Item
3	**OPERATING AND SERVICE AGREEMENTS BETWEEN BOISE STATE UNIVERSITY AND BOISE STATE UNIVERSITY FOUNDATION, INC**	Action Item
4	**REQUEST TO INCREASE INTERCOLLEGIATE ATHLETICS SPENDING LIMITS FOR FY25**	Action Item
5	**BOISE STATE UNIVERSITY - MEN'S HEAD FOOTBALL COACH CONTRACT**	Action Item
6	**UNIVERSITY OF IDAHO - HUCKABAY MEDICAL EDUCATION BUILDING EXPANSION PROPOSAL; REQUEST FOR BIDDING AND CONSTRUCTION AUTHORIZATION**	Action Item
7	**UNIVERSITY OF IDAHO - MEN'S HEAD FOOTBALL COACH CONTRACT**	Action Item

SUBJECT

FY 2025 Appropriated Funds Operating Budgets

APPLICABLE STATUTE, RULE, OR POLICY

Idaho State Board of Education Governing Policies & Procedures Section II.F.b.v.; V.B.3.b.ii., 4.b., 5.c, 6.b.

BACKGROUND/DISCUSSION

Pursuant to Board policy V.B., each institution and agency prepares an operating budget for appropriated funds, non-appropriated auxiliary enterprises, non-appropriated local services, and non-appropriated other funds.

For the appropriated funds operating budget, Board policy V.B.3.b.ii states as follows: "each institution or agency prepares an operating budget for the next fiscal year based upon guidelines adopted by the Board. Each budget is then submitted to the Board in a summary format prescribed by the Executive Director for review and formal approval before the beginning of the fiscal year." The appropriated operating budgets have been developed based on appropriations enacted during the 2024 legislative session.

For the college and universities' non-appropriated operating budgets, Board policy V.B. requires reports of revenues and expenditures to be submitted to the State Board of Education at the request of the Board. Currently, these operating budgets are available on each institution's website and are available upon request.

Operating budgets are presented in two formats: budgets for agencies, health education programs, and special programs contain a summary (displayed by program, by source of revenue, and by expenditure classification) and a budget overview that briefly describes the program and changes from the previous fiscal year. All sources of revenues are included (i.e., General Fund, federal funds, miscellaneous revenue, and any other fund source).

For the college and universities, postsecondary career technical education, and agricultural research and extension, supplemental information is provided including personnel costs summarized by type of position. The four-year institution reports contain information about appropriated funds, which only includes state General Fund, endowment funds, and appropriated student fees.

IMPACT

Approval of the operating budgets establishes agency and institutional fiscal spending plans for FY 2025 and allows the agencies and institutions to continue operations from FY 2024 into FY 2025.

ATTACHMENTS

Attachment 1 – Charts - FY 2025 General Funds by Program
Attachment 2 – Office of the State Board of Education Operating Budget
Attachment 3 – Idaho Public Television Operating Budget
Attachment 4 – Division of Vocational Rehabilitation Operating Budget
Attachment 5 – Public Charter Commission Operating Budget
Attachment 6 – College and Universities FY 2025 Budget by Function
Attachment 7 – College and Universities Summary of Appropriated Budget
Attachment 8 – Boise State University FY 2025 Budget Overview
Attachment 9 – Boise State University Appropriated Budget
Attachment 10 – Boise State University Salary Changes
Attachment 11 – Idaho State University FY 2025 Budget Overview
Attachment 12 – Idaho State University Appropriated Budget
Attachment 13 – Idaho State University Salary Changes
Attachment 14 – University of Idaho FY 2025 Budget Overview
Attachment 15 – University of Idaho Appropriated Budget
Attachment 16 – University of Idaho Salary Changes
Attachment 17 – Lewis-Clark State College FY 2025 Budget Overview*
Attachment 18 – Lewis-Clark State College Appropriated Budget*
Attachment 19 – Lewis-Clark State College Salary Changes*
Attachment 20 – Charts - FY 2025 Budgeted Positions by Type
Attachment 21 – College and Universities Personnel Costs
Attachment 22 – Career Technical Education FY 2025 Budget Overview
Attachment 23 – Career Technical Education Appropriated Budget
Attachment 24 – Agricultural Research & Extension FY 2025 Budget Overview
Attachment 25 – Agricultural Research & Extension Appropriated Budget
Attachment 26 – Agricultural Research & Extension Personnel Costs
Attachment 27 – Health Education Programs Operating Budget
Attachment 28 – Special Programs Operating Budget
Attachment 29 – FY 2025 PBFAC Recommended Alteration and Repair Projects

**Final versions will be available by June 3, 2024 BAHR Meeting due to DFM delay in CEC approval plan*

STAFF COMMENTS AND RECOMMENDATIONS

Operating budgets for FY 2025 were developed according to legislative appropriations and Board guidelines as applicable. For institutions and agencies, the appropriation includes a 3% CEC for all eligible employees (1% increase for all eligible and 2% based on merit), decreases in health benefits and statewide cost allocation. Representatives from the institutions will be available to answer specific questions.

Attachment 20 presents a system-wide summation of personnel costs by institution and by classification and also includes the number of new positions added at each institution. Board policy requires prior Board approval for the following positions:

- Salaries for new appointments to dean, associate/assistant dean, vice president and equivalent positions above the College and University Professional Association for Human Resources (CUPA-HR) median rate for such positions. (II.F.2.b.)
- Any position at a level of vice president (or equivalent) and above, regardless of funding source. (II.B.3.a.)
- The initial appointment of an employee to any type of position at a salary that is equal to or higher than 75% of the chief executive officer's annual salary. (II.B.3.b.)
- The employment agreement of any head coach or athletic director (at the institutions only) longer than three years, or for a total annual compensation amount of $200,000 or higher, and all amendments thereto. (II.B.3.c.)
- Non-classified employee contracts (other than for athletic directors or coaches) over one year. (II.F.1.b.v.)

All other hiring authority has been expressly delegated to the presidents. Therefore, Board review of the operating budgets is the best opportunity for the Board to see the number of new positions added year-over-year.

For informational purposes only, the list of FY 2025 maintenance (Alteration and Repair) projects recommended by the Permanent Building Fund Advisory Council is included in Attachment 29.

This information was reviewed by the BAHR Committee at its June 3, 2024 meeting.

Staff recommends approval.

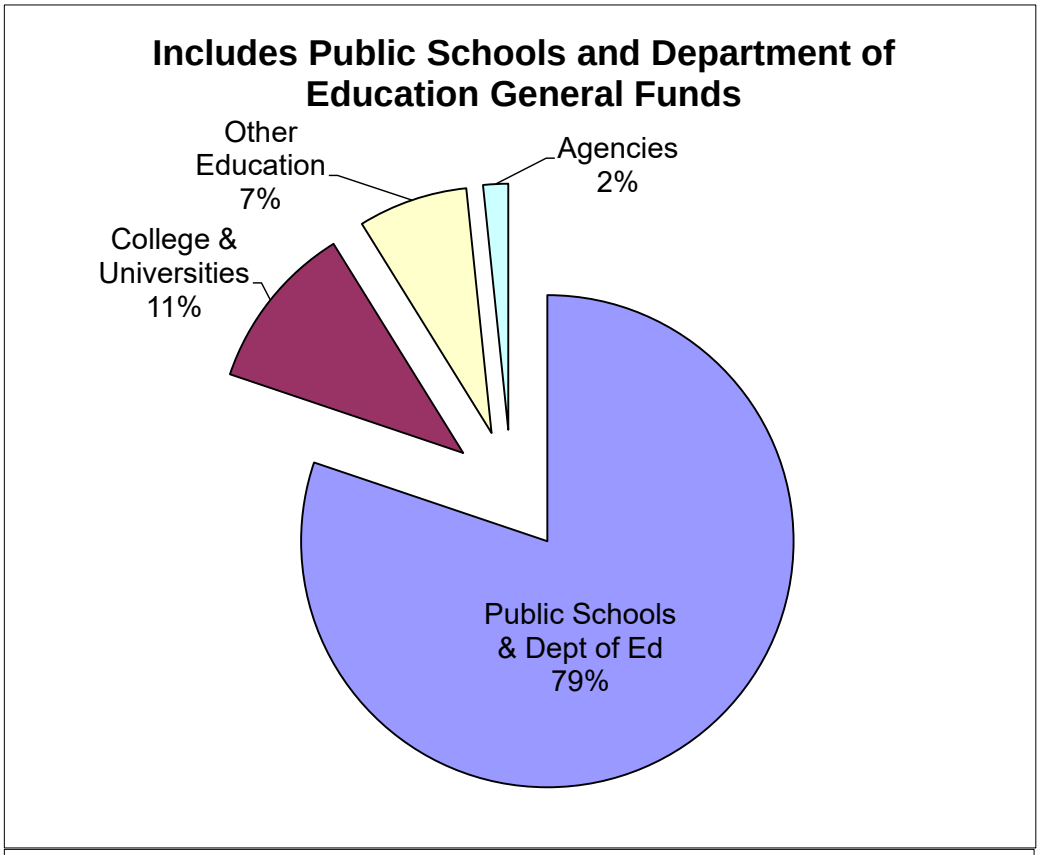
BOARD ACTION

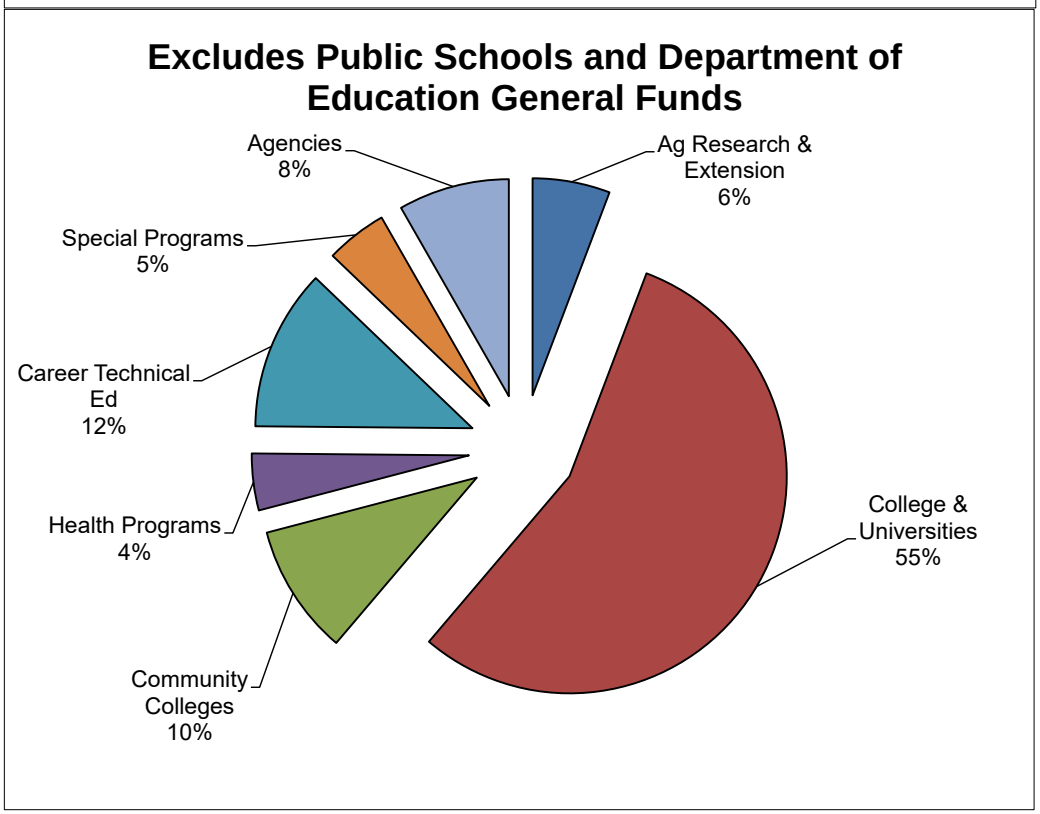
I move to approve the FY 2025 operating budgets for the Office of the State Board of Education, Idaho Public Television, Division of Vocational Rehabilitation, Public Charter Schools Commission, College and Universities, Career Technical Education, Agricultural Research and Extension Service, Health Education Programs, and Special Programs, as presented in Attachments 2-28.

Moved by _____ Seconded by _____ Carried Yes _____ No _____

State Board of Education

FY25 General Funds by Program





OFFICE OF THE STATE BOARD OF EDUCATION

FY 2025 Operating Budget

	FY 2024 BUDGET	FY 2025 BUDGET	PERCENT of CHANGE
By Cost Center:			
Office of the State Board of Education			
Administration	91,325,000	45,369,400	-50.32%
IT and Data Management	3,878,400	8,930,000	130.25%
School Safety and Security	1,172,800	1,338,600	14.14%
Scholarship Programs	29,797,800	30,548,700	2.52%
System Wide Needs	2,422,800	2,423,500	0.03%
Total Programs	**128,596,800**	**88,610,200**	-31.09%
By Fund Source:			
General Fund - OSBE	36,908,600	37,809,700	2.44%
General Fund - IT and Data Management	3,863,400	7,641,000	97.78%
General Fund - Office of School Safety/Sec	581,500	710,400	22.17%
General Fund - Scholarships	24,269,100	25,019,800	3.09%
Federal Funds	507,200	507,200	0.00%
Federal Funds - CARES Act	19,800,000	0	-100.00%
Federal Funds - ARP ESSER	27,434,700	0	-100.00%
Federal Funds - ARP Strong Families/Stud	0	0	N/A
Federal Funds - ARP IT and Data Manager	0	0	N/A
Federal Funds - School Safety/Security	260,500	260,500	0.00%
Federal Funds - GEARUP	4,528,700	4,528,900	0.00%
In-Demand Careers		285,500	100.00%
Broadband Infrastructure		1,274,000	100.00%
Miscellaneous Revenue OSBE	6,552,700	6,645,200	1.41%
Miscellaneous IT and Data Management	15,000	15,000	0.00%
Miscellaneous School Safety/Security	330,800	367,700	11.15%
Miscellaneous - Postsecondary Credit	1,000,000	1,000,000	0.00%
Systemwide Needs	2,422,800	2,423,500	0.03%
Indirect Cost Recovery Fund	121,800	121,800	0.00%
Total Funds	**128,596,800**	**88,610,200**	-31.09%
By Expenditure Classification:			
Personnel Costs	9,513,500	10,704,700	12.52%
Operating Expenditures	6,230,300	6,428,600	3.18%
Capital Outlay	6,128,000	6,173,000	0.73%
Trustee/Benefit Payments	106,725,000	65,303,900	-38.81%
Lump Sum	0	0	N/A
Total Expenditures	**128,596,800**	**88,610,200**	-31.09%
Full Time Positions	78.10	88.10	12.80%

Budget Overview

The Office of the State Board of Education (OSBE) received a 1% Change in Employee Compensation (CEC) for all employees plus a 2% CEC based on merit. There was an decrease in health benefits of $750 to $13,000 annaully. The appropriation for Covid related funds were eliminated in the sum of $50,631,900, however, $47,234,700 were reappropriated in FY 2025. OSBE Administration received $285,500 and 3 FTP in In-Demand Career funds for College/Career Training Coordinators, transferred 4 FTP and $520,900 from the 4-year institutions for systemwide risk management, increased the Lumina Foundation funded Direct Admissions program by $126,400, increased the Arts in Education program by $250,000. IT and Data Management received $115,200 and 1 FTE for a Senior IT Business Analyst, $117,700 and 1 FTP for a Data Governance Manager. $3,430,000 from general funds and $1,274,000 from the Broadband Insfrastructure funds were transferred from the State Department of Education to OSBE. School Safety and Security received $30,000 one-time general funds to purchase a vehicle, and $119,700 and 1 FTP for a Higher Education Safety and Security Analyst. The Rural Educator Incentive program increased by $749,600 to Scholarships and Grants for $2,000,000.

IDAHO PUBLIC TELEVISION
FY 2025 Operating Budget

		FY 2024 BUDGET	FY 2025 BUDGET	PERCENT of CHANGE
By Program:				
Delivery System and Administration:				
Technical Services	(1)	2,177,500	2,825,700	29.77%
Administration	(2)	1,616,700	1,786,000	10.47%
Educational Content:				
Programming Acquisitions		1,902,200	1,843,100	(3.11%)
IdahoPTV Productions		1,852,000	1,903,900	2.80%
Special Productions/Projects	(3)/(4)	300,000	1,120,000	273.33%
Communications		909,400	819,400	(9.90%)
Education/Community Services		659,100	688,800	4.51%
Development		1,397,000	1,491,700	6.78%
Total Programs		**10,813,900**	**12,478,600**	15.39%
By Fund Source:				
General Fund - PC /OE / Capital Lease		2,933,900	3,016,600	2.82%
Millennium Funds	(3)	300,000	1,000,000	233.33%
Federal Funds	(1)	-	700,000	100.00%
Local Funds	(5)	7,480,000	7,642,000	2.17%
Special Productions/Projects	(4)	100,000	120,000	20.00%
Total Funds		**10,813,900**	**12,478,600**	15.39%
By Expenditure Classification:				
Personnel Costs		6,242,800	6,433,100	3.05%
Operating Expenditures:				
Communication & Programming	(6)	1,812,800	2,178,600	20.18%
Employee Development & Travel		305,500	306,100	0.20%
Professional, Admin & Other Services	(7)	778,000	1,128,000	44.99%
Supplies, R&M Services	(8)	413,300	813,600	96.85%
Utilities and Gas		173,600	181,400	4.49%
Leases and Rentals		491,500	507,200	3.19%
Miscellaneous		237,100	238,300	0.51%
Total Operating Expenditures		4,211,800	5,353,200	27.10%
Capital Outlay	(9)	359,300	692,300	92.68%
Total Expenditures		**10,813,900**	**12,478,600**	15.39%
FTP Count	(2)/(3)/(10)	71.48	73.48	2.80%

Notes:

FY 2024 General Fund budget per HB 276; Local funds continuously appropriated / Millennium fund appropriation per HB 355
FY 2025 General Fund budget per HB 458 & SB 1399; Local funds continuously appropriated per HB 458; Millennium fund appropriation per HB 715; Federal fund appropriated per SB 1399

(1) IdahoPTV received a supplemental federal appropriation in SB 1399 for $700,000 in onetime federal funding to implement the Department of Homeland Security's Next Generation Warning System Grant. SB 1399 also allowed for the reappropriation of any unexpended and unencumbered balances into FY 2025. In April of 2024, IdahoPTV received word that its grant application was not funded, but that we can apply for a second wave of funding in FY 2025. Therefore, the $700,000 in spending authority is only reflected in the FY 2025 budget. If awarded in FY 2025, the funding will be used to replace obsolete generators and translators.

(2) As directed by the State Board's Executive Director, IdahoPTV is looking to hire a Chief Operating Officer to assume some of the responsibilities of the General Manager and the Director of Finance.

(3) HB 355 appropriated IdahoPTV $1 million (vs. $300k in FY 2024) for its Know Vape project. Funding is for media campaigns for education and awareness related to vaping, tobacco, and other substance use issues. It also provided authority for one additional FTP.

(4) SB1386 appropriated $120,000 to the Idaho State Historical Society to contract with IdahoPTV for the production of a Kid's History Series for 4th Grade History Curriculum ($60,000) and for a documentary based on a book about Idaho's special places being produced by the Idaho Department of Parks and Recreation ($60,000).

(5) HB 458 provided for the continuous appropriation of local funds. This is our targeted amount for SFY 2025.

(6) Advertising costs related to the Know Vape FY 2025 media campaign.

(7) Local Production costs related to the Know Vape FY 2025 media campaign.

(8) Increase is primarily due to the estimated operating costs associated with the potential federal NextGen Warning System Grant.

(9) Increase is primarily due to the estimated capital costs associated with the potential federal NextGen Warning System Grant.

(10) HB 458 also provided IdahoPTV with the ability to add additional personnel based on the availability of local funds and with the authorization from the Idaho Division of Human Resources and the Division of Financial Management.

DIVISION OF VOCATIONAL REHABILITATION

FY 2025 Operating Budget

		FY 2024 BUDGET	FY 2025 BUDGET	PERCENT of CHANGE
By Program:				
Vocational Rehabilitation		25,987,400	26,412,800	1.64%
Comm. Supp. Employ. Work Svcs. (EES)		0	0	
Council for the Deaf & Hard of Hearing		554,400	567,600	2.38%
Total Programs		**26,541,800**	**26,980,400**	1.65%
By Fund Source:				
General Fund		5,172,200	5,272,700	1.94%
Federal Funds		19,233,100	19,568,100	1.74%
Miscellaneous Revenue		982,100	983,500	0.14%
Dedicated Funds		1,154,400	1,156,100	0.15%
Total Funds		**26,541,800**	**26,980,400**	1.65%
By Expenditure Classification:				
Personnel Costs	[1]	12,530,600	12,959,300	3.42%
Operating Expenditures				
Communications		260,000	260,000	0.00%
Employee Dev./Memberships		50,000	50,000	0.00%
Professional & General Services	[2]	802,200	1,152,300	43.64%
Travel	[3]	186,000	220,000	18.28%
Supplies & Insurance	[4]	140,000	150,000	7.14%
Rents	[4]	452,500	480,000	6.08%
Other	[4]	275,000	285,000	3.64%
Total Operating Expenditures		2,165,700	2,597,300	19.93%
Capital Outlay	[5]	428,400	506,700	18.28%
Trustee/Benefit Payments	[6]	11,417,100	10,917,100	-4.38%
Total Expenditures		**26,541,800**	**26,980,400**	1.65%
Full Time Positions	[7]	146.00	148.00	1.37%

Budget Overview

FY24 funded with HB 300, FY25 funded with HB 458 & HB 700

[1] Implementation of CEC & 2 new FTE
[2] Increase to pay for new licensing software to provide better customer service
[3] Increase in in-state travel to provide better customer service
[4] Inflationary increases
[5] Vehicle (1) and computer (46) replacements
[6] Moved $500,000 to operating to pay for new licensing software, travel, inflation, etc.
[7] Increase in FTE (2 counselor positions)

PUBLIC CHARTER COMMISSION
FY 2025 Operating Budget

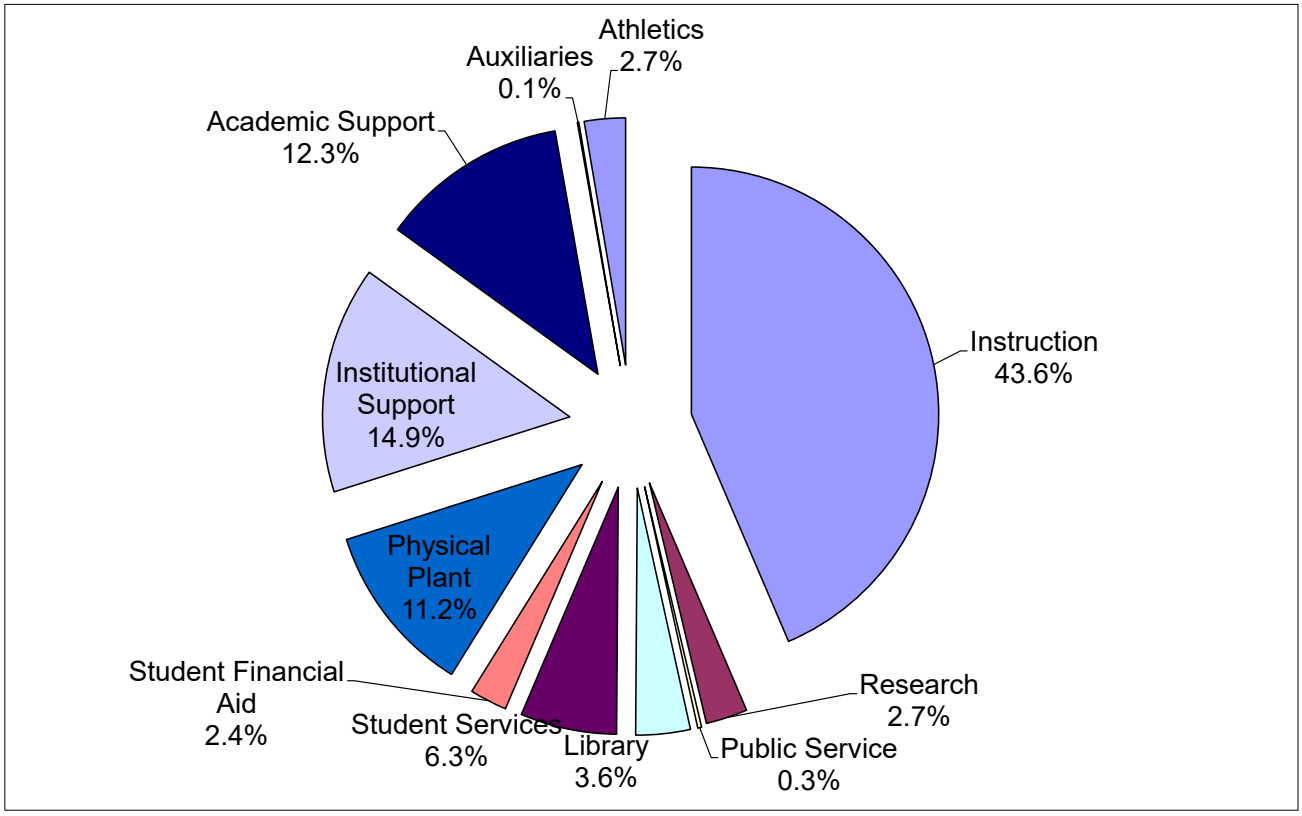
	FY 2024 BUDGET	FY 2025 BUDGET	PERCENT of CHANGE
By Program:			
Charter School Commission	728,900	724,900	-0.55%
Total Programs	728,900	724,900	-0.55%
By Fund Source:			
General Fund	190,100	193,000	1.53%
Authorizer Fees	538,800	531,900	-1.28%
Total Funds	728,900	724,900	-0.55%
By Expenditure Classification:			
Personnel Costs	556,600	566,200	1.72%
Operating Expenditures:	172,300	158,700	-7.89%
Capital Outlay	-	-	
Total Expenditures	728,900	724,900	-0.55%
FTP Count	5.00	5.00	0.00%

Notes:

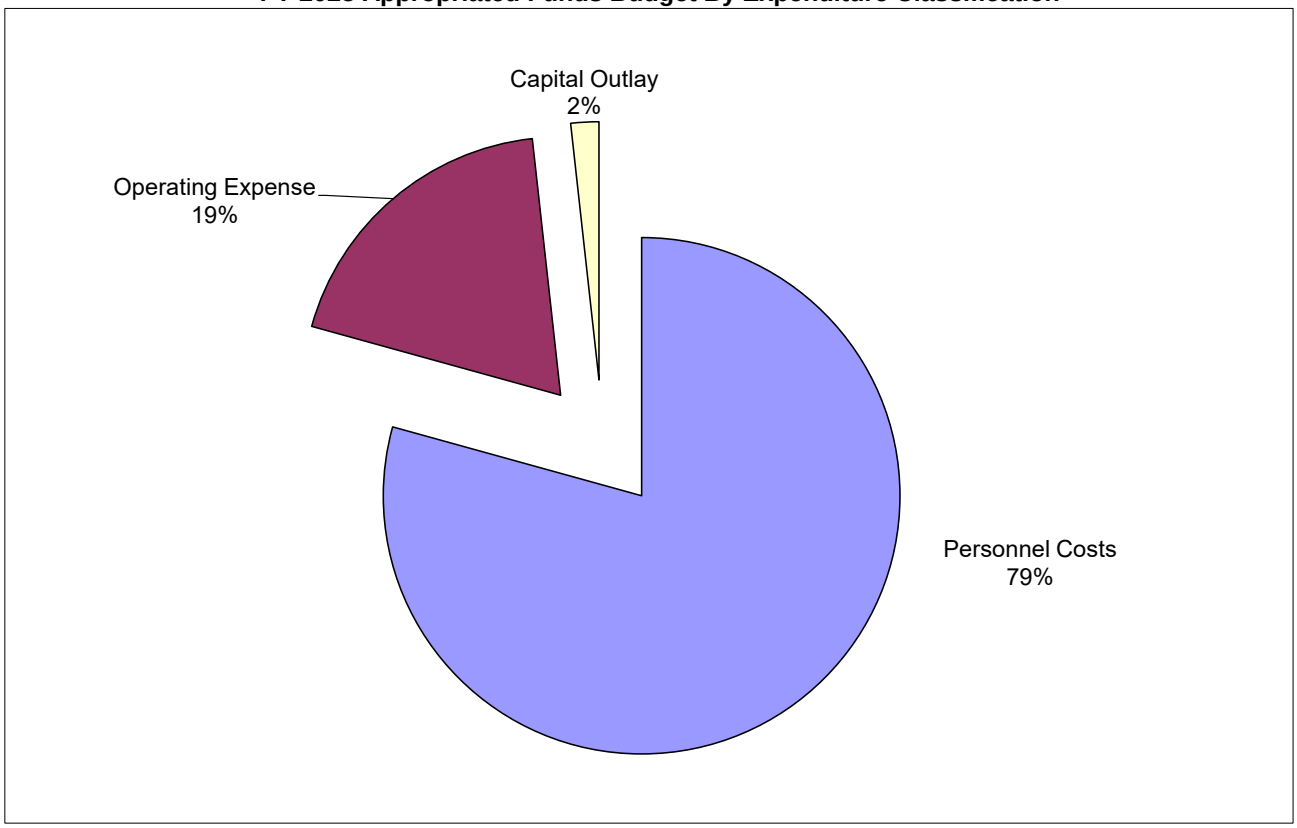
FY2025 budget per HB552 and HB674, includes a 3% total CEC for all employees and decreases in health benefits and statewide cost allocation.

COLLEGE & UNIVERSITIES

FY 2025 Appropriated Funds Budget By Function



FY 2025 Appropriated Funds Budget By Expenditure Classification



COLLEGE & UNIVERSITIES SUMMARY

Budget Distribution by Activity and Expense Class

July 1, 2024 - June 30, 2025

		FY2024 Original Budget		FY2025 Original Budget		Changes from	
		Amount	% of Total	Amount	% of Total	Amount	% Chge
	Revenue by Source						
1	State General Account - ongoing	$347,500,400	51.35%	$358,655,900	51.02%	$11,155,500	3.21%
2	State General Account - one time	0	0.00%	0	0.00%	0	0.00%
3	HESF - one time	0	0.00%	0	0.00%	0	0.00%
4	State Endowments	22,917,700	3.39%	24,046,000	3.42%	1,128,300	4.92%
5	COVID Funds	0	0.00%	0	0.00%	0	0.00%
6	Student Tuition and Fees	306,376,781	45.27%	320,286,837	45.56%	13,910,056	4.54%
7	Total Operating Revenues	$676,794,881	100.00%	$702,988,737	100.00%	$26,193,856	3.87%
	Expenses						
	By Function:						
8	Instruction	$300,374,325	43.94%	$309,152,867	43.57%	$8,778,542	2.92%
9	Research	19,194,308	2.81%	19,324,145	2.72%	129,837	0.68%
10	Public Service	1,931,748	0.28%	1,804,861	0.25%	(126,887)	-6.57%
11	Library	24,957,532	3.65%	25,249,673	3.56%	292,141	1.17%
12	Student Services	42,047,114	6.15%	44,713,150	6.30%	2,666,036	6.34%
13	Student Financial Aid	17,097,049	2.50%	17,298,659	2.44%	201,610	1.18%
14	Physical Plant	77,863,889	11.39%	79,761,749	11.24%	1,897,860	2.44%
15	Institutional Support	100,009,470	14.63%	105,424,295	14.86%	5,414,825	5.41%
16	Academic Support	80,786,283	11.82%	87,070,294	12.27%	6,284,011	7.78%
17	Auxiliaries	685,928	0.10%	678,109	0.10%	(7,819)	-1.14%
18	Athletics	18,656,535	2.73%	19,051,835	2.69%	395,300	2.12%
19	**Total Bdgt by Function**	$683,604,181	100.00%	$709,529,637	100.00%	$25,925,456	3.79%
20	**By Expense Class:**						
21	Personnel Costs:						
22	Salaries:						
23	Faculty	$186,363,965	27.26%	$192,694,106	27.16%	$6,330,141	3.40%
24	Executive/Admin	21,339,452	3.12%	22,478,180	3.17%	1,138,728	5.34%
25	Managerial/Prof	120,305,427	17.60%	127,423,311	17.96%	7,117,884	5.92%
26	Classified	52,795,002	7.72%	52,557,372	7.41%	(237,630)	-0.45%
27	Grad Assist	14,259,072	2.09%	14,160,981	2.00%	(98,091)	-0.69%
28	Irregular Help	6,984,610	1.02%	8,300,169	1.17%	1,315,559	18.84%
29	Total Salaries	$402,047,528	58.81%	$417,614,119	58.86%	$15,566,591	3.87%
30	Personnel Benefits	141,623,952	20.72%	145,028,383	20.44%	3,404,431	2.40%
31	Total Pers Costs	$543,671,480	79.53%	$562,642,502	79.30%	$18,971,022	3.49%
32	Operating Expense:						
33	Travel	1,809,228	0.26%	2,492,407	0.35%	683,179	37.76%
34	Utilities	20,196,553	2.95%	19,570,937	2.76%	(625,616)	-3.10%
35	Insurance	5,270,095	0.77%	5,286,695	0.75%	16,600	0.31%
36	Other Oper. Exp	100,269,166	14.67%	107,110,223	15.10%	6,841,057	6.82%
37	Total Oper. Exp	$127,545,042	18.66%	$134,460,262	18.95%	$6,915,220	5.42%
38	Capital Outlay:						
39	Depart Equipment	1,582,569	0.23%	1,592,947	0.22%	10,378	0.66%
40	Library Acquisitions	10,805,090	1.58%	10,833,926	1.53%	28,836	0.27%
41	Total Cap Outlay	$12,387,659	1.81%	$12,426,873	1.75%	$39,214	0.32%
42	**Tot Bdgt by Exp Class**	$683,604,181	100.00%	$709,529,637	100.00%	$25,925,456	3.79%
43	One-time 27th Payroll (GF)	$0		$0		$0	
44	One-time Capital Outlay	$0		$0		$0	
45	One-time Other	$0		$0		$0	
46	**Activity Total**	$683,604,181		$709,529,637		$25,925,456	3.79%
47	**TOTAL FTE POSITIONS**	4,921.02		4,897.19		(23.83)	-0.48%
48	**Budget Deficit - reserve funds**	(6,809,300)		(6,540,900)			

BOISE STATE UNIVERSITY
FY2025 BUDGET OVERVIEW
Appropriated Funds

FY 2024 Base Operating Budget	$283,614,300
Adjustments to Base from State General Funds	
Change in Variable Benefit Costs	$54,300
Risk Mgmt./State Controller's Fees	$-770,700
Change in Employee Compensation (CEC)	$2,898,700
Change in Health Benefit Costs	$-732,700
Operational Capacity Enhancement	$2,491,700
NET INCREASE FROM STATE GENERAL	**$3,941,300**
Adjustments to Base from Dedicated Funds	
Change in Variable Benefit Costs	$54,900
Change in Employee Compensation (CEC)	$2,928,300
Change in Health Benefit Costs	$-740,200
NET INCREASE FROM DEDICATED	**$2,243,000**
NET INCREASE FROM TUITION AND FEES	**$4,622,100**
FY 2025 Base Operating Budget	**$294,420,700**

Boise State's fiscal year (FY) 2025 proposed base operating budget of $294.4 million will be funded with $128.9 million in state general funds and $165.5 million in student tuition and fee revenue. The proposed budget includes an increase of $4.6 million in annual fee revenues attributable to increases in tuition and the consolidated mandatory fees approved by the Board in April, 2024.

Boise State's total FY25 CEC pool of $5,827,000 is made up of $2,898,700 of general funds and $2,928,300 of dedicated funds. Benefit-eligible employees will receive a 1% cost of living increase and an additional merit increase to be distributed from the appropriated 2% merit pool. The balance of Boise State's CEC obligation, $2,439,616 will be covered by funds generated by the university or through grants.

In FY24, Boise State corrected a $15 million structural deficit. The deficit accrued over the 4-year period when tuition was held flat and the university had to rely on one-time funds to fund a portion of its CEC and healthcare cost increases as well as inflationary increases in the costs of goods and services.

The university takes seriously its commitment to balance the cost of higher education with its commitment to delivering high quality programs and outcomes. Boise State is the most efficient institution of higher education in Idaho. We work diligently to maximize our resources through program prioritization, strategic investment, and innovation. The university is in the process of transitioning to an all-funds RCM budget model, which will provide more useful data on revenues and expenses leading to more informed budgetary decision-making.

In order to maintain a balanced budget, the university continues to seek opportunities to increase revenues and state investment in higher education. The university must also continue to incrementally increase tuition and fees to address inflationary increases that have accrued over the past five years and to keep pace with future increases in the costs of goods and services.

BOISE STATE UNIVERSITY

Budget Distribution by Activity and Expense Class

July 1, 2024 - June 30, 2025

		FY2024 Original Budget		FY2025 Original Budget		Changes from Prior Year	
		Amount	% of Total	Amount	% of Total	Amount	% Chge
	Revenue by Source						
1	State General Account - ongoing	$125,254,900	44.16%	$128,879,800	43.77%	$3,624,900	2.89%
2	State General Account - one time	0	0.00%	0	0.00%	0	0.00%
3	HESF - one time	0	0.00%	0	0.00%	0	0.00%
4	State Endowments	0	0.00%	0	0.00%	0	0.00%
5	COVID Funds	0	0.00%	0	0.00%	0	0.00%
6	Student Tuition and Fees	158,359,381	55.84%	165,540,937	56.23%	7,181,556	4.53%
7	Total Operating Revenues	$283,614,281	100.00%	$294,420,737	100.00%	$10,806,456	3.81%
	Expenses						
	By Function:						
8	Instruction	$136,305,090	48.06%	$137,507,979	46.70%	$1,202,889	0.88%
9	Research	7,505,647	2.65%	7,060,153	2.40%	(445,494)	-5.94%
10	Public Service	1,691,732	0.60%	1,591,771	0.54%	(99,961)	-5.91%
11	Library	8,773,703	3.09%	8,690,763	2.95%	(82,940)	-0.95%
12	Student Services	14,270,704	5.03%	15,654,066	5.32%	1,383,362	9.69%
13	Student Financial Aid	2,170,768	0.77%	2,000,660	0.68%	(170,108)	-7.84%
14	Physical Plant	25,508,933	8.99%	25,840,151	8.78%	331,218	1.30%
15	Institutional Support	37,094,227	13.08%	40,925,206	13.90%	3,830,979	10.33%
16	Academic Support	43,111,477	15.20%	47,868,421	16.26%	4,756,944	11.03%
17	Auxiliaries	0	0.00%	0	0.00%	0	0.00%
18	Athletics	7,182,000	2.53%	7,281,567	2.47%	99,567	1.39%
19	**Total Bdgt by Function**	$283,614,281	100.00%	$294,420,737	100.00%	$10,806,456	3.81%
20	**By Expense Class:**						
21	Personnel Costs:						
22	Salaries:						
23	Faculty	$82,084,307	28.94%	$83,355,962	28.31%	$1,271,655	1.55%
24	Executive/Admin	5,540,268	1.95%	6,302,494	2.14%	762,226	13.76%
25	Managerial/Prof	58,925,920	20.78%	62,403,080	21.20%	3,477,160	5.90%
26	Classified	13,580,910	4.79%	13,251,644	4.50%	(329,266)	-2.42%
27	Grad Assist	5,636,692	1.99%	5,283,464	1.79%	(353,228)	-6.27%
28	Irregular Help	647,184	0.23%	1,274,687	0.43%	627,503	96.96%
29	Total Salaries	$166,415,281	58.68%	$171,871,331	58.38%	$5,456,050	3.28%
30	Personnel Benefits	55,956,573	19.73%	58,527,730	19.88%	2,571,157	4.59%
31	Total Pers Costs	$222,371,854	78.41%	$230,399,061	78.26%	$8,027,207	3.61%
32	Operating Expense:						
33	Travel		0.00%		0.00%	0	0.00%
34	Utilities	5,015,260	1.77%	4,935,260	1.68%	(80,000)	-1.60%
35	Insurance	1,575,164	0.56%	1,575,164	0.54%	0	0.00%
36	Other Oper. Exp	51,210,651	18.06%	54,084,864	18.37%	2,874,213	5.61%
37	Total Oper. Exp	$57,801,075	20.38%	$60,595,288	20.58%	$2,794,213	4.83%
38	Capital Outlay:						
39	Depart Equipment	$246,565	0.09%	$202,765	0.07%	(43,800)	-17.76%
40	Library Acquisitions	3,194,787	1.13%	3,223,623	1.09%	28,836	0.90%
41	Total Cap Outlay	$3,441,352	1.21%	$3,426,388	1.16%	($14,964)	-0.43%
42	**Tot Bdgt by Exp Class**	$283,614,281	100.00%	$294,420,737	100.00%	$10,806,456	3.81%
43	HESF one-time	$0		$0		$0	
44	One-time Capital Outlay	$0		$0		$0	
45	Unallocated CEC + Target Positi	$0		$0		$0	
46	**Activity Total**	$283,614,281		$294,420,737		$10,806,456	3.81%
47	**TOTAL FTE POSITIONS**	1,968.47		1,958.94		(9.53)	-0.48%
48	**Budget Deficit: Holdbacks**	$0		$0			

BOISE STATE UNIVERSITY

Summary of Estimated Salary Changes for FY2025 by Employee Group

	Existing Positions								Position Adjustments		Total		
	FY2024	FY2024	Salary Adjustments				FY2025				FY2025	FY2025	
Institution/Agency by Group	FTE	Salary Base	Promotion	Perf/Exp/Merit	Equity	Total	Salary Base	% Incr	FTE	Salary	FTE	Salary Base	% change
General Education (Approp Only)													
Faculty													
Professor	241.71	$28,038,790		$826,553		$826,553	$28,865,342	2.9%	0.09	73,404	241.80	$28,938,746	3.2%
Associate Professor	251.22	$24,263,877		$969,775		$969,775	$25,233,653	4.0%	-17.85	(1,437,104)	233.37	$23,796,549	-1.9%
Assistant Professor	192.00	$15,594,522		$698,109		$698,109	$16,292,631	4.5%	10.40	1,156,151	202.40	$17,448,782	11.9%
Instr/Lect	144.25	$8,000,382		$243,581		$243,581	$8,243,962	3.0%	-12.94	(708,497)	131.31	$7,535,465	-5.8%
Part-Time Instructor	0.00	$6,186,737				$0	$6,186,737	0.0%	0.00	(550,317)	0.00	$5,636,420	-8.9%
Total Faculty	829.18	$82,084,307	$0	$2,738,017	$0	$2,738,017	$84,822,324	3.3%	-20.30	(1,466,363)	808.88	$83,355,962	1.5%
Executive/Administrative	29.07	$5,540,268		$155,024		$155,024	$5,695,292	2.8%	0.92	607,202	29.99	$6,302,494	13.8%
Managerial/Professional	800.05	$58,925,920		$1,529,527		$1,529,527	$60,455,447	2.6%	27.40	1,947,633	827.45	$62,403,080	5.9%
Classified	310.17	$13,580,910		$352,031		$352,031	$13,932,941	2.6%	-17.55	(681,297)	292.62	$13,251,644	-2.4%
Student/Teaching Assistant	0.00	$5,636,692				$0	$5,636,692	0.0%	0.00	(353,228)	0.00	$5,283,464	-6.3%
Irregular Help	0.00	$647,184				$0	$647,184	0.0%	0.00	627,503	0.00	$1,274,687	97.0%
Total	1,968.47	$166,415,281	$0	$4,774,600	$0	$4,774,600	$171,189,881	2.9%	**-9.53**	$681,450	1,958.94	$171,871,331	3.3%
Idaho Small Business Development Center													
Faculty													
Professor						$0	$0	0.0%					
Associate Professor						$0	$0	0.0%					
Assistant Professor						$0	$0	0.0%					
Instr/Lect						$0	$0	0.0%					
Part-Time Instructor						$0	$0	0.0%					
Total Faculty		$0	$0	$0	$0	$0	$0	0.0%					
Executive/Administrative						$0	$0	0.0%					
Managerial/Professional	9.33	$529,084		9,715	0	$9,715	$538,799	1.8%	1.00	99,808	10.33	$638,607	20.7%
Classified						$0	$0	0.0%					
Student/Teaching Assistant						$0	$0	0.0%					
Irregular Help	0.00						$0				0.00	$0	
Total	9.33	$529,084	$0	$9,715	$0	$9,715	$538,799	0.0%	1.00	$99,808	10.33	$638,607	
TechHelp													
Faculty													
Professor						$0	$0	0.0%					
Associate Professor						$0	$0	0.0%					
Assistant Professor						$0	$0	0.0%					
Instr/Lect						$0	$0	0.0%					
Part-Time Instructor						$0	$0	0.0%					
Total Faculty			$0	$0	$0	$0	$0	0.0%					
Executive/Administrative						$0	$0	0.0%					
Managerial/Professional	3.35	$300,689		$3,656		$3,656	$304,345	1.2%	0.09	35,198	3.44	$339,543	12.9%
Classified							$0	0.0%					
Student/Teaching Assistant							$0	0.0%				$0	
Irregular Help						$0	$0					$0	
Total	3.35	$300,689	$0	$3,656	$0	$3,656	$304,345	0.0%	0.09	$35,198	3.44	$339,543	

IDAHO STATE UNIVERSITY

FY2025 Budget Overview

The Idaho State University FY2025 budget represents ISU's mission-focused and data-informed allocation of resources in alignment with strategic budget optimization efforts. At the same time the university is solving a multi-year structural budget deficit, it is expanding high-quality, workforce aligned health professions programs across the state; increasing impact through collaborations and research growth; improving student access, retention, and success; and energizing the Bengal community for a *"Bold Path Forward"* under President Wagner's leadership.

Outcomes Include:

- Three straight years of enrollment growth
- A 10.9% increase in student retention, with ISU receiving the Return on Education Award from EAB in Spring 2024 for the adoption and implementation of ISU Navigate.
- New and expanded health professions programs and partnerships in Pocatello, Meridian, Idaho Falls, Twin Falls, Lewiston, and Coeur d'Alene.
- New and expanded Bengal Pharmacy locations in Chubbuck and McCammon and a new Community Psychiatric Center in Pocatello, all opening this year.
- 12% increase in endowment funds; 56% increase in Bengal Giving Day funds raised
- A $9.7M (48.5% increase) in research expenditures.
- New and expanded longitudinal data sets and analytical tools to support outcome assessment and resource allocation
- $9 million (60%) deficit reduction from FY2024
- Maintenance of A1 stable bond rating

Background and Context

Idaho State University continues to sustain its high-quality academic programs and services to students in support of its mission and strategic plan. Since FY2018, ISU has intentionally spent down surplus appropriated reserves to support investments in health program expansion, student enrollment and retention, classroom infrastructure, facilities and student spaces, campus culture and morale, and stabilizing local and auxiliary funds and operations.

While these investments have paid off, the university needs to balance its central university funds so remaining reserves can be used to leverage capital investments, program expansion, and other strategic opportunities.

In January 2023, ISU launched the Budget Optimization Initiative, a multi-year process led by the Budget Advisory Group to strategically balance a deficit in central funds created by prior enrollment declines, several years of holding base tuition rates flat, unfunded changes in employee compensation and benefits, extraordinary inflation in operating expenses, and self-funded investments.

This initiative is engaging the university community in identifying opportunities for growing net revenues; leveraging technology; scaling best practices; implementing efficiencies through

shared service models and process and system improvement; and allocating resources through established principles, parameters, and criteria.

FY2025 Budget Optimization Summary (recurring savings):

Centralized Salary Savings	$ 3,700,000
Efficiencies and Restructuring	3,316,500
Total	$ 7,016,500

ISU's tuition rate increase for FY2025 will generate approximately $2.2 million in new revenue, based on conservative enrollment estimates. This, combined with budget optimization savings, results in a $9.24 million decrease in the structural deficit, from $15.78 million to $6.54 million. ISU will cover the deficit with institutional reserves. Budget optimization work will continue in earnest in the coming year, with a goal of eliminating the residual $6.5 million deficit by FY2026/2027.

FY2025 Budget Overview

FY2025 General Appropriations Resources Summary of Changes		
Base Appropriation (excluding one-time)	$	161,417,300
Adjustments to Base:		
Change in Employee Compensation (CEC	$	2,377,600
Enrollment Workload Adjustment		213,300
Personnel Benefits		(691,700)
Risk Management, Controller, OITS		(508,500)
Endowments		305,400
Capacity Enhancement Funding		1,924,400
Net Change in Base State Funding	$	3,620,500
Tuition and Fees:		
Change in Employee Compensation (CEC	$	884,600
Personnel Benefits		(257,300)
Tuition Rate Increase		2,222,600
Net Change in Base Tuition and Fees	$	2,849,900
FY2025 General Appropriation Resources	$	167,887,700

ISU's FY2025 expenditure budget is $174,428,600, a $2,768,700 million decrease from FY2024.

IDAHO STATE UNIVERSITY

Budget Distribution by Activity and Expense Class

July 1, 2024 - June 30, 2025

		FY2024 Original Budget		FY2025 Original Budget		Changes from Prior Year	
		Amount	% of Total	Amount	% of Total	Amount	% Chge
	Revenue by Source						
1	State General Account - ongoing	$94,980,500	58.84%	$98,206,800	58.50%	$3,226,300	3.40%
2	State General Account - one time	0	0.00%	0	0.00%	0	0.00%
3	HESF - one time	0	0.00%	0	0.00%	0	0.00%
4	State Endowments	5,153,200	3.19%	5,547,400	3.30%	394,200	7.65%
5	COVID Funds	0	0.00%	0	0.00%	0	0.00%
6	Student Tuition and Fees	61,283,600	37.97%	64,133,500	38.20%	2,849,900	4.65%
7	Total Operating Revenues	$161,417,300	100.00%	$167,887,700	100.00%	$6,470,400	4.01%
	Expenses						
	By Function:						
8	Instruction	$81,528,500	46.01%	$80,177,400	45.97%	($1,351,100)	-1.66%
9	Research	6,184,200	3.49%	6,124,200	3.51%	(60,000)	-0.97%
10	Public Service	0	0.00%	0	0.00%	0	0.00%
11	Library	7,070,200	3.99%	6,909,300	3.96%	(160,900)	-2.28%
12	Student Services	11,484,000	6.48%	11,288,700	6.47%	(195,300)	-1.70%
13	Student Financial Aid	7,566,300	4.27%	7,467,600	4.28%	(98,700)	-1.30%
14	Physical Plant	23,354,600	13.18%	22,961,300	13.16%	(393,300)	-1.68%
15	Institutional Support	18,215,900	10.28%	17,953,800	10.29%	(262,100)	-1.44%
16	Academic Support	16,213,600	9.15%	15,982,200	9.16%	(231,400)	-1.43%
17	Auxiliaries	51,400	0.03%	50,600	0.03%	(800)	-1.56%
18	Athletics	5,528,600	3.12%	5,513,500	3.16%	(15,100)	-0.27%
19	**Total Bdgt by Function**	$177,197,300	100.00%	$174,428,600	100.00%	($2,768,700)	-1.56%
20	**By Expense Class:**						
21	Personnel Costs:						
22	Salaries:						
23	Faculty	$44,284,800	24.99%	$46,198,300	26.49%	$1,913,500	4.32%
24	Executive/Admin	6,023,100	3.40%	6,076,700	3.48%	53,600	0.89%
25	Managerial/Prof	25,026,200	14.12%	25,655,100	14.71%	628,900	2.51%
26	Classified	14,517,400	8.19%	14,945,300	8.57%	427,900	2.95%
27	Grad Assist	3,397,800	1.92%	3,496,200	2.00%	98,400	2.90%
28	Irregular Help	4,265,000	2.41%	4,912,300	2.82%	647,300	15.18%
29	Total Salaries	$97,514,300	55.03%	$101,283,900	58.07%	$3,769,600	3.87%
30	Personnel Benefits	36,804,600	20.77%	35,976,500	20.63%	(828,100)	-2.25%
31	Total Pers Costs	$134,318,900	75.80%	$137,260,400	78.69%	$2,941,500	2.19%
32	Operating Expense:						
33	Travel	$1,446,900	0.82%	$1,462,400	0.84%	15,500	1.07%
34	Utilities	4,486,600	2.53%	4,038,700	2.32%	(447,900)	-9.98%
35	Insurance	1,437,700	0.81%	1,476,100	0.85%	38,400	2.67%
36	Other Oper. Exp	31,437,600	17.74%	26,116,200	14.97%	(5,321,400)	-16.93%
37	Total Oper. Exp	$38,808,800	21.90%	$33,093,400	18.97%	($5,715,400)	-14.73%
38	Capital Outlay:						
39	Depart Equipment	$829,800	0.47%	$835,000	0.48%	5,200	0.63%
40	Library Acquisitions	3,239,800	1.83%	3,239,800	1.86%	0	0.00%
41	Total Cap Outlay	$4,069,600	2.30%	$4,074,800	2.34%	$5,200	0.13%
42	**Tot Bdgt by Exp Class**	$177,197,300	100.00%	$174,428,600	100.00%	($2,768,700)	-1.56%
43	One-time 27th Payroll (GF)	$0		$0		0	
44	One-time Capital Outlay	$0		$0		0	
45	Unallocated CEC + Target Positio	$0		$0		0	
46	**Activity Total**	$177,197,300		$174,428,600		($2,768,700)	-1.56%
47	**TOTAL FTE POSITIONS**	1,252.57		1,244.03		(8.54)	-0.68%
48	**Budget Deficit - reserves**	($15,780,000)		($6,540,900)			

IDAHO STATE UNIVERSITY

Summary of Salary Changes for FY2025 by Employee Group

	Existing Positons								Position Adjustments		Total	
		FY2024		Salary Adjustments			FY2025					FY2025
Institution/Agency by Group	FTE	Salary Base	Promotion	Perf/Exp	Equity	Total	Salary	% Incr	FTE	Salary Base	FTE	Salary
General Education												
Faculty	496.28	42,327,200	241,700	1,277,000	-	1,518,700	43,845,900	3.59	(3.04)	(439,000)	493.24	43,406,900
Adjunct Faculty	0.00	1,957,600	-	-	-	-	1,957,600	0.00	-	833,800	0.00	2,791,400
Executive/Administrative	30.32	6,023,100	-	180,700	-	180,700	6,203,800	3.00	(0.49)	(127,100)	29.83	6,076,700
Managerial/Professional	346.95	25,026,200	-	750,900	-	750,900	25,777,100	3.00	3.90	(122,000)	350.85	25,655,100
Classified	379.02	14,517,400	-	486,400	-	486,400	15,003,800	3.35	(8.91)	(58,500)	370.11	14,945,300
Teaching Assistant	0.00	3,397,800	-	-	-	-	3,397,800	0.00	-	98,400	0.00	3,496,200
Irregular Salaries	0.00	4,265,000	-	-	-	-	4,265,000	0.00	-	647,300	0.00	4,912,300
Total	1,252.57	97,514,300	241,700	2,695,000	-	2,936,700	100,451,000	3.01	(8.54)	832,900	1,244.03	101,283,900
Idaho Dental Education Program												
Faculty	1.75	91,900	-	2,700	-	2,700	94,600	2.94	-	49,700	1.75	144,300
Adjunct Faculty	0.00	138,800	-	-	-	-	138,800	0.00	-	8,400	0.00	147,200
Executive/Administrative	0.00	-	-	-	-	-	-	0.00	-	-	0.00	-
Managerial/Professional	1.50	132,500	-	4,000	-	4,000	136,500	3.02	-	(25,500)	1.50	111,000
Classified	0.00	-	-	-	-	-	-	0.00	-	-	0.00	-
Teaching Assistant	0.00	-	-	-	-	-	-	0.00	-	-	0.00	-
Irregular Salaries	0.00	27,000	-	-	-	-	27,000	0.00	-	-	0.00	27,000
Total	3.25	390,200	-	6,700	-	6,700	396,900	1.72	-	32,600	3.25	429,500
Idaho Museum of Natural History												
Faculty	1.67	107,700	4,000	3,200	-	7,200	114,900	6.69	(0.67)	(47,000)	1.00	67,900
Adjunct Faculty	0.00	-	-	-	-	-	-	0.00	-	-	0.00	-
Executive/Administrative	0.00	-	-	-	-	-	-	0.00	-	-	0.00	-
Managerial/Professional	6.53	366,500	-	11,000	-	11,000	377,500	3.00	0.67	66,400	7.20	443,900
Classified	0.00	-	-	-	-	-	-	0.00	-	-	0.00	-
Teaching Assistant	0.00	-	-	-	-	-	-	0.00	-	-	0.00	-
Irregular Salaries	0.00	50,600	-	-	-	-	50,600	0.00	-	(50,600)	0.00	-
Total	8.20	524,800	4,000	14,200	-	18,200	543,000	3.47	-	(31,200)	8.20	511,800
Family Medicine Residency												
Faculty	2.35	489,500	-	14,700	-	14,700	504,200	3.00	-	108,300	2.35	612,500
Adjunct Faculty	0.00	-	-	-	-	-	-	0.00	-	-	0.00	-
Executive/Administrative	0.00	-	-	-	-	-	-	0.00	-	-	0.00	-
Managerial/Professional	16.95	1,084,100	-	32,500	-	32,500	1,116,600	3.00	2.00	119,900	18.95	1,236,500
Classified	2.00	75,600	-	2,300	-	2,300	77,900	3.04	-	2,900	2.00	80,800
Teaching Assistant	0.00	-	-	-	-	-	-	0.00	-	-	0.00	-
Irregular Salaries	0.00	96,400	-	-	-	-	96,400	0.00	-	-	0.00	96,400
Total	21.30	1,745,600	-	49,500	-	49,500	1,795,100	2.84	2.00	231,100	23.30	2,026,200

UNIVERSITY OF IDAHO
FY 2025 Budget Overview
Appropriated Funds

FY 2024 Base Operating Budget	**$191,300,000**
Adjustments to Base from State General Funds:	
Benefits	$ (574,700)
CEC	2,484,100
Enrollment Workload Adjustment	301,000
SWCAP and State ITS Billings	(469,700)
Line Item Funding: Operational Capacity Enhancement	2,139,100
Risk Management Transition to OSBE	(257,800)
Total Adjustments from State General Funds	**$3,622,000**
Adjustments to Base from Tuition:	**$ 3,596,100**
Adjustments to Base from Land Grant Endowments:	**$ 381,900**
FY 2025 Base Operating Budget	**$198,900,000**

The FY 2025 General Education operating budget totals $198,900,000, an increase of $7,600,000 or 4.0% over FY 2024. This increase is driven by additional state funding, year-over-year enrollment growth and tuition rate increases, and is supplemented by a partial release of contingency related to the multi-year transition to the official WUE calculation (included in the adjustments to base from tuition). In alignment with our sustainable budget model, the university assumed flat net fee paying enrollment from FY 2024 actuals to FY 2025 budget.

Major expense adjustments for FY 2025 include CEC ($4.4M including related benefits) and university-wide sustainable budget model allocations based on FY 2024 tuition in excess of budget ($1.0M). The Operational Capacity Enhancement will be used towards investments in our cybersecurity and healthcare profession programs as part of our focus on high-demand jobs. Remaining available funding will be used to cover increases in utilities and university computing.

As the university moves forward with its sustainable budget model, we will continue to focus on ensuring that all university resources are used in an effective manner to meet the strategic priorities of the university. The model provides the roadmap for setting the budget and for implementing resource allocations in a responsible manner that rewards performance which moves us towards our goals. Refinements to the model are ongoing as it is intended to be flexible and to evolve over time to ensure it continues to meet the needs of the institution.

UNIVERSITY OF IDAHO

Budget Distribution by Activity and Expense Class

July 1, 2024 - June 30, 2025

		FY2024 Original Budget		FY2025 Original Budget		Changes from Prior Year	
		Amount	% of Total	Amount	% of Total	Amount	% Chge
	Revenue by Source						
1	State General Account - ongoing	$105,504,500	55.15%	$109,126,500	54.87%	$3,622,000	3.43%
2	State General Account - one time	0	0.00%	0	0.00%	0	0.00%
3	HESF - one time	0	0.00%	0	0.00%	0	0.00%
4	State Endowments	14,480,100	7.57%	14,862,000	7.47%	381,900	2.64%
5	COVID Funds	0	0.00%	0	0.00%	0	0.00%
6	Student Tuition and Fees	71,315,400	37.28%	74,911,500	37.66%	3,596,100	5.04%
7	Total Operating Revenues	$191,300,000	100.00%	$198,900,000	100.00%	$7,600,000	3.97%
	Expenses						
	By Function:						
8	Instruction	$69,636,967	36.40%	$74,320,487	37.37%	$4,683,520	6.73%
9	Research	5,657,558	2.96%	6,061,877	3.05%	404,319	7.15%
10	Public Service	0	0.00%	0	0.00%	0	0.00%
11	Library	8,563,108	4.48%	8,718,669	4.38%	155,561	1.82%
12	Student Services	12,969,458	6.78%	13,414,999	6.74%	445,541	3.44%
13	Student Financial Aid	6,730,581	3.52%	6,834,799	3.44%	104,218	1.55%
14	Physical Plant	25,882,195	13.53%	26,620,108	13.38%	737,913	2.85%
15	Institutional Support	38,409,003	20.08%	38,772,908	19.49%	363,905	0.95%
16	Academic Support	18,595,084	9.72%	19,266,153	9.69%	671,069	3.61%
17	Auxiliaries	625,328	0.33%	590,000	0.30%	(35,328)	-5.65%
18	Athletics	4,230,718	2.21%	4,300,000	2.16%	69,282	1.64%
19	**Total Bdgt by Function**	$191,300,000	100.00%	$198,900,000	100.00%	$7,600,000	3.97%
20	**By Expense Class:**						
21	Personnel Costs:						
22	Salaries:						
23	Faculty	$49,236,036	25.74%	$52,548,170	26.42%	$3,312,134	6.73%
24	Executive/Admin	7,930,025	4.15%	8,152,769	4.10%	222,744	2.81%
25	Managerial/Prof	29,264,014	15.30%	31,603,146	15.89%	2,339,132	7.99%
26	Classified	21,934,969	11.47%	21,518,363	10.82%	(416,606)	-1.90%
27	Grad Assist	5,224,580	2.73%	5,381,317	2.71%	156,737	3.00%
28	Irregular Help	1,576,936	0.82%	1,598,906	0.80%	21,970	1.39%
29	Total Salaries	$115,166,560	60.20%	$120,802,671	60.74%	$5,636,111	4.89%
30	Personnel Benefits	39,540,080	20.67%	41,178,803	20.70%	1,638,723	4.14%
31	Total Pers Costs	$154,706,640	80.87%	$161,981,474	81.44%	$7,274,834	4.70%
32	Operating Expense:						
33	Travel	$917,528	0.48%	$1,030,007	0.52%	112,479	12.26%
34	Utilities & Debt Service	8,868,793	4.64%	9,465,477	4.76%	596,684	6.73%
35	Insurance	2,139,331	1.12%	2,017,531	1.01%	(121,800)	-5.69%
36	Other Oper. Exp	20,190,101	10.55%	19,928,926	10.02%	(261,175)	-1.29%
37	Total Oper. Exp	$32,115,753	16.79%	$32,441,941	16.31%	$326,188	1.02%
38	Capital Outlay:						
39	Depart Equipment	$470,104	0.25%	$469,082	0.24%	(1,022)	-0.22%
40	Library Acquisitions	4,007,503	2.09%	4,007,503	2.01%	0	0.00%
41	Total Cap Outlay	$4,477,607	2.34%	$4,476,585	2.25%	($1,022)	-0.02%
42	**Tot Bdgt by Exp Class**	$191,300,000	100.00%	$198,900,000	100.00%	$7,600,000	3.97%
43	One-time 27th Payroll (GF)	$0		$0		$0	
44	One-time Capital Outlay	$0		$0		$0	
45	Unallocated CEC / Target Positic	$0		$0		$0	
46	**Activity Total**	$191,300,000		$198,900,000		$7,600,000	3.97%
47	**TOTAL FTE POSITIONS**	1,359.99		1,352.54		(7.45)	-0.55%
48	**Budget Deficit: Holdbacks**	$0		$0			

UNIVERSITY OF IDAHO

Summary of Salary Changes for FY2025 by Employee Group

	FY2024 Budget Book		Annual Salary Process							Midyear Changes and Position Adjustments		FY2025 Budget Book		
				Salary Adjustments										
Institution/Agency by Group	FTE	Salary Base	Promotion	Merit	Equity/Other	ATB and Minimums *	Total	Salary	% Incr	FTE	Salary Base	FTE	Salary	% Incr
General Education (U1)														
Faculty	492.56	$ 49,236,036	$ 267,853	$ 389,669	$ 351,613	$ 428,707	$ 1,437,842	$ 50,673,878	2.92%	(3.15)	1,874,292	489.41	$ 52,548,170	6.73%
Executive/Administrative	41.96	7,930,025	-	141,543	41,549	69,114	252,206	8,182,231	3.18%	(2.81)	(29,462)	39.15	8,152,769	2.81%
Managerial/Professional	373.61	29,264,014	-	300,287	410,066	284,904	995,257	30,259,271	3.40%	15.63	1,343,875	389.24	31,603,146	7.99%
Classified	451.86	21,934,969	-	177,689	365,189	167,530	710,408	22,645,377	3.24%	(17.12)	(1,127,014)	434.74	21,518,363	-1.90%
Teaching Assistant	-	5,224,580	-	-	-	156,737	156,737	5,381,317	3.00%	-	-	-	5,381,317	3.00%
Irregular Help	-	1,576,936	-	-	-	-	-	1,576,936	0.00%	-	21,970	-	1,598,906	1.39%
Total	######	$ 115,166,560	$ 267,853	$ 1,009,188	$ 1,168,417	$ 1,106,992	$ 3,552,450	$ 118,719,010	3.08%	(7.45)	$ 2,083,661	1,352.54	$ 120,802,671	4.89%

LEWIS-CLARK STATE COLLEGE
FY2025 BUDGET OVERVIEW
Appropriated Funds

2025 State Budget Overview

FY 2024 Base Operating Budget (excl. one-time)	**$40,463,300**
Adjustments to Base from State General Funds	
FY 2024 State Funds Base	$21,760,500
Personnel Benefits	($181,000)
SWCAP	($116,500)
CEC	$484,900
EWA	$54,700
Occupational Capacity Enhancement	$440,200
FY 2025 Base State General Funds	**$22,442,800**
Net Increase in Base State General Funds	**$682,300**
Adjustments to Base from Endowment Funds	
FY 2024 Endowment Funds	$3,284,400
Normal School Endowment Fund Adjustment	$352,200
FY 2025 Base State Endowment Funds	**$3,636,600**
Net Increase in Endowment Funds	**$352,200**
Adjustments to Base from Tuition Funds	
FY 2024 Tuition Base Budget	$15,418,400
FY 2025 Tuition Base Budget	**$15,700,900**
Net Increase in Tuition Budget	**$282,500**
NET INCREASE IN ALL BASE FUNDS	**$1,317,000**
FY 2025 All Funds Base Budget	**$41,780,300**

FY 2025 Operating Budget	**$41,780,300**
General Fund (53.72%)	**$22,442,800**
Normal School Endowment (8.70%)	**$3,636,600**
Tuition (37.58%)	**$15,700,900**

The FY 2025 General Education operating budget totals $41,780,300, an increase of $1,317,000 over the FY 2024 operating budget of $40,463,300. State General Fund appropriations increased by $682,300 or 3.1% in ongoing funding. Change in employee compensation (CEC) accounted for $484,900 of the increase.

Additionally, LC received new funding of $440,200 for the Operational/Occupational Capacity Enhancement initiative. This funding will be used to increase LC's marketing budget, address some inflationary costs, cover the remaining occupancy expenses of the Schweitzer Career and Technical Education building, and support compensation initiatives. LC also saw an increase of $54,700 in the enrollment workload adjustment (EWA) and a decrease of $116,500 in SWCAP. State Endowment appropriations rose by $352,200 compared to the FY 2024 funding level. Revenue from student tuition, adjusted for estimated FY 2024 enrollment, resulted in a net increase of $282,500, and is primarily allocated for the cost of CEC.

For FY 2025, the college will continue its fiscally conservative approach, taking a measured pause before filling positions as we address challenges such as enrollment, the new FAFSA, and rising operational costs. We will strategically assess where to invest in positions to further the college's progress. Additionally, we will keep exploring ways to increase and diversify our revenue streams through program modifications and new offerings, which have contributed to maintaining stable enrollment.

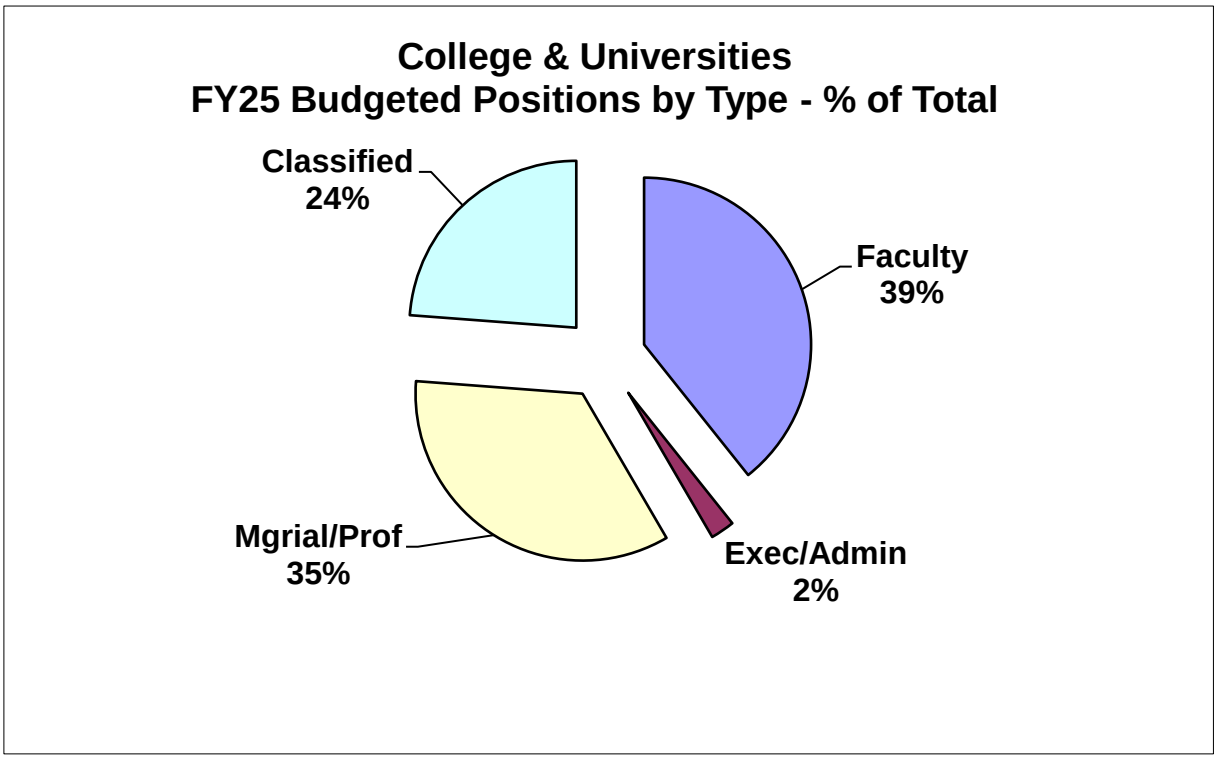
Overall, the FY 2025 budget is conservative and reflects a college-wide effort to align anticipated revenue with expenses. Given uncertain enrollment and current projections, the college has assumed flat net fee-paying enrollment from FY 2024 actuals to the FY 2025 budget. We will continue to ensure that all college resources are used effectively to meet the institution's strategic priorities.

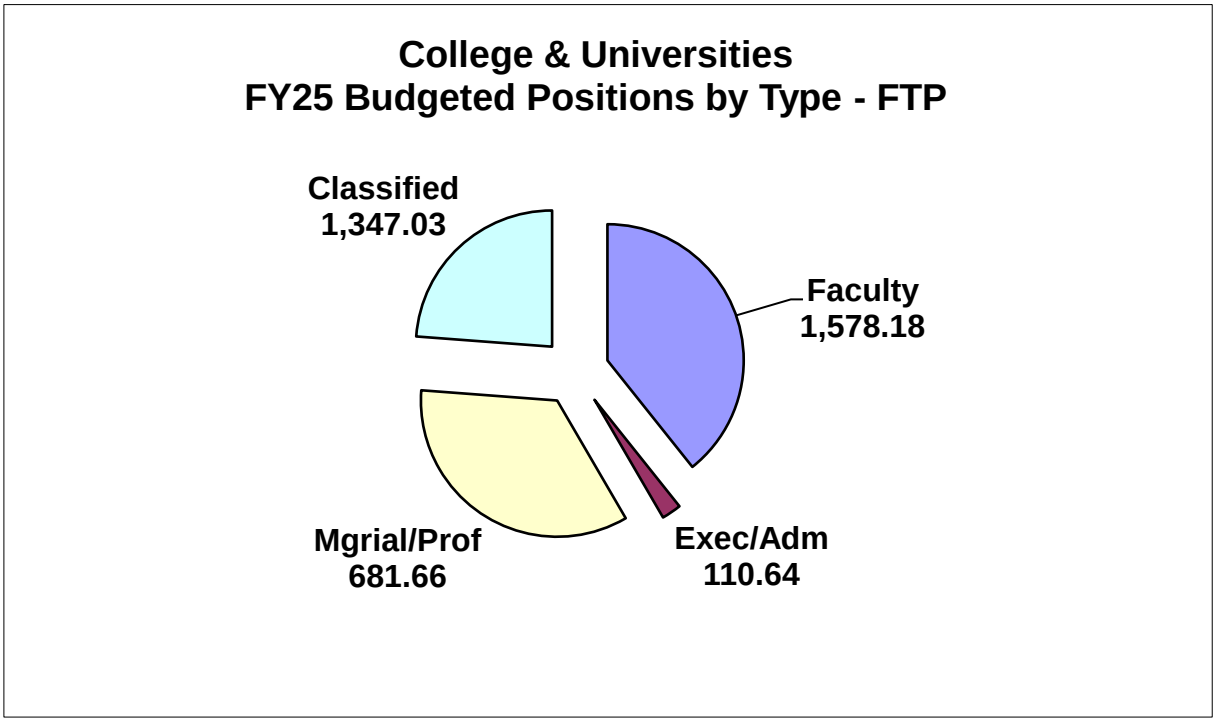
LEWIS-CLARK STATE COLLEGE

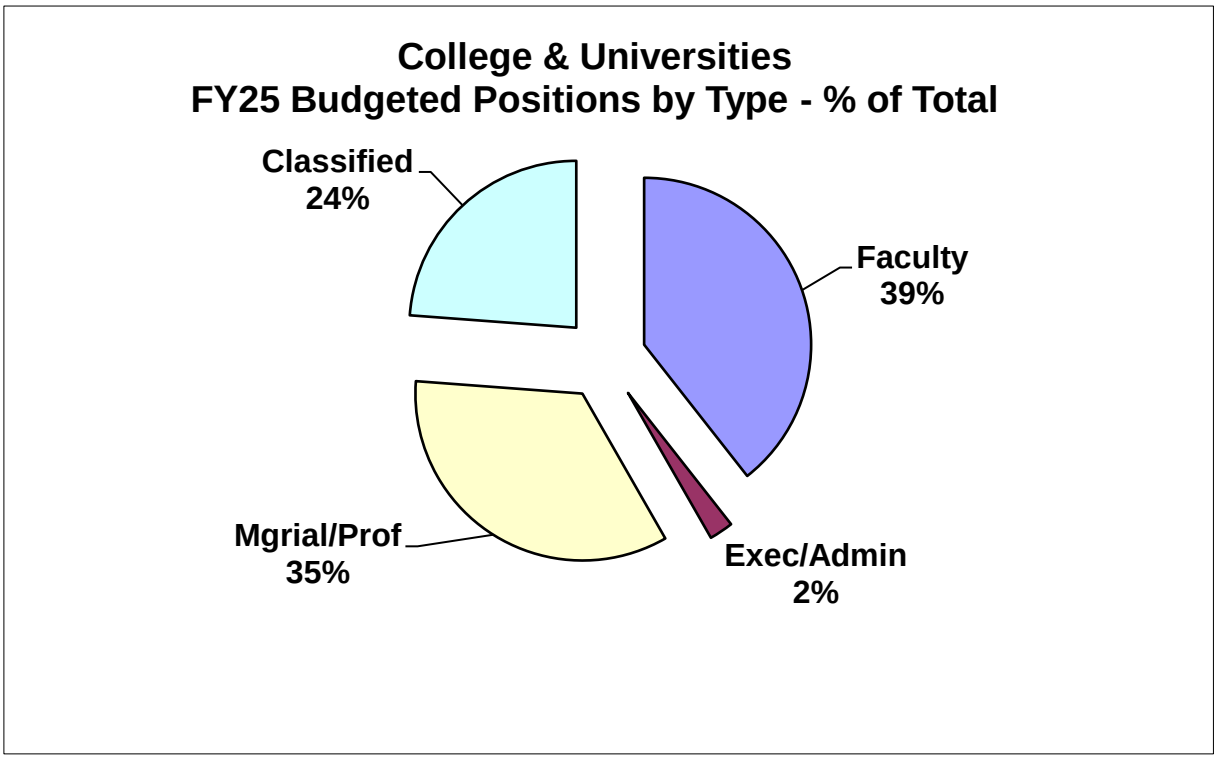
Budget Distribution by Activity and Expense Class

July 1, 2024 - June 30, 2025

		FY2024 Original Budget		FY2025 Original Budget		Changes from Prior Year	
		Amount	% of Total	Amount	% of Total	Amount	% Chge
	Revenue by Source						
1	State General Account - ongoing	$21,760,500	53.78%	$22,442,800	53.72%	$682,300	3.14%
2	State General Account - one time		0.00%		0.00%	0	0.00%
3	HESF - one time		0.00%		0.00%	0	0.00%
4	State Endowments	3,284,400	8.12%	3,636,600	8.70%	352,200	10.72%
5	COVID Funds	0	0.00%	0	0.00%	0	0.00%
6	Student Tuition and Fees	15,418,400	38.10%	15,700,900	37.58%	282,500	1.83%
7	Total Operating Revenues	$40,463,300	100.00%	$41,780,300	100.00%	$1,317,000	3.25%
	Expenses						
	By Function:						
8	Instruction	$17,141,968	42.36%	$17,147,001	41.04%	$5,033	0.03%
9	Research	85,103	0.21%	77,915	0.19%	(7,188)	-8.45%
10	Public Service	240,016	0.59%	213,090	0.51%	(26,926)	-11.22%
11	Library	880,821	2.18%	930,941	2.23%	50,120	5.69%
12	Student Services	4,216,352	10.42%	4,355,385	10.42%	139,033	3.30%
13	Student Financial Aid	995,600	2.46%	995,600	2.38%	0	0.00%
14	Physical Plant	4,274,461	10.56%	4,340,190	10.39%	65,729	1.54%
15	Institutional Support	7,080,940	17.50%	7,772,381	18.60%	691,441	9.76%
16	Academic Support	3,695,622	9.13%	3,953,520	9.46%	257,898	6.98%
17	Auxiliaries	11,400	0.03%	37,509	0.09%	26,109	229.03%
18	Athletics	1,841,017	4.55%	1,956,768	4.68%	115,751	6.29%
19	**Total Bdgt by Function**	$40,463,300	100.00%	$41,780,300	100.00%	$1,317,000	3.25%
20	**By Expense Class:**						
21	Personnel Costs:						
22	Salaries:						
23	Faculty	$10,758,822	26.59%	$10,591,674	25.35%	($167,148)	-1.55%
24	Executive/Admin	$1,846,059	4.56%	$1,946,217	4.66%	100,158	5.43%
25	Managerial/Prof	$7,089,293	17.52%	$7,761,985	18.58%	672,692	9.49%
26	Classified	$2,761,723	6.83%	$2,842,065	6.80%	80,342	2.91%
27	Grad Assist		0.00%		0.00%	0	0.00%
28	Irregular Help	495,490	1.22%	514,276	1.23%	18,786	3.79%
29	Total Salaries	$22,951,387	56.72%	$23,656,217	56.62%	$704,830	3.07%
30	Personnel Benefits	9,322,699	23.04%	9,345,350	22.37%	22,651	0.24%
31	Total Pers Costs	$32,274,086	79.76%	$33,001,567	78.99%	$727,481	2.25%
32	Operating Expense:						
33	Travel	$0	0.00%	$0	0.00%	0	0.00%
34	Utilities	1,131,500	2.80%	1,131,500	2.71%	0	0.00%
35	Insurance	217,900	0.54%	217,900	0.52%	0	0.00%
36	Other Oper. Exp	6,390,714	15.79%	6,980,233	16.71%	589,519	9.22%
37	Total Oper. Exp	$7,740,114	19.13%	$8,329,633	19.94%	$589,519	7.62%
38	Capital Outlay:						
39	Depart Equipment	$86,100	0.21%	$86,100	0.21%	0	0.00%
40	Library Acquisitions	363,000	0.90%	363,000	0.87%	0	0.00%
41	Total Cap Outlay	$449,100	1.11%	$449,100	1.07%	$0	0.00%
42	**Tot Bdgt by Exp Class**	$40,463,300	100.00%	$41,780,300	100.00%	$1,317,000	3.25%
43	One-time 27th Payroll (GF)	$0		$0		0	
44	One-time Capital Outlay	$0		$0		0	
45	Unallocated CEC + Target Positio	$0		$0		0	
46	**Activity Total**	$40,463,300		$41,780,300		$1,317,000	3.25%
47	**TOTAL FTE POSITIONS**	339.99		341.68		1.69	0.50%
47	**Budget Deficit - reserve funds**	$0		$0			


College & Universities
FY25 Budgeted Positions by Type - % of Total
Classified
24%
Faculty
39%
Mgrial/Prof
35%
Exec/Admin
2%


College & Universities
FY25 Budgeted Positions by Type - FTP
Classified
1,347.03
Faculty
1,578.18
Mgrial/Prof
681.66
Exec/Adm
110.64


College & Universities
FY25 Budgeted Positions by Type - % of Total
Classified
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35%
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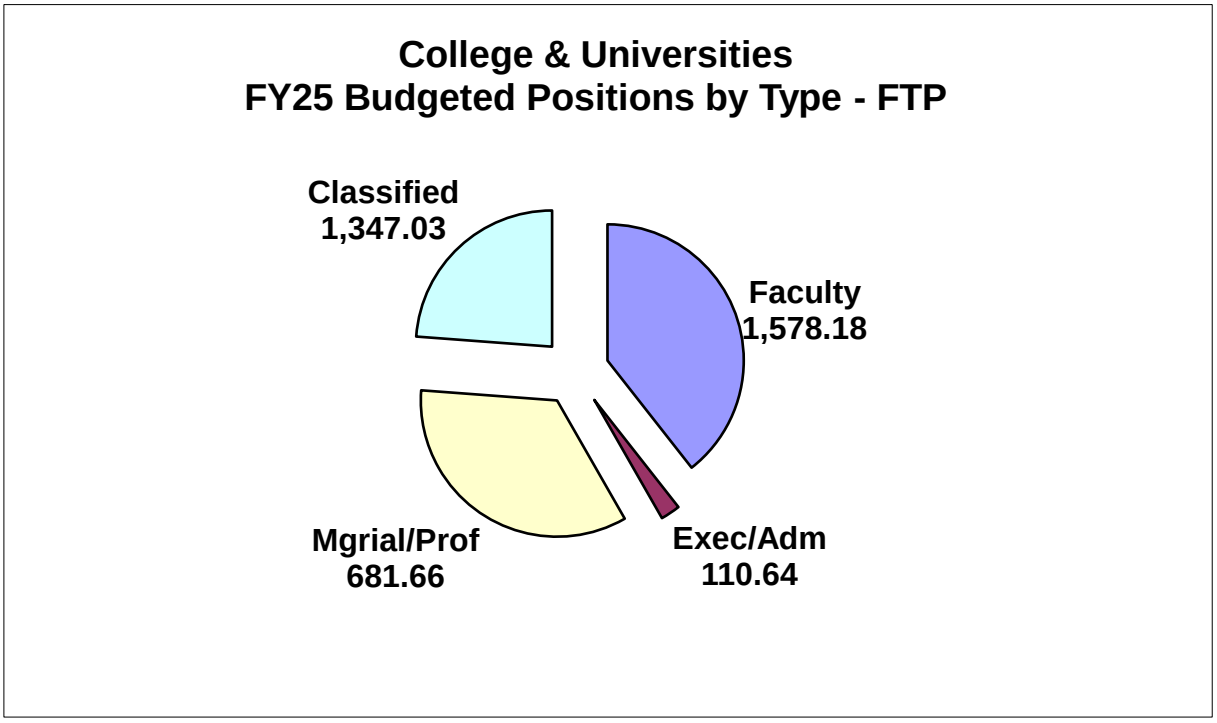
2%


College & Universities
FY25 Budgeted Positions by Type - FTP
Classified
1,347.03
Faculty
1,578.18
Mgrial/Prof
681.66
Exec/Adm
110.64

COLLEGE & UNIVERSITIES
Operating Budget Personnel Costs Summary
July 1, 2024 - June 30, 2025

		FY2024 Original Budget				FY2025 Original Budget			
	Classification	FTE	Salaries	Benefits	Total	FTE	Salaries	Benefits	Total
	BOISE STATE UNIVERSITY								
1	Faculty	829.18	$82,084,307	$26,029,233	$108,113,540	808.88	$83,355,962	$26,383,978	$109,739,940
2	Executive/Administrative	29.07	5,540,268	1,539,328	7,079,596	29.99	6,302,494	1,681,255	7,983,749
3	Managerial/Professional	800.05	58,925,920	20,897,647	79,823,567	827.45	62,403,080	23,280,954	85,684,034
4	Classified	310.17	13,580,910	7,145,365	20,726,275	292.62	13,251,644	6,855,482	20,107,126
5	Irregular Help		647,184	120,000	767,184		1,274,687	114,722	1,389,409
6	Graduate Assistants		5,636,692	225,000	5,861,692		5,283,464	211,339	5,494,803
7	TOTAL	1,968.47	$166,415,281	$55,956,573	$222,371,854	1,958.94	$171,871,331	$58,527,730	$230,399,061
8				Number of New Positions		(9.53)			
9									
10									
11	IDAHO STATE UNIVERSITY								
12	Faculty	496.28	$44,284,800	$15,304,900	$59,589,700	493.24	$46,198,300	$14,030,800	$60,229,100
13	Executive/Administrative	30.32	6,023,100	2,344,000	8,367,100	29.83	6,076,700	2,369,900	8,446,600
14	Managerial/Professional	346.95	25,026,200	9,883,500	34,909,700	350.85	25,655,100	10,005,400	35,660,500
15	Classified	379.02	14,517,400	8,575,200	23,092,600	370.11	14,945,300	8,967,200	23,912,500
16	Irregular Help		4,265,000	477,800	4,742,800		4,912,300	515,800	5,428,100
17	Graduate Assistants		3,397,800	219,200	3,617,000		3,496,200	87,400	3,583,600
18	TOTAL	1,252.57	$97,514,300	$36,804,600	$134,318,900	1,244.03	$101,283,900	$35,976,500	$137,260,400
19				Number of New Positions		(8.54)			
20									
21									
22	UNIVERSITY OF IDAHO								
23	Faculty	492.56	$49,236,036	$15,263,170	$64,499,206	489.41	$52,548,170	$16,657,774	$69,205,944
24	Executive/Administrative	41.96	7,930,025	2,870,226	10,800,251	39.15	8,152,769	2,950,190	11,102,959
25	Managerial/Professional	373.61	29,264,014	12,086,040	41,350,054	389.24	31,603,146	12,672,858	44,276,004
26	Classified	451.86	21,934,969	9,059,142	30,994,111	434.74	21,518,363	8,628,862	30,147,225
27	Irregular Help		1,576,936	130,888	1,707,824		1,598,906	161,493	1,760,399
28	Graduate Assistants		5,224,580	130,614	5,355,194		5,381,317	107,626	5,488,943
29	TOTAL	1,359.99	$115,166,560	$39,540,080	$154,706,640	1,352.54	$120,802,671	$41,178,803	$161,981,474
30				Number of New Positions		(7.45)			
31									
32									
33	LEWIS CLARK STATE COLLEGE								
34	Faculty	137.76	$10,758,822	$3,926,228	$14,685,050	132.50	$10,591,674	$3,814,652	$14,406,326
35	Executive/Administrative	14.62	1,846,059	578,352	2,424,411	14.76	1,946,217	595,787	2,542,004
36	Managerial/Professional	119.37	7,089,293	3,231,774	10,321,067	126.30	7,761,985	3,334,574	11,096,559
37	Classified	68.24	2,761,723	1,542,643	4,304,366	68.12	2,842,065	1,556,418	4,398,483
38	Irregular Help		495,490	43,702	539,192		514,276	43,919	558,195
39	Graduate Assistants		0		0		0		0
40	TOTAL	339.99	$22,951,387	$9,322,699	$32,274,086	341.68	$23,656,217	$9,345,350	$33,001,567
41				Number of New Positions		1.69			
42									
43									
44	TOTAL COLLEGE & UNIVERSITIES								
45	Faculty	1,955.78	$186,363,965	$60,523,531	$246,887,496	1,924.03	$192,694,106	$60,887,204	$253,581,310
46	Exec/Admin	115.97	21,339,452	7,331,906	28,671,358	113.73	22,478,180	7,597,132	30,075,312
47	Mgrial/Prof	1,639.98	120,305,427	46,098,961	166,404,388	1,693.84	127,423,311	49,293,786	176,717,097
48	Classified	1,209.29	52,795,002	26,322,350	79,117,352	1,165.59	52,557,372	26,007,962	78,565,334
49	Irregular Help	0.00	6,984,610	772,390	7,757,000	0.00	8,300,169	835,934	9,136,103
50	Graduate Assistants	0.00	14,259,072	574,814	14,833,886	0.00	14,160,981	406,365	14,567,346
51	TOTAL	4,921.02	$402,047,528	$141,623,952	$543,671,480	4,897.19	$417,614,119	$145,028,383	$562,642,502
52				Number of New Positions		(23.83)			

Idaho Division of Career Technical Education
Postsecondary Career Technical Education
Appropriated Funds – FY 2025

The legislature appropriates funds to the Idaho Division of Career Technical Education (Division) for the administration and management of Idaho's career technical education system. The Division is responsible for secondary and postsecondary career technical education and adult programs, courses, workforce training, and other related services. Adult programs include adult education programs with Idaho correctional facilities, fire service training, hazardous material training, motorcycle training (housed at CSI), general educational development (GED), Centers for New Directions, and Workforce Training Centers at our technical colleges. Secondary programs are delivered through each of Idaho's local education agencies starting in grade 7 and going through grade 12. Pursuant to IDAPA 08.02.03 all secondary schools (middle schools/junior high schools and high schools) are required to offer career technical education. Postsecondary career technical education programs are delivered through Idaho's technical college system. The six technical colleges are house at Idaho's four community colleges and Lewis-Clark State College and Idaho State University. In addition to the programs listed, the Division is responsible for the administration of the federal Perkins V program and Adult Education programs tied to the Workforce Innovation and Opportunity Act (WIOA). Perkins V covers both secondary and postsecondary programs and makes up the bulk of the federal funding received by the Division. The Division work cooperatively with the Workforce Development Council and the Idaho Division of Vocation Rehabilitation in fulling Idaho's responsibilities under WIOA as well as administering other aspects of Idaho's career technical education system.

The Division's appropriation is divided into five budget units:

- Administration
- Secondary and General Programs
- Technical College Programs
- Educator Services
- Related Programs
- Other Services

In additional to the general funds appropriated by the legislature, the Division receives revenue for the administration of related programs from the following dedicated funds: Hazardous Materials/Waste Enforcement Fund; Miscellaneous Revenue Fund; Displaced Homemaker Fund and Motorcycle Safety Program Fund. The monies from the Hazardous Materials, Displaced Homemakers, and Motorcycle Safety are restricted in use. The Miscellaneous Revenue Funds are made up from registration fees from the Divisions annual summer conference and those monies go back into providing the annual conference.

The operating budgets for the technical colleges are derived from the general fund appropriation under technical college programs and is made up 90.5% personnel cost and 509.14 FTP with the remaining 9.5% for operating expenditures.

Idaho Division of Career Technical Education

By Appropriation Unit, Account Category and Fund

	FY 2025	FY 2024	% Inc/-Dcr
EDEA - Administration			
By Account Category			
50 Personnel Costs	$2,367,700.00	$1,936,600.00	22.26%
55 Operating Expenditures	$749,200.00	$407,000.00	84.08%
60 Capital Outlay	$15,000.00	$11,400.00	31.58%
Total	$3,131,900.00	$2,355,000.00	32.99%
By Fund			
10000 General Fund	$3,111,900.00	$2,335,000.00	33.27%
34800 Federal Grants	$20,000.00	$20,000.00	0.00%
Total	$3,131,900.00	$2,355,000.00	32.99%
EDEB - Secondary and General			
By Account Category			
50 Personnel Costs	$1,994,900.00	$1,951,300.00	2.23%
55 Operating Expenditures	$542,000.00	$542,000.00	0.00%
60 Capital Outlay	$0.00	$0.00	
70 Trustee and Benefit Payments	$23,018,400.00	$33,018,400.00	-30.29%
Total	$25,555,300.00	$35,511,700.00	-28.04%
By Fund			
10000 General Fund	$16,492,100.00	$16,465,000.00	0.16%
32300 In Demand Career Fund	$5,000,000.00	$15,000,000.00	-66.67%
34800 Federal Grants	$4,038,200.00	$4,021,700.00	0.41%
34900 Miscellaneous Revenue	$25,000.00	$25,000.00	0.00%
Total	$25,555,300.00	$35,511,700.00	-28.04%
EDEC - Technical Colleges			
By Account Category			
50 Personnel Costs	$49,286,800.00	$47,919,800.00	2.85%
55 Operating Expenditures	$5,200,300.00	$5,200,300.00	0.00%
60 Capital Outlay		$42,300.00	-100.00%
70 Trustee and Benefit Payments	$2,685,500.00	$7,685,500.00	-65.06%
Total	$57,172,600.00	$60,847,900.00	-6.04%
By Fund			
10000 General Fund	$54,487,100.00	$53,162,400.00	2.49%
32300 In Demand Career Fund		$5,000,000.00	-100.00%
34800 Federal Grants	$2,685,500.00	$2,685,500.00	0.00%
Total	$57,172,600.00	$60,847,900.00	-6.04%
EDED - Educator Services			
By Account Category			
50 Personnel Costs	$958,100.00	$595,400.00	60.92%
55 Operating Expenditures	$509,100.00	$509,100.00	0.00%
60 Capital Outlay		$3,800.00	-100.00%
70 Trustee and Benefit Payments	$702,500.00	$702,500.00	0.00%
Total	$2,169,700.00	$1,810,800.00	19.82%
By Fund			
10000 General Fund	$1,894,700.00	$1,535,800.00	23.37%
34900 Miscellaneous Revenue	$275,000.00	$275,000.00	0.00%
Total	$2,169,700.00	$1,810,800.00	19.82%

EDEJ - Related Programs			
By Account Category			
50 Personnel Costs	$1,119,100.00	$1,073,200.00	4.28%
55 Operating Expenditures	$278,100.00	$243,600.00	14.16%
60 Capital Outlay		$442,400.00	-100.00%
70 Trustee and Benefit Payments	$5,189,800.00	$6,012,200.00	-13.68%
Total	$6,587,000.00	$7,771,400.00	-15.24%
By Fund			
10000 General Fund	$3,168,100.00	$3,011,100.00	5.21%
21800 Displaced Homemaker	$170,000.00	$170,000.00	0.00%
27400 Hazardous Materials	$67,800.00	$67,800.00	0.00%
34800 Federal Grants	$3,166,100.00	$4,507,500.00	-29.76%
34900 Miscellaneous Revenue	$15,000.00	$15,000.00	0.00%
Total	$6,587,000.00	$7,771,400.00	-15.24%
EDEK- Other Services (Continous Appropriation per IC 33-4904)			
By Account Category			
70 Trustee and Benefit Payments	$2,133,000.00	$546,000.00	0.00%
Total			
By Fund			
31901 Motorcycle Safety Training	$2,133,000.00	$546,000.00	0.00%
Total			
All Functions			
By Account Ctegory			
50 Personnel Costs	$55,726,600.00	$53,476,300.00	4.21%
55 Operating Expenditures	$7,278,700.00	$6,902,000.00	5.46%
60 Capital Outlay	$15,000.00	$499,900.00	-97.00%
70 Trustee and Benefit Payments	$33,729,200.00	$47,418,600.00	-28.87%
Total	$96,749,500.00	$108,296,800.00	-10.66%
By Fund			
10000 General Fund	$79,153,900.00	$76,509,300.00	3.46%
32300 In Demand Career Fund	$5,000,000.00	$20,000,000.00	-75.00%
21800 Displaced Homemaker	$170,000.00	$170,000.00	0.00%
27400 Hazardous Materials	$67,800.00	$67,800.00	0.00%
34800 Federal Grants	$9,909,800.00	$11,234,700.00	-11.79%
34900 Miscellaneous Revenue	$315,000.00	$315,000.00	0.00%
31901 Motorcycle Safety Training	$2,133,000.00	$546,000.00	290.66%
Total	$96,749,500.00	$108,842,800.00	-11.11%

University of Idaho

FY2025 Budget Overview

Agricultural Research and Extension Service

In FY2025, the Agricultural Research and Extension Service (ARES) Appropriation increased 3.5% from the original FY2024 appropriation, including $846,300 for Changes in Employee Compensation, and $142,000 from the State Fiscal Recovery fund to provide adult computer literacy training throughout Idaho.

The following enhancement items were requested and appropriated for FY2025 to support program development at the Research and Extension Centers:

- Funding for 2 FTP and $322,200 for:

- Irrigation Specialist – Soil and Water Systems Research Faculty-Extension Specialist at the Kimberly center to support the growing agricultural industry focused on efficient and data-driven irrigation systems and water management systems.

- Forestry Specialist - Forestry Research Faculty-Extension Specialist to provide research-based industry-standard information and expertise to business owners and landowners to implement best management practices (BMPs) in forest management, business planning, safety, and training.

In addition, the Agricultural Research and Extension Service (ARES) received ongoing support of $232,600 for the operations at the new Parma Plant and Soil Health Center.

With the support of the ARES appropriation, the University of Idaho's College of Agricultural and Life Sciences will continue to serve the needs of the citizens and stakeholders of Idaho.

UNIVERSITY OF IDAHO
AVAILABILITY AND ALLOCATION OF FUNDS FOR FY2025
AGRICULTURAL RESEARCH AND EXTENSION SYSTEM

	FUNDS AVAILABLE	FTE	AMOUNT
1	**FUNDS AVAILABLE**	**FTE**	**AMOUNT**
2			
3	FY2024 Operating Budget Base	302.15	$ 37,188,400
4	Adjustments: Reappropriation		
5	Adjustments: Fringe Benefit		$ (232,500)
6	Adjustments: Adult Computer Literacy Progra		142,000
7			
8			-
9	Adjustments: FTP Additions	7.85	-
10	Adjustments: FTP Adjustment	-	
11	FY2025 Adjusted Budget Base	310.00	$ 37,097,900
12			
13	Additional Funding for FY2025		
14	Change in Employee Compensation		$ 846,300
	Irrigation & Forestry Faculty Positions		$ 322,200
	Occupancy Costs: Parma Plant and Soil Health Funding		$ 232,600
15			-
16	Total Additional Funding	-	$ 1,401,100
17	Total Funds Available for FY2025	310.00	$ 38,499,000
18			
19			
20	**ALLOCATION OF FUNDS**		
21			
22	FY2025 Adjusted Budget Base	302.15	$ 37,097,900
23			
24	MCO Increases/Decreases to Budget Base		
25	Replacement items		$ -
26	Inflationary Adjustments		$ -
27	Benefit Costs		$ -
28	Change in Employee Compensation		$ 846,300
29			
30	Total MCO Increases/Decreases	-	$ 846,300
31			
32	Enhancements to Budget Base		
33	Irrigation & Forestry Faculty Positions		322,200
34	Occupancy Costs: Parma Plant and Soil Healt	-	$ 232,600
35	FTE Increase	7.85	
36			
37	Total Enhancements	7.85	$ 554,800
38			
39	Total Increases	7.85	$ 1,401,100

40			
41	FY2025 Operating Budget	310.00	$ 38,499,000

AGRICULTURAL RESEARCH & EXTENSION SERVICE

Operating Budget Personnel Costs Summary

July 1, 2024 - June 30, 2025

ARES	FY2024 Operating Budget				FY2025 Operating Budget			
Classification	FTE	Salaries	Benefits	Total	FTE	Salaries	Benefits	Total
Faculty	169.35	$ 15,471,451	$ 4,800,785	$ 20,272,236	167.99	$ 15,489,842	$ 4,906,031	$ 20,395,873
Executive/Administrative	2.57	$ 577,375	$ 178,986	$ 756,362	2.52	$ 576,090	$ 182,620	$ 758,710
Managerial/Professional	40.75	$ 3,195,629	$ 1,319,795	$ 4,515,423	42.41	$ 3,434,409	$ 1,377,198	$ 4,811,607
Classified	87.48	$ 4,279,619	$ 1,767,482	$ 6,047,101	92.08	$ 4,671,978	$ 1,873,463	$ 6,545,441
Irregular Help		$ 404,377	$ 33,563	$ 437,940		$ 404,377	$ 40,842	$ 445,219
Graduate Assistants		$ 505,500	$ 12,638	$ 518,138		$ 507,500	$ 10,150	$ 517,650
TOTAL General Fund	298.15	$24,433,951	$8,113,249	$32,547,200	305.00	$25,084,195	$8,390,305	$33,474,500
	Personnel Cost per FY2024 General Fund			$32,547,200	Personnel Cost per FY2025 General Fund			$33,474,500
			Variation	$0			Variation	$0

HEALTH EDUCATION PROGRAMS

FY 2025 Operating Budget

	FY 2024 BUDGET	FY 2025 BUDGET	PERCENT of CHANGE
By Program:			
Boise Internal Medicine Residency	1,171,000	1,231,000	5.12%
Eastern Idaho Medical Residencies	2,765,000	3,005,000	8.68%
Family Medicine Residencies	7,288,600	7,510,600	3.05%
Idaho Dental Education Program	2,196,900	2,244,400	2.16%
Psychiatry Residency	837,800	837,800	0.00%
University of Utah Medical Education	2,825,900	2,964,200	4.89%
WIMU Veterinary Education	2,844,400	2,893,300	1.72%
WWAMI Medical Education	7,285,500	7,518,400	3.20%
Total Programs	**27,215,100**	**28,204,700**	3.64%
By Fund Source:			
General Fund	26,845,500	27,830,000	3.67%
Student Fee Revenue	369,600	374,700	1.38%
Total Funds	**27,215,100**	**28,204,700**	3.64%
By Expenditure Classification:			
Personnel Costs	5,615,200	5,842,700	4.05%
Operating Expenditures	2,856,700	2,893,000	1.27%
Capital Outlay	5,500	5,500	0.00%
Trustee & Benefits	18,737,700	19,463,500	3.87%
Lump Sum	0	0	0.00%
Total Expenditures	**27,215,100**	**28,204,700**	3.64%
Full Time Position	44.65	46.65	4.48%

Budget Overview

The FY 2025 budget for Health Education Programs reflects a 3.64% increase, including contract inflation totaling $684.9K, a 1% change in employee compensation (CEC) for all employees and a 2% CEC based on merit, and a decrease in health insurance from $13,750 to $13,000 annually. Enhancements included $60,000 for a new Internal Medicine Resident at Boise Internal Medicine and $240,000 for four new residents at Eastern Idaho Regional Medical Center. Family Medicine Residencies (FMR) received $60,000 for a new resident in the Coeur d'Alene area and $120,000 and 2 FTE for two new residents at ISU FMR.

SPECIAL PROGRAMS

FY 2025 Operating Budget

	FY 2024 BUDGET	FY 2025 BUDGET	PERCENT of CHANGE
By Program:			
Forest Utilization Research	1,599,500	1,652,600	3.32%
Geological Survey	1,294,000	1,336,100	3.25%
Scholarships and Grants:			
Idaho Promise Scholarship - A			0.00%
Atwell Parry Work Study Program	1,186,000	1,186,000	0.00%
Rural Educator Incentive Program	2,025,400	2,775,000	37.01%
Armed Forces/Public Safety Officers	200,000	200,000	0.00%
Scholarships Program Manager	104,000	105,300	1.25%
Opportunity Scholarship	20,777,300	20,777,300	0.00%
Postsecondary Credit Scholarship	1,000,000	1,000,000	0.00%
GEARUP Scholarship	4,505,100	4,505,100	0.00%
Total Scholarships and Grants	29,797,800	30,548,700	2.52%
Museum of Natural History	722,700	748,700	3.60%
Small Business Development Centers	1,050,900	1,101,600	4.82%
TechHelp	420,700	443,700	5.47%
Total Programs	**34,885,600**	**35,831,400**	2.71%
By Fund Source:			
General Fund	29,138,000	30,083,600	3.25%
Miscellaneous Funds	1,000,000	1,000,000	0.00%
Federal Funds	4,747,600	4,747,800	0.00%
Total Funds	**34,885,600**	**35,831,400**	2.71%
By Expenditure Classification:			
Personnel Costs	4,880,400	5,068,400	3.85%
Operating Expenditures	332,000	345,100	3.95%
Capital Outlay	4,900	0	0.00%
Trustee/Benefit or Lump Sum Payments	29,668,300	30,417,900	2.53%
Total Expenditures	**34,885,600**	**35,831,400**	2.71%
Full Time Position	48.79	50.07	2.62%

Budget Overview

The FY 2025 budget for Special Programs reflects a 2.71% increase including a 1% change in employee compensation (CEC) for all employees and a 2% CEC based on merit, and a decrease in health insurance from $13,750 to $13,000 annually. Forest Utilization Research received $26K and .5 FTE for a new Administrative Specialist, Idaho Geological Survey received $17.9K to fund .19 FTE for a new Database Manager, Museum of Natural History received $20.6K for operaing budget increase, Scholarship and Grants received an additional $749.6K for the Rural Educator Incentive program, Small Business Development Centers received an additional $30.7K and .5 FTE for the Rural Business Consultant, and TechHelp received $12.6K and .09 FTE for a Studio Director position.

FY2025 AGENCY CAPITAL REQUESTS

AGENCY / INSTITUTION	PREVIOUSLY PROVIDED FUNDING	PBFAC RECOMMEND/ APPROP	CURRENT AGENCY REQUESTS	TOTAL PROJECT COST	AGENCY FUNDS	AGENCY PRIORITY
EDUCATION, STATE BOARD OF						
BOISE STATE UNIVERSITY						
MCMR (Bldg 393) Third Floor Labs Buildout			6,000,000	8,000,000	2,000,000	1
New Science Research Bldg (Supplemental Funding)	17,936,000	13,000,000	15,000,000	120,000,000	87,064,000	2
Riverfront Hall (Bldg 034) Remodel			15,000,000	19,500,000	4,500,000	3
SUBTOTAL	17,936,000	13,000,000	36,000,000	147,500,000	93,564,000	
IDAHO STATE UNIVERSITY						
New Life Science Bldg			104,000,000	104,000,000		1
PAS Expansion & Colocation		9,568,100	7,000,000	12,500,000	5,500,000	2
SUBTOTAL	0	9,568,100	111,000,000	116,500,000	5,500,000	
UNIVERSITY OF IDAHO						
Meat Science & Innovation Center	3,000,000	2,000,000	2,000,000	14,100,000	9,100,000	1
McCall K-12 STEM Education Campus Improvement	4,000,000	2,000,000	2,000,000	12,000,000	6,000,000	2
Joint ROTC Facility & Nez Perce Neighborhood Improvements			9,000,000	10,000,000	1,000,000	3
West Campus Transportation Infrastructure & Parking Improvements			5,000,000	5,000,000		4
SUBTOTAL	7,000,000	4,000,000	18,000,000	41,100,000	16,100,000	
COLLEGE OF EASTERN IDAHO						
Campus Ring Road & Parking Expansion			3,500,000	3,500,000		1
SUBTOTAL	0		3,500,000	3,500,000	0	
COLLEGE OF SOUTHERN IDAHO						
Shields Academic Bldg Renovation			21,000,000	21,000,000		1
SUBTOTAL	0		21,000,000	21,000,000	0	
COLLEGE OF WESTERN IDAHO						
Health Science Bldg, Core & Shell Build Out			2,350,000	2,850,000	500,000	1
Health Science Bldg, Ph 2			8,000,000	10,000,000	2,000,000	2
SUBTOTAL	0		10,350,000	12,850,000	2,500,000	
LEWIS-CLARK STATE COLLEGE						
Wittman Complex / Mechanical Tech Bldg System Updates		6,115,000	6,115,200	6,115,200		1
Sam Glenn Complex Remodel			4,733,400	4,733,400		2
SUBTOTAL	0	6,115,000	10,848,600	10,848,600	0	
NORTH IDAHO COLLEGE						
POST & Emergency Responder Training Facility			12,000,000	12,000,000		1
SUBTOTAL	0		12,000,000	12,000,000	0	
IDAHO EDUCATIONAL SERVICES FOR THE DEAF AND BLIND						
Residential Cottages		6,000,000	7,100,000	7,100,000		1
Bus Storage Barn		1,000,000	1,060,000	1,060,000		2
SUBTOTAL	0	7,000,000	8,160,000	8,160,000	0	
TOTAL SBE:	24,936,000	39,683,100	230,858,600	373,458,600	117,664,000	

SUBJECT

Agency Heads Compensation and Chief Executive Officers Contract Terms

APPLICABLE STATUTES, RULE OR POLICY

Idaho State Board of Education Governing Policies & Procedures, Section I.E.2.d. and e.
Idaho Code §§ 33-102A, 33-2205, 33-2303, 33-2806, 33-3006, 33-3106, and 33-4005

BACKGROUND/DISCUSSION

On April 16, 2024, the Governor's Office communicated to Agency Heads regarding Annual Performance Evaluations. The Governor's Office stated they had modernized the review process which was described to be two part:

1) A self-evaluation form for Agency Heads to review their key accomplishments during the 2023-2024 review period and propose strategic goals for the upcoming review period.

2) A performance evaluation form for the Governor's Office staff to evaluate the Agency Head's performance and to establish strategic goals for the upcoming review period.

The evaluation timeline was as follows:

- Self-evaluations were to be completed by April 30, 2024. Agency Heads were instructed to access the self-evaluation form and complete their key accomplishments and proposed strategic goals for the upcoming review period, in consultation with their Board chair as appropriate.

- Governor's Office staff were to review the self-evaluation forms, complete their performance evaluation, and finalize the strategic goals for the upcoming review period, in consultation with the Agency Heads by May 17, 2024.

- Governor's Office staff were to meet with the Agency Heads to deliver their final performance evaluations by May 31, 2024.

Agency Heads' salaries are entered into the state payroll system based on the equivalent hourly amount. The Board's consideration of salary changes at this time will allow for any approved changes to be entered into the state payroll system prior to the start of the payroll fiscal year.

Contracts for the presidents of Boise State University, Idaho State University, Lewis-Clark State College, and the University of Idaho are established by the State Board of Education pursuant to Board Policy I.E.2.e.i, which provides that "Each chief executive officer's annual compensation shall be set and approved by the Board." The Board will be conducting annual reviews of the four (4)

college/university presidents on June 11, 2024 and recommendations will be presented at the regularly scheduled Board meeting on June 12-13, 2024.

IMPACT

Approval of the proposed salaries will allow staff to enter the salaries for FY 2025 into the state payroll system.

STAFF COMMENTS AND RECOMMENDATIONS

Board Policy I.E.2.d. provides that "Agency Heads are evaluated by the Executive Director annually, who makes recommendations to the Board with respect to compensation and employment actions. Final decisions with respect to compensation and employment actions with regard to chief executive officers are made by the Board." Over the past several years this Board policy has been superseded by Governor's Office processes as outlined above whereby agency heads under the Board are now evaluated and their compensation is set by the Governor's Office. Therefore, this Board policy needs to be amended to reflect this new process and practice.

Agency head evaluation ratings and compensation were not available by publication deadline.

Institution chief executive officer reviews and contract terms were also not available by the publication deadline.

This information will be finalized and presented at the June 12-13 Board meeting.

BOARD ACTION

I move to approve an hourly rate of $_____ (annual salary of $_____) for (Agency Head Name) as (Position Title) of (Name of Agency), effective on the July 8, 2024, pay date.

Moved by _____ Seconded by _____ Carried Yes _____ No _____

AND

I move to approve an annual rate of (Insert Total Salary) for (CEO Name) as President of (Institution Name), effective (Insert Date).

Moved by _____ Seconded by _____ Carried Yes _____ No _____

I move to approve an amendment to extend (CEO Name) contract as President of (Institution Name) by one year, and for the parties to execute the (number) amendment to their contract.

Moved by _____ Seconded by _____ Carried Yes _____ No _____

BOISE STATE UNIVERSITY

SUBJECT

Operating and Service Agreements between Boise State University and Boise State University Foundation, Inc.

REFERENCE

December 2020	Board approved the Operating Agreement between Boise State and the Boise State University Foundation, Inc.

APPLICABLE STATUTE, RULE, OR POLICY

Idaho State Board of Education Governing Policies & Procedures, Sections V.E. and V.I.2.

BACKGROUND/DISCUSSION

Boise State University (the "University") and the Boise State University Foundation, Inc. ("Foundation"), (collectively "the Parties") seek to update and replace the existing Operating Agreement and Service Agreement between the Parties. In addition, the University and Foundation seek to integrate the University advancement's fundraising and engagement activities into the Foundation to create a more uniform approach to advancement operations and improve the donor and alumni experience. Accordingly, the proposed operating agreement and corresponding service agreement, together, will expand the Foundation's role to add advancement operations as a service provided by the Foundation to the University.

To support these expanded services, the University will loan additional employees to the Foundation and provide additional support services, as reflected in the Service Agreement. The Foundation will charge the University a "cost per raised dollar" for the provision of the advancement services. After reconciling the university charge and the Foundation charge, the arrangement is intended to be cost neutral to the University. The agreements clearly provide that the University will never be obligated to make a payment to the Foundation, and any balance resulting after reconciling the charges will be made available by the Foundation for the University's use and benefit.

This transaction has been modeled after the previously-approved agreement between University of Idaho and its foundation at the Board's December 2023 meeting, with changes necessary to reflect the operations of Boise State University and its Foundation. The Foundation operations will continue to be in compliance with Board policy V.E.

IMPACT

Integration of advancement operations with the Foundation operations will result in a more positive overall donor experience. The financial model is net neutral for the University and the Foundation, such that neither the Foundation nor the University will incur net costs greater than those currently incurred.

ATTACHMENTS

Attachment 1 – Operating Agreement
Attachment 2 – Service Agreement
Attachment 3 – Loaned Employee Agreement exemplar
Attachment 4 – Organization Charts
Attachment 5 – Redline Comparison of 2024 Operating Agreement and Sample Operating Agreement in Board Policy V.E.

STAFF COMMENTS AND RECOMMENDATIONS

In their jointly proposed Integration Plan, the University and Foundation have noted the following information as fundamental components:

- The Foundation will remain fully independent and a separate organization
- Fiduciary controls for the Foundation will reside with the Foundation Board
- The CEO for the Foundation will report to and be directed by the Foundation Board
- All Foundation staff will be loaned employees reporting to the Foundation Board for the entire twelve (12) months of the fiscal year.
- Annual planning will be done jointly between the Foundation and the University aligning Foundation goals with University priorities including donor stewardship
- Fundraisers will maintain robust partnerships with colleges/units
- Integrating the Foundation and the University Advancement's fundraising and engagement activities does not incur additional costs
- Maintaining 501(c)(3) status will help ensure donor privacy and sensitive data protection
- An updated and consolidated Foundation functional organizational chart
- Clearly defined roles, responsibilities, processes and expectations for the loaned employees and board members
- Continued adherence to all applicable laws, regulations and current SBOE policies
- Increases in effectiveness and efficiency in all areas of donor experience to maximize philanthropic investment and alumni engagement for the University

This information was reviewed by the BAHR Committee at its June 3, 2024 meeting.

Staff recommends approval for 1) the University to enter an updated Operating Agreement with the Foundation and 2) the University's request to enact a new Service Agreement with the Foundation.

BOARD ACTION

I move to approve the request by Boise State University to enter into an Operating Agreement with Boise State University Foundation, Inc. and to authorize the President to execute the agreement in substantial conformance to the form submitted to the Board in Attachment 1.

Moved by _____ Seconded by _____ Carried Yes _____ No _____

I move to approve the request by Boise State University to enter into a Service Agreement with the Boise State University Foundation, Inc. and to authorize the President to execute the agreement in substantial conformance to the form submitted to the Board in Attachment 2.

Moved by _____ Seconded by _____ Carried Yes _____ No _____

(DRAFT Operating Agreement)

2024 OPERATING AGREEMENT
BETWEEN
BOISE STATE UNIVERSITY FOUNDATION, INC.
AND
BOISE STATE UNIVERSITY

This 2024 Operating Agreement ("Operating Agreement") between Boise State University Foundation, Inc. ("Foundation") and Boise State University ("University") is entered into effective the 1st day of July, 2024 ("Effective Date"), and is an amendment and restatement of the Operating Agreement entered into on January 14, 2021 ("Prior Operating Agreement"), which it fully replaces. The University and the Foundation are sometimes referred to herein separately as a "Party" and collectively as the "Parties".

WHEREAS, the Foundation was organized and incorporated in Idaho for the purpose of engaging in activities designed to support and benefit the University, including but not limited to receiving contributions from individuals, businesses, government units and other institutions who wish to support the educational mission and activities of the University, holding, protecting, managing, and investing funds for the benefit of the University, maintaining and operating permanent endowment funds for the benefit of the University, and distributing funds to provide support to the University, including distributions for educational scholarships, as well as specific capital, education or other special projects identified by the University.

WHEREAS, the Foundation exists to receive contributions and hold, protect, manage, and invest such funds for the benefit of the University and to provide a degree of institutional excellence unavailable with state funding levels.

WHEREAS, as stated in its articles of incorporation, the Foundation is a separately incorporated 501(c)(3) organization, and the Foundation identifies and nurtures relationships with potential donors and other friends of the University, soliciting cash, securities, real and intellectual property, and other private resources for the support of the University, and acknowledging and stewarding such gifts in accordance with donor intent and its fiduciary responsibilities.

WHEREAS, in connection with its fund-raising and asset-management activities, the Foundation will utilize, in accordance with this Operating Agreement, personnel experienced in planning for and managing private support.

WHEREAS, the Foundation mission provides that the Foundation is an independent organization that supports and strengthens the University's mission and priorities by receiving, managing and distributing private gifts donated to the University and by identifying and nurturing relationships with potential donors, volunteers and friends of the University.

WHEREAS, the University and Foundation desire to set forth in writing various aspects of their relationship with respect to matters such as the solicitation, receipt, management, transfer and expenditure of funds.

WHEREAS, the Parties hereby acknowledge that they will at all times conform to and abide by the Idaho State Board of Education's Governing Policies and Procedures, Gifts and Affiliated Foundations Policy V.E. so long as the policies and procedures are consistent with the Foundation's tax-exempt status and applicable Internal Revenue Service laws and rules, and that they will submit this Operating Agreement for initial State Board of Education ("State Board") approval, and thereafter every three (3) years, or as otherwise requested by the State Board, for review and re-approval.

WHEREAS, the Foundation and the University intend for this Operating Agreement to be the written operating agreement required by State Board Policy V.E.2.b.

NOW THEREFORE, in consideration of the mutual commitments herein contained, and other good and valuable consideration, receipt of which is hereby acknowledged, the Parties agree as follows:

ARTICLE I
Foundation's Purposes

The Foundation is the primary affiliated foundation that receives contributions and holds, protects, manages, and invests such funds for the benefit of the University. Accordingly, to the extent consistent with the Foundation's Articles of Incorporation, Bylaws, its tax-exempt status, and the State Board's Policies and Procedures, the Foundation shall: (1) solicit, receive and accept gifts, devises, bequests and other direct or indirect contributions of money and other property made for the benefit of the University from the general public (including individuals, corporations, other entities and other sources); (2) manage and invest the money and property it receives for the benefit of the University; and (3) support and assist the University in fundraising and donor relations.

In carrying out its purposes, the Foundation shall not engage in activities that: (1) conflict with federal or state laws, rules and regulations (including all applicable provisions of the Internal Revenue Code and corresponding Federal Treasury Regulations); (2) cause the University to be in violation of applicable polices of the State Board; or (3) conflict with the role and mission of the University.

ARTICLE II
Foundation's Organizational Documents

The Foundation shall provide copies of its current Articles of Incorporation and Bylaws to the University. The Foundation, to the extent practicable, also shall provide the University with an advance copy of any proposed amendments to the Foundation's Articles of Incorporation and Bylaws. The University shall provide all such documents to the State Board.

ARTICLE III
University Resources and Services

1. Liaisons.

a. University Liaison(s): The University's President ("University President") shall serve as the University's Liaison to the Foundation ("University Liaison"). The duties and responsibilities of the University Liaison, which may be delegated by the University Liaison, include the following:

i. The University Liaison shall be responsible for communicating with the Foundation regarding the Foundation's fundraising efforts and for coordinating the administrative support provided by the University to the Foundation.

ii. The University Liaison shall be invited to attend each meeting of the Foundation's Board of Directors ("Foundation Board") as a non-voting advisor. The University Liaison will provide regular reports to the Foundation Board about the University's financial position and activities, including its use of gifts. The University Liaison may also report other information to the Foundation Board that is pertinent to the common goals of the University and the Foundation.

iii. The University Liaison will work with the Foundation Liaison and other Foundation leadership to create an annual Fundraising Plan, in accordance with the Service Agreement, which shall set the Foundation's goals relating to fundraising and engagement in support of the University's priorities. Fundraising efforts and coordination thereof shall be in accordance with the Service Agreement executed between the Parties, and the Fundraising Plan agreed to between the Parties. The University Liaison shall be authorized to approve the Fundraising Plan on behalf of the University and to request and approve modifications to the Fundraising Plan during the term, in accordance with the Service Agreement.

b. Foundation Liaison: The Chief Executive Officer of the Foundation ("Foundation CEO") will serve as the Foundation's liaison to the University ("Foundation Liaison"). The duties and responsibilities of the Foundation Liaison, which may be delegated by the Foundation Liaison to a designee, include the following:

i. The Foundation Liaison shall be responsible for communicating with the University regarding the Foundation's fundraising efforts and for coordinating any administrative support provided by the University to the Foundation.

ii. The Foundation Liaison shall attend University leadership meetings as directed by the University as a non-policy making advisor. The Foundation Liaison will provide regular reports to the University about the Foundation's financial position and activities, including fundraising and engagement services provided in accordance with the Service Agreement. The Foundation Liaison may also report other information to the University that is pertinent to the common goals of the University and the Foundation.

iii. The Foundation Liaison will work with the University Liaison and other University leadership to create an annual Fundraising Plan, in accordance with the Service Agreement, which shall set the Foundation's goals relating to fundraising and engagement in support of the University's priorities. Fundraising efforts and coordination thereof shall be in accordance with the Service Agreement executed between the Parties and the Fundraising Plan agreed to between the Parties. The Foundation Liaison shall be authorized to approve the Fundraising Plan on behalf of the Foundation and to request and approve modifications to the Fundraising Plan during the term, in accordance with the Service Agreement.

2. Loaned Employees.

a. Foundation CEO: The Foundation CEO is an employee of the University who is exclusively loaned to the Foundation. The Foundation CEO's services shall be provided directly to the Foundation as follows and as set forth in the applicable Loaned Employee Agreement (as defined below) and as further described in section 2(b):

i. Duties. The Foundation CEO is responsible for the strategy and planning for and the supervision and control of the day-to-day operations of the Foundation.

ii. Reporting Structure. The Foundation CEO reports to and takes direction from the Foundation Board. All other Loaned Employees (as defined below) report to the Foundation CEO or another Loaned Employee designated by the Foundation CEO. The Foundation Executive Chair shall formally solicit and incorporated feedback from the University Liaison as part of the annual review process of the Foundation CEO.

iii. In the event of a vacancy in the position for the Foundation CEO either due to termination, resignation or other separation, hiring of the subsequent Foundation CEO shall be done in accordance with Foundation and University policies and applicable law.

b. Other Loaned Employees. The Foundation and the University have entered and will enter into additional agreements (each such agreement, a "Loaned Employee Agreement") for the loaning of Loaned Employees (as defined below) to the Foundation by the University. The Loaned Employee Agreements shall set forth the relative rights and responsibilities of the Foundation and the University. The Loaned Employees have no function at the University other than to act in their capacity as employees loaned to the Foundation and are subject to the exclusive day-to-day direction, control and supervision of the Foundation. The Foundation must provide the University with prior approval to: (a) post any position for hiring and (b) hire any employee that the Foundation and the University intend to be a Loaned Employee before the University employs such individual. Notwithstanding the provisions of the section, no University personnel other than a Loaned Employee shall be permitted to have responsibility or authority for Foundation policy making, financial oversight, spending authority, investment decisions or the supervision of Loaned Employees. For purposes of this Operating Agreement, "Loaned Employee" means all positions for which the Foundation and University enter into Loaned Employee Agreements during a particular fiscal year regardless of whether each such Loaned Employee is loaned to the Foundation by the University for the entire 12 months of the fiscal year and the Foundation's budget for the fiscal year contains the expenses associated with all such positions for the entire fiscal year.

3. University Services. As set forth in greater detail in the Service Agreement by and between the Foundation and the University ("Service Agreement"), the University shall charge the Foundation ("University Service Charge") to provide certain services to the University (the "University Services"). Except as specifically provided otherwise herein or in the Service Agreement, all University personnel who provide the University Services to the Foundation shall remain University personnel under the direction and control of the University, unless it is agreed that the direction and control of any such employee will be vested with the Foundation in a written Loaned Employee Agreement.

a. University Service Charge. The University Service Charge shall be calculated as set forth in the Service Agreement.

4. Foundation Services. As set forth on greater detail in the Service Agreement, the Foundation shall charge the University ("Foundation Service Charge") for certain services provided by the Foundation to the University, including asset management, investment, fundraising, alumni relations and engagement and certain information technology services and licensing (collectively, "Foundation Services").

a. Foundation Service Charge. The Foundation Service Charge shall be calculated as set forth in the Service Agreement. In the event the State of Idaho legislature reduces the appropriation to the University for a particular fiscal year after the fiscal year commences, the Foundation Service Charge may be reduced by an amount that is proportionate to the amount of the reduction to the total appropriation to the University. The Foundation may modify the Foundation Services or reduce the number of Loaned Employees, in the Foundation's discretion, to accommodate the reduction in the Foundation Service Charge pursuant to the process set forth in the Service

Agreement, which will include adequate notice to the Parties and documentation of the changes.

5. University Facilities and Equipment. The University shall provide the use of certain University office space and equipment to the Foundation upon terms of use set forth in the AFC Lease Agreement by and between the Foundation and University ("AFC Lease Agreement"). The Rental Rate for the Foundation's use of facilities under the AFC Lease Agreement shall be set forth in the Service Agreement.

6. No Foundation Payments to University Employees. Notwithstanding any provision of this Operating Agreement to the contrary, the Foundation shall not make any payments directly to a University employee in connection with any resources or services provided to the Foundation pursuant to this Operating Agreement.

ARTICLE IV
Management and Operation of Foundation

The management and control of the Foundation shall rest with its Board of Directors.

1. Gift Solicitation.

a. *Form of Solicitation*. All Foundation gift solicitations shall make clear to prospective donors that (1) the Foundation is a separate legal and tax-exempt entity organized for the purpose of encouraging voluntary, private gifts, trusts, and bequests for the benefit of the University; and (2) responsibility for the governance of the Foundation, including the investment of gifts and endowments, resides in the Foundation Board.

b. *Foundation is Primary Donee*. Absent unique circumstances, prospective donors shall be requested to make gifts directly to the Foundation rather than to the University. Additionally, the University shall require its affiliated foundations and nonprofit organizations to direct revenue, including gifts and membership dues, to the Foundation for management. Exceptions to this shall be agreed upon between the Foundation and University on a case by case basis, due to unique circumstances associated with a particular solicitation or category of solicitations.

2. Acceptance of Gifts.

a. *Approval Required Before Acceptance of Certain Gifts*. Before accepting contributions or grants for restricted or designated purposes that may require administration or direct expenditure by the University, the Foundation shall obtain the prior written approval of the University. Similarly, the Foundation shall also obtain the prior written approval of the University of the acceptance of any gift or grant that would impose a binding financial or contractual obligation on the University.

b. *Acceptance of Gifts of Real Property*. The Foundation shall conduct adequate due diligence on all gifts of real property that it receives. In cases where the real property

is intended to be used by the University in connection with carrying out its proper functions, the real property may be conveyed directly to the University, in which case the University and not the Foundation shall be responsible for the due diligence obligations for such property. Acquisitions of real property and/or development of real property for use by University shall be subject to approval in accordance with Section VII(4) hereof.

c. *Processing of Accepted Gifts.* All gifts received by the University or the Foundation shall be delivered (if cash) or reported (if any other type of property) to the Foundation's designated gift administration office (a unit of the Foundation) in accordance with the Service Agreement.

3. Fund Transfers. The Foundation agrees to transfer funds, both current gifts and income from endowments, to the University on a regular basis as agreed to by the Parties. The Foundation's Chief Financial Officer, Treasurer or other individual to whom such authority has been delegated by the Foundation Board shall be responsible for transferring funds as authorized by the Foundation Board.

a. *Restricted Gift Transfers*. The Foundation shall inform the University officials into whose program or department funds are transferred of any restrictions on the use of such funds and provide such officials with access to any relevant documentation concerning such restrictions. Such University officials shall account for such restricted funds separate from other program and department funds in accordance with applicable University policies and shall notify the Foundation on a timely basis regarding the uses of such restricted funds.

b. *Unrestricted Gift Transfers*. The Foundation may utilize any unrestricted gifts it receives for any use consistent with the Foundation's purposes as generally summarized in Article I of this Operating Agreement. If the Foundation elects to use unrestricted gifts to make grants to the University, such grants shall be made at such times and in such amounts as the Foundation Board may determine in the Foundation Board's sole discretion.

4. Foundation Expenditures and Financial Transactions.

a. *Signature Authority*. The Foundation shall designate certain of its directors, officers, and staff with signature authority for the Foundation in all financial transactions pursuant to its governing documents. The Foundation may supplement or change this designation; provided, however, in no event may the person with Foundation signature authority for financial transactions be a University employee in a key administrative or policy making capacity, including but not limited to a University Vice President.

b. *Expenditures*. All expenditures of the Foundation shall be (1) consistent with the charitable purposes of the Foundation, and (2) not violate restrictions imposed by the donor or the Foundation as to the use or purpose of the specific funds.

5. University Report on Distributed Funds. On a regular basis, which shall not be less than annually, the University shall report to the Foundation on the use of restricted and unrestricted

funds transferred to the University. This report shall specify the restrictions on any restricted funds and the uses of such funds.

6. Transfer of University Assets to the Foundation. No University funds, assets, or liabilities may be transferred directly or indirectly to the Foundation without the prior approval of the State Board except when:

a. A donor inadvertently directs a contribution to the University that is intended for the Foundation in which case such funds may be transferred to the Foundation so long as the documents associated with the gift indicate the Foundation was the intended recipient of the gift. In the absence of any such indication of donor intent, such funds shall be deposited in an institutional account, and State Board approval will be required prior to the University's transfer of such funds to the Foundation.

b. The University has gift funds that were originally transferred to the University from the Foundation and the University wishes to return a portion of those funds to the Foundation for reinvestment consistent with the original intent of the gift.

c. Transfers of a *de minimis* amount not to exceed $10,000 from the University to the Foundation provided such funds are for investment by the Foundation for scholarship or other general the University support purposes. This exception shall not apply to payments by the University to the Foundation for obligations of the University to the Foundation, operating expenses of the Foundation or other costs of the Foundation.

d. The transfer is of funds raised by the University for scholarship or program support and the funds are deposited with the Foundation for investment and distribution in accordance with the purpose for which the funds were raised.

7. Separation of Funds. All Foundation assets (including bank and investment accounts) shall be held in separate accounts in the name of the Foundation using Foundation's Federal Employer Identification Number. The financial records of the Foundation shall be kept using a separate chart of accounts. For convenience purposes, some Foundation expenses may be paid through the University such as payroll and campus charges. These expenses will be paid through accounts clearly titled as belonging to the Foundation and shall be reimbursed by the Foundation on a regular basis.

8. Insurance. The Foundation shall maintain insurance to cover the operations and activities of its directors, officers and Loaned Employees, with coverages satisfactory to the University. The Foundation shall also maintain general liability coverage with coverages satisfactory to the University. The Foundation shall provide a Certificate of Insurance to the University prior to execution of this Operating Agreement, naming the University as an additional insured. An updated Certificate of Insurance must be provided annually and any material changes to Foundation insurance coverages or policies must be reported to the University's Risk Manager.

9. Investment Policies. All funds held by the Foundation, except those intended for short term expenditures, shall be invested in accordance with the Uniform Prudent Management of Institutional Funds Act, Idaho Code Sections 33-5001 to 33-5010, and the Foundation's investment policy which is attached hereto as Exhibit A and incorporated herein; provided, however, the Foundation shall not invest any funds in a manner that would violate the applicable terms of any restricted gifts. The Foundation shall provide to the University any updates to such investment policy and upon such notice, Exhibit A shall be replaced with the updated investment policy.

10. Organization Structure of the Foundation. The organizational structure of the Foundation is set forth in the Foundation's Articles of Incorporation and the Bylaws. The Bylaws shall provide, consistent with SBOE Policies, for the University President to serve ex-officio on the Executive Committee of the Foundation Board of Directors as a non-voting member of the Committee and the Board of Directors. The University President shall be invited to attend all meetings of the Executive Committee and the Board of Directors, subject to the Foundation's Conflict of Interest Policy. In addition, the Bylaws shall provide, consistent with SBOE Policy, for the Provost and the Chief Financial and Operating Officer of the University to serve ex-officio on the Board and applicable committees, in a non-voting, advisory capacity. The Foundation agrees to provide copies of such Articles and Bylaws as well as any subsequent amendments to such documents to the University. The Foundation will provide prior written notice to University of any material changes to its Articles and Bylaws.

ARTICLE V
Foundation Relationships with the University

At all times and for all purposes of this Operating Agreement, the University and the Foundation shall act in an independent capacity and not as an agent or representative of the other Party, provided, however, the University and the Foundation acknowledge that the Foundation carries out functions for the benefit of the University. All transactions between the University and Foundation shall meet the normal tests for ordinary business transactions, and should include proper documentation and approvals, such as service agreements or similar agreements setting forth the Parties' respective obligations. As such, the Parties shall share certain information as provided below.

1. Access to Records. The University shall have reasonable access to the financial records of the Foundation upon permission granted by the Foundation from time to time, which shall not be unreasonably withheld. All access by the University of such records shall be made in accordance with applicable laws and Foundation policies and guidelines. In addition, upon request of the Foundation, the University shall execute a confidentiality agreement and instruct its employees and agents that all confidential information of the Foundation shall be protected from disclosure. Except as specifically authorized under this Operating Agreement or any applicable confidentiality agreement between the University and the Foundation, the University's access to Foundation records shall not include the donor database and all other data, materials and information of the Foundation pertaining to past, current or prospective donors ("Confidential Donor Information "), which may be accessed only by Loaned Employees.

2. Records Management.

a. Protection of Confidential Donor Information. The Parties recognize that the records of the Foundation relating to actual or potential donors contain Confidential Donor Information. The Foundation owns and controls the Confidential Donor Information. The Confidential Donor Information is proprietary to the Foundation and constitutes confidential information and trade secrets. The Foundation is responsible for monitoring and controlling access to the Confidential Donor Information and protecting the security of the Confidential Donor Information. Accordingly, in providing information technology services. including data security and incident management, to the Foundation, OIT will comply with (a) the Foundation's data security plan, (b) all Foundation policies and procedures regarding the access, use disclosure, retention, deletion and processing of the Confidential Donor Information and (c) the security principle of least privilege to ensure that the security architecture is designed such that each OIT personnel is granted the minimum system resources and authorizations needed to perform the information technology support services for the Foundation.

b. Maintenance of Records. The Foundation shall be responsible for maintaining all permanent records of the Foundation including but not limited to the Foundation's Articles, Bylaws and other governing documents, all necessary documents for compliance with IRS regulations, all gift instruments, Confidential Donor Information and all other Foundation records as required by applicable laws.

c. Inapplicability of State Laws. The Foundation shall foster an atmosphere of openness in its operations, consistent with the prudent conduct of its business. The Parties understand that the Foundation is not a public agency or a governing body as defined in the Idaho Code, including the Idaho Open Meetings Law and Public Records Act. Nothing in the Operating Agreement shall be construed as a waiver of the Foundation's right to assert these statutes do not apply to the Foundation as a separate charitable entity.

d. Each Party shall take all steps necessary to monitor and control access to the donor database and to protect the security of the server and software relevant to the database.

3. Name and Marks. Each Party hereby grants the other a non-exclusive, royalty-free, nonsublicensable, nontransferable license to use the trademarks of the other Party, specifically: "Boise State University" and "Boise State University Foundation, Inc." (the "Licensed Marks") solely in connection with activities conducted in association with or for the benefit of the other Party. The foregoing notwithstanding, no rights are granted to a receiving Party to obtain in that Party's name domain names or social media incorporating the Licensed Marks. Neither Party may delegate, assign or sublicense the rights granted hereunder without express prior written consent from the other Party. All goodwill arising from a Party's use of the Licensed Marks shall inure to the benefit of the granting Party. Each Party shall adhere to the granting Party's strict quality control standards relative to use of the Licensed Marks and shall submit, upon the granting Party's request, exemplars of use to permit the granting Party to verify the other Party's compliance herewith. Neither party shall use the Licensed Marks to disparage the granting Party in any way, or in a manner that may tarnish or dilute the granting Party's trademark rights. Each granting Party reserves

the right to terminate this license on 60 days' notice in consequence of the other Party's noncompliance herewith, subject to the other Party's curing the breach within such 60-day period.

4. Identification of Source. The Foundation shall be clearly identified as the source of any correspondence, activities and advertisements emanating from the Foundation.

5. Establishing the Foundation's Annual Budget. After the Parties have completed the process described in the Service Agreement related to forecasting the Foundation Service Charge and the University Service Charge for the next fiscal year and prior to the start of such next fiscal year, the Foundation shall provide the University President with the Foundation's proposed annual operating budget and capital expenditure plan (if any) as approved by the Foundation Board . Any of the University's funding requests to the Foundation shall be communicated in writing by the University President to the Foundation CEO by April 1 of each year.

6. Supplemental Compensation of University Employees. Any supplemental compensation of University employees funded by the Foundation must be preapproved by the State Board. Any such supplemental compensation must be paid by the Foundation to the University, and the University shall then pay compensation to the employee in accordance with the University's normal practice. No University employee shall receive any payments or other benefits directly from the Foundation.

7. Strategic Planning. The University shall include the Foundation as an active and prominent participant in the strategic planning for the University. The Foundation shall include the University Liaison in the strategic and budget planning for the Foundation.

ARTICLE VI
Audits and Reporting Requirements

1. Fiscal Year. The Foundation and the University shall have the same fiscal year.

2. Annual Audit. The Foundation shall have an annual financial audit conducted by a qualified, independent certified public accountant who is not a director or officer of the Foundation. The annual audit report will be provided on a timely basis to the University's President and the State Board, in accordance with the State Board's schedule for receipt of said annual audit. The Foundation's annual statements will be presented in accordance with auditing standards generally accepted in the United States of America (GAAS). The Foundation is a component unit of the University as defined by the Government Accounting Standards Board (GASB). Accordingly, the University is required to include the Foundation in its financial statements which follow a GASB format. Therefore, the Foundation will include in its audited financial statement, schedules reconciling the GAAS Statements to GASB standards in the detail required by GASB Standards. The annual audited financial statements, including the auditor's independent opinion regarding such financial statements, and schedules shall be submitted to the University Office of Finance and Administration in sufficient time to incorporate the same into the University's statements. All such reports and any accompanying documentation shall protect Confidential Donor Information to the extent allowable by law.

3. Separate Audit Rights. If either Party has questions or concerns regarding the expenditure or collection of donor funds by the other, they shall each designate an employee or other representative to discuss the matter. If the matter remains unresolved, then the following shall apply: The University agrees that the Foundation, at its own expense, may at any time during normal business hours conduct or request additional audits or reviews of the University's books and records pertinent to the expenditure of donated funds. The Foundation agrees that the University and the State Board, at its own expense, may, at reasonable times, inspect and audit the Foundation's books and accounting records pertinent to the expenditure of donated funds.

4. Annual Reports to University President. On a regular basis, which shall not be less than annually, the Foundation shall provide a written report to the University President setting forth the following items:

a. the annual financial audit report;

b. an annual report of Foundation transfers made to the University, summarized by University department;

c. an annual report of unrestricted funds received by the Foundation;

d. an annual report of unrestricted funds available for use during the current fiscal year;

e. a list of all of the Foundation's officers, directors, and Loaned Employees;

f. a list of University employees for whom the Foundation made payments to the University for supplemental compensation or any other approved purpose during the fiscal year, and the amount and nature of that payment;

g. a list of all state and federal contracts and grants managed by the Foundation;

h. an annual report of the Foundation's major activities;

i. an annual report of each real estate purchase or material capital lease, investment, or financing arrangement entered into during the preceding Foundation fiscal year for the benefit of the University; and

j. an annual report of (1) any actual litigation involving the Foundation during its fiscal year; (2) identification of legal counsel used by the Foundation for any purpose during such year; and (3) identification of any potential or threatened litigation involving the Foundation.

5. Reports to University Leadership. The Foundation will provide regular reports to certain University leadership (including the University President and Provost, Vice Presidents, Deans and central leadership of the University) on fundraising progress. Foundation leadership, including the Foundation CEO and Foundation's lead fundraisers, will provide quarterly reports to University leadership to assess progress towards meeting the goals set forth in the Fundraising Plan,

including the Fundraising Goal, review of open proposals and progress towards engagement, marketing and communication priorities and other appropriate fiscal reports. Information disclosed by the Foundation in the quarterly reports will not include Confidential Donor Information, which will remain in the possession of the Foundation. At the end of the fiscal year, the Executive Chair of the Foundation Board and the Foundation CEO will meet with the University President to assess the Foundation's success and areas for improvement.

ARTICLE VII
Conflict of Interest and Code of Ethics and Conduct

1. Conflicts of Interest Policy and Code of Ethics and Conduct. The Foundation's Conflict of Interest Policy is attached as Exhibit B. The Foundation shall provide the University any updates to the Foundation's conflict of interest policy, and upon such notice, Exhibit B shall be replaced with the updated conflict of interest policy.

2. Dual Representation. Under no circumstances may a University employee represent both the University and the Foundation in any negotiation, sign for both entities in transactions, or direct any other institution employee under their immediate supervision to sign for the related Party in a transaction between the University and the Foundation. This shall not prohibit University employees from drafting transactional documents that are subsequently provided to the Foundation for its independent review, approval and use.

3. Contractual Obligation of the Parties. Neither Party shall enter into any contract that would impose a financial or contractual obligation on the other without first obtaining the prior written approval of the other. University approval of any such contract shall comply with applicable University policies for review, approval and signature of contractual agreements and policies of the State Board with respect to State Board approval of University contracts.

4. Acquisition or Development of Real Estate. The Foundation shall not acquire or develop real estate or otherwise build facilities for the University's use without the University first obtaining approval of the State Board. In the event of a proposed purchase of real estate by the Foundation for the University, the University shall notify the State Board at the earliest possible date. Any such proposed purchase for the University's use shall be a coordinated effort of the University and the Foundation. Any notification to the State Board required pursuant to this paragraph may be made in executive session, if allowed under Idaho Code Section 74-206(1).

ARTICLE VIII
General Terms

1. Term. The initial term of this Operating Agreement shall commence on the Effective Date and end on June 30, 2027 ("Initial Term"), and thereafter, this Operating Agreement shall automatically renew for successive three-year terms (each a "Renewal Term" and, together with the Initial Term, "Term"), unless and until terminated in accordance with the terms and conditions contained in this Operating Agreement.

2. Right to Terminate. This Operating Agreement shall terminate upon the mutual written agreement of both Parties. In addition, either Party may, upon 90 days' prior written notice to the other, terminate this Operating Agreement, and either Party may terminate this Operating Agreement in the event the other Party defaults in the performance of its obligations and fails to cure the default within 30 days after receiving written notice from the non-defaulting Party specifying the nature of the default. Should the University choose to terminate this Operating Agreement by providing 90 days' written notice or in the event of a default by the Foundation that is not cured within the time frame set forth above, the Foundation may require the University to pay, within 180 days of written notice, all debt incurred by the Foundation on the University's behalf including, but not limited to, lease payments, advanced funds, and funds borrowed for specific initiatives. Should the Foundation choose to terminate this Operating Agreement by providing 90 days' written notice or in the event of a default by the University that is not cured within the time frame set forth above, the University may require the Foundation to pay any debt it holds on behalf of the Foundation in like manner. The Parties agree that in the event this Operating Agreement shall terminate, they shall cooperate with one another in good faith to negotiate a new agreement within six (6) months. In the event negotiations fail, the Parties will initiate the dispute resolution mechanism described below (through reference to the Foundation Executive Chair and the State Board) to further attempt to negotiate a new agreement within the time period specified herein, they will refer the matter to the State Board for resolution. Termination of this Operating Agreement shall not constitute or cause dissolution of the Foundation.

3. Dispute Resolution. The Parties agree that in the event of any dispute arising from this Operating Agreement, they shall first attempt to resolve the dispute by working together with the appropriate staff members of each of the Parties. If the staff cannot resolve the dispute, then the dispute will be referred to the Foundation CEO and the University President. If the Foundation CEO and the University President cannot resolve the dispute, then the dispute will be referred to the Foundation Executive Chair and the State Board for resolution. If they are unable to resolve the dispute, the Parties shall submit the dispute to mediation by an impartial third Party or professional mediator mutually acceptable to the Parties. If and only if all the above mandatory steps are followed in sequence and the dispute remains unresolved, then, in such case, either Party shall have the right to initiate litigation arising from this Operating Agreement. In the event of litigation, the prevailing Party shall be entitled, in addition to any other rights and remedies it may have, to reimbursement for its expenses, including court costs, attorney fees, and other professional expenses.

4. Dissolution of Foundation. Consistent with provisions appearing in the Foundation's Bylaws and Articles of Incorporation, should the Foundation be dissolved or cease to be an Internal Revenue Code §501(c)(3) organization, the Foundation shall transfer to the State Board the balance of all property and assets of the Foundation, after the payment of all debts and obligations of the Foundation, and such property shall be vested in the State Board in trust for the continued support and benefit of the University.

5. Board Approval of Operating Agreement. Prior to the Parties' execution of this Operating Agreement, an unexecuted copy of this Operating Agreement must be approved by the State Board. Furthermore, this Operating Agreement, including any subsequent modifications and

restatements of this Operating Agreement, shall be submitted to the State Board for review and approval as required by the then applicable State Board's Policies and Procedures (currently, Section V.E.) and as requested by the State Board.

6. Modification. Any modification to the Operating Agreement or Exhibits hereto shall be in writing and signed by both Parties.

7. Providing Documents to and Obtaining Approval from the University. Unless otherwise indicated herein, any time documents are to be provided to the University or any time the University's approval of any action is required, such documents shall be provided to, or such approval shall be obtained from, the University's President or an individual to whom such authority has been properly delegated by the University's President.

8. Providing Documents to and Obtaining Approval from the Foundation. Unless otherwise indicated herein, any time documents are to be provided to the Foundation or any time the Foundation's approval of any action is required, such document shall be provided to, or such approval shall be obtained from, the Foundation's Board of Directors or an individual to whom such authority has been properly delegated by the Foundation's Board of Directors.

9. Notices. Any notices required under this Operating Agreement may be mailed or delivered as follows:

To the University:

President
Boise State University
1910 University Drive
Boise, Idaho 83725

with a copy to:

General Counsel
Boise State University
1910 University Drive, Suite 210
Boise, Idaho 83725-1203

To the Foundation:

Foundation Board Executive Chair
Boise State University Foundation, Inc.
1173 University Drive
Boise, Idaho 83706

with a copy to:

Foundation CEO

Boise State University Foundation
1173 University Drive
Boise, Idaho 83706

10. No Joint Venture. Notwithstanding anything to the contrary in this Operating Agreement, the Foundation maintains its position that it is a separate charitable entity not subject to laws applicable to state public bodies, such as open records and meeting laws. At all times and for all purposes of this Operating Agreement, the University and the Foundation shall act in an independent capacity and not as an agent or representative of the other Party.

11. Legal Authority. Foundation represents and warrants that it possesses the legal authority to enter into this Agreement and that it has taken all actions required by its procedures, bylaws, and/or applicable law to exercise that authority, and to lawfully authorize its undersigned signatory to execute this Agreement and to bind the Foundation to its terms. The person(s) executing this Agreement on behalf of the Foundation warrant(s) that such person(s) have full authorization to execute this Agreement.

12. Allocation of Risks and Liabilities. The University and Foundation are independent entities and neither shall be liable for any of the other's contracts, torts, or other acts or omissions, or those of the other's trustees, directors, officers or employees. The Foundation agrees to indemnify, defend and hold the University, the State Board of Education, and each of their officers, directors, agents and employees harmless from and against any and all losses, liabilities, and claims, including reasonable attorney's fees arising out of or resulting from the willful act, fault, omission, or negligence of the Foundation, its employees, contractors, or agents in performing its obligations under this Operating Agreement. This indemnification shall include, but not be limited to, any and all claims arising from an employee of the Foundation or a Loaned Employee who is working for the benefit of the Foundation. The University acknowledges and agrees it is responsible for negligent or wrongful acts committed by the University or by its employees or agents arising out of the University's performance under the terms of this Agreement to the extent authorized by law. The University shall not be responsible for the acts of the Foundation or any third party and the results thereof and shall at no time be liable for more than the pro rata share of the total damages awarded in favor of a claimant that is directly attributable to the negligent or otherwise wrongful acts or omissions of the University or its employees or agents. University's liability shall be governed by the Idaho Tort Claims Act, Idaho Code Title 6, Chapter 9, as may be amended from time to time, and other applicable laws, including without limitation Idaho Code Title 59, Chapter 10 and the Idaho State Constitution. Nothing in the agreement shall be deemed to constitute a waiver by University of any privilege, protection, or immunity otherwise afforded it under the Idaho Constitution, Idaho Tort Claims Act, or any other applicable law or a waiver of its sovereign immunity, which is hereby expressly retained. Nothing in this Operating Agreement shall be construed to extend to the University's liability beyond the limits of the Idaho Tort Claims Act, Idaho Code §6-901 *et seq*.

13. Assignment. This Operating Agreement is not assignable by either Party, in whole or in part.

14. Governing Law; Required Certification. This Operating Agreement shall be governed by the laws of the State of Idaho.

15. Certifications. University is prohibited by state law from entering into certain contractual agreements. Foundation hereby certifies that: (i) it is not currently engaged in, and will not for the duration of the Agreement engage in, a boycott of goods or services from Israel or territories under its control; or a boycott of any individual or company because the individual or company (a) engages in or supports the exploration, production, utilization, transportation, sale, or manufacture of fossil fuel-based energy, timber, minerals, hydroelectric power, nuclear energy, or agriculture; or (b) engages in or supports the manufacture, distribution, sale, or use of firearms, as defined in section18-3302(2)(d), Idaho Code; and (ii) it is not currently owned or operated by the People's Republic of China and will not for the duration of the Agreement be owned or operated by the People's Republic of China; and (iii) it is not an abortion provider or an affiliation of an abortion provider under the No Public Funds for Abortion Act. The terms in this section defined in Idaho Code Section 67-2346, Section 67-2347A, Section 67-2359, and in Title 18, Chapter 87, Idaho Code, respectively, shall have the meanings defined therein.

15. Severability. If any provision of this Operating Agreement is held invalid or unenforceable to any extent, the remainder of this Operating Agreement is not affected thereby and that provision shall be enforced to the greatest extent permitted by law.

16. Entire Agreement. This Operating Agreement and the agreements contemplated to be entered into by the Parties under this Operating Agreement, which are (a) the Service Agreement, (b) Lease Agreement, and (c) Loaned Employee Agreements (collectively with this Operating Agreement, ("parties' Agreements"), constitute the entire agreement among the Parties pertaining to the subjects contained therein. In the event of any inconsistency between the provisions of the Parties' Agreements, the provisions of this Operating Agreement shall control. This Operating Agreement amends, restates and replaces the Prior Operating Agreement and supersedes all prior agreements and understandings pertaining thereto.

IN WITNESS WHEREOF, the University and the Foundation have executed this Operating Agreement on the above specified date.

BOISE STATE UNIVERSITY:

By:_____
Name: Dr. Marlene Tromp
Its: President

Date:_____

BOISE STATE
UNIVERSITY FOUNDATION, INC.:

By:_____

Name: James L. Martin
Its: Executive Chair of the Board of Directors
Date:_____

Approved by the State Board of Education on the _____ day of _____ , 2024.

EXHIBIT "A"

INVESTMENT POLICY

See attached.

EXHIBIT "B"

CONFLICT OF INTEREST POLICY

See attached.

Boise State University Foundation

Investment Policy Statement

Effective date:February 2024

Latest review: January 2024

BOISE STATE UNIVERSITY

Introduction and Purpose:

The intent of this Policy is to articulate an investment strategy with specific parameters that reflect the philosophy of the Board of Directors (the "Board'), thereby providing the Investment Committee (the "Committee") with clearly defined policies and objectives. Although these policies and objectives are intended to govern investment activity, they are intended to be sufficiently flexible in order to be practical.

Investment Philosophy Statement:

The following statements represent the investment principles and philosophy governing the investment of funds held by the Boise State University Foundation (the "Foundation"). These statements describe the core values and principles that form the basis for investment decision making.

These commonly held fundamental investment principles are:

1. That the single most important decision that the Committee makes is the long-term asset allocation decision. As a result, nearly all of the absolute levels of investment returns are attributable to the Committee's decisions regarding asset allocation, not manager implementation.
2. That a critical component of successful long-term investing is maintaining a high degree of strategic consistency. The long-term strategic asset allocation should remain very stable, and as such there shall be a very high bar for making any changes to essential characteristics of the long-term strategy, regardless of market conditions.
3. That the capital markets are mean-reverting by nature. The Committee will therefore use long-term strategic asset class allocations and rebalance to those allocations within suitable ranges.
4. That the achievement of long-term investment goals is derived directly from sound investment strategy decisions and efficient and consistent implementation of the strategy. Tactical asset allocation or manager allocation changes (usually in reaction to recent market performance) are likely to result in poor outcomes that will impair the long-term performance of the funds. As a result, the Committee will avoid tactical allocations to any manager or asset class in reaction to recent market conditions and instead rely on consistent portfolio rebalancing.
5. That the achievement of the Foundation's long-term investment goals necessitates that the investment strategy be based on using a combination of asset classes (and sub-asset classes) that has a reasonable probability of achieving the Foundation's goals. As a result, the Committee will periodically conduct asset allocation studies to assess the probability of achieving its long-term goals.
6. That market timing is ineffective as a market strategy for institutional funds. As a result, the Committee will remain fully invested in all long-term mandates and avoid interest rate anticipation as the primary means of adding value in fixed income mandates.
7. That the majority of asset classes that the Foundation invests in, are efficient. As a result, the Committee may allocate assets between active and passive (index) allocations based on recommendations by the Consultant, utilizing active strategies only where there appears to be a clear benefit to doing so.
8. That it is necessary to use long time frames and appropriate benchmarks to fairly evaluate active manager performance. Active managers are, by definition, different than a passive index. Differences in manager styles (growth, value) and market capitalization will have multi-year

cycles. Additionally, active managers may be hired specifically to have different risk characteristics than popular indices. As a result, managers will have periods of both under- and out-performance relative to popular indices. In establishing individual manager investment objectives and in evaluating manager performance:

a. The Consultant will use long time frames (rolling 3- and 5-year periods, or longer as appropriate),

b. The Consultant will set appropriate investment objectives using relevant style and capitalization benchmarks,

c. The Consultant will evaluate managers on a risk-adjusted basis.

8. Investment implementation should be cost and resource effective. When evaluating new and current asset classes, managers and implementation strategies, the Consultant will evaluate both the implementation and monitoring costs and requirements, as well as the incremental benefits in terms of both risk and reward to the funds. The Consultant will utilize only those investment strategies that are expected to provide meaningful benefits to the funds, net of implementation and monitoring costs.

Delegation of Responsibilities:

Relationship between Board and the Investment Committee

The Board is responsible for the overall stewardship of the Foundation. The Board has delegated to the Investment Committee the responsibility to oversee the Foundation's investment activities on the Board's behalf.

The Committee will consist of an odd number of Directors with a minimum of seven. Appointment and terms of the Committee Chair and members are defined in the Foundation Bylaws. The members of the Investment Committee will be generally knowledgeable in investment and financial matters. The Committee may also have Advisors as specified in the Foundation's Bylaws. The Committee has the responsibility to ensure that the assets of the Foundation are managed in a manner that is consistent with the policies and objectives ratified by the Board. In so doing, the Committee will comply with all applicable laws.

The Committee members are required to discharge their duties solely in the interest of the Foundation and for the exclusive purpose of meeting the financial needs of the Foundation. The Committee is authorized to engage the services of a Consultant who possess the necessary specialized research capabilities and skills to meet the investment objectives and guidelines of the Foundation. The Committee will require the Consultant to adhere to any policies adopted by the Board.

The Committee's responsibilities include:

1. Developing and recommending to the Board investment objectives that are consistent with the financial needs of the Foundation and the policy asset allocation consistent with meeting those objectives;
2. Approving the selection of a Consultant.
3. Reviewing and evaluating investment results in the context of predetermined performance standards and implementing corrective action as needed; and
4. Recommending Spending Rate guidelines to the Board.

5. Meeting with the Consultant at least quarterly to review and evaluate Consultant reports and provide feedback and direction to Consultant. Consultant reports will include overall investment performance and individual investment managers on a risk-adjusted basis after comparison to appropriate market indices or other benchmarks

6. Investment manager and fund vehicle selection and retention decisions with recommendations provided by the Consultant

7. Evaluating the performance of the Consultant at least annually prior to the annual contract renewal. Such evaluation will include the following criteria:
   a. Comparison of endowment portfolio performance to the goals set in the Return Need section of this Policy.
   b. Evaluation of Consulting and investment management fees.
   c. Evaluation of overall level of Consultant's customer service (responsiveness; timeliness; accuracy; etc.).
   d. Review changes of Consultant ownership/management and investment philosophy.
   e. Other criteria determined by the Board and/or Committee

Consultant

The Committee will engage an independent investment consulting firm to assist the Committee's activities. The Consultant is expected to be proactive in recommending changes in investment strategy, asset allocation and investment managers if the situation warrants change. The Consultant's responsibilities include:

1. Assisting in the development of investment policies, objectives and guidelines;

2. Preparing asset allocation analyses as necessary and recommending asset allocation strategies with respect to the Foundation's objectives;

3. Researching and recommending Investment Managers and investment funds consistent with the Asset Allocation parameters defined in Appendix A.

4. Preparing and presenting performance evaluation reports in accordance with CFA Institute promulgated standards;

5. Attending Committee meetings to present evaluation reports no less than quarterly and at other meetings as requested;

6. Reviewing contracts and fees for both current and proposed Investment Managers and Custodians;

7. Providing research on specific issues and opportunities and assisting the Committee in special tasks;

8. Proactive monitoring, advising and assisting with the endowment portfolio and rebalancing when outside target allocation ranges.

9. Communicating investment policies and objectives to the Investment Managers, and monitoring their adherence to such policies and reporting all violations to the Committee and the Chief Operating Officer/Chief Investment Officer;

10. Notifying the Committee and Foundation of any significant changes in personnel or ownership of the consulting firm;

11. Notifying the Committee and Foundation of any significant changes in portfolio managers, personnel or ownership of any investment management firm hired by the Foundation;

12. Notifying the Committee and Foundation of any litigation or commencement of a regulatory administrative proceeding or enforcement action in which any Investment Manager is involved;
13. Providing recommendations with regards to proxy votes of mutual and commingled fund investments; and
14. Overall, being proactive with the Administration of the Foundation and the Committee in the management of the Foundation investments.

Investment Managers

Investment Managers are expected, where applicable, to pursue their own investment strategies within the guidelines created for the manager in accordance with the Foundation's asset allocation strategy and manager selection criteria. Coordination of the guidelines for the individual managers assures the combined efforts of the managers will be consistent with the overall investment objectives of the Foundation. The Committee may, where appropriate, choose to invest in pooled funds (mutual funds, commingled funds, and other forms of pooled investor capital) and recognizes that in the case of pooled fund investments that the relevant fund documents shall be the governing documents for the investment.

The Investment Managers' responsibilities include:

1. Investing assets under their management in accordance with agreed upon guidelines and restrictions;
2. Exercising discretionary authority over the assets entrusted to them, subject to these guidelines and restrictions;
3. Providing written documentation of portfolio activity, portfolio valuations, performance data and portfolio characteristics on a monthly basis in addition to other information as requested by the Committee, Foundation, or Consultant;
4. Voting proxies for the assets under management (companies held within the portfolio) in the best interest of the Foundation;
5. Annually providing to the Foundation either a copy of the investment advisor's form ADV Part II (SEC required disclosure document), a copy of the investment company's annual report, and/or a copy of the fund's updated prospectus (SEC requirement at the end of the fiscal year).
6. Notifying the Consultant, Committee and Foundation of any significant changes in portfolio management style, personnel or ownership of the investment management firm; and
7. Notifying the Consultant, Committee and Foundation of any litigation or commencement of a regulatory administrative proceeding or enforcement action in which any Investment Manager is involved;

The Foundation Custodian's responsibilities include:

1. Providing timely reports detailing investment holdings and Foundation transactions monthly to the Foundation and Consultant.

2. Providing an annual summary report to the Foundation and the Consultant within 30 days following each fiscal year end. The report will include the following:
   a. Statement of all property on hand;
   b. Statement of all property received representing contributions to the Foundation;
   c. Statement of all sales, redemptions and principal payments;
   d. Statement of all distribution from and contributions to the Foundation;
   e. Statement of all expenses paid;
   f. Statement of all purchases; and
   g. Statement of all income.
3. Providing all normal custodial functions including security safekeeping, collection of income, settlement of trades, collection of proceeds of maturing securities, daily investment of cash, etc.
4. Preparing additional Foundation reports as requested by the Board, Committee, Consultant, or Executive Director.

Investment Policies and Objectives

Endowed Fund Objectives and Guidelines

Objective: The Investment objective is to provide a rate of return over inflation, when possible to do so, sufficient to support in perpetuity the mission of the Foundation. It is desirable to preserve the value of the assets in real terms to enable the Foundation to maintain the purchasing power of the spending on programs and administration without eroding the real value of the principal corpus of the Foundation.

General Investment Considerations and Constraints:

- **Risk:** The Committee will seek to limit the overall level of risk commensurate with the chosen Policy Asset Allocation.
- **Liquidity:** At times, cash may be required to satisfy the needs of the Foundation. The Foundation should have sufficient liquid assets to meet such foreseeable requirements.
- **Time Horizon:** The Foundation has an infinite life. An investment Time Horizon of twenty years is appropriate.
- **Taxes:** The Foundation is tax-exempt.

Return Objective and Benchmarks

As stated in this policy, it is desirable when possible, for the long-term investment return to be sufficient to cover the Spending Rate, Administrative Fee and the expected rate of inflation. The Spending Rate is currently 4% and the Administrative Fee is 1.5%, so the Foundation's real return need net of inflation is 5.5%. As these objectives may not always be feasible under certain economic and capital markets environments, the primary return objective shall be to exceed the return of a reference portfolio that is 70% global equities and 30% US fixed income. This reference portfolio is selected as it si considered appropriate for the long-term needs for the Foundation over most time periods and is reflective of a traditional perpetual Endowment and Foundation asset allocation policy. Given the relatively high return need, it is appropriate for the portfolio to be equity centric (70%), yet still diversified with volatility

reducing fixed income (30%). Global diversification that reflects the market opportunity set is considered in the best interest of long-term returns for the equity portfolio, while currency risk is not desired as a primary feature of the relatively safer fixed income assets.
The following goals are designed to support achievement of the Foundation's Investment Objective and are net of (after) investment expenses.

1. Exceed the return of a reference portfolio that consists of 70% Global Equity (MSCI All-Country World Index) and 30% US Fixed Income (Bloomberg Aggregate Bond Index).
2. Achieve an annualized rate of return equal to or greater than that of the Long-Term Return Need in all long-term periods (10+ years) where the reference portfolio achieves a return equal to or greater than the annual return need.
3. Total Foundation assets should return, over a full market cycle, a nominal rate of return greater than or equal to a hypothetical index portfolio consisting of 32% Russell 3000, 33% MSCI All Country World ex-US, 25% Barclays Aggregate Bond, 3% Barclays U.S. TIPS, 2% S&P Global REIT Index, 2% S&P Global Natural Resources Index, and 3% S&P MLP Index (TR).

Spending Rate Policy

Spending Rate

The Spending Rate of the Foundation will be reviewed by the Committee periodically in light of evolving trends with respect to investment performance and the needs of the Foundation and will be adjusted as necessary.

As allowed by the Uniform Prudent Management of Institutional Funds Act adopted by the state of Idaho in July 2007, the Foundation may spend at its Spending Rate from "underwater" funds for the purpose of the specific fund. An underwater fund is defined as one in which the market balance is below the sum of the gifts contributed to the fund ("historical gift value").

Unless otherwise directed by the donor for a specific endowed gift, the annual Spending Rate shall not exceed 4% of the trailing 12-quarter average market value of the endowment, as determined each December 31st. The Spending Rate shall be reduced from 4% to 2% when the market value is below 90% of the historical gift value.

In the event the spending rate is reduced from 4% to 2% donors may be asked to consider new gifts to keep their endowment distributions at the 4% level and the Foundation Board may consider funding from unrestricted funds. In the event the Foundation Board approves the use of unrestricted funds when endowment distributions are reduced, a special distribution from the endowment to refund the Foundation may be considered once the market value of the endowment is sufficiently above the historical gift value.

Total Return Policy

The Board has adopted a "total return" approach to calculating investment returns.

In recognition of these facts, the Committee will consider the endowments' total return from both income and net realized and unrealized capital gains when recommending the Spending Rate Policy. When distributions are made, they will be withdrawn from the endowment regardless of the portion of the total return that is from capital gains or from income, subject to applicable gift agreement restrictions.

Administrative Fee

An Administrative Fee of 1.5% of the market value of the endowment will be calculated and distributed monthly on a pro-rata basis. The Administrative Fee will be reviewed and evaluated annually as part of the preparation of the Foundation's annual budget. Efforts will be made to gradually reduce the administrative fee percentage as the endowment grows.

Asset Allocation

The single most important decision made by the Committee is the Policy Asset Allocation decision. Investment research has determined that a significant portion of a portfolio's investment behavior can be attributed to: (1) the asset classes/styles which are employed by the Foundation; and (2) the weighting of each asset class/style.

It is the responsibility of the Committee to identify the Policy Asset Allocation that offers the highest probability of achieving the Foundation's Investment Objectives. The Committee, with guidance and recommendations from their Consultant, shall review the asset mix on an ongoing basis and recommend revisions as necessary. It is expected however, given the importance of strategic consistency, that material changes to the strategic asset allocation mix should be avoided, and any changes should only be made with great care and consideration.

The Policy Asset Allocation shall be determined based on a comprehensive asset allocation study completed by the Consultant and reviewed from time to time by the Committee. The Policy Asset Allocation of the Foundation, as presented in **Appendix A**, is designed to give balance to the overall structure of the Foundation's investment program over the Time Horizon. However, many factors over time may necessitate an asset allocation review and possible rebalancing.

Some of these factors include:

1. The Investment Committee's assessment of the long-term outlook for different types of asset classes and styles;
2. The consultant's assessment of the long-term outlook for different types of asset classes and styles; and
3. Divergence in the performance of the different asset classes and styles.

Permissible Investments

The Policy Asset Allocation of the Foundation is expected to include a wide range of asset classes. These asset classes and their relative comparative indices are displayed below.

Comparative Indices for Investment Managers

Asset Class	Comparative Index
Global Equity	
Domestic Equity	
US Large Cap	S&P 500
US Mid Cap	CRSP US Mid Cap
US Small Cao	Russell 2000
US Micro Cap	Russell Micro Cap
International Equity	
Non-US Large/Mid Cap Developed	MSCI EAFE
Non-US Small Cap	MSCI EAFE Small Cap
Emerging Markets	MSCI Emerging Markets
Global Fixed Income	
Core	Barclays US Aggregate
Emerging Markets	JP Morgan EMBI Global Diversified
Global Real Assets	
TIPS	Barclays US TIPS
Global REITs	S&P Global REIT
Global Natural Resources	S&P Global Natural Resources
Master Limited Partnerships (MLPs)	S&P MLP Index (TR)

Portfolio Rebalancing

Since asset allocation is the most critical component of the Foundation's returns, it is desirable to rebalance the portfolio periodically to minimize deviations from the Policy Asset Allocation mix.

The Consultant shall be responsible for coordinating rebalancing of the portfolio with Foundation Staff in the event any individual marketable asset class differs from the allowable Policy ranges (minimum or maximum). See Appendix A for the Policy Target allocation and allowable ranges.

The staff will inform the Committee whenever rebalancing takes place.

Other Non-Endowment Assets

The Board may, from time to time, establish investment portfolios other than the Endowment Fund. Asset allocation and investment guidelines for these portfolios will be developed as needed and, when appropriate, in consultation with the donor.

The Foundation Investment Objectives and Guidelines for restricted funds are stated in Appendix B to this Policy Statement.

The Foundation Investment Objectives and Guidelines for assets from life income agreements (charitable remainder trusts and charitable gift annuities) are stated in Appendix C to this Policy Statement.

The Foundation Investment Objectives and Guidelines for unrestricted assets are stated in Appendix D to this Policy Statement.

The Foundation owns several parcels of real estate as the result of individual gifts and purchases made in the interest of the University. The Investment Committee has appointed a real estate subcommittee to monitor these properties, review potential gifts and make recommendations regarding disposition to the Board.

The trust assets and parcels of real estate are not included in the Foundation's investment asset allocation, nor are they included in the Consultant's purview.

Investment Policies for Investment Managers

The following are performance goals and constraint guidelines placed on individual managers within specific asset classes:

All Traditional Managers

1. Index (passive) managers shall be terminated if performance or volatility significantly differs from that of the benchmark.
2. Active managers may be terminated due to philosophical changes, management turnover, poor long-term investment performance or other material changes.

Alternative Investments

1. Alternative investment managers typically must have significant latitude in the strategies and investments they make and the leverage they introduce into a portfolio. As a result, it is generally not feasible to impose guidelines and restrictions on such managers. Instead, the Committee may choose to terminate a manager, subject to the manager's liquidation policy, if they are dissatisfied with the manager and/or his strategy.

Other

1. *Securities Lending:* Investment Managers (via a written contract with the Foundation), may engage in securities lending, or the "loan" of the Foundation's securities in return for interest, to broker dealers as a means of enhancing income.
2. *Related Party Transaction:* The Foundation will not loan funds to related parties, defined as an officer, Board member, Committee member, employee, or donor, either current or prospective.

Procedure for Revising the Statement of Investment Policy

This Statement of Investment Policy will be reviewed at least annually by the Committee. The Board must approve material changes to the Statement. Any deviation from the Policy Asset Allocation of the combined asset sectors (i.e., total equities, total fixed income, or total real assets) would represent a material change and shall be approved by the Board.

Conflicts of Interest

All persons responsible for investment decisions or who are involved in the management of the Foundation or who are consulting to, or providing any advice whatsoever to the Committee, shall comply with the Foundation's Conflict of Interest Policy.

Any members of the Committee responsible for investment decisions or who are involved in the management of the Foundation shall refuse any remuneration, commission, gift, favor, service or benefit that might reasonably tend to influence them in the discharge of their duties, except as disclosed in writing to and agreed upon in writing by the Committee. The intent of this provision is to eliminate conflicts of interest between committee membership and the Foundation. Failure to disclose any material benefit shall be grounds for immediate removal from the committee. This provision shall not preclude the payment of ordinary fees and expenses to the Foundation's custodian(s), Investment Managers, or Consultant in the course of their services on behalf of the Foundation.

APPENDIX A

Part I

POLICY ASSET ALLOCATION

Asset Class	Policy Target	Acceptable Range	Benchmark
Global Equity	**65%**	**60 - 70%**	
US Equity	**32%**	**30 - 34%**	**Russell 3000**
Large/Mid-Cap	*27%*	*25 - 29%*	
Small-Cap	*5%*	*4 - 6%*	
Non-US Equity	**33%**	**31 - 35%**	**MSCI ACWI ex-US**
Developed	*20%*	18 - 22%	
Emerging	*10%*	8 - 12%	
Small-Cap	*3%*	2 - 4%	
Global Fixed	**25%**	**22 - 28%**	**Barclays US Aggregate**
US Core	*20%*	*18 - 22%*	
Emerging	*5%*	4 - 6%	
Global Real Assets	**10%**	**8 - 12%**	**Custom Index***
TIPS	*3%*	*2 - 4%*	
Global REITs	*2%*	*1 - 3%*	
MLPs	*3%*	*2 - 4%*	
Global Natural Resources	*2%*	*1 - 3%*	

*Custom index is 3% Barclays US TIPS, 2% S&P Global REITs, 2% S&P Global Natural Resources, and 3% S&P MLP Index (TR)

APPENDIX B

RESTRICTED FUNDS

INVESTMENT OBJECTIVES AND GUIDELINES

Objectives and Guidelines

Objective: The Investment objective is to maximize total return within the liquidity parameters required to meet the short-term cash flow needs of the Foundation.

General Investment Considerations and Constraints:

- **Risk:** The Committee will seek to limit the overall level of risk commensurate with the anticipated liquidity needs and allocation of funds across the portfolios as described in this appendix. In general, the Committee prefers that shorter-term portfolios exhibit high levels of credit quality, liquidity, and overall safety.
- **Liquidity:** Liquidity needs will be determined by projected cash flows, with funds allocated across the various portfolios based primarily on anticipated liquidity needs.
- **Time Horizon:** Although the Foundation has an infinite life, the Time Horizon for investment of most these funds is generally much shorter. A portion of the funds may be invested in a longer-term strategy based on an analysis of the projected cash flow.
- **Taxes:** The Foundation is tax-exempt.

Investment Managers

Separate account investment Managers are expected to pursue their own investment strategies within the guidelines created for the manager in accordance with the Foundation's asset allocation strategy and manager selection criteria. Coordination of the guidelines for the individual managers assures the combined efforts of the managers will be consistent with the overall investment objectives of the Foundation.

Pooled vehicles such as mutual funds may be utilized as appropriate where deemed to offer the desired exposure with greater efficiency and/or diversification.

Investment Managers are held to the same requirements as delineated in the "Delegation of Responsibilities" section of the Foundation's IPS.

Asset Allocation

Restricted funds may be allocated across three distinct portfolios as detailed below, each with different objectives and time horizons. The Executive Director of the Foundation, in coordination with the Finance Manager, Investment Consultant, and Chair of the Investment Committee will be responsible for the allocation of funds across the different portfolios based on cash flow projections and anticipated future liquidity needs. Updates on the cash flow projections and allocation of funds will be provided to the Investment Committee on a regular basis.

Liquid Reserves

The liquid reserves are intended to meet the short-term liquidity needs of the Foundation and as such should be invested in very short-term high quality instruments. To the extent individual securities are managed by an asset manager, the guidelines will be detailed in the agreement with the investment manager. Government money market funds, prime money market funds, and ultra-short duration bond mutual funds or exchange traded funds may also be utilized for the liquid reserves. Regardless of the

investment vehicles chosen, it is expected that the overall liquid reserve portfolio will maintain the following characteristics (inclusive of a look through to the underlying securities in any fund vehicles utilized):

- Weighted average maturity not to exceed 180 days
- Single issuer limit: 5% excluding US Government and Agencies
- Average credit quality: A or better
- Minimum quality at time of purchase: BBB-

The reference performance benchmark for the liquid reserves is the BofA Merrill Lynch 3 month Treasury Bill Index.

Intermediate Reserves

The intermediate reserves are intended to provide a higher return potential for funds not required to support short-term liquidity needs, but for which the potential investment time horizon is uncertain and potentially much shorter than the perpetual nature of the Foundation. As such the intermediate reserves will be invested in high quality, intermediate fixed income securities. To the extent individual securities are managed by an asset manager, the guidelines will be detailed in the agreement with the investment manager. Intermediate and Core Fixed Income mutual funds or exchange traded funds may also be utilized for the intermediate reserves. Regardless of the investment vehicles chosen, it is expected that the overall intermediate reserve portfolio will maintain the following characteristics (inclusive of a look through to the underlying securities in any fund vehicles utilized):

- Effective duration not to exceed 120% of the Bloomberg Barclays Intermediate Government/Credit Bond Index
- Single issuer limit: 5% excluding US Government and Agencies
- Average credit quality: A or better
- Minimum quality at time of purchase: BBB-

The reference performance benchmark for the intermediate reserves is the Bloomberg Barclays Intermediate Government/Credit Index.

Long-term Reserves

Longer-term reserves in excess of the amounts identified for the liquid reserves and the intermediate reserves, up to a maximum of $5 million, will be invested in the long-term Endowment strategy as detailed in this policy.

The allocation of restricted funds among the portfolios shall be determined based on a comprehensive cash flow analysis by the Foundation Administration, and in consultation with the investment consultant and chair of the investment committee. The Investment committee will review the allocation among the portfolios, the performance of the portfolios against benchmarks, compliance with this policy and the selection of investment managers and fund vehicles at its regular meetings.

Procedure for Revising Guidelines

The investment policy and performance goals will be reviewed annually or when deemed necessary by the Committee. The Board must approve material changes to the Investment Objectives and Guidelines for non-endowed Foundation funds.

APPENDIX C

INVESTMENT OF ASSETS FROM LIFE INCOME AGREEMENTS

Life Income Agreement Definition: A life income agreement is a split interest agreement between the Foundation and a donor which provides regular payments for the life of the beneficiary(ies) or for a set term of years. Examples are Charitable Remainder Trusts (CRTs) and Charitable Gift Annuities (CGAs). Refer to the Life Income Agreement Policy for definitions of each type of life income agreement.

Objectives and Guidelines

Objective: Life income assets are invested to meet the goals of the donor and Foundation using varying investment strategies based on the uniqueness of each life income agreement.

Guidelines: The Foundation's Investment Committee will have the responsibility and authority for determining the most appropriate investment strategies and vehicles for all life income agreements.
Charitable Remainder Trusts:

- Because each CRT will have different objectives, the Investment Committee shall set an investment strategy for each based on collected data and the terms delineated in the CRT document. CRTs may or may not be co-mingled with other assets of the Foundation.
- The Investment Committee will determine the investment strategy for each CRT for which the Foundation is the trustee.

Charitable Gift Annuities:

- The Foundation will maintain CGAs in an investment pool that may be separate from its general investment pool.
- The full market value of the contributed assets will be admitted to the CGA investment pool and will be maintained for the life of the last remaining annuitant.
- All CGAs will share their fair portion of investment management fees.
- The assets of each CGA shall be invested approximately as follows:
  - 50% in equities;
  - 50% in fixed income vehicles such as bonds; and

Reporting
Foundation staff will report investment results, portfolio mix, and growth in the life income agreement program to the Investment Committee at least annually.

Procedure for Revising Guidelines
The investment policy and performance goals will be reviewed annually or when deemed necessary by the Committee. The Board must approve material changes to the Investment Objectives and Guidelines for life income agreement funds.

APPENDIX D

INVESTMENT OF UNRESTRICTED ASSETS

A minimum of 1.5 times the annual operating budget of the Foundation will be invested in fixed income as defined in Appendix B. The balance of unrestricted funds may be invested in the Endowment Strategy.

Boise State University Foundation

Conflict of Interest Policy

Effective: May 2024

Latest review: April 2024

BOISE STATE UNIVERSITY

Introduction & Purpose:

The Boise State University Foundation, Inc. ("Foundation") is a nonprofit, tax-exempt organization. Maintenance of its tax-exempt status is important both for its continued financial stability and for public support. Therefore, the IRS as well as state regulatory and tax officials view the operations of the Foundation as a public trust which is subject to scrutiny by and accountable to such governmental authorities as well as to members of the public.

Consequently, there exists between the Foundation and Responsible Persons (defined below) and the public a fiduciary duty which carries with it a broad and unbending duty of loyalty and fidelity. Responsible Persons have the responsibility of administering the affairs of the Foundation honestly and prudently, and of exercising their best care, skill, and judgment for the sole benefit of the Foundation. Those persons will exercise the utmost good faith in all transactions involved in their duties, and they will not use their positions with the Foundation or knowledge gained therefrom for their personal benefit. The interests of the organization must be the first priority in all decisions and actions.

The purpose of the Conflict of Interest Policy is to protect the Foundation's interest when it is contemplating entering into a transaction or arrangement that might benefit the private interest of any Responsible Persons of the Foundation. This policy is intended to supplement but not replace any applicable state laws governing conflicts of interest applicable to nonprofit and charitable corporations.

I. Definitions:

1. *Responsible Persons* – any director, officer, employee and others who can influence the actions of the Foundation ("Responsible Persons"), including anyone who has a direct or indirect financial interest (defined below). For example, this would include all who make purchasing decisions, all persons who might be described as "management personnel," and anyone who has proprietary information concerning the Foundation.
2. *Related Party Transaction* – any transaction, agreement or any other arrangement in which a Responsible Person has a Financial Interest (defined below) and in which the Foundation is a participant.
3. *Financial Interest* – A person has a financial interest if the person has, directly or indirectly, through business, investment, or family:
    a. an ownership or investment interest in any entity with which the Foundation has a transaction or arrangement,
    b. a compensation arrangement with the Foundation or with any entity or individual with which the Foundation has a transaction or arrangement, or
    c. a potential ownership or investment interest in, or compensation arrangement with, any entity or individual with which the Foundation is negotiating a

transaction or arrangement.

Compensation includes direct and indirect remuneration as well as gifts or favors that are substantial in nature.

A financial interest in not necessarily a conflict of interest. A person who has a financial interest may have a conflict of interest only if the appropriate governing board or committee decides that a conflict of interest exists.

4. *Conflict of Interest* – a conflict of interest may exist when a Responsible Person:
   a. owes a duty to more than one person or organization,
   b. has Financial Interests that are potentially inconsistent with the interest of the Foundation, or
   c. has any interest in, or engages in, a Related Party Transaction.

II. Procedures:

1. *Duty to Disclose* – in connection with any actual or possible conflict of interest and/or any actual or proposed Related Party Transaction, a Responsible Person must disclose, in good faith, the existence of his or her Financial Interest and all material facts concerning such interest to the Executive Director and members of committees with Board-delated powers considering the proposed transaction or arrangement.

   Responsible Persons who are not members of the Board of Directors or who have a conflict of interest with respect to a contract or transaction that is not the subject of Board or Committee action, will disclose to their supervisor, the Executive Director, or the Board chair any conflict of interest that such person has with respect to any contract or transaction. Such disclosure will be made as soon as the conflict of interest is known to the Responsible Person. The Responsible Person will refrain from any action that may affect the Foundation's participation in such contract or transaction. A supervisor will inform the Executive Director of any such conflict of interest. The Executive Director will bring the matter to the attention of the Board or Executive Committee.

   Disclosure involving Directors will be made to the Board Chair (or if she or he is the one with the conflict, then to the Board Vice-Chair) who will bring these matters to the Board or the Executive Committee

   Information acquired in connection with disclosures of conflicts of interest or potential conflicts will be treated as confidential and will generally be made available only as necessary for the implementation of this Policy.

2. *Determining Whether a Conflict of Interest Exists* – after disclosure of the Financial Interest and all material facts, and after any discussion with the Responsible Person, he or she shall leave the Board or committee meeting while the determination of a Conflict

of Interest is discussed and voted upon. The remaining Board or committee members shall decide if a Conflict of Interest exists.

3. *Procedures for Addressing the Conflict of Interest.*
    a. the person with the conflict of interest will not participate in or be permitted to hear the Board's or Committee's discussion of the matter except to disclose materials facts and to respond to questions. Such person will not attempt to exert his or her personal influence with respect to the matter, either at or outside the meeting.

    b. the person with the conflict of interest with respect to the contract or transaction that will be voted on at a meeting will not be counted in determining the presence of a quorum for purposes of the vote. The person who has the conflict of interest may not vote on the contract or transaction and will not be present in the meeting room when the vote is taken, unless the vote is by secret ballot.

    c. If the matter involves a Related Party Transaction, the chairperson of the Board or committee shall appoint a disinterested person or committee to investigate alternatives to the Related Party Transaction.

    d. the Board or committee shall determine whether the Foundation can obtain, with reasonable efforts, a transaction or arrangement more advantageous to the Foundation from a person or entity that would not give rise to a Related Party Transaction.

    e. if a more advantageous transaction or arrangement is not reasonably attainable under circumstances that would not give rise to a Related Party Transaction, the Board or committee shall determine by a majority vote of the disinterested directors whether the transaction or arrangement is in the Foundation's best interest and for its own benefit and whether the transaction is fair and reasonable to the Foundation and shall make its decision as to whether to enter into the transaction or arrangement in conformity with such determination.

4. *Violations of the Conflict of Interest Policy*

    a. if the Board or committee has reasonable cause to believe that a director has failed to disclose actual or possible conflicts of interest, it shall inform the director of the basis for such belief and afford the member an opportunity to explain the alleged failure to disclose.

    b. if, after hearing the response of the director and making such further investigation as may be warranted in the circumstances, the Board or committee determines that the member has in fact failed to disclose an actual or possible conflict of interest, it shall take appropriate disciplinary and corrective action.

III. **Records of Proceedings:**

Each Responsible Person will be provided with and asked to review a copy of this Policy and to acknowledge in writing that he or she has received, read, understands, and agrees to comply with the Policy. Any changes to the Policy will be communicated to all Responsible Persons.

Annually, each Responsible Person will complete a disclosure form (Addendum) identifying any relationships, positions or circumstances in which s/he is involved that he or she believes could contribute to a conflict of interest.

BOISE STATE UNIVERSITY FOUNDATION

APPENDIX A
CONFLICT OF INTEREST POLICY

Annual Disclosure Statement of the
Board of Directors of the Boise State University Foundation

Each of the undersigned members of the Board of Directors of the Foundation states for himself or herself that he or she:

1. has received a copy of the conflicts of interest policy,
2. has read and understands the policy,
3. has agreed to comply with the policy,
4. understands that the Foundation is a charitable organization and that in order to maintain its federal tax exemption it must engage primarily in activities which accomplish one or more of its tax-exempt purposes.

To the best of my knowledge:

1. I am an officer, director, trustee, member, owner, or employee of the following entities with which the Foundation has a relationship:

2. I may have a conflicting interest with the following transactions in which the Foundation is a participant:

_____
Print Name

_____ _____
Signature Date

BOISE STATE UNIVERSITY FOUNDATION

APPENDIX B
CONFLICT OF INTEREST POLICY

Annual Disclosure Statement of
Employees of the Boise State University Foundation

Each of the undersigned employee of the Foundation states for himself or herself that he or she:

1. has received a copy of the conflicts of interest policy,
2. has read and understands the policy,
3. has agreed to comply with the policy,
4. understands that the Foundation is a charitable organization and that in order to maintain its federal tax exemption it must engage primarily in activities which accomplish one or more of its tax-exempt purposes.

To the best of my knowledge:

1. I am an officer, director, trustee, member, owner, or employee of the following entities with which the Foundation has a relationship:

2. I may have a conflicting interest with the following transactions in which the Foundation is a participant:

_____
Print Name

_____ _____
Signature Date

(DRAFT SERVICE AGREEMENT)

2024 SERVICE AGREEMENT

This 2024 Service Agreement ("**Agreement**") is entered into effective the 1st day of July, 2024 ("**Effective Date**") by and between Boise State University, an institution of higher education of the State of Idaho and a body politic and corporate organized and existing under the constitution and laws of the State of Idaho ("**University**"), and the Boise State University Foundation, Inc., an Idaho non-profit corporation ("**Foundation**"). The University and the Foundation are sometimes referred to herein separately as a "**Party**" and collectively as the "**Parties**."

ARTICLE I

BACKGROUND

1.1 **Background.** The Foundation is the primary affiliated foundation responsible for assisting the University in soliciting, managing and distributing private support for the University. The University and Foundation are parties to that certain Operating Agreement of even date herewith, setting forth the primary terms and conditions of the relationship between the Parties (the "**Operating Agreement**"). In accordance with the Operating Agreement, the Parties hereby desire to document the services provided by each Party and the corresponding charges for such services.

1.2 **Loaned Employees**. The University and the Foundation have entered and will enter into additional agreements (each such agreement, a "**Loaned Employee Agreement**") for the loaning of Loaned Employees (as defined in Exhibit A) to the Foundation by the University. The Loaned Employee Agreements shall set forth the relative rights and responsibilities of the Foundation and the University with respect to the Loaned Employees. The Loaned Employees have no function at the University other than to act in their capacity as employees loaned to the Foundation and are subject to the exclusive day-to-day direction, control and supervision of the Foundation.

ARTICLE II

SERVICES

2.1 **University Services**. The University shall provide the following services to the Foundation in accordance with the terms of this Agreement: administrative support in payroll processing (including payment), employee benefits (including administration and payment), accounts payable (including employee expense reimbursement and use of the University's purchasing card program), human resource management relating to hiring, retention and training, certain compliance services, information technology (including selected cloud and hosting services, backup solutions, data and network security, managed security services and monitoring, information technology support services, software as a service, incident management, hardware installation and maintenance and software development), public safety and security services (collectively, "**University Services**").

2.1.1 Additional Services. The University may assist the Foundation with certain special projects or additional services requested by the Foundation from time to time, and agreed to by the University, provided such projects are consistent with the purposes of the Foundation and

provisions of the Operating Agreement and this Service Agreement. Additional Services shall be agreed to in a supplemental agreement setting forth the scope of the service and corresponding Direct Charge, or in writing signed by both Parties setting forth the revised University Services and corresponding updated Exhibit A to reflect the updated Components of the University Service Charge.

2.2 **Foundation Services**. The Foundation shall provide the following services to the University in accordance with the terms of this Agreement: asset management, investment, fundraising, donor and alumni relations and certain information technology services and licensing (collectively, "**Foundation Services**" and, together with the University Services, "**Services**").

2.2.1 Asset Management, Investment. The Foundation shall receive contributions and hold, protect, manage, and invest such funds for the benefit of the University, in accordance with the Investment Policy, applicable laws, regulations and policies, and terms of the Operating Agreement. This includes maintaining and operating permanent endowment funds for the benefit of the University and making distributions for certain educational scholarships and other distributions consistent with the purposes for which funds are received and held and any applicable laws and regulations.

2.2.2 Fundraising, Donor and Alumni Engagement. The Foundation shall provide fundraising, donor and alumni engagement services to the University (collectively, "**Advancement Services**"). The Advancement Services shall be provided in accordance with a Fundraising Plan to be created and agreed to mutually between the University and Foundation for each Fiscal Year ("**Fundraising Plan**"). For the first fiscal year of this Agreement (July 1, 2024-June 30, 2025), the Fundraising Plan shall be agreed to not later than _____ for the fiscal year commencing July 1, 2024. In subsequent terms, the Fundraising Plan should be finalized and approved no later than _____, for the upcoming fiscal year. The Fundraising Plan shall be approved and signed by the University Liaison and Foundation Liaison for each Fiscal Year. The Foundation shall provide Advancement Services in accordance with the approved Fundraising Plan, together with all customary related services. The Services shall be provided in a professional manner consistent with prevailing standards in the industry. The Fundraising Plan may be modified from time to time, with mutual written approval by the Parties.

2.2.3 Additional Services. The Foundation may assist the University with certain capital projects, real estate and development of land and buildings for the benefit of the University, and other special projects identified by the University from time to time, and agreed to by the Foundation, provided such projects are consistent with the purposes of the Foundation and provisions of the Operating Agreement and this Service Agreement. Additional Services shall be agreed to in a supplemental agreement setting forth the scope of the service and any corresponding charges, or in writing signed by both Parties setting forth the updated Foundation Services and corresponding updated Exhibit A.

ARTICLE III

SERVICE CHARGES

3.1 **University Service Charge**. The University will charge the Foundation for the University Services ("**University Service Charge**") provided by the University each fiscal year. The University Service Charge shall be calculated as follows:

University Service Charge
=
Loaned Employee Payments + OIT Costs + Operations Support Costs + Rent

3.1.1 **Components of University Service Charge**. Each of the components of the University Service Charge and the defined terms used in defining those components are defined on Exhibit A hereto, which is incorporated herein by this reference. The Parties may update Exhibit A from time to time as provided in Section 3.1.2.

3.1.2 **Changes to Components of University Service Charge**. Components of the University Service Charge may be adjusted pursuant to the terms of this Section 3.1.2 prior to the beginning of each fiscal year. Any adjustment to the University Services or components of the University Service Charge shall be evidenced by an amendment, including an amendment to Exhibit A, which shall be executed by the Chief Executive Officer of the Foundation ("**Foundation CEO**") and President of the University ("**University President**").

3.1.2.1 **Generally**. For the fiscal year commencing July 1, 2025 ("**FY26**") or any fiscal year after FY26, each of the OIT Costs, Payroll Support Amount, Accounts Payable Amount and Rent (each, a "**Component**") may be adjusted as follows: (a) the Foundation CEO and University President may agree to increase or decrease a Component by an amount that is equal to or less than 5% of the amount of such Component for the prior fiscal year without the approval of the Idaho State Board of Education ("**State Board**") or the Foundation's Board of Directors ("**Foundation Board**"); and (b) the Foundation Board must approve any increase or decrease in a Component by an amount that is greater than 5% of the amount of such Component for the prior fiscal year. State Board approval shall be required to the extent required under applicable State Board policies.

3.1.2.2 **Discontinuation of Services**. The University may discontinue any of the University Services by providing at least ninety (90) day's prior written notice to the Foundation. If any of the Services provided by the University to the Foundation are discontinued and such discontinued Services comprise all Services described in a term defined on Exhibit A, then the defined term associated with such discontinued Services shall be removed from the formula for calculating the University Service Charge set forth in Section 3.1. Payments for the defined term would be pro-rated from July 1 of the year of discontinuation to the date of discontinuation. Upon discontinuation of any of the Services, such adjustment to the Services and Components shall be evidenced by an amendment to Exhibit A executed by the University President and Foundation CEO.

3.2 **Foundation Service Charge**. The Foundation will charge the University for the Foundation Services ("**Foundation Service Charge**" and, together with the University Service Charge, the "**Service Charges**") provided by Foundation each fiscal year. The Foundation Service Charge shall be calculated as follows:

Foundation Service Charge
=
Cost to Raise a Dollar x Fundraising Goal

3.2.1 **Components of Foundation Service Charge**. Each of the components of the Foundation Service Charge and the defined terms used in defining those components are defined on Exhibit A hereto.

3.2.2 **Changes to Components of Foundation Service Charge**. The following component of the Foundation Service Charge may be adjusted pursuant to the terms of this Section 3.2.2 prior to the beginning of each fiscal year. Any adjustment to the following component of the Foundation Service Charge shall be evidenced by an amendment to Exhibit A, which shall be executed by the Foundation CEO and the University President.

3.2.2.1 **CRD Amount**. For FY26 or any fiscal year after FY26, the CRD Amount may be adjusted as follows: (a) the Foundation CEO and University President may agree to increase or decrease the CRD Amount by an amount that is equal to or less than 5% of the prior fiscal year's CRD Amount without the approval of the State Board or the Foundation Board; and (b) the State Board and the Foundation Board must approve any increase or decrease in the CRD Amount by an amount that is greater than 5% of the prior fiscal year's CRD Amount.

3.2.3 **Appropriations Holdback**. In the event the State of Idaho legislature reduces the appropriation to the University for a particular fiscal year after the fiscal year commences ("**Appropriation Holdback**"), the Foundation Service Charge may be reduced by an amount that is proportionate to the amount of the reduction to the total appropriation to the University. Upon the occurrence of an Appropriation Holdback, the University will provide prompt written notice to the Foundation of the amount of the Appropriation Holdback and the Foundation may, within 30 days of receipt of such written notice, modify the Foundation Services or reduce the number of Loaned Employees, in the Foundation's discretion, to accommodate the reduction in the Foundation Service Charge and will promptly provide written notice to the University of such modification or reduction if any.

3.3 **Charges for Services**. The Party providing the applicable Services shall charge the other Party for such Services in the amounts calculated pursuant to this Article III and payment for the Services shall be pursuant to Section 3.4. The Service Charges shall constitute full compensation to each Party for all charges, costs and expenses incurred by the other Party in providing the applicable Services, unless otherwise specifically agreed to in writing between the Parties.

3.4 **Reconciliation of Service Charges**.

3.4.1 **Net Service Charge**. At least 30 days prior to the end of each fiscal year, each Party shall aggregate all Service Charges owed to such Party by the other Party for all Services performed or to be performed during the current fiscal year and shall provide documentation,

which may be maintained in electronic form, to the other Party of the same that is sufficient to specifically identify the Services and adequately support the Service Charges. Once the Parties have received documentation of the Service Charges owed, the Parties shall work together in good faith to aggregate both Party's Service Charges ("**Net Service Charge**") in accordance with the provisions of this Agreement, including Exhibit A and in accordance with the exemplar created by the parties and outlined in Exhibit A-1. If the Parties are unable to agree on the Net Service Charge, the procedures set forth in Section 5.3 shall apply.

3.4.2 **Payment**. On or prior to June 30th of each year, the Foundation shall make a single cash payment to the University that is in an amount equal to the Net Service Charge if the Net Service Charge is an amount owed by the Foundation to the University. In no event will the University be required to make a payment to the Foundation. If the Net Service Charge is a number above $0, the Foundation shall pay the amount of the Net Service Charge to the University to be used by the University in its discretion. In addition to the University Service Charge, the Foundation is responsible for payment of **"Direct Charges"** as they occur to be billed separately from the Service Charges. The University will provide an invoice to the Foundation for Direct Charges within a reasonable time following incurrence of the charges. The Foundation shall pay Direct Charges within thirty (30) days following receipt of the invoice therefor and no later than the June 30th of each year.

3.5 **Meetings and Reports**.

3.5.1 **Reports**. The Foundation will provide regular reports to certain University leadership (including the University President and the Provost, Chief Financial and Operating Officer, Vice Presidents, Deans and central leadership of the University) on fundraising progress. The Foundation leadership, including the Foundation CEO and the Foundation's lead fundraisers, will provide quarterly reports to University leadership to assess progress on the Fundraising Plan, including the Fundraising Goal, review of open proposals and progress towards engagement, marketing and communication priorities and other appropriate fiscal reports. Prior to the start of such next fiscal year, the Foundation shall provide the University President with the Foundation's proposed annual operating budget and capital expenditure plan (if any), as approved by the Foundation Board. Information disclosed by the Foundation in the quarterly reports will not include Confidential Donor Information (as defined in the Operating Agreement), which is owned, controlled and possessed by the Foundation.

3.5.2 **Forecasting Service Charges for Foundation's Annual Budget**. Beginning on April 1 of each year, Foundation leadership and University leadership will review the quarterly reports to forecast the Service Charges for the next fiscal year. The Parties shall mutually agree on the estimated Service Charges for the next fiscal year by no later than the regularly scheduled spring/summer meeting of the Foundation Board.

3.5.3 **Modifications**. At the end of each Fiscal Year, the Foundation CEO and the University President or their designees shall meet to discuss the Services provided and the Service Charges, including components of the formulas set forth in Sections 3.1 and 3.2 to determine if Services should be modified and/or such components should be updated based on modifications to Services, or based on financial considerations such as historical data, such as a rolling average of the data used in a particular component over at least the prior three years, to more accurately

calculate the Service Charges. If the Parties determine the Services or components should be modified or updated, the Parties will cooperate in good faith to amend this Service Agreement or enter into supplemental agreements as necessary to reflect the agreed-upon changes along with any related updates to the description of the scope of the Services provided by each Party to the other Party. In the event the Operating Agreement is amended or modified, or the Service Charges are materially modified in the Service Agreement, such modifications shall be presented to the State Board and the Foundation Board for approval.

ARTICLE IV

RECORDS; PROTECTION OF CONFIDENTIAL INFORMATION

4.1 **Retention and Access**. Each Party shall maintain accurate and complete records with respect to Services performed and Service Charges owed. Such records shall be kept at each respective Party's principal place of business, may be maintained in electronic form and shall be available for inspection and use by the other Party or its representatives during normal business hours. In addition, upon written request of either Party, the other Party shall execute a proprietary and confidentiality agreement. Retention will be subject to the University's and Foundation's record retention policies, as applicable.

4.2 **Definition**. "**Confidential Information**" means (a) any information disclosed by one Party to the other Party, either directly or indirectly, in writing, orally, electronically, digitally, via the internet or in any other form or manner or acquired by inspection, observation or otherwise, that is not generally known outside of the disclosing Party unless as a result of a breach of any of the receiving Party's obligations imposed by this Agreement, that the disclosing Party marks or identifies as confidential or with a similar legend, or that, given the nature of the information or the circumstances surrounding its disclosure, reasonably should be considered confidential, including Confidential Donor Information, and (b) any information otherwise obtained, directly or indirectly, by the receiving Party through inspection, observation, review or analysis of information described in clause (a) of this Section 4.2.

4.3 **Exclusions**. Notwithstanding Section 4.2, Confidential Information does not include information that: (a) was publicly known and made generally available in the public domain prior to the time of disclosure by the disclosing Party to the receiving Party; (b) becomes publicly known and made generally available after disclosure by the disclosing Party to the receiving Party through no breach of any confidentiality obligations of any Party or a third party; (c) is in the possession of the receiving Party without an obligation of confidentiality at the time of disclosure by the disclosing Party as shown by the receiving Party's files and records immediately prior to the time of disclosure; (d) is obtained by the receiving Party from a third party lawfully in possession of such information and without a breach of such third party's obligations of confidentiality; or (e) is independently developed by the receiving Party without use of or reference to the disclosing Party's Confidential Information, as shown by documents and other competent evidence in the receiving Party's possession.

4.4 **Restrictions on Disclosure and Use**. The receiving Party shall take all reasonable measures to protect the secrecy of and avoid disclosure and unauthorized use of the Confidential Information. The receiving Party shall use the same care and discretion to avoid disclosure of the

disclosing Party's Confidential Information as it uses with its own similar confidential information, and in no event with less than reasonable care. Without limiting the foregoing, the receiving Party shall: (a) limit access to any Confidential Information to receiving Party's affiliates and the employees, contractors, agents and other representatives of the receiving Party and its affiliates (collectively, "**Representatives**") who have a need to know in connection with the performance of the obligations under Parties' Agreements (as defined in Section 6.11); and (b) require all Representatives having access to Confidential Information (excluding Representatives who are bound by duties of confidentiality with respect to the Confidential Information under applicable rules of professional conduct) to enter into a written agreement with the receiving Party containing restrictions with respect to the Confidential Information at least as restrictive as the restrictions set forth in this Agreement. The receiving Party shall, and shall cause its Representatives to, not use the Confidential Information of the disclosing Party except and solely in connection with the performance of the receiving Party's obligations under the Parties' Agreements. The receiving Party shall be liable to the disclosing Party for any act or omission by any of its Representatives that would constitute a breach of this Agreement by the receiving Party if the receiving Party engaged in such act or omission. The receiving Party shall immediately notify the disclosing Party in the event of any unauthorized use or disclosure of the Confidential Information.

4.5 **Confidential Donor Information**. Section 3.5.1 of this Agreement and the Operating Agreement set forth additional restrictions on disclosure and use of the Confidential Donor Information, and such restrictions shall be strictly complied with by the University and its Representatives.

4.6 **Legally Compelled Disclosure**. If the receiving Party or any of its Representatives becomes legally compelled (or requested by a regulatory body) to disclose any Confidential Information, the receiving Party will provide the disclosing Party with prompt written notice prior to disclosure, unless providing such notice would violate applicable law or regulation, so that the disclosing Party may seek a protective order or other appropriate remedy (and if the disclosing Party seeks such an order, the receiving Party will, and will cause its Representatives to, provide such cooperation as the disclosing Party reasonably requests, at the expense of the disclosing Party) or waive compliance with the provisions of this Agreement. If such protective order or other remedy is not obtained or if the receiving Party's compliance with the provisions of this Agreement is waived by the disclosing Party, the receiving Party will furnish, and shall allow any Representative to furnish, only that portion of the Confidential Information that is legally required (in the opinion of its legal counsel).

4.7 **Return or Destruction**. All documents and other tangible objects containing or representing Confidential Information of the disclosing Party shall remain the property of the disclosing Party. Promptly upon the disclosing Party's request or termination of this Agreement, the receiving Party shall, and shall cause its Representatives to, either return or destroy and certify to the destruction of (at the disclosing Party's election) all documents, including electronic copies, and other tangible objects containing or representing the disclosing Party's Confidential Information; provided, however, Confidential Information of the disclosing Party that is retained in compliance with the Party's document retention policies or contained in an archived computer system backup in accordance with applicable security or disaster recovery procedures is not required to be erased provided that (a) access to such copies shall be limited to personnel who need access in compliance with applicable record retention policies or security or disaster recovery

procedures and (b) such copies shall continue to be subject to the confidentiality and nonuse obligations in this Article IV.

4.8 **Survival**. The obligations of this Article IV shall survive the termination of this Agreement for a period of five years, except with respect to any trade secrets of either Party, in which case the obligations of this Article IV shall survive as long as such Confidential Information remains a trade secret of the disclosing Party as provided by applicable law.

ARTICLE V

TERM, TERMINATION AND DISPUTE RESOLUTION

5.1 **Term**. The initial term of this Agreement shall commence on the Effective Date and end on June 30, 2027 ("**Initial Term**"), and thereafter, this Agreement shall renew for two successive three-year terms (each a "**Renewal Term**" and, together with the Initial Term, "**Term**"), unless and until terminated in accordance with the terms and conditions contained in this Agreement.

5.2 **Terminate**. This Agreement shall terminate upon the earlier of: (a) mutual written agreement of the Parties; (b) 90 days' prior written notice by either Party to the other Party to terminate this Agreement for any reason or no reason; (c) a breach by a Party of any material provision of this Agreement and such breach is not cured within 30 days after notice from the non-breaching Party specifying the nature of the default (or if the breach is of a nature that it cannot be completely cured within the 30-day period, if the non-breaching Party does not commence such curing within such 30-day period or thereafter fails to proceed with reasonable diligence and in good faith to cure the breach); or (d) termination of the Operating Agreement. The Parties agree that in the event this Agreement terminates under this Section 5.2, they shall cooperate with one another in good faith to negotiate a new agreement within six months. In the event negotiations fail, the Parties will initiate the dispute resolution mechanism described in Section 5.3 to further attempt to negotiate a new agreement.

5.3 **Dispute Resolution**. The Parties agree that in the event of any dispute arising from the Parties' Agreements, the Parties shall first attempt to resolve the dispute by working together with the appropriate personnel of each of the Parties. If the personnel cannot resolve the dispute within 30 days after the dispute arises, then the Foundation CEO and the University President have 30 days to resolve the dispute. If the Foundation CEO and the University President cannot resolve the dispute within 30 days, then the Executive Chair of the Foundation Board and the State Board have 30 days to resolve the dispute. If the dispute is not resolved by the Executive Chair of the Foundation Board and State Board within 30 days, the Parties shall submit the dispute to mediation by an impartial third party or professional mediator mutually acceptable to the Parties. If and only if all the above mandatory steps are followed in sequence and the dispute remains unresolved, then, in such case, either Party shall have the right to initiate litigation arising from this Agreement. In the event of litigation, the prevailing Party shall be entitled, in addition to any other rights and remedies it may have, to reimbursement for its expenses, including court costs, attorney fees and other professional expenses, if awarded by a court of competent jurisdiction.

5.4 **Effect of Termination**. Upon termination of this Agreement, each Party shall cooperate in order to affect an orderly transition of the applicable Services to the other Party, and all Service Charges shall be prorated to the extent appropriate based on the date of termination.

ARTICLE VI

GENERAL TERMS

6.1 **Articles, Sections, Subsections and Subparagraphs**. This Agreement consists of text divided into Articles that are identified by roman numerals (for example, I, II and III), Sections that are identified by a number corresponding to the number of the Article of which the particular Section is a part followed by the number of the Section (for example, 1.1), subsections that are identified by numbers based on the order in which the subsections appear (for example, 1.1.1, 1.1.2 and 1.1.3) and subparagraphs that are identified by numbers based on the order in which the subparagraphs appear (for example, 1.1.1.1, 1.1.1.2 and 1.1.1.3). The organization is hierarchical, meaning that a reference to a division of this Agreement includes all of its Sections, subsections and subparagraphs (for example, a reference to a Section includes the Section and all of its subsections and subparagraphs).

6.2 **Interpretation**. In this Agreement: (a) the words “including”, “include” and similar words are to be construed as being followed by the phrase “without limitation”; (b) the word “may” is permissive and not mandatory; (c) a reference to a statute includes a reference to the corresponding provisions of any successor legislation and to any related regulations; and (d) unless expressly stated otherwise, references to an agreement, statute, regulation or any other document are to be construed as followed by the phrase “as amended from time to time.”

6.3 **Notices**. Any notices required under this Agreement must be in writing and may be delivered: (a) in person, with the date of notice being the date of personal delivery; (b) by United States Postal Service, postage prepaid for certified or registered mail, return receipt requested, with the date of notice being the date of delivery on the return receipt; or (c) by nationally recognized delivery service, such as Federal Express, with the date of notice being the date of delivery as shown on the confirmation provided by the delivery service. Notices must be addressed to the following addresses or any other address that a Party provides by notice:

To the University:

Boise State University
Office of the President
1910 University Dr.
Boise, Idaho 83725

cc:

Boise State University
General Counsel
1910 University Dr.
Boise, Idaho 83725

To the Foundation:

Boise State University Foundation, Inc.
Chief Executive Officer
1173 University Dr.
Boise, Idaho 83706

6.4 **Separate Entity; No Joint Venture**. Notwithstanding anything to the contrary in this Agreement, the Foundation maintains its position that it is a separate charitable entity not subject to laws applicable to state public bodies, such as open records and meeting laws. At all times and for all purposes of this Agreement, the University and the Foundation shall act in an independent capacity and not as an agent or representative of the other Party. As independent entities, the University and the Foundation shall not be liable for any of the other Party's contracts, torts or other acts or omissions, or those of the other Party's trustees, directors, officers, employees or agents.

6.5 **Legal Authority**. Foundation represents and warrants that it possesses the legal authority to enter into this Agreement and that it has taken all actions required by its procedures, bylaws, and/or applicable law to exercise that authority, and to lawfully authorize its undersigned signatory to execute this Agreement and to bind the Foundation to its terms. The person(s) executing this Agreement on behalf of the Foundation warrant(s) that such person(s) have full authorization to execute this Agreement.

6.6 **Allocation of Risks and Liabilities**. The University and Foundation are independent entities and neither shall be liable for any of the other's contracts, torts, or other acts or omissions, or those of the other's trustees, directors, officers or employees. The Foundation agrees to indemnify, defend and hold the University, the State Board of Education, and each of their officers, directors, agents and employees harmless from and against any and all losses, liabilities, and claims, including reasonable attorney's fees arising out of or resulting from the willful act, fault, omission, or negligence of the Foundation, its employees, contractors, or agents in performing its obligations under this Operating Agreement. This indemnification shall include, but not be limited to, any and all claims arising from an employee of the Foundation or a Loaned Employee who is working for the benefit of the Foundation. The University acknowledges and agrees it is responsible for negligent or wrongful acts committed by the University or by its employees or agents arising out of the University's performance under the terms of this Agreement to the extent authorized by law. The University shall not be responsible for the acts of the Foundation or any third party and the results thereof and shall at no time be liable for more than the pro rata share of the total damages awarded in favor of a claimant that is directly attributable to the negligent or otherwise wrongful acts or omissions of the University or its employees or agents. University's liability shall be governed by the Idaho Tort Claims Act, Idaho Code Title 6, Chapter 9, as may be amended from time to time, and other applicable laws, including without limitation Idaho Code Title 59, Chapter 10 and the Idaho State Constitution. Nothing in the agreement shall be deemed to constitute a waiver by University of any privilege, protection, or immunity otherwise afforded it under the Idaho Constitution, Idaho Tort Claims Act, or any other applicable law or a waiver of its sovereign immunity, which is hereby expressly retained. Nothing in this Operating Agreement

shall be construed to extend to the University's liability beyond the limits of the Idaho Tort Claims Act, Idaho Code §6-901 *et seq*.

6.7 **Assignment**. This Agreement is not assignable by either Party, in whole or in part.

6.8 **Modification**. Any modification to this Agreement other than the Exhibits shall be in writing and signed by both Parties. Modifications to the Exhibits shall be pursuant to Sections 3.1.2 and 3.2.2.

6.9 **Governing Law**. This Agreement shall be governed by the laws of the State of Idaho.

6.10 **Certifications.** University is prohibited by state law from entering into certain contractual agreements. Foundation hereby certifies that: (i) it is not currently engaged in, and will not for the duration of the Agreement engage in, a boycott of goods or services from Israel or territories under its control; or a boycott of any individual or company because the individual or company (a) engages in or supports the exploration, production, utilization, transportation, sale, or manufacture of fossil fuel-based energy, timber, minerals, hydroelectric power, nuclear energy, or agriculture; or (b) engages in or supports the manufacture, distribution, sale, or use of firearms, as defined in section18-3302(2)(d), Idaho Code; and (ii) it is not currently owned or operated by the People's Republic of China and will not for the duration of the Agreement be owned or operated by the People's Republic of China; and (iii) it is not an abortion provider or an affiliate of an abortion provider under the No Public Funds for Abortion Act. The terms in this paragraph defined in Idaho Code Section 67-2346, Section 67-2347A, Section 67-2359, and in Title 18, Chapter 87, Idaho Code, respectively, shall have the meanings defined therein. This certification is made solely to comply with the Idaho statutes referenced herein and to the extent such section does not contravene applicable State or federal law.

6.5 **Waiver**. Waiver by either Party of any breach of any term, covenant or condition contained in this Agreement shall not be deemed to be a waiver of such term, covenant or condition, or any subsequent breach of the same or any other term, covenant or condition contained in this Agreement.

6.6 **Severability**. If any provision of this Agreement is held invalid or unenforceable to any extent, the remainder of this Agreement is not affected thereby and that provision shall be enforced to the greatest extent permitted by law.

6.7 **Entire Agreement**. This Agreement, the Operating Agreement and the agreements contemplated to be entered into by the Parties under the Operating Agreement, which are (a) the Lease Agreement by and between the Foundation and the University ("**Lease Agreement**") and (b) the Loaned Employee Agreements (collectively with this Agreement and the Operating Agreement, "**Parties' Agreements**"), constitute the entire agreement among the Parties pertaining to the Parties' Agreements pertaining to the subjects contained therein or herein. In the event of any inconsistency between the provisions of the Parties' Agreements and the provisions of the Operating Agreement, the provisions of the Operating Agreement shall control. If the Operating Agreement is amended at any time during the Initial Term or a Renewal Term, to the extent such amendments cause inconsistencies between this Agreement and the Operating Agreement, this

Agreement shall be amended to cure such inconsistencies. This Agreement supersedes any prior written or oral statements related to the terms of this Agreement.

6.8 **Execution**. This Agreement may be signed by electronic means and in counterparts, each of which constitutes an original, and all of which together constitute a single agreement.

(Signature page follows.)

IN WITNESS WHEREOF, the University and the Foundation have executed this Agreement on the date set forth below the Party's signature to be effective on the Effective Date.

BOISE STATE UNIVERSITY

By: _____
Name: Dr. Marlene Tromp
Its: President

Date: _____

BOISE STATE UNIVERSITY FOUNDATION, INC.

By: _____
Name: James L. Martin
Its: Executive Chair

Date: _____

EXHIBIT A

COMPONENTS OF SERVICE CHARGES

"**Accounts Payable Amount**" means $7.00.

"**Accounts Payable Costs**" means the sum of (a) the number of invoices and expense reimbursements processed by the University for the Foundation during the fiscal year multiplied by the Accounts Payable Amount.

"**Cost to Raise a Dollar**" or "**CRD**" means the cost associated with the Foundation's fundraising efforts to raise one dollar, which shall initially be the CRD Amount.

"**CRD Amount**" means $0.20, which is based on current industry standards.

"**Direct Charges"** shall mean charges for services outside of the University Services, charged on a per-occurrence basis and any payment made on behalf of the Foundation through the University accounts payable functions including purchasing card charges, expense reimbursement amounts, as well as any other direct campus charges such as individual event costs or remodeling of space, incurred from time to time by the Foundation and billed by the University in accordance with the University's standard processes when providing services to other University departments or non-profit organizations outside of the University, at non-profit rates.

"**Fundraising Goal**" means a goal for the amount of money the Foundation aims to raise through the Foundation's fundraising efforts for the upcoming fiscal year, to be set forth in the Fundraising Plan for each Fiscal Year.

"**HR Costs**" means the University's human resources department budget, the compliance office budget and the public safety budget for the fiscal year multiplied by a fraction, the numerator of which is the number of Loaned Employees and the denominator of which is the total number of employees of the University, including the Loaned Employees, during the fiscal year.

"**Loaned Employees**" means all positions for which the Foundation and the University enter into Loaned Employee Agreements during a particular fiscal year regardless of whether each such Loaned Employee is loaned to Foundation by University for the entire 12 months of the fiscal year, and Foundation's budget for the fiscal year contains the expenses associated with all such positions for the entire fiscal year.

"**Loaned Employee Payments**" means an amount equal to the actual payments made by the University for the salaries and benefits of the Loaned Employees during the fiscal year.

"**OIT**" means the University's Office of Information Technology.

"**OIT Costs**" means the OIT budget comprised of (a) salary and fringe benefits for OIT personnel and (b) master enterprise licenses and contracts owned by the University and used, at least in part, by the Foundation for the fiscal year multiplied by a fraction, the numerator of which is the number of Loaned Employees and the denominator of which is the total number of employees of the University, including the Loaned Employees, during the fiscal year.

"**Operations Support Costs**" means the sum of Payroll Support Costs, Accounts Payable Costs and HR Costs.

"**Payroll Support Amount**" means $2.25.

"**Payroll Support Costs**" means the product of (a) the Payroll Support Amount, (b) the number of Loaned Employees during the fiscal year and (c) the number of payroll periods in the fiscal year.

"**Rent**" or "**Rental Rate**" means the amount charged as Rent under the Lease Agreement between the Parties for the fiscal year.

"**Fundraising Plan**" means the list of vital goals collaboratively developed by the Foundation CEO and the University President prior to the beginning of each fiscal year that shall include the Fundraising Goal.

The Parties will attach Exhibit A-1 hereto as an exemplar, demonstrating the formula and process by which the Service Fees are calculated each Fiscal Year, which is incorporated herein by this reference and may be updated from time to time with mutual agreement of the Parties.

Effective Date of this Exhibit A: _____

UNIVERSITY PRESIDENT

By: _____
Name: _____

Date: _____

FOUNDATION CHAIR

By: _____
Name: _____

Date: _____

AGREEMENT FOR
BOISE STATE UNIVERSITY TO LOAN NON-CLASSIFIED PROFESSIONAL EMPLOYEE
TO
THE BOISE STATE UNIVERSITY FOUNDATION, INC.

THIS AGREEMENT is entered into by and between BOISE STATE UNIVERSITY, a state of Idaho educational institution, and a body politic and corporate organized and existing under the laws of the state of Idaho ("the University"), BOISE STATE UNIVERSITY FOUNDATION, INC. a private nonprofit corporation ("the Foundation"), and _____, ("Loaned Employee") a University professional employee who will be loaned to the Foundation with Loaned Employee's agreement to this arrangement, as set forth in this document. This Agreement in no way alters Loaned Employee's employment status.

BACKGROUND

A. The Foundation is incorporated as a 501(c)(3) organization and is responsible for identifying and nurturing relationships with potential donors and other friends of the University; assisting with solicitation of cash, securities, real and intellectual property, and other private resources for the support of the University; and acknowledging and stewarding gifts to the University in accordance with donor intent and its fiduciary responsibilities.

B. Loaned Employee is an employee of the University.

C. The University agrees to loan the above named Loaned Employee to the Foundation on an exclusive basis.

D. Loaned Employee and the Foundation agree that Loaned Employee will be loaned by the University to the Foundation on an exclusive basis pursuant to the terms of this Agreement.

AGREEMENT

The parties agree as follows:

1. Relationship between Loaned Employee and University.

a. Loaned Employee is a non-classified professional employee subject to the applicable State of Idaho, Idaho State Board of Education ("SBOE"), and University policies, rules and procedures.[1]

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1 Idaho State Board of Education Governing Policies and Procedures:
https://boardofed.idaho.gov/board-policies-rules/board-policies/human-resources-policies-section-ii/
Boise State University Policy Manual: https://policy.boisestate.edu/
Boise State University Employee Handbook

b. Loaned Employee is at-will employee of the University. The University will provide notice in writing to the Loaned Employee, as required by the offer of employment, if it desires to end the employment relationship.

c. Loaned Employee is subject to the general personnel administration of the University, and the University is responsible for maintaining Loaned Employee's personnel file and payroll records.

d. Loaned Employee will use the University's online timekeeping system to accurately and timely report all sick and vacation leave taken, and if an overtime-eligible employee, all time worked including overtime/compensation time.

e. Loaned Employee's compensation is stated in the offer of employment from the University.

f. The University will provide wages and benefits to Loaned Employee. The University shall be responsible for submission of all employment taxes, benefits costs, and other related payroll costs arising out of Loaned Employee's employment with the University. All compensation decisions shall be made by the University in accordance with applicable State of Idaho, SBOE and University policies, rules and procedures.

g. Loaned Employee will be paid wages on the regular bi-weekly paydays of the University.

h. Loaned Employee is entitled to University benefits to the same extent and on the same terms as other University employees.

i. Loaned Employee is considered an employee of the University for purposes of the worker's compensation laws of the state of Idaho.

j. Loaned Employee shall not represent or act as an agent of the University in any negotiation, sign on behalf of the University in any particular transaction, or direct any other University employee under Loaned Employee's supervision to sign for the University in any transaction between the University and the Foundation.

2. Relationship between the Foundation and Loaned Employee.

a. Loaned Employee will provide exclusive services to the Foundation as determined by the exclusive direction and supervision of the Foundation during the performance of Loaned Employee's duties under this Agreement. The Foundation is solely responsible for the day-to-day direction, management and supervision of Loaned Employee, including pre-authorizing any overtime work performed by a non-exempt professional employee. Loaned Employee is responsible for ensuring that all time worked (if a non-exempt employee) and leave taken is submitted and approved by the Foundation prior to, or concurrent with, Loaned Employee's accurate and timely reporting in the University's online timekeeping system in accordance with University policies as set forth in Section 1(c) above.

b. The Foundation will evaluate the performance of Loaned Employee annually in consultation with the University's Human Resources department (Human Resources) and in accordance with the University's rules and procedures, using the University's performance evaluation forms.

c. The parties acknowledge that in order for Loaned Employee to be disciplined (including dismissal, suspension, demotion, or the reduction in pay), adequate cause for disciplinary action must exist as set forth in SBOE Policy II.L.

3. Relationship between the Foundation and the University.

a. The parties acknowledge that employment of non-classified professional employees (including recruitment, hiring, discipline, and separation) is governed by Idaho law and the SBOE's human resources policies and procedures.

b. While this Agreement is in effect, the University shall make the services of Loaned Employee available to the Foundation on an exclusive basis. The furnishing of Loaned Employee shall not be considered a professional service of the University. At no time during the performance of this Agreement shall Loaned Employee provide services to the University or receive or act under instructions from the University regarding work performed on behalf of the Foundation.

c. Loaned Employee's compensation is stated in the offer of employment from the University. Subject to Idaho law and SBOE and University policies and processes, the University will modify Loaned Employee's compensation in accordance with the requests of the Foundation's Board made to Human Resources. Loaned Employee may be eligible for Change in Employee Compensation ("CEC") as approved by the Idaho Legislature.

d. The University shall pay wages and provide benefits to Loaned Employee as described in Section 1(e, f, g, h, and i), above. The Foundation shall have no liability to the University or to Loaned Employee or any other third party for loss or damage arising out of or resulting from the University's failure to pay any amounts set forth in Section 1(e, f, g, h, and i), and such obligations shall be the sole and exclusive responsibility of the University.

e. The University shall maintain accurate records reflecting the actual cost of all items of direct cost for which payment is due from the Foundation under this Agreement. At all reasonable times, the Foundation shall have the right to inspect and copy said records, which the University agrees to retain for a minimum period of three years following the completion of this Agreement.

f. The Foundation's payment to the University for Loaned Employee will consist of one hundred percent (100%) of the University's total cost of Loaned Employee's wages and benefits including payroll-related taxes, insurance, benefits, and other related costs, provided, however, that the Foundation's Board must approve the portion of the payment consisting of Loaned Employee's wages and communicate its agreement with such wage amount to the University. Such costs will be billed monthly and paid to the University.

g. Pursuant to Section 2(b) of this Agreement, the Foundation will evaluate the performance of Loaned Employee annually. The Foundation will provide Human Resources with the fully-executed performance evaluation no later than fourteen (14) days after the performance evaluation is completed.

h. Any complaints of policy violations or legal violations involving Loaned Employee shall be immediately reported by the Foundation to the University in accordance with University policies and procedures.

i. The Foundation may recommend to the University discipline of Loaned Employee. In the event the Foundation believes Loaned Employee should be disciplined, the Foundation will promptly notify Human Resources. The parties acknowledge that in order for Loaned Employee to be disciplined (including dismissal, suspension, demotion, or the reduction in pay), adequate cause for disciplinary action must exist under SBOE Policy II.L. No disciplinary action shall be taken by Foundation against Loaned Employee without first consulting Human Resources. The University will conduct any required disciplinary process applicable to Loaned Employee and issue any required Notice of Contemplated Action. The Foundation shall fully cooperate with the University in any disciplinary investigation and process, however, the decision of whether and to what degree Loaned Employee should be disciplined is in the University's sole discretion. The Foundation may only terminate this Agreement if the disciplinary process results in a determination that a ground for dismissal of Loaned Employee exists and such dismissal for cause is upheld on any subsequent appeal. Should there be a need for paid administrative leave, the University may confer with the Foundation, however the Foundation will remain responsible for payment of all payments for the contract period.

j. The Foundation agrees to provide a work environment for Loaned Employee free of unlawful discrimination, harassment, retaliation, sexual misconduct, and violence, and in which Loaned Employee is treated with dignity and respect. The Foundation shall comply with all state and federal laws, including but not limited to nondiscrimination and anti-harassment laws. Accordingly, the Foundation will prohibit to the extent permitted by applicable law, discrimination and harassment against an individual on the basis of that person's race, color, religion, gender, age, sexual orientation, national origin, physical or mental disability, veteran status, genetic information, or any other status protected under applicable federal, state, or local law. The Foundation agrees to engage in appropriate measures to prevent discrimination, harassment, retaliation, sexual misconduct, and violence, and the Foundation agrees to promptly notify the University's Office of Institutional Compliance and Ethics upon being informed of, or having a reasonable basis to suspect that there has been, discrimination against, harassment of, retaliation against, or sexual misconduct, violence or stalking involving Loaned Employee or any member of the University community. The Foundation agrees to prohibit any retaliation against an individual (by any Foundation employee or Board member) who has made a good faith complaint of discrimination, harassment, sexual misconduct, or violence, or anyone who has cooperated in good faith in the investigation of a complaint. The Foundation agrees to take every step necessary to protect a complainant and any witnesses against retaliation for bringing a complaint or for participating in an investigation.

k. Except as provided in Section 1(d, e, and f) above, the University shall have no liability to the Foundation for loss or damage arising out of or resulting from the activities of Loaned Employee

in the course and scope of Loaned Employee's work for the Foundation. Therefore, the Foundation agrees to release, defend, indemnify, protect, and hold harmless the State of Idaho, the University, the SBOE, and the University and their officers, employees, agents, and volunteers, and Loaned Employee from and against any and all claims, liabilities, demands, losses, damages, expenses, and costs (including attorney fees, expert witness and consultant fees, and litigation costs), of every kind arising from this Agreement and Loaned Employee's work for the Foundation, including but not limited to a breach of the Foundation's obligations under this Agreement, and/or injuries (including death) to persons and for damages to property (including damage to property of the Foundation or others) arising in the course and scope of Loaned Employee's work for the Foundation, including all acts or omissions of Loaned Employee while performing work under this Agreement, but excluding any act or omission by the University in violation of any provision of this Agreement and excluding any act of the University. The limitation on liability and any agreement to defend, indemnify, or hold harmless expressed in the Agreement shall apply even in the event of the fault or negligence of Loaned Employee.

4. General Terms

a. Term, Termination. The term of this Agreement is for one-year. This Agreement may be renewed for additional one (1)-year terms upon receipt by the University thirty (30) calendar days prior to the then current term of a written notice by the Foundation indicating its intent to renew for the subsequent one-year term. The Foundation may terminate this Agreement by providing thirty (30) calendar days' written notice to the University that it no longer desires the services of the Loaned Employee. This Agreement shall then be terminated effective at the end of the thirty (30) day period. In accordance with Section 3(i), the Foundation may request that the University place Loaned Employee on paid administrative leave following notice by the Foundation of its intent to terminate the Agreement. Notwithstanding the foregoing, if Loaned Employee is dismissed for cause at any time during the term of this Agreement, this Agreement shall terminate without further action when the dismissal for cause becomes final as determined by University in accordance with University policies and processes, including any appeal process. If the Loaned Employee resigns, the Agreement will terminate without further action when resignation is complete and the Foundation has fully satisfied all payment obligations due to the University hereunder. Loaned Employee remains subject to all applicable SBOE and University policies, including but not limited to policies regarding discipline for adequate cause, and other policies and procedures pertaining to non-classified professional at-will employees employed pursuant to SBOE Policy II.F.1.a.

b. Governing Law. This Agreement will be governed by the laws of the State of Idaho as an agreement to be performed within the State of Idaho. The venue for any legal action under this Agreement shall be in Ada County.

c. Notice. 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 or by facsimile. 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:

To the Foundation:
Boise State University Foundation, Inc.

Chief Executive Officer
1173 W. University Drive
Boise, ID 83706

To the University:
Boise State University
Vice President and Chief Financial Officer
1910 University Drive
Boise, ID 83725-1200

To Loaned Employee:
Last known address on file with Human Resources

Notice shall be deemed given on its date of mailing, emailing, faxing, or upon written acknowledgment of its receipt by personal delivery, whichever shall be earlier.

d. Waiver. Waiver by either party of any breach of any term, covenant or condition herein contained shall not be deemed to be a waiver of such term, covenant or condition, or any subsequent breach of the same or any other term, covenant or condition herein contained.

e. Attorney's Fees. In the event an action is brought to enforce any of the terms, covenants or conditions of this Agreement, or in the event this Agreement is placed with an attorney for collection or enforcement, the successful party to such an action or collection shall be entitled to recover from the losing party a reasonable attorney's fee, together with such other costs as may be authorized by law.

BOISE STATE UNIVERSITY

_____

Alicia Estey
Vice President and Chief Financial Officer

Date: _____

BOISE STATE UNIVERSITY
FOUNDATION, INC.

_____

Matthew Ewing
Chief Executive Officer

Date: _____

LOANED EMPLOYEE's understanding, concurrence and commitment to this Agreement:

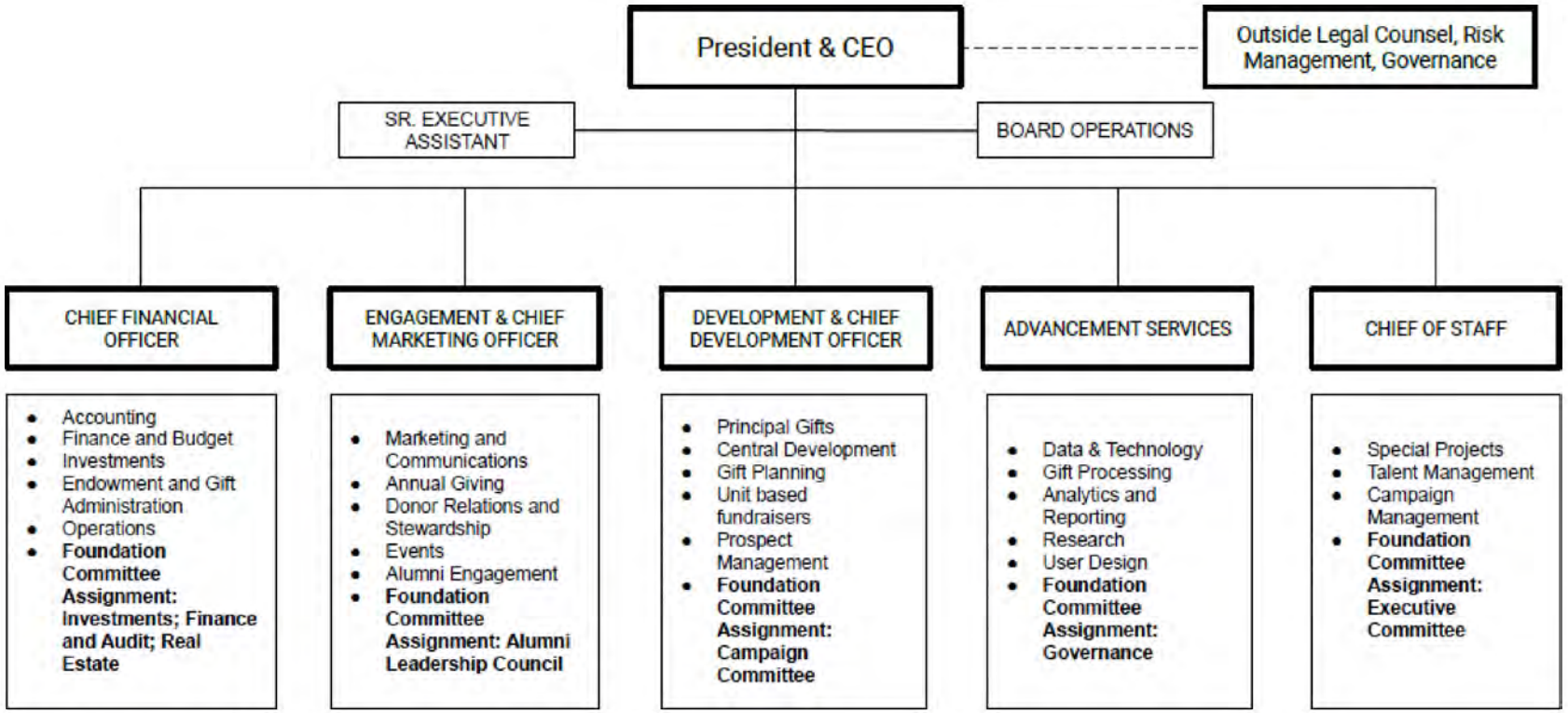
_____

Name

Date: _____

10428155_2

PROPOSED CONSOLIDATED FOUNDATION FUNCTIONAL ORGANIZATIONAL CHART



(Current Foundation Functions)

(DRAFT Operating Agreement)

2024 OPERATING AGREEMENT
BETWEEN
BOISE STATE UNIVERSITY FOUNDATION, INC.
AND
BOISE STATE UNIVERSITY

This 2024 Operating Agreement ("Operating Agreement") between Boise State University Foundation, Inc. ("Foundation") and Boise State University ("University") is entered into effective the 1st day of July, 2024 ("Effective Date"), and is an amendment and restatement of the Operating Agreement entered into on January 14, 2021 ("Prior Operating Agreement"), which it fully replaces. The University and the Foundation are sometimes referred to herein separately as a "Party" and collectively as the "Parties".

WHEREAS, the Foundation was organized and incorporated in Idaho for the purpose of engaging in activities designed to support and benefit the University, including but not limited to receiving contributions from individuals, businesses, government units and other institutions who wish to support the educational mission and activities of the University, holding, protecting, managing, and investing funds for the benefit of the University, maintaining and operating permanent endowment funds for the benefit of the University, and distributing funds to provide support to the University, including distributions for educational scholarships, as well as specific capital, education or other special projects identified by the University.

WHEREAS, the Foundation exists to receive contributions and hold, protect, manage, and invest such funds for the benefit of the University and to provide a degree of institutional excellence unavailable with state funding levels.

WHEREAS, as stated in its articles of incorporation, the Foundation is a separately incorporated 501(c)(3) organization, and the Foundation identifies and nurtures relationships with potential donors and other friends of the University, soliciting cash, securities, real and intellectual property, and other private resources for the support of the University, and acknowledging and stewarding such gifts in accordance with donor intent and its fiduciary responsibilities.

WHEREAS, in connection with its fund-raising and asset-management activities, the Foundation will utilize, in accordance with this Operating Agreement, personnel experienced in planning for and managing private support.

WHEREAS, the Foundation mission provides that the Foundation is an independent organization that supports and strengthens the University's mission and priorities by receiving, managing and distributing private gifts donated to the University and by identifying and nurturing relationships with potential donors, volunteers and friends of the University.

WHEREAS, the University and Foundation desire to set forth in writing various aspects of their relationship with respect to matters such as the solicitation, receipt, management, transfer and expenditure of funds.

WHEREAS, the Parties hereby acknowledge that they will at all times conform to and abide by the Idaho State Board of Education's Governing Policies and Procedures, Gifts and Affiliated Foundations Policy V.E. so long as the policies and procedures are consistent with the Foundation's tax-exempt status and applicable Internal Revenue Service laws and rules, and that they will submit this Operating Agreement for initial State Board of Education ("State Board") approval, and thereafter every three (3) years, or as otherwise requested by the State Board, for review and re-approval.

WHEREAS, the Foundation and the University intend for this Operating Agreement to be the written operating agreement required by State Board Policy V.E.2.b.

NOW THEREFORE, in consideration of the mutual commitments herein contained, and other good and valuable consideration, receipt of which is hereby acknowledged, the Parties agree as follows:

ARTICLE I
Foundation's Purposes

The Foundation is the primary affiliated foundation that receives contributions and holds, protects, manages, and invests such funds for the benefit of the University. Accordingly, to the extent consistent with the Foundation's Articles of Incorporation, Bylaws, its tax-exempt status, and the State Board's Policies and Procedures, the Foundation shall: (1) solicit, receive and accept gifts, devises, bequests and other direct or indirect contributions of money and other property made for the benefit of the University from the general public (including individuals, corporations, other entities and other sources); (2) manage and invest the money and property it receives for the benefit of the University; and (3) support and assist the University in fundraising and donor relations.

In carrying out its purposes, the Foundation shall not engage in activities that: (1) conflict with federal or state laws, rules and regulations (including all applicable provisions of the Internal Revenue Code and corresponding Federal Treasury Regulations); (2) cause the University to be in violation of applicable polices of the State Board; or (3) conflict with the role and mission of the University.

ARTICLE II
Foundation's Organizational Documents

The Foundation shall provide copies of its current Articles of Incorporation and Bylaws to the University. The Foundation, to the extent practicable, also shall provide the University with an advance copy of any proposed amendments to the Foundation's Articles of Incorporation and Bylaws. The University shall provide all such documents to the State Board.

ARTICLE III
University Resources and Services

1. Liaisons.

a. University Liaison(s): The University's President ("University President") shall serve as the University's Liaison to the Foundation ("University Liaison"). The duties and responsibilities of the University Liaison, which may be delegated by the University Liaison, include the following:

i. The University Liaison shall be responsible for communicating with the Foundation regarding the Foundation's fundraising efforts and for coordinating the administrative support provided by the University to the Foundation.

ii. The University Liaison shall be invited to attend each meeting of the Foundation's Board of Directors ("Foundation Board") as a non-voting advisor. The University Liaison will provide regular reports to the Foundation Board about the University's financial position and activities, including its use of gifts. The University Liaison may also report other information to the Foundation Board that is pertinent to the common goals of the University and the Foundation.

iii. The University Liaison will work with the Foundation Liaison and other Foundation leadership to create an annual Fundraising Plan, in accordance with the Service Agreement, which shall set the Foundation's goals relating to fundraising and engagement in support of the University's priorities. Fundraising efforts and coordination thereof shall be in accordance with the Service Agreement executed between the Parties, and the Fundraising Plan agreed to between the Parties. The University Liaison shall be authorized to approve the Fundraising Plan on behalf of the University and to request and approve modifications to the Fundraising Plan during the term, in accordance with the Service Agreement.

b. Foundation Liaison: The Chief Executive Officer of the Foundation ("Foundation CEO") will serve as the Foundation's liaison to the University ("Foundation Liaison"). The duties and responsibilities of the Foundation Liaison, which may be delegated by the Foundation Liaison to a designee, include the following:

i. The Foundation Liaison shall be responsible for communicating with the University regarding the Foundation's fundraising efforts and for coordinating any administrative support provided by the University to the Foundation.

ii. The Foundation Liaison shall attend University leadership meetings as directed by the University as a non-policy making advisor. The Foundation Liaison will provide regular reports to the University about the Foundation's financial position and activities, including fundraising and engagement services provided in accordance with the Service Agreement. The Foundation Liaison may also report other information to the University that is pertinent to the common goals of the University and the Foundation.

iii. The Foundation Liaison will work with the University Liaison and other University leadership to create an annual Fundraising Plan, in accordance with the Service Agreement, which shall set the Foundation's goals relating to fundraising and engagement in support of the University's priorities. Fundraising efforts and coordination thereof shall be in accordance with the Service Agreement executed between the Parties and the Fundraising Plan agreed to between the Parties. The Foundation Liaison shall be authorized to approve the Fundraising Plan on behalf of the Foundation and to request and approve modifications to the Fundraising Plan during the term, in accordance with the Service Agreement.

2. Loaned Employees.

a. Foundation CEO: The Foundation CEO is an employee of the University who is exclusively loaned to the Foundation. The Foundation CEO's services shall be provided directly to the Foundation as follows and as set forth in the applicable Loaned Employee Agreement (as defined below) and as further described in section 2(b):

i. Duties. The Foundation CEO is responsible for the strategy and planning for and the supervision and control of the day-to-day operations of the Foundation.

ii. Reporting Structure. The Foundation CEO reports to and takes direction from the Foundation Board. All other Loaned Employees (as defined below) report to the Foundation CEO or another Loaned Employee designated by the Foundation CEO. The Foundation Executive Chair shall formally solicit and incorporated feedback from the University Liaison as part of the annual review process of the Foundation CEO.

iii. In the event of a vacancy in the position for the Foundation CEO either due to termination, resignation or other separation, hiring of the subsequent Foundation CEO shall be done in accordance with Foundation and University policies and applicable law.

b. Other Loaned Employees. The Foundation and the University have entered and will enter into additional agreements (each such agreement, a "Loaned Employee Agreement") for the loaning of Loaned Employees (as defined below) to the Foundation by the University. The Loaned Employee Agreements shall set forth the relative rights and responsibilities of the Foundation and the University. The Loaned Employees have no function at the University other than to act in their capacity as employees loaned to the Foundation and are subject to the exclusive day-to-day direction, control and supervision of the Foundation. The Foundation must provide the University with prior approval to: (a) post any position for hiring and (b) hire any employee that the Foundation and the University intend to be a Loaned Employee before the University employs such individual. Notwithstanding the provisions of the section, no University personnel other than a Loaned Employee shall be permitted to have responsibility or authority for Foundation policy making, financial oversight, spending authority, investment decisions or the supervision of Loaned Employees. For purposes of this Operating Agreement, "Loaned Employee" means all positions for which the Foundation and University enter into Loaned Employee Agreements during a particular fiscal year regardless of whether each such Loaned Employee is loaned to the Foundation by the University for the entire 12 months of the fiscal year and the Foundation's budget for the fiscal year contains the expenses associated with all such positions for the entire fiscal year.

3. University Services. As set forth in greater detail in the Service Agreement by and between the Foundation and the University ("Service Agreement"), the University shall charge the Foundation ("University Service Charge") to provide certain services to the University (the "University Services"). Except as specifically provided otherwise herein or in the Service Agreement, all University personnel who provide the University Services to the Foundation shall remain University personnel under the direction and control of the University, unless it is agreed that the direction and control of any such employee will be vested with the Foundation in a written Loaned Employee Agreement.

a. University Service Charge. The University Service Charge shall be calculated as set forth in the Service Agreement.

4. Foundation Services. As set forth on greater detail in the Service Agreement, the Foundation shall charge the University ("Foundation Service Charge") for certain services provided by the Foundation to the University, including asset management, investment, fundraising, alumni relations and engagement and certain information technology services and licensing (collectively, "Foundation Services").

a. Foundation Service Charge. The Foundation Service Charge shall be calculated as set forth in the Service Agreement. In the event the State of Idaho legislature reduces the appropriation to the University for a particular fiscal year after the fiscal year commences, the Foundation Service Charge may be reduced by an amount that is proportionate to the amount of the reduction to the total appropriation to the University. The Foundation may modify the Foundation Services or reduce the number of Loaned Employees, in the Foundation's discretion, to accommodate the reduction in the Foundation Service Charge pursuant to the process set forth in the Service

Agreement, which will include adequate notice to the Parties and documentation of the changes.

5. University Facilities and Equipment. The University shall provide the use of certain University office space and equipment to the Foundation upon terms of use set forth in the AFC Lease Agreement by and between the Foundation and University ("AFC Lease Agreement"). The Rental Rate for the Foundation's use of facilities under the AFC Lease Agreement shall be set forth in the Service Agreement.

6. No Foundation Payments to University Employees. Notwithstanding any provision of this Operating Agreement to the contrary, the Foundation shall not make any payments directly to a University employee in connection with any resources or services provided to the Foundation pursuant to this Operating Agreement.

ARTICLE IV
Management and Operation of Foundation

The management and control of the Foundation shall rest with its Board of Directors.

1. Gift Solicitation.

a. *Form of Solicitation*. All Foundation gift solicitations shall make clear to prospective donors that (1) the Foundation is a separate legal and tax-exempt entity organized for the purpose of encouraging voluntary, private gifts, trusts, and bequests for the benefit of the University; and (2) responsibility for the governance of the Foundation, including the investment of gifts and endowments, resides in the Foundation Board.

b. *Foundation is Primary Donee*. Absent unique circumstances, prospective donors shall be requested to make gifts directly to the Foundation rather than to the University. Additionally, the University shall require its affiliated foundations and nonprofit organizations to direct revenue, including gifts and membership dues, to the Foundation for management. Exceptions to this shall be agreed upon between the Foundation and University on a case by case basis, due to unique circumstances associated with a particular solicitation or category of solicitations.

2. Acceptance of Gifts.

a. *Approval Required Before Acceptance of Certain Gifts*. Before accepting contributions or grants for restricted or designated purposes that may require administration or direct expenditure by the University, the Foundation shall obtain the prior written approval of the University. Similarly, the Foundation shall also obtain the prior written approval of the University of the acceptance of any gift or grant that would impose a binding financial or contractual obligation on the University.

b. *Acceptance of Gifts of Real Property*. The Foundation shall conduct adequate due diligence on all gifts of real property that it receives. In cases where the real property

is intended to be used by the University in connection with carrying out its proper functions, the real property may be conveyed directly to the University, in which case the University and not the Foundation shall be responsible for the due diligence obligations for such property. Acquisitions of real property and/or development of real property for use by University shall be subject to approval in accordance with Section VII(4) hereof.

c. *Processing of Accepted Gifts.* All gifts received by the University or the Foundation shall be delivered (if cash) or reported (if any other type of property) to the Foundation's designated gift administration office (a unit of the Foundation) in accordance with the Service Agreement.

3. Fund Transfers. The Foundation agrees to transfer funds, both current gifts and income from endowments, to the University on a regular basis as agreed to by the Parties. The Foundation's Chief Financial Officer, Treasurer or other individual to whom such authority has been delegated by the Foundation Board shall be responsible for transferring funds as authorized by the Foundation Board.

a. *Restricted Gift Transfers*. The Foundation shall inform the University officials into whose program or department funds are transferred of any restrictions on the use of such funds and provide such officials with access to any relevant documentation concerning such restrictions. Such University officials shall account for such restricted funds separate from other program and department funds in accordance with applicable University policies and shall notify the Foundation on a timely basis regarding the uses of such restricted funds.

b. *Unrestricted Gift Transfers*. The Foundation may utilize any unrestricted gifts it receives for any use consistent with the Foundation's purposes as generally summarized in Article I of this Operating Agreement. If the Foundation elects to use unrestricted gifts to make grants to the University, such grants shall be made at such times and in such amounts as the Foundation Board may determine in the Foundation Board's sole discretion.

4. Foundation Expenditures and Financial Transactions.

a. *Signature Authority*. The Foundation shall designate certain of its directors, officers, and staff with signature authority for the Foundation in all financial transactions pursuant to its governing documents. The Foundation may supplement or change this designation; provided, however, in no event may the person with Foundation signature authority for financial transactions be a University employee in a key administrative or policy making capacity, including but not limited to a University Vice President.

b. *Expenditures*. All expenditures of the Foundation shall be (1) consistent with the charitable purposes of the Foundation, and (2) not violate restrictions imposed by the donor or the Foundation as to the use or purpose of the specific funds.

5. University Report on Distributed Funds. On a regular basis, which shall not be less than annually, the University shall report to the Foundation on the use of restricted and unrestricted

funds transferred to the University. This report shall specify the restrictions on any restricted funds and the uses of such funds.

6. Transfer of University Assets to the Foundation. No University funds, assets, or liabilities may be transferred directly or indirectly to the Foundation without the prior approval of the State Board except when:

a. A donor inadvertently directs a contribution to the University that is intended for the Foundation in which case such funds may be transferred to the Foundation so long as the documents associated with the gift indicate the Foundation was the intended recipient of the gift. In the absence of any such indication of donor intent, such funds shall be deposited in an institutional account, and State Board approval will be required prior to the University's transfer of such funds to the Foundation.

b. The University has gift funds that were originally transferred to the University from the Foundation and the University wishes to return a portion of those funds to the Foundation for reinvestment consistent with the original intent of the gift.

c. Transfers of a *de minimis* amount not to exceed $10,000 from the University to the Foundation provided such funds are for investment by the Foundation for scholarship or other general the University support purposes. This exception shall not apply to payments by the University to the Foundation for obligations of the University to the Foundation, operating expenses of the Foundation or other costs of the Foundation.

d. The transfer is of funds raised by the University for scholarship or program support and the funds are deposited with the Foundation for investment and distribution in accordance with the purpose for which the funds were raised.

7. Separation of Funds. All Foundation assets (including bank and investment accounts) shall be held in separate accounts in the name of the Foundation using Foundation's Federal Employer Identification Number. The financial records of the Foundation shall be kept using a separate chart of accounts. For convenience purposes, some Foundation expenses may be paid through the University such as payroll and campus charges. These expenses will be paid through accounts clearly titled as belonging to the Foundation and shall be reimbursed by the Foundation on a regular basis.

8. Insurance. The Foundation shall maintain insurance to cover the operations and activities of its directors, officers and Loaned Employees, with coverages satisfactory to the University. The Foundation shall also maintain general liability coverage with coverages satisfactory to the University. The Foundation shall provide a Certificate of Insurance to the University prior to execution of this Operating Agreement, naming the University as an additional insured. An updated Certificate of Insurance must be provided annually and any material changes to Foundation insurance coverages or policies must be reported to the University's Risk Manager.

9. Investment Policies. All funds held by the Foundation, except those intended for short term expenditures, shall be invested in accordance with the Uniform Prudent Management of Institutional Funds Act, Idaho Code Sections 33-5001 to 33-5010, and the Foundation's investment policy which is attached hereto as Exhibit A and incorporated herein; provided, however, the Foundation shall not invest any funds in a manner that would violate the applicable terms of any restricted gifts. The Foundation shall provide to the University any updates to such investment policy and upon such notice, Exhibit A shall be replaced with the updated investment policy.

10. Organization Structure of the Foundation. The organizational structure of the Foundation is set forth in the Foundation's Articles of Incorporation and the Bylaws. The Bylaws shall provide, consistent with SBOE Policies, for the University President to serve ex-officio on the Executive Committee of the Foundation Board of Directors as a non-voting member of the Committee and the Board of Directors. The University President shall be invited to attend all meetings of the Executive Committee and the Board of Directors, subject to the Foundation's Conflict of Interest Policy. In addition, the Bylaws shall provide, consistent with SBOE Policy, for the Provost and the Chief Financial and Operating Officer of the University to serve ex-officio on the Board and applicable committees, in a non-voting, advisory capacity. The Foundation agrees to provide copies of such Articles and Bylaws as well as any subsequent amendments to such documents to the University. The Foundation will provide prior written notice to University of any material changes to its Articles and Bylaws.

ARTICLE V
Foundation Relationships with the University

At all times and for all purposes of this Operating Agreement, the University and the Foundation shall act in an independent capacity and not as an agent or representative of the other Party, provided, however, the University and the Foundation acknowledge that the Foundation carries out functions for the benefit of the University. All transactions between the University and Foundation shall meet the normal tests for ordinary business transactions, and should include proper documentation and approvals, such as service agreements or similar agreements setting forth the Parties' respective obligations. As such, the Parties shall share certain information as provided below.

1. Access to Records. The University shall have reasonable access to the financial records of the Foundation upon permission granted by the Foundation from time to time, which shall not be unreasonably withheld. All access by the University of such records shall be made in accordance with applicable laws and Foundation policies and guidelines. In addition, upon request of the Foundation, the University shall execute a confidentiality agreement and instruct its employees and agents that all confidential information of the Foundation shall be protected from disclosure. Except as specifically authorized under this Operating Agreement or any applicable confidentiality agreement between the University and the Foundation, the University's access to Foundation records shall not include the donor database and all other data, materials and information of the Foundation pertaining to past, current or prospective donors ("Confidential Donor Information "), which may be accessed only by Loaned Employees.

2. Records Management.

a. Protection of Confidential Donor Information. The Parties recognize that the records of the Foundation relating to actual or potential donors contain Confidential Donor Information. The Foundation owns and controls the Confidential Donor Information. The Confidential Donor Information is proprietary to the Foundation and constitutes confidential information and trade secrets. The Foundation is responsible for monitoring and controlling access to the Confidential Donor Information and protecting the security of the Confidential Donor Information. Accordingly, in providing information technology services. including data security and incident management, to the Foundation, OIT will comply with (a) the Foundation's data security plan, (b) all Foundation policies and procedures regarding the access, use disclosure, retention, deletion and processing of the Confidential Donor Information and (c) the security principle of least privilege to ensure that the security architecture is designed such that each OIT personnel is granted the minimum system resources and authorizations needed to perform the information technology support services for the Foundation.

b. Maintenance of Records. The Foundation shall be responsible for maintaining all permanent records of the Foundation including but not limited to the Foundation's Articles, Bylaws and other governing documents, all necessary documents for compliance with IRS regulations, all gift instruments, Confidential Donor Information and all other Foundation records as required by applicable laws.

c. Inapplicability of State Laws. The Foundation shall foster an atmosphere of openness in its operations, consistent with the prudent conduct of its business. The Parties understand that the Foundation is not a public agency or a governing body as defined in the Idaho Code, including the Idaho Open Meetings Law and Public Records Act. Nothing in the Operating Agreement shall be construed as a waiver of the Foundation's right to assert these statutes do not apply to the Foundation as a separate charitable entity.

d. Each Party shall take all steps necessary to monitor and control access to the donor database and to protect the security of the server and software relevant to the database.

3. Name and Marks. Each Party hereby grants the other a non-exclusive, royalty-free, nonsublicensable, nontransferable license to use the trademarks of the other Party, specifically: "Boise State University" and "Boise State University Foundation, Inc." (the "Licensed Marks") solely in connection with activities conducted in association with or for the benefit of the other Party. The foregoing notwithstanding, no rights are granted to a receiving Party to obtain in that Party's name domain names or social media incorporating the Licensed Marks. Neither Party may delegate, assign or sublicense the rights granted hereunder without express prior written consent from the other Party. All goodwill arising from a Party's use of the Licensed Marks shall inure to the benefit of the granting Party. Each Party shall adhere to the granting Party's strict quality control standards relative to use of the Licensed Marks and shall submit, upon the granting Party's request, exemplars of use to permit the granting Party to verify the other Party's compliance herewith. Neither party shall use the Licensed Marks to disparage the granting Party in any way, or in a manner that may tarnish or dilute the granting Party's trademark rights. Each granting Party reserves

the right to terminate this license on 60 days' notice in consequence of the other Party's noncompliance herewith, subject to the other Party's curing the breach within such 60-day period.

4. Identification of Source. The Foundation shall be clearly identified as the source of any correspondence, activities and advertisements emanating from the Foundation.

5. Establishing the Foundation's Annual Budget. After the Parties have completed the process described in the Service Agreement related to forecasting the Foundation Service Charge and the University Service Charge for the next fiscal year and prior to the start of such next fiscal year, the Foundation shall provide the University President with the Foundation's proposed annual operating budget and capital expenditure plan (if any) as approved by the Foundation Board . Any of the University's funding requests to the Foundation shall be communicated in writing by the University President to the Foundation CEO by April 1 of each year.

6. Supplemental Compensation of University Employees. Any supplemental compensation of University employees funded by the Foundation must be preapproved by the State Board. Any such supplemental compensation must be paid by the Foundation to the University, and the University shall then pay compensation to the employee in accordance with the University's normal practice. No University employee shall receive any payments or other benefits directly from the Foundation.

7. Strategic Planning. The University shall include the Foundation as an active and prominent participant in the strategic planning for the University. The Foundation shall include the University Liaison in the strategic and budget planning for the Foundation.

ARTICLE VI
Audits and Reporting Requirements

1. Fiscal Year. The Foundation and the University shall have the same fiscal year.

2. Annual Audit. The Foundation shall have an annual financial audit conducted by a qualified, independent certified public accountant who is not a director or officer of the Foundation. The annual audit report will be provided on a timely basis to the University's President and the State Board, in accordance with the State Board's schedule for receipt of said annual audit. The Foundation's annual statements will be presented in accordance with auditing standards generally accepted in the United States of America (GAAS). The Foundation is a component unit of the University as defined by the Government Accounting Standards Board (GASB). Accordingly, the University is required to include the Foundation in its financial statements which follow a GASB format. Therefore, the Foundation will include in its audited financial statement, schedules reconciling the GAAS Statements to GASB standards in the detail required by GASB Standards. The annual audited financial statements, including the auditor's independent opinion regarding such financial statements, and schedules shall be submitted to the University Office of Finance and Administration in sufficient time to incorporate the same into the University's statements. All such reports and any accompanying documentation shall protect Confidential Donor Information to the extent allowable by law.

3. Separate Audit Rights. If either Party has questions or concerns regarding the expenditure or collection of donor funds by the other, they shall each designate an employee or other representative to discuss the matter. If the matter remains unresolved, then the following shall apply: The University agrees that the Foundation, at its own expense, may at any time during normal business hours conduct or request additional audits or reviews of the University's books and records pertinent to the expenditure of donated funds. The Foundation agrees that the University and the State Board, at its own expense, may, at reasonable times, inspect and audit the Foundation's books and accounting records pertinent to the expenditure of donated funds.

4. Annual Reports to University President. On a regular basis, which shall not be less than annually, the Foundation shall provide a written report to the University President setting forth the following items:

a. the annual financial audit report;

b. an annual report of Foundation transfers made to the University, summarized by University department;

c. an annual report of unrestricted funds received by the Foundation;

d. an annual report of unrestricted funds available for use during the current fiscal year;

e. a list of all of the Foundation's officers, directors, and Loaned Employees;

f. a list of University employees for whom the Foundation made payments to the University for supplemental compensation or any other approved purpose during the fiscal year, and the amount and nature of that payment;

g. a list of all state and federal contracts and grants managed by the Foundation;

h. an annual report of the Foundation's major activities;

i. an annual report of each real estate purchase or material capital lease, investment, or financing arrangement entered into during the preceding Foundation fiscal year for the benefit of the University; and

j. an annual report of (1) any actual litigation involving the Foundation during its fiscal year; (2) identification of legal counsel used by the Foundation for any purpose during such year; and (3) identification of any potential or threatened litigation involving the Foundation.

5. Reports to University Leadership. The Foundation will provide regular reports to certain University leadership (including the University President and Provost, Vice Presidents, Deans and central leadership of the University) on fundraising progress. Foundation leadership, including the Foundation CEO and Foundation's lead fundraisers, will provide quarterly reports to University leadership to assess progress towards meeting the goals set forth in the Fundraising Plan,

including the Fundraising Goal, review of open proposals and progress towards engagement, marketing and communication priorities and other appropriate fiscal reports. Information disclosed by the Foundation in the quarterly reports will not include Confidential Donor Information, which will remain in the possession of the Foundation. At the end of the fiscal year, the Executive Chair of the Foundation Board and the Foundation CEO will meet with the University President to assess the Foundation's success and areas for improvement.

ARTICLE VII
Conflict of Interest and Code of Ethics and Conduct

1. Conflicts of Interest Policy and Code of Ethics and Conduct. The Foundation's Conflict of Interest Policy is attached as Exhibit B. The Foundation shall provide the University any updates to the Foundation's conflict of interest policy, and upon such notice, Exhibit B shall be replaced with the updated conflict of interest policy.

2. Dual Representation. Under no circumstances may a University employee represent both the University and the Foundation in any negotiation, sign for both entities in transactions, or direct any other institution employee under their immediate supervision to sign for the related Party in a transaction between the University and the Foundation. This shall not prohibit University employees from drafting transactional documents that are subsequently provided to the Foundation for its independent review, approval and use.

3. Contractual Obligation of the Parties. Neither Party shall enter into any contract that would impose a financial or contractual obligation on the other without first obtaining the prior written approval of the other. University approval of any such contract shall comply with applicable University policies for review, approval and signature of contractual agreements and policies of the State Board with respect to State Board approval of University contracts.

4. Acquisition or Development of Real Estate. The Foundation shall not acquire or develop real estate or otherwise build facilities for the University's use without the University first obtaining approval of the State Board. In the event of a proposed purchase of real estate by the Foundation for the University, the University shall notify the State Board at the earliest possible date. Any such proposed purchase for the University's use shall be a coordinated effort of the University and the Foundation. Any notification to the State Board required pursuant to this paragraph may be made through the State Board's chief executive officer in executive session pursuant to Idaho Code Section 74-206(1).

ARTICLE VIII
General Terms

1. Term. The initial term of this Operating Agreement shall commence on the Effective Date and end on June 30, 2027 ("Initial Term"), and thereafter, this Operating Agreement shall automatically renew for successive three-year terms (each a "Renewal Term" and, together with the Initial Term, "Term"), unless and until terminated in accordance with the terms and conditions contained in this Operating Agreement.

2. Right to Terminate. This Operating Agreement shall terminate upon the mutual written agreement of both Parties. In addition, either Party may, upon 90 days' prior written notice to the other, terminate this Operating Agreement, and either Party may terminate this Operating Agreement in the event the other Party defaults in the performance of its obligations and fails to cure the default within 30 days after receiving written notice from the non-defaulting Party specifying the nature of the default. Should the University choose to terminate this Operating Agreement by providing 90 days' written notice or in the event of a default by the Foundation that is not cured within the time frame set forth above, the Foundation may require the University to pay, within 180 days of written notice, all debt incurred by the Foundation on the University's behalf including, but not limited to, lease payments, advanced funds, and funds borrowed for specific initiatives. Should the Foundation choose to terminate this Operating Agreement by providing 90 days' written notice or in the event of a default by the University that is not cured within the time frame set forth above, the University may require the Foundation to pay any debt it holds on behalf of the Foundation in like manner. The Parties agree that in the event this Operating Agreement shall terminate, they shall cooperate with one another in good faith to negotiate a new agreement within six (6) months. In the event negotiations fail, the Parties will initiate the dispute resolution mechanism described below (through reference to the Foundation Executive Chair and the State Board) to further attempt to negotiate a new agreement within the time period specified herein, they will refer the matter to the State Board for resolution. Termination of this Operating Agreement shall not constitute or cause dissolution of the Foundation.

3. Dispute Resolution. The Parties agree that in the event of any dispute arising from this Operating Agreement, they shall first attempt to resolve the dispute by working together with the appropriate staff members of each of the Parties. If the staff cannot resolve the dispute, then the dispute will be referred to the Foundation CEO and the University President. If the Foundation CEO and the University President cannot resolve the dispute, then the dispute will be referred to the Foundation Executive Chair and the State Board for resolution. If they are unable to resolve the dispute, the Parties shall submit the dispute to mediation by an impartial third Party or professional mediator mutually acceptable to the Parties. If and only if all the above mandatory steps are followed in sequence and the dispute remains unresolved, then, in such case, either Party shall have the right to initiate litigation arising from this Operating Agreement. In the event of litigation, the prevailing Party shall be entitled, in addition to any other rights and remedies it may have, to reimbursement for its expenses, including court costs, attorney fees, and other professional expenses.

4. Dissolution of Foundation. Consistent with provisions appearing in the Foundation's Bylaws and Articles of Incorporation, should the Foundation be dissolved or cease to be an Internal Revenue Code §501(c)(3) organization, the Foundation shall transfer to the State Board the balance of all property and assets of the Foundation, after the payment of all debts and obligations of the Foundation, and such property shall be vested in the State Board in trust for the continued support and benefit of the University.

5. Board Approval of Operating Agreement. Prior to the Parties' execution of this Operating Agreement, an unexecuted copy of this Operating Agreement must be approved by the State Board. Furthermore, this Operating Agreement, including any subsequent modifications and

restatements of this Operating Agreement, shall be submitted to the State Board for review and approval as required by the then applicable State Board's Policies and Procedures (currently, Section V.E.) and as requested by the State Board.

6. Modification. Any modification to the Operating Agreement or Exhibits hereto shall be in writing and signed by both Parties.

7. Providing Documents to and Obtaining Approval from the University. Unless otherwise indicated herein, any time documents are to be provided to the University or any time the University's approval of any action is required, such documents shall be provided to, or such approval shall be obtained from, the University's President or an individual to whom such authority has been properly delegated by the University's President.

8. Providing Documents to and Obtaining Approval from the Foundation. Unless otherwise indicated herein, any time documents are to be provided to the Foundation or any time the Foundation's approval of any action is required, such document shall be provided to, or such approval shall be obtained from, the Foundation's Board of Directors or an individual to whom such authority has been properly delegated by the Foundation's Board of Directors.

9. Notices. Any notices required under this Operating Agreement may be mailed or delivered as follows:

To the University:

President
Boise State University
1910 University Drive
Boise, Idaho 83725

with a copy to:

General Counsel
Boise State University
1910 University Drive, Suite 210
Boise, Idaho 83725-1203

To the Foundation:

Foundation Board Executive Chair
Boise State University Foundation, Inc.
1173 University Drive
Boise, Idaho 83706

with a copy to:

Foundation CEO

Boise State University Foundation
1173 University Drive
Boise, Idaho 83706

10. No Joint Venture. Notwithstanding anything to the contrary in this Operating Agreement, the Foundation maintains its position that it is a separate charitable entity not subject to laws applicable to state public bodies, such as open records and meeting laws. At all times and for all purposes of this Operating Agreement, the University and the Foundation shall act in an independent capacity and not as an agent or representative of the other Party.

11. Legal Authority. Foundation represents and warrants that it possesses the legal authority to enter into this Agreement and that it has taken all actions required by its procedures, bylaws, and/or applicable law to exercise that authority, and to lawfully authorize its undersigned signatory to execute this Agreement and to bind the Foundation to its terms. The person(s) executing this Agreement on behalf of the Foundation warrant(s) that such person(s) have full authorization to execute this Agreement.

12. Allocation of Risks and Liabilities. The University and Foundation are independent entities and neither shall be liable for any of the other's contracts, torts, or other acts or omissions, or those of the other's trustees, directors, officers or employees. The Foundation agrees to indemnify, defend and hold the University, the State Board of Education, and each of their officers, directors, agents and employees harmless from and against any and all losses, liabilities, and claims, including reasonable attorney's fees arising out of or resulting from the willful act, fault, omission, or negligence of the Foundation, its employees, contractors, or agents in performing its obligations under this Operating Agreement. This indemnification shall include, but not be limited to, any and all claims arising from an employee of the Foundation or a Loaned Employee who is working for the benefit of the Foundation. The University acknowledges and agrees it is responsible for negligent or wrongful acts committed by the University or by its employees or agents arising out of the University's performance under the terms of this Agreement to the extent authorized by law. The University shall not be responsible for the acts of the Foundation or any third party and the results thereof and shall at no time be liable for more than the pro rata share of the total damages awarded in favor of a claimant that is directly attributable to the negligent or otherwise wrongful acts or omissions of the University or its employees or agents. University's liability shall be governed by the Idaho Tort Claims Act, Idaho Code Title 6, Chapter 9, as may be amended from time to time, and other applicable laws, including without limitation Idaho Code Title 59, Chapter 10 and the Idaho State Constitution. Nothing in the agreement shall be deemed to constitute a waiver by University of any privilege, protection, or immunity otherwise afforded it under the Idaho Constitution, Idaho Tort Claims Act, or any other applicable law or a waiver of its sovereign immunity, which is hereby expressly retained. Nothing in this Operating Agreement shall be construed to extend to the University's liability beyond the limits of the Idaho Tort Claims Act, Idaho Code §6-901 *et seq*.

13. Assignment. This Operating Agreement is not assignable by either Party, in whole or in part.

14. Governing Law; Required Certification. This Operating Agreement shall be governed by the laws of the State of Idaho.

15. Certifications. University is prohibited by state law from entering into certain contractual agreements. Foundation hereby certifies that: (i) it is not currently engaged in, and will not for the duration of the Agreement engage in, a boycott of goods or services from Israel or territories under its control; or a boycott of any individual or company because the individual or company (a) engages in or supports the exploration, production, utilization, transportation, sale, or manufacture of fossil fuel-based energy, timber, minerals, hydroelectric power, nuclear energy, or agriculture; or (b) engages in or supports the manufacture, distribution, sale, or use of firearms, as defined in section18-3302(2)(d), Idaho Code; and (ii) it is not currently owned or operated by the People's Republic of China and will not for the duration of the Agreement be owned or operated by the People's Republic of China; and (iii) it is not an abortion provider or an affiliation of an abortion provider under the No Public Funds for Abortion Act. The terms in this section defined in Idaho Code Section 67-2346, Section 67-2347A, Section 67-2359, and in Title 18, Chapter 87, Idaho Code, respectively, shall have the meanings defined therein.

15. Severability. If any provision of this Operating Agreement is held invalid or unenforceable to any extent, the remainder of this Operating Agreement is not affected thereby and that provision shall be enforced to the greatest extent permitted by law.

16. Entire Agreement. This Operating Agreement and the agreements contemplated to be entered into by the Parties under this Operating Agreement, which are (a) the Service Agreement, (b) Lease Agreement, and (c) Loaned Employee Agreements (collectively with this Operating Agreement, ("parties' Agreements"), constitute the entire agreement among the Parties pertaining to the subjects contained therein. In the event of any inconsistency between the provisions of the Parties' Agreements, the provisions of this Operating Agreement shall control. This Operating Agreement amends, restates and replaces the Prior Operating Agreement and supersedes all prior agreements and understandings pertaining thereto.

IN WITNESS WHEREOF, the University and the Foundation have executed this Operating Agreement on the above specified date.

BOISE STATE UNIVERSITY:

By:_____
Name: Dr. Marlene Tromp
Its: President

Date:_____

BOISE STATE
UNIVERSITY FOUNDATION, INC.:

By:_____

Name: James L. Martin
Its: Executive Chair of the Board of Directors
Date:_____

Approved by the State Board of Education on the _____ day of _____ , 2024.

EXHIBIT "A"

INVESTMENT POLICY

See attached.

EXHIBIT "B"

CONFLICT OF INTEREST POLICY

See attached.

BOISE STATE UNIVERSITY, IDAHO STATE UNIVERSITY, LEWIS-CLARK STATE COLLEGE, UNIVERSITY OF IDAHO

SUBJECT

Request to Increase Intercollegiate Athletics Spending Limits for FY25

REFERENCE

June 2012	Board approved first reading of amendments tying general fund limit to General Fund appropriation and tying institutional fund limit to total appropriation as new Board Policy V.X.
August 2012	Board approved second reading of new Board Policy V.X.
June 2014	Board approved first reading of amendments to Board Policy V.X. setting athletic limits through formula rather than Board approval.
August 2014	Board approved second reading of amendments to Board Policy V.X.
April 2016	Board approved first reading of amendments to Board Policy V.X. revising the reporting requirements for gender equity and financial reporting.
June 2016	Board approved use of the 4-year institutions' Federal Title IX reports for tracking compliance with Gender Equity regulations; and use of annual NCAA reports (and the NCAA report format in the case of Lewis-Clark State College) for annual tracking of institutions' athletic revenues and expenditures.
April 2019	Board approved first reading of amendments to Board Policy V.X.
June 2019	Board approved second reading of amendments to Board Policy V.X. increasing the athletics limits for Idaho State University, Lewis-Clark State College and the University of Idaho and setting annual adjustments to the limits based on the institutions' general fund appropriation.
October 2021	The Board approved Boise State University's request to increase their respective Athletics Spending Limit

	commensurate with the growth of program budget.
February 2023	The Board gave Idaho State University permission to exceed the Athletics Spending Limit on a one-time basis to address the recent football coach separation, subsequent unforeseen second consecutive year of a football coaching search, and transition.

APPLICABLE STATUTE, RULE, OR POLICY

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

BACKGROUND/DISCUSSION

Boise State University is requesting a $1M increase to its annual Athletics Spending Limit. The purpose of the request is to ensure that indirect expenditures that benefit Athletics are accurately captured and to give the university the flexibility to increase funding for Athletics. Additional funding will likely be necessary in future budget years due to inflationary increases in the cost of team travel and other operating expenses.

Below is the FY25 Athletic Spending Limit as currently calculated and the adjusted limit if the increase is approved:

Current FY25 Athletic Spending Limit:	$ 9,004,500
Amended FY25 Athletic Spending Limit:	$10,004,500

Idaho State University is requesting an increase to the annual Athletics Spending Limit by $1.2M. This increase is a budget-neutral action, intended to more accurately and transparently account for athletic department expenses currently being funded through indirect institutional support flowing from other units. Some examples of this current funding structure are salary lines for some athletic trainers in the Division of Health Sciences, academic advisers and compliance officers in the legal and risk management offices, and a portion of the Athletic Director's salary being funded by Advancement. An increase in the spending limit to meet the real and basic needs of ISU Athletics would allow ISU to more accurately define and manage the athletics budget.

Below is the FY25 Athletic Spending Limit as currently calculated and the adjusted limit if the increase is approved:

Current FY25 Athletic Spending Limit:	$ 6,632,800
Amended FY25 Athletic Spending Limit:	$ 7,832,800

Lewis-Clark State College would like to request a $500K increase to the annual Athletic Spending Limit to allow for future program expansion as the college continues to progress towards its Title IX goals. To date, program growth has included maximizing roster sizes, adding competitive Dance and in Fall 2024 LC

State will begin a 2-year process to add competitive Cheer. Adding these sports and potentially another (if needed) will necessitate additional coaching personnel, operating budgets, and student-athlete scholarships. An increase in LC's Athletic Spending Limit will position the college to continue Title IX plan progress and program expansion.

Below is the FY25 Athletic Spending Limit as currently calculated and the adjusted limit if the increase is approved:

Current FY25 Athletic Spending Limit:	$ 4,074,900
Amended FY25 Athletic Spending Limit:	$ 4,574,900

The University of Idaho is requesting a $1.35M increase to its annual Athletics Spending Limit. The purpose of the request is to provide the university the flexibility to increase funding for Athletics which, in combination with program and fee revenues, is needed to address inflationary increases in team travel and other operating costs, such as post season expenses.

Below is the FY25 Athletic Spending Limit as currently calculated and the adjusted limit if the increase is approved:

Current FY25 Athletic Spending Limit:	$ 7,901,700
Amended FY25 Athletic Spending Limit:	$ 9,251,700

IMPACT

These requests are consistent with budget optimization for the four institutions, and increase transparency of indirect expenditures which benefit Athletics. The increases will also provide the ability to demonstrate financial performance, magnify the positive net financial impact of their athletics departments, address inflationary costs, support new/existing program growth, meet Title IX goals as well as the requirements for membership for their collegiate athletic conferences.

Evidence supports that thriving collegiate athletics programs have a significant positive impact on enrollment, retention, and development efforts. All four institutions seek greater athletics spending limit to support strategic investments to this end.

STAFF COMMENTS AND RECOMMENDATIONS

All four college and universities are requesting a permanent increase in Athletic Spending Limits for FY25. These adjustments to the spending limits are needed for the institutions to continue to have competitive athletics programs in their respective conferences. The proposed amounts reflect the limit and not the amount of funding for athletics. The following table highlights the current limit, and the difference for each institution.

	Current	Proposed	Difference
Boise State University	$ 9,004,500	$ 10,004,500	$ 1,000,000
Idaho State University	$ 6,632,800	$ 7,832,800	$ 1,200,000
Lewis-Clark State University	$ 4,074,900	$ 4,574,900	$ 500,000
University of Idaho	$ 7,901,700	$ 9,251,700	$ 1,350,000

Board Policy V.X.4. states:

> *Adjustments to Athletic Spending limits: Institution chief executive officers may Request from the Board, one-time or permanent changes to the above-described spending limits to address non-routine programmatic changes. Changes that may be used as evidence for adjustments to the Athletic Spending Limit may include but are not limited to the addition of new sports, new expenditures related to gender equity or other compliance requirements, transitions to different athletic conferences, expansion of team rosters and schedules, inflationary factors related to the expense of academic support and tutoring, room and board increases, or atypical spikes in tuition rates.*

The athletic limits are calculated annually based on the rate of change for the next fiscal year of ongoing State appropriated funds compared to the ongoing State appropriated funds in the current fiscal year, unless set through Board action.

The request from Boise State University, Idaho State University, Lewis-Clark State College, and University of Idaho is for Board action to increase the athletic limits consistent with Policy V.X.

Presidents from the institutions will be available to answer questions.

This information was reviewed by the BAHR Committee at its June 3, 2024 meeting.

Staff recommends approval.

BOARD ACTION

I move to approve the request to permanently increase the annual Athletic Spending Limit for Boise State University to $10,004,500 for FY25.

Moved by_____Seconded by_____Carried Yes____No____

I move to approve the request to permanently increase the annual Athletic Spending Limit for Idaho State University to $7,832,800 for FY25.

Moved by_____Seconded by_____Carried Yes____No____

I move to approve the request to permanently increase the annual Athletic Spending Limit for Lewis-Clark State College to $4,574,900 for FY25.

Moved by_____Seconded by_____Carried Yes____No____

I move to approve the request to permanently increase the annual Athletic Spending Limit for University of Idaho to $9,251,700 for FY25.

Moved by_____Seconded by_____Carried Yes____No____

BOISE STATE UNIVERSITY

SUBJECT

Men's Head Football Coach Contract

APPLICABLE STATUTE, RULE, OR POLICY

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

BACKGROUND/DISCUSSION

Boise State University is requesting approval of a multi-year employment contract for a new head football coach. The contract is similar to the standard issued by Boise State University and follows the general form approved by the Board as a model contract.

Subject to State Board approval, Boise State University named Spencer Danielson, a former assistant coach and current defensive coordinator, the 12th football head coach in the program's history as a four-year institution on December 10, 2023, after serving as interim head football coach for a month. In that time, Danielson guided the Broncos to three wins, including a victory in the 2023 Mountain West Football Championship Game at UNLV. He is the first interim head coach to lead a team to a conference championship game title in FBS history. Danielson led Boise State to its fifth Mountain West Conference Championship, the most of any school in the league. During those three games, the Broncos averaged 38.7 points and over 460 yards of total offense while outscoring opponents 116-49.

Danielson has spent seven seasons at Boise State, including the past three as defensive coordinator and the previous two as co-defensive coordinator. He began his Boise State tenure as a graduate assistant in 2017 before being promoted to a full-time assistant coach in 2018. In each of his three seasons as defensive coordinator, Boise State ranked in the top three of the Mountain West in scoring defense, including allowing a league-low 19 points per game in 2021.

The term of the proposed agreement is for five (5) years and approximately three (3) months, terminating on February 28, 2029.

The proposed annual salary is as follows:

Year 1 - December 10, 2023 – February 29, 2024 = $249,617.20
March 1, 2024 – February 28, 2025 = $1,100,000;
Year 2 - March 1, 2025 – February 28, 2026 = $1,200,000;
Year 3 - March 1, 2026 – February 28, 2027 = $1,300,000;
Year 4 - March 1, 2027 – February 29, 2028 = $1,400,000;
Year 5 - March 1, 2028 – February 28, 2029 = $1,500,000;

A one-time signing bonus payment of $35,000 will be paid if the Board approves the agreement.

A one-time retention bonus of $300,000 will be paid on the first regular pay date in April 2027 if Danielson is still employed as head coach on that date. A second retention bonus of $200,000 will be paid on the first regular pay date in February 2029 if coach is still employed as the head coach on that date.

Athletic Achievement Incentive Pay

Regular Season & Non-College Football Playoff ("Non-CFP") Bowl Game:

Team wins sixth (6th) Conference game against a Mountain West Conference (Conference) opponent	1% of salary
Team wins seventh (7th) Conference game against a Conference opponent	1% of salary
Team wins eighth (8th) Conference game against a Conference opponent	2% of salary
Team wins game against a Power 4 conference opponent in a non-Conference, regular season game	2% of salary
Team participates in the Conference Championship Game	4% of salary
Team prevails as the Conference Champions	6% of salary
**Team participates in a non-CFP Bowl Game	1% of salary
** Team participates in & prevails in Non-CFP Bowl Game	2% of salary
Maximum Cumulative Regular Season & Non-CFP Payout	*$200,000*

College Football Playoff ("CFP"):

Team participates in a first-round game of the College Football Playoff (including a first-round bye)	8% of salary
Team participates in a quarterfinal game of the CFP	10% of salary
Team participates in the semifinal game of the CFP	12% of salary
Team participates in the national championship game of the CFP	16% of salary
Team prevails as the College Football Playoff Champions	20% of salary
Maximum Cumulative College Football Playoff Payout	*20% of salary*

Coach of the Year:

Coach earns Conference Coach of the Year	2% of salary
Coach earns AFCA Regional Coach of the Year	2% of salary
Coach earns National Coach of the Year	4% of salary

Maximum Coach of the Year Payout *8% of salary*

Academic Achievement Incentive Pay

Academic Incentive Pay may be earned for the most recent academic year if the annual Team Academic Progress Rate ("APR") ranks nationally within football as follows:

a) If the annual APR rating is between 50%-59.9% of the 4-year National Ranking, Employee shall receive a sum of 3% of salary; **or**
b) If the annual APR rating is between 60%-69.9% of the 4-year National Ranking, Employee shall receive a sum of 4% of salary; **or**
c) If the annual APR rating is between 70%-79.9% of the 4-year National Ranking, Employee shall receive a sum of 5% of salary; **or**
d) If the annual APR rating is 80% or higher of the 4-year National Ranking, Employee shall receive a sum of 6% of salary.

All Incentive Pay amounts shall be cumulative within each of the following sections described above and shall in no event exceed the cumulative total supplemental compensation payment amounts in one contract Year:

a) $200,000 - Regular Season & Non-College Football Playoff (Non-CFP) Bowl Game and Academic Achievement ("APR") Incentive Pay
b) 20% of salary – College Football Playoff ("CFP")
c) 8% of salary – Coach of the Year

Buyout Provision

If Coach terminates this Agreement for convenience, then Coach shall pay to the University:

a) $2,500,000 if terminated on or before February 28, 2026;
b) $1,500,000 if terminated between March 1, 2026 and February 28, 2027;
c) $500,000 if terminated between March 1, 2027 and February 28, 2029.

IMPACT

Total first year maximum potential annual compensation (including salary, academic incentives and athletic incentives) is $1,555,000. Salary and supplemental compensation will be paid only from program revenues, media, donations and other non-state funds.

ATTACHMENTS

Attachment 1 – Proposed Contract
Attachment 2 – Redline of Proposed Contract to Model Agreement

Attachment 3 – Maximum Compensation Calculation
Attachment 4 – Base Salary and Incentive Comparison
Attachment 5 – Liquidated Damages Comparison
Attachment 6 – 2018-2022 APR Summary

STAFF COMMENTS AND RECOMMENDATIONS

The proposed five (5) year fixed-term employment agreement beginning December 10, 2023 through February 28, 2029, is in substantial conformance with the Board-approved model contract, and carries an annual base salary of $1,100,000 that begins March 1, 2024 through February 28, 2025. Mr. Danielson will be paid a one-time signing bonus payment of $35,000 if the Board approves the agreement and assigned one vehicle through the University although insurance premiums for personal use are the responsibility of the Coach.

The contract does contemplate Athletic Achievement Incentives as noted in the background, as well as grade point incentives and incentives related toward student progress toward degree. This structure creates Academic/Compliance and Social Conduct Incentives consistent with the Academic Progress Rate (APR) Standards that are reported to the Board annually and included in Attachment 6. The APR standard is determined through metrics reflecting eligibility and retention data for each student-athlete on scholarship and a perfect score is 1000. Any supplemental compensation awarded as Academic Achievement Incentive Pay, will be awarded following BSU Football Team's annual APR rating determination and verification by the National Collegiate Athletic Association (NCAA).

The contract further provides the Coach with an annual budget of at least $2,500,000 per year for the employment of ten (10) on-field assistant coaches. The Contract further provides an annual budget of at least $720,000 for Operations/Quality Control/Sports Performance Staff and at least $100,500 for four (4) Graduate Assistant Coaches

Should the University terminate the Coach for convenience, the University would be responsible for liquidated damages of the remaining base salary of 70% if terminated on or before February 28, 2029. If the Coach terminates the Agreement for convenience at any time, he will be responsible for liquidated damages of $2,500,000 if terminated on or before February 28, 2026; $1,500,000 if terminated between March 1, 2026 and February 28, 2027, and $500,000 if terminated between March 1, 2027 and February 28, 2029.

The BAHR Committee reviewed the details of this contract at its June 3, 2024 meeting.

Staff recommends approval.

BOARD ACTION

I move to approve the request by Boise State University to enter into the multi-year agreement as proposed with Spencer Danielson as head coach of the football team.

Moved by _____ Seconded by _____ Carried Yes _____ No _____

EMPLOYMENT AGREEMENT

This Employment Agreement (Agreement) is entered into by and between Boise State University (the University) and Spencer Danielson (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 football team (the Team). Coach represents and warrants that Coach is fully qualified to serve, and is available for employment, in this capacity.

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

1.3. Duties. Coach shall manage and supervise the Team and shall perform such other duties in the University's athletic program as the Director may assign and as may be described elsewhere in this Agreement. In addition to the duties described herein, Coach will be wholly committed to development of student-athletes, and their athletic and academic success, in addition to overall program success.

ARTICLE 2

2.1. Term. This Agreement is for a fixed-term appointment of five (5) years and approximately three (3) months, commencing on December 10, 2023 and terminating, without further notice to Coach, on February 28, 2029 unless sooner terminated in accordance with other provisions of this Agreement.

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

ARTICLE 3

3.1. Regular Compensation.

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

a) An annual salary of as follows:
Year 1 - December 10, 2023 – February 29, 2024 = $249,617.20
March 1, 2024 – February 28, 2025 = $1,100,000;
Year 2 - March 1, 2025 – February 28, 2026 = $1,200,000;
Year 3 - March 1, 2026 – February 28, 2027 = $1,300,000;
Year 4 - March 1, 2027 – February 29, 2028 = $1,400,000;
Year 5 - March 1, 2028 – February 28, 2029 = $1,500,000;
payable in biweekly installments in accordance with normal University procedures, and such salary increases as may be determined appropriate by the Director and President and approved by the Board;

b) A one-time signing bonus payment of $35,000 will be paid within thirty (30) days after the execution of this agreement and final Board of Education approval.

c) A one-time retention bonus of $300,000 paid on the first regular pay date in April 2027, if Coach is still employed as the Head Coach by the University on that date.

d) A one-time retention bonus of $200,000 paid on the first regular pay date in February 2029, if Coach is still employed as the Head Coach by the University on that date.

e) Coach may be eligible to receive a Change in Employee Compensation (CEC) increase, if approved by the Idaho Legislature. A CEC, if granted, and in what amounts, will be at the Athletic Director's sole discretion; and

f) The opportunity to receive such employee benefits as the University provides generally to non-faculty professional employees, provided that Coach qualifies for such benefits by meeting all applicable eligibility requirements except that, in accordance with Board Policy II.H.6.b.ii, Coach does not accrue and use annual leave (vacation) hours but may take leave (other than sick leave) with prior written approval of the Director; and

g) Assignment of one vehicle through the University's Department of Athletics (the Department) trade-out program during the Term of this Agreement, subject to and according to the policy of the Board and any separate agreement(s) relating to the vehicle; specifically, Coach shall be responsible for insurance premiums for personal use of the vehicle; and

h) The opportunity to receive such employee benefits as the Department provides generally to its employees of a comparable level. Coach hereby agrees to abide by the terms and conditions, as now existing or hereafter amended, of such employee benefits; and

i) Spouse travel to all away games, post-season bowl games and, at the invitation of the Director, other special events; and

j) Spouse and children travel to post-season bowl games; and

k) Ten (10) complimentary tickets (football, basketball, and otherwise, including parking passes) to University sporting events.

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

3.2 Supplemental Compensation. Each year Coach may be eligible to receive supplemental compensation while Coach is continuously employed as the Head Coach, as follows:

3.2.1 Athletic Achievement Incentive Pay.

Regular Season & Non-College Football Playoff ("Non-CFP") Bowl Game:

Team wins sixth (6th) Conference game against a Mountain West Conference (Conference) opponent 1% of salary

Team wins seventh (7th) Conference game against a Conference opponent 1% of salary

Team wins eighth (8th) Conference game against a Conference opponent 2% of salary

Team wins game against a Power 4 conference opponent in a non-Conference, regular season game	2% of salary
Team Participates in the Conference Championship Game	4% of salary
Team prevails as the Conference Champions	6% of salary
**Team participates in a non-CFP Bowl Game	1% of salary
**Team participates in & prevails in Non-CFP Bowl Game	2% of salary
Maximum Cumulative Regular Season & Non-CFP Payout	*$200,000*

College Football Playoff ("CFP"):

Team participates in a first-round game of the College Football Playoff (including a first-round bye)	8% of salary
Team participates in a quarterfinal game of the CFP	10% of salary
Team participates in the semifinal game of the CFP	12% of salary
Team participates in the national championship game of the CFP	16% of salary
Team prevails as the College Football Playoff Champions	20% of salary
Maximum Cumulative College Football Playoff Payout	*20% of salary*

Coach of the Year:

Coach earns Conference Coach of the Year	2% of salary
Coach earns AFCA Regional Coach of the Year	2% of salary
Coach earns National Coach of the Year	4% of salary
Maximum Coach of the Year Payout	*8% of salary*

Coach shall be eligible for supplemental compensation from each of the provisions listed above (subject to the maximums described at the end of each section), except in the event the Team shall participate in a CFP Bowl, then the supplemental compensation relating to participation in a non-CFP Bowl game, the two categories identified by "**" above, shall be inapplicable, since the CFP Bowl game incentives will be applicable.

As set forth in the contingency of continuous employment and participation in the event leading to supplemental compensation under each **bolded** category, any supplemental compensation awarded as Athletic Achievement Incentive Pay shall be paid on the first regular pay date in February, as long as Coach remains continuously employed as the Head Coach on that date on which the respective Athletic Achievement was attained.

3.2.2. Academic Achievement Incentive Pay.

Academic Incentive Pay may be earned for the most recent academic year if the annual Team Academic Progress Rate ("APR") ranks nationally within football as follows:

a) If the annual APR rating is between 50%-59.9% of the 4-year National Ranking, Employee shall receive a sum of 3% of salary; **or**
b) If the annual APR rating is between 60%-69.9% of the 4-year National Ranking, Employee shall receive a sum of 4% of salary; **or**
c) If the annual APR rating is between 70%-79.9% of the 4-year National Ranking, Employee shall receive a sum of 5% of salary; **or**
d) If the annual APR rating is 80% or higher of the 4-year National Ranking, Employee shall receive a sum of 6% of salary.

Any supplemental compensation awarded as Academic Achievement Incentive Pay, shall be paid as soon as reasonably practical following APR rating determination and verification by the National Collegiate Athletic Association ("NCAA"), as long as Coach remains continuously employed as Head Coach on that date.

3.2.3. Conditions for payment of Athletic and Academic Achievement supplemental compensation.

All Incentive Pay amounts pursuant to Section 3.2 shall be cumulative within each of the following sections described above and shall in no event exceed the cumulative total supplemental compensation payment amounts in one contract Year, as those contract years are outlined in 3.1.1(a):

a) $200,000 - Regular Season & Non-College Football Playoff ("Non-CFP") Bowl Game and Academic Achievement ("APR") Incentive Pay
b) 20% of salary - College Football Playoff ("CFP")
c) 8% of salary – Coach of the Year

If Coach qualifies for any supplemental compensation, the amount paid to the Coach will be calculated on the percentage of base salary at time of occurrence. Provided, however, if conditions beyond the control of the University prevent the University from hosting home competitions at full capacity, supplemental compensation may be less than the amounts in Sections 3.2.1 and 3.2.2, above. If Coach is head coach for a partial calendar year, Academic Achievement Incentive Pay will be prorated for any partial calendar year. The amount of supplemental compensation in each Contract Year will be earned by and payable to Coach only if Coach is employed as the Head Coach of University on the day of the event that is the basis for the University paying the amount.

Coach is not entitled to supplemental compensation if Coach is placed on administrative leave or otherwise not performing the duties of Coach during the time the applicable achievement is attained.

Any such supplemental compensation actually paid to Coach shall be reported to the Board on an annual basis.

3.2.4. Coach agrees that the University has the priority right to operate camps and/or clinics on its campus using University facilities.

a) If the University exercises its right to operate camps and/or clinics on campus, the University shall allow Coach the opportunity to earn supplemental compensation by assisting with the University's camps and/or clinics in Coach's capacity as a University employee. Coach hereby agrees to assist in the marketing, supervision, and general administration of the University's camps and/or clinics. Coach also agrees that Coach will perform all obligations mutually agreed upon by the parties. In exchange for Coach's participation in the University's camps and/or clinics, the University shall pay Coach supplemental compensation during each year of his employment as a coach at the University.

b) If the University allows Coach to operate camps and/or clinics at the University, such operation shall be according to a written agreement which shall include conditions such as:
   i) Coach compliance with all NCAA, Mountain West Conference (Conference), Board, and University rules and regulations related, directly or indirectly, to the operation of camps and/or clinics;
   ii) Payment for use of University facilities; and
   iii) Provision of proof of liability insurance

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

3.3. Footwear; Apparel; Equipment. Coach agrees that the University has the exclusive right to select footwear, apparel and/or equipment for the use of its student-athletes and staff, including Coach, during official practices and games and during times when Coach or the Team is being filmed by motion picture or video camera or posing for photographs in their capacity as representatives of University. In order to avoid entering into an agreement with a competitor of any University selected vendors, Coach shall submit all outside consulting agreements to the University for review and approval prior to execution. Coach shall also report such outside income

to the University in accordance with Section 4.2 of this Agreement. Coach further agrees that Coach will not endorse any athletic footwear, apparel and/or equipment products, and will not participate in any messages or promotional appearances which contain a comparative or qualitative description of athletic footwear, apparel or equipment products.

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

ARTICLE 4

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

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

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

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

4.1.4. Know, recognize, and comply with all applicable laws, and with the policies, rules and regulations of the University, the Board, the football conference of which the University is a member (Conference), and the NCAA; supervise and take appropriate steps to ensure that Coach's assistant coaches, any other employees for whom Coach is administratively responsible, and the members of the Team know, recognize, and comply with all such laws, policies, rules and regulations; and immediately report to the Director and to the Department's Director of Compliance if Coach has reasonable cause to believe that any person or entity, including without limitation representatives of the University's athletic interests, has violated or is likely to violate any such laws, policies, rules or regulations. Coach shall promote an atmosphere of compliance with the rules and regulations. Coach shall promote an atmosphere of compliance with the rules and regulations. Coach shall cooperate fully with the University and Department at all times. The names or titles of employees whom Coach supervises will be provided to Director through the Countable Coach Form. The applicable laws, policies, rules, and regulations include: (a) the policies of the Department; (b) the University's Policy Manual; (c) Board policies; (d) the rules and regulations of the Conference; and (e) NCAA rules and regulations.

4.2. Outside Activities. Coach shall not undertake any business, professional or personal activities, or pursuits that would prevent Coach from devoting Coach's full time and best efforts to the performance of Coach's duties under this Agreement, that would unreasonably detract from those duties in any manner, or that, in the reasonable opinion of the University, the Department, would reflect adversely upon the University or its athletic program. Subject to the terms and conditions of this Agreement, Coach may, with the prior written approval of the Director, who may consult with the President, enter into separate arrangements for outside activities and endorsements which are consistent with Coach's obligations under this Agreement. Coach shall report such outside income and business interests to the University in accordance with Section 4.3 of this Agreement. Coach may not use nor may Coach authorize third parties to use the University's name, logos, or trademarks in connection with any such arrangements without the prior written approval of the Director and the President (such approval not to be unreasonably withheld).

4.3. Outside Income. In accordance with NCAA rules, Coach shall obtain prior written approval from the President and the Director (such approval not to be unreasonably withheld) for all athletically-related and other business-related income and benefits from sources outside the University and shall report the source and amount of all such income and benefits in accordance with the Department's Outside Income Reporting Form. The report shall be in a format reasonably satisfactory to University. In no event shall Coach accept or receive directly or indirectly any monies, benefits, or gratuities whatsoever from any person, association, corporation, University booster club, University alumni association, University foundation, or other benefactor, if the acceptance or receipt of the monies, benefits, or gratuities would violate applicable law or the policies, rules, and regulations of the University, the Board, the Conference, or the NCAA.

4.4. Hiring Authority. Coach shall have the responsibility and the sole authority to recommend to the Director the hiring and termination of assistant coaches and support staff for the Team, but the decision to hire or terminate an assistant coach or support staff member shall be made by the Director and shall, when necessary or appropriate, be subject to the approval of the President and the Board. Coach shall be provided with an annual budget for staffing as follows:

a) Ten (10) Assistant Coaches – At least $2,500,000
b) Operations / Quality Control / Sports Performance Staff – At least $720,000
c) Four (4) Graduate Assistant Coaches – At least $100,500

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

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

4.7. Disclosure of Criminal Proceedings, Serious Misconduct, and Discipline. Coach warrants that prior to signing this Agreement, Coach has disclosed and will continue to disclose if Coach has been accused of, investigated for, convicted of, or pled guilty or no contest to, or received a withheld judgment for a felony or misdemeanor (excluding minor traffic violations), has been accused of serious misconduct in a civil suit or internal process at any prior institution where Coach was employed, or has been subject to official institution or athletic department disciplinary action at any time at any prior institution where Coach was employed. "Serious misconduct" is defined as any act of harassment prohibited by law, including sexual harassment, sexual misconduct, domestic violence, dating violence, stalking, sexual exploitation, or dishonesty or fiscal misconduct. Any disclosure after the date of this Agreement shall be made as soon as possible, but no later than 72 hours after Coach is on notice of any accusation.

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

4.9. Attendance at Specific Gatherings. Coach will attend all staff meetings, public relation functions, dinners, awards banquet and make appearances as directed by the Director unless excused by the Director. Such functions shall include, but are not limited to, the following:

a) The Boise State Athletics Hall of Fame Dinner
b) The biennial BAA/Alumni Auction
c) The Lyle Smith Golf Tournament
d) The Dairy Booster Auction
e) The annual BAA Endowment Dinner
f) All Department staff meetings called by the Athletic Director
g) Athletic Department Graduation Reception
h) BAA Appreciation Day
i) Dinner on the Blue

ARTICLE 5

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

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

a) A deliberate or major violation of Coach's duties under this Agreement or the refusal or unwillingness of Coach to perform such duties in good faith and to the best of Coach's abilities;

b) The failure of Coach to remedy any violation of any of the terms of this Agreement within 30 days after written notice from the University;

c) A deliberate or major violation by Coach of any applicable law or the policies, rules or regulations of the University, the Board, the Conference or the NCAA, including but not limited to any such violation which may have occurred during the employment of Coach at another NCAA or NAIA member institution;

d) Ten (10) working days' absence of Coach from duty without the University's consent;

e) Any conduct of Coach that constitutes moral turpitude or that would, in the University's judgment, reflect adversely on the University or its athletic programs;

f) The failure of Coach to represent the University and its athletic programs positively in public and private forums;

g) The failure of Coach to fully and promptly cooperate with the NCAA or the University in any investigation of possible violations of any applicable law or the policies, rules or regulations of the University, the Board, the Conference, or the NCAA;

h) The failure of Coach to report a known deliberate or major violation of any applicable law or the policies, rules or regulations of the University, the Board, the Conference, or the NCAA, by one of Coach's assistant coaches, any other employees for whom Coach is administratively responsible, or a member of the Team; or

i) A deliberate or major violation of any applicable law or the policies, rules

or regulations of the University, the Board, the Conference, or the NCAA, by one of Coach's assistant coaches, any other employees for whom Coach is administratively responsible, or a member of the Team if Coach knew or should have known of the violation and could have prevented it by ordinary supervision.

j) The failure of Coach to disclose any criminal proceeding or accusation or finding of serious misconduct as required in Section 4.7 of this Agreement.

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

5.1.3. In the event of any termination for good or adequate cause, the University's obligation to provide compensation and benefits to Coach, whether direct, indirect, supplemental or collateral, shall cease as of the date of such termination, provided, however, that Coach shall receive any earned but unpaid base salary as set forth in Section 3.1.1(a) as well as any earned but unpaid supplemental compensation accrued during the season as a result of participating in the event, as Head Coach, that is the basis for the University paying the amount, as set forth in Sections 3.2.1 and 3.2.2. 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, the University for its own convenience, may terminate this Agreement by giving ten (10) days prior written notice to Coach.

5.2.2. In the event that the University terminates this Agreement for its own convenience, the University shall be obligated to pay Coach, as liquidated damages and not a penalty, 70% of the total remaining annual guaranteed compensation from base salary set forth in Section 3.1.1(a), excluding all deductions required by law, on the regular paydays of the University until the term of this Agreement ends or until Coach obtains reasonably comparable employment, whichever occurs first.

Liquidated damages are subject to a duty of mitigation and offset such that Coach must use reasonable best efforts to obtain other employment, commensurate with Coach's skills and experience as an NCAA Division I FBS Head Coach, during the original term of this Agreement and, in the event Coach obtains other employment of any kind or nature after such termination, then the amount of compensation the University pays will be adjusted and reduced by the amount of compensation paid Coach as a result of such other employment.

Coach specifically agrees to inform the University within ten (10) business days of obtaining other employment, and to advise the University of all relevant terms of such employment, including without limitation the nature and location of employment, salary, other compensation, health insurance benefits, life insurance benefits, and other fringe benefits. Failure to so inform and advise the University shall constitute a material breach of this Agreement and the University's obligation to pay compensation under this provision shall end. Coach agrees not to accept employment for compensation at less than the fair value of Coach's services, as determined by all circumstances existing at the time of employment. Coach further agrees to repay to University all compensation paid to Coach by University after the date Coach obtains other employment, to which Coach is not entitled under this provision. Coach acknowledges that the University will withhold taxes and other payroll deductions from the payments due Coach pursuant to this Section 5.2.2, in such amounts and at such times as required by applicable law.

In addition, Coach will be entitled to continue with the University benefits they are eligible for as if Coach remained a University employee until the term of this Agreement ends or until Coach other employment whichever occurs first. Coach shall be entitled to no other compensation or fringe benefits, except as otherwise provided herein or required by law.

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

5.3. <u>Termination by Coach for Convenience</u>.

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

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

5.3.3. If Coach terminates this Agreement for convenience at any time, all obligations of the University shall cease as of the effective date of the termination; provided, however, that Coach shall receive any earned but unpaid base salary as set forth in Section 3.1.1(a) as well as any earned but unpaid supplemental compensation as set forth in Sections 3.2.1 and 3.2.2 if, and only if, he is the Head Coach at the time of the event, and participates in the event leading to the supplemental compensation. If Coach terminates this Agreement for convenience to commence, or enter into an agreement to commence, Similar or Related Employment (as defined in this section 5.3.3), Coach shall pay to the University, as liquidated damages and not a penalty, the following sum: (a) $2,500,000 if the Agreement is terminated on or before February 28, 2026; (b) $1,500,000 if the Agreement is terminated between March 1, 2026 and February 28, 2027 inclusive; and (c) $500,000 if the Agreement is terminated between March 1, 2027 and February 28, 2029, inclusive. 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. For purposes of this Section 5.3.3, "Similar or Related Employment" means employment in football, coaching, or any capacity in sports (whether by title of the position or by performing the duties regularly associated with such position), including, but not limited to, employment (a) as a coach in any division of NCAA or NAIA athletics, (b) with a National Football League (NFL) team, or (c) in sports related media. If Coach terminates for convenience and does not immediately commence Similar or Related Employment, and therefore does not pay the liquidated damages, but then at a future date within twelve (12) months of termination for convenience commences, or enters into an agreement to commence in the future, employment as a collegiate head football coach, or professional (NFL) head football coach, or as an assistant coach at a university that is a member of the Conference, then liquidated damages will still be owed by Coach and the amount of liquidated damages owed shall be calculated as of the date Coach accepts, or agrees to accept, such employment as a collegiate or professional head coach or assistant coach at a member institution of the Conference. By way of example only and for the avoidance of doubt, if Coach terminates for convenience on February 1, 2026, and accepts employment as a collegiate or professional head coach on January 15, 2027, Coach, or his designee, would owe the University one million five hundred thousand dollars ($1,500,000). However, if Coach terminates for convenience on February 1, 2026, and accepts employment as a collegiate or professional football head coach on July 1, 2028, neither Coach nor his designee would owe the University any liquidated damages.

Coach's obligation, if any, to repay relocation expenses is based on duration of employment and not related to reason for termination and is separate from any obligation to pay liquidated damages.

5.3.4. The parties have both been represented by legal counsel in the contract negotiations and have bargained for and agreed to the foregoing liquidated damages provision, giving consideration to the fact that the University will incur administrative and recruiting costs in

obtaining a replacement for Coach, in addition to potentially increased compensation costs if Coach terminates this Agreement for convenience, which damages are extremely difficult to determine with certainty. The parties further agree that the payment of such liquidated damages by Coach and the acceptance thereof by the University shall constitute adequate and reasonable compensation to the University for the damages and injury suffered by it because of such termination by Coach. The liquidated damages are not, and shall not be construed to be, a penalty. This Section 5.3.4 shall not apply if Coach terminates this Agreement because of a material breach by the University.

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

5.4. Termination due to Disability or Death of Coach.

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

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

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

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

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

5.7. Waiver of Rights. Because Coach is receiving a multi-year contract and the opportunity to receive supplemental compensation and because such contracts and opportunities

are not customarily afforded to University employees, if the University suspends or reassigns Coach, or terminates this Agreement for good or adequate cause or for convenience, Coach shall have all the rights provided for in this Agreement but hereby releases the University from compliance with the notice, appeal, and similar employment-related rights provided for in Board policy, and the University's policies.

ARTICLE 6

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

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

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

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

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

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

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

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

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

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

the University:	Boise State University Director of Athletics 1910 University Drive Boise, Idaho 83725-1020
with a copy to:	Boise State University Office of the President 1910 University Drive Boise, Idaho 83725-1000
Coach:	Spencer Danielson 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.

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

University	**Coach**
_____	_____
Jeramiah Dickey Director of Athletics	Spencer Danielson
_____	_____
Date	Date
_____	
Dr. Marlene Tromp President	
_____	
Date	

Approved by the Idaho State Board of Education on the ____ day of _____, 2024.

EMPLOYMENT AGREEMENT

This Employment Agreement (Agreement) is entered into by and between Boise State University (the University) and ~~_____~~Spencer Danielson (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 ~~[Sport]~~football team (the Team). Coach represents and warrants that Coach is fully qualified to serve, and is available for employment, in this capacity.

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

1.3. Duties. Coach shall manage and supervise the Team and shall perform such other duties in the University's athletic program as the Director may assign and as may be described elsewhere in this Agreement. In addition to the duties described herein, Coach will be wholly committed to development of student-athletes, and their athletic and academic success, in addition to overall program success. ~~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 ~~[number]~~five (~~#~~ 5) years and approximately three (3) months, commencing on December 10, 2023~~[date]~~ and terminating, without further notice to Coach, on February 28, 2029 ~~[date]~~ unless sooner terminated in accordance with other provisions of this Agreement.

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

ARTICLE 3

3.1. Regular Compensation.

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

a) ~~a)~~ An annual salary of ~~$_____~~, as follows:
Year 1 - December 10, 2023 – February 29, 2024 = $249,617.20
March 1, 2024 – February 28, 2025 = $1,100,000;
Year 2 - March 1, 2025 – February 28, 2026 = $1,200,000;
Year 3 - March 1, 2026 – February 28, 2027 = $1,300,000;
Year 4 - March 1, 2027 – February 29, 2028 = $1,400,000;
Year 5 - March 1, 2028 – February 28, 2029 = $1,500,000;
payable in biweekly installments in accordance with normal University procedures, and such salary increases as may be determined appropriate by the Director and President and approved by the Board;

b) A one-time signing bonus payment of $35,000 will be paid within thirty (30) days after the execution of this agreement and final Board of Education approval.

c) A one-time retention bonus of $300,000 paid on the first regular pay date in April 2027, if Coach is still employed as the Head Coach by the University on that date.

d) A one-time retention bonus of $200,000 paid on the first regular pay date in February 2029, if Coach is still employed as the Head Coach by the University on that date.

~~a)~~e) Coach may be eligible to receive a Change in Employee Compensation (CEC) increase, if approved by the Idaho Legislature. A CEC, if granted, and in what amounts, will be at the Athletic Director's sole discretion; and

~~b)~~ The opportunity to receive such employee benefits as the University provides generally to non-faculty professional employees, provided that Coach qualifies for such benefits by meeting all applicable eligibility requirements except that, in accordance with Board Policy II.H.6.b.ii, Coach does not accrue and use annual leave (vacation) hours but may take leave (other than sick leave) with prior written approval of the Director; and

f)

~~e)~~g) ~~d)~~ Assignment of one vehicle through the University's Department of Athletics (the Department) trade-out program during the Term of this Agreement, subject to and according to the policy of the Board and any separate agreement(s) relating to the vehicle; specifically, Coach shall be responsible for insurance premiums for personal use of the vehicle; and

h) ~~e)~~ The opportunity to receive such employee benefits as the Department provides generally to its employees of a comparable level. Coach hereby agrees to abide by the terms and conditions, as now existing or hereafter amended, of such employee benefits~~.~~; and

i) Spouse travel to all away games, post-season bowl games and, at the invitation of the Director, other special events; and

j) Spouse and children travel to post-season bowl games; and

k) Ten (10) complimentary tickets (football, basketball, and otherwise, including parking passes) to University sporting events.

Coach understands and agrees that financial conditions may require the President, in the President's discretion, to institute furloughs or to take such other actions consistent with Board policy as the President may determine to be necessary to meet such challenges; provided that any furlough applied to Coach must be applied to all other University head coaches of intercollegiate athletic teams.~~employees of a comparable level~~. In the event of a furlough or other action, the actual salary paid to Coach may be less than the salary stated in Section 3.1.1(a) above.

3.2 Supplemental Compensation. Each year Coach may be eligible to receive supplemental compensation while Coach is continuously employed as the Head Coach, as follows:

3.2.1 Athletic Achievement Incentive Pay.

Regular Season & Non-College Football Playoff ("Non-CFP") Bowl Game:
Team wins sixth (6th) Conference game against a Mountain West Conference (Conference) opponent 1% of salary

Team wins seventh (7th) Conference game against a Conference opponent 1% of salary

Team wins eighth (8th) Conference game against a Conference opponent

2% of salary

Team wins game against a Power 4 conference opponent in a non-Conference, regular season game 2% of salary

Team Participates in the Conference Championship Game 4% of salary
Team prevails as the Conference Champions 6% of salary
**Team participates in a non-CFP Bowl Game 1% of salary
**Team participates in & prevails in Non-CFP Bowl Game 2% of salary

Maximum Cumulative Regular Season & Non-CFP Payout $200,000

College Football Playoff ("CFP"):
Team participates in a first-round game of the College Football Playoff (including a first-round bye) 8% of salary
Team participates in a quarterfinal game of the CFP 10% of salary
Team participates in the semifinal game of the CFP 12% of salary
Team participates in the national championship game of the CFP 16% of salary
Team prevails as the College Football Playoff Champions 20% of salary

Maximum Cumulative College Football Playoff Payout 20% of salary

Coach of the Year:
Coach earns Conference Coach of the Year 2% of salary
Coach earns AFCA Regional Coach of the Year 2% of salary
Coach earns National Coach of the Year 4% of salary

Maximum Coach of the Year Payout 8% of salary

Coach shall be eligible for supplemental compensation from each of the provisions listed above (subject to the maximums described at the end of each section), except in the event the Team shall participate in a CFP Bowl, then the supplemental compensation relating to participation in a non-CFP Bowl game, the two categories identified by "**" above, shall be inapplicable, since the CFP Bowl game incentives will be applicable.

As set forth in the contingency of continuous employment and participation in the event leading to supplemental compensation under each **bolded** category, ~~A~~any supplemental compensation awarded as Athletic Achievement Incentive Pay shall be paid on the first regular pay date in ~~Month~~February, as long as Coach remains continuously employed as the Head Coach on that date on which the respective Athletic Achievement was attained.

3.2.2. Academic Achievement Incentive Pay.

Academic Incentive Pay may be earned for the most recent academic year if the annual Team Academic Progress Rate ("APR") ranks nationally within ~~XX~~ football as follows:

a) If the annual APR rating is between 50%-59.9% of the 4-year National Ranking, Employee ~~may~~ shall receive a sum of ~~up to X~~3% of salary; **or**
b) If the annual APR rating is between 60%-69.9% of the 4-year National Ranking, Employee ~~may~~ shall receive a sum of ~~up to X~~4% of salary; **or**
c) If the annual APR rating is between 70%-79.9% of the 4-year National Ranking, Employee ~~may~~ shall receive a sum of ~~up to X~~5% of salary; **or**
d) If the annual APR rating is 80% or higher of the 4-year National Ranking, Employee ~~may~~shall receive a sum of ~~up to~~ 6% of salary.

Any supplemental compensation awarded as Academic Achievement Incentive Pay, shall be paid as soon as reasonably practical following APR rating determination and verification by the National Collegiate Athletic Association ("NCAA"), as long as Coach remains continuously employed as Head Coach on that date.

3.2.3. Conditions for payment of Athletic and Academic Achievement supplemental compensation.

All Incentive Pay amounts pursuant to Section 3.2 shall be cumulative within each of the following sections described above and shall in no event exceed the cumulative total supplemental compensation payment amounts in one contract Year, as those contract years are outlined in 3.1.1(a):

a) $200,000 - Regular Season & Non-College Football Playoff ("Non-CFP") Bowl Game and Academic Achievement ("APR") Incentive Pay
b) 20% of salary - College Football Playoff ("CFP")
c) 8% of salary – Coach of the Year

If Coach qualifies for any supplemental compensation, the amount paid to the Coach will be calculated on the percentage of base salary at time of occurrence. Provided, however, if conditions beyond the control of the University prevent the University from hosting home competitions at full capacity, supplemental compensation may be less than the amounts in Sections 3.2.1 and 3.2.2, above. If Coach is head coach for a partial calendar year, Academic Achievement Incentive Pay will be prorated for any partial calendar year.

The amount of supplemental compensation in each Contract Year will be earned by and payable to Coach only if Coach is employed as the Head Coach of University on the day of the event that is the basis for the University paying the amount. ~~The decisions whether or not to award the Incentive Pay outlined in this Section 3.2, and in what amounts, are within the Director's sole discretion. The decisions may be made based on a variety of factors, including, but not limited to, Coach's individual performance, athletic/academic performance of Coach's assigned player personnel groups, or other performance-related factors.~~ Coach is not entitled to supplemental compensation if Coach is placed on administrative leave or otherwise not performing the duties of Coach during the time the applicable achievement is attained.

Any such supplemental compensation actually paid to Coach shall be reported to the Board on an annual basis.

3.2.4. Coach agrees that the University has the priority right to operate camps and/or clinics on its campus using University facilities.

a) If the University exercises its right to operate camps and/or clinics on campus, the University shall allow Coach the opportunity to earn supplemental compensation by assisting with the University's camps and/or clinics in Coach's capacity as a University employee. Coach hereby agrees to assist in the marketing, supervision, and general administration of the University's camps and/or clinics. Coach also agrees that Coach will perform all obligations mutually agreed upon by the parties. In exchange for Coach's participation in the University's camps and/or clinics, the University shall pay Coach supplemental compensation during each year of his employment as a coach at the University.

b) If the University allows Coach to operate camps and/or clinics at the University, such operation shall be according to a written agreement which shall include conditions such as:
   i) Coach compliance with all NCAA, Mountain West Conference (Conference), Board, and University rules and regulations related, directly or indirectly, to the operation of camps and/or clinics;
   ii) Payment for use of University facilities; and
   iii) Provision of proof of liability insurance

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

3.3. Footwear; Apparel; Equipment. Coach agrees that the University has the exclusive right to select footwear, apparel and/or equipment for the use of its student-athletes and staff, including Coach, during official practices and games and during times when Coach or the Team is being filmed by motion picture or video camera or posing for photographs in their capacity as representatives of University. In order to avoid entering into an agreement with a competitor of any University selected vendors, Coach shall submit all outside consulting agreements to the University for review and approval prior to execution. Coach shall also report such outside income to the University in accordance with Section 4.2 of this Agreement. Coach further agrees that Coach will not endorse any athletic footwear, apparel and/or equipment products, and will not participate in any messages or promotional appearances which contain a comparative or qualitative description of athletic footwear, apparel or equipment products.

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

ARTICLE 4

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

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

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

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

4.1.4. Know, recognize, and comply with all applicable laws, and with the policies, rules and regulations of the University, the Board, the ~~[Sport]~~football conference of which the University is a member (Conference), and the NCAA; supervise and take appropriate steps to ensure that Coach's assistant coaches, any other employees for whom Coach is administratively responsible, and the members of the Team know, recognize, and comply with all such laws, policies, rules and regulations; and immediately report to the Director and to the Department's Director of Compliance if Coach has reasonable cause to believe that any person or entity, including without limitation representatives of the University's athletic interests, has violated or is

likely to violate any such laws, policies, rules or regulations. Coach shall promote an atmosphere of compliance with the rules and regulations. Coach shall promote an atmosphere of compliance with the rules and regulations. Coach shall cooperate fully with the University and Department at all times. The names or titles of employees whom Coach supervises will be provided to Director through the Countable Coach Form. The applicable laws, policies, rules, and regulations include: (a) the policies of the Department; (b) the University's Policy Manual; (c) Board policies; (d) the rules and regulations of the Conference; and (e) NCAA rules and regulations.

4.2. Outside Activities. Coach shall not undertake any business, professional or personal activities, or pursuits that would prevent Coach from devoting Coach's full time and best efforts to the performance of Coach's duties under this Agreement, that would unreasonably detract from those duties in any manner, or that, in the reasonable opinion of the University, the Department, would reflect adversely upon the University or its athletic program. Subject to the terms and conditions of this Agreement, Coach may, with the prior written approval of the Director, who may consult with the President, enter into separate arrangements for outside activities and endorsements which are consistent with Coach's obligations under this Agreement. Coach shall report such outside income and business interests to the University in accordance with Section 4.3 of this Agreement. Coach may not use nor may Coach authorize third parties to use the University's name, logos, or trademarks in connection with any such arrangements without the prior written approval of the Director and the President (such approval not to be unreasonably withheld).

4.3. Outside Income. In accordance with NCAA rules, Coach shall obtain prior written approval from the President and the Director (such approval not to be unreasonably withheld) for all athletically-related and other business-related income and benefits from sources outside the University and shall report the source and amount of all such income and benefits in accordance with the Department's Outside Income Reporting Form. The report shall be in a format reasonably satisfactory to University. In no event shall Coach accept or receive directly or indirectly any monies, benefits, or gratuities whatsoever from any person, association, corporation, University booster club, University alumni association, University foundation, or other benefactor, if the acceptance or receipt of the monies, benefits, or gratuities would violate applicable law or the policies, rules, and regulations of the University, the Board, the Conference, or the NCAA.

4.4. Hiring Authority. Coach shall have the responsibility and the sole authority to recommend to the Director the hiring and termination of assistant coaches and support staff for the Team, but the decision to hire or terminate an assistant coach or support staff member shall be made by the Director and shall, when necessary or appropriate, be subject to the approval of the President and the Board. Coach shall be provided with an annual budget for staffing as follows:

a) Ten (10) Assistant Coaches – At least $2,500,000
b) Operations / Quality Control / Sports Performance Staff – At least $720,000
c) Four (4) Graduate Assistant Coaches – At least $100,500

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

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

4.7. Disclosure of Criminal Proceedings, Serious Misconduct, and Discipline. Coach warrants that prior to signing this Agreement, Coach has disclosed and will continue to disclose if Coach has been accused of, investigated for, convicted of, or pled guilty or no contest to, or received a withheld judgment for a felony or misdemeanor (excluding minor traffic violations), has been accused of serious misconduct in a civil suit or internal process at any prior institution where Coach was employed, or has been subject to official institution or athletic department disciplinary action at any time at any prior institution where Coach was employed. "Serious misconduct" is defined as any act of harassment prohibited by law, including sexual harassment, sexual misconduct, domestic violence, dating violence, stalking, sexual exploitation, or dishonesty or fiscal misconduct. Any disclosure after the date of this Agreement shall be made as soon as possible, but no later than 72 hours after Coach is on notice of any accusation.

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

4.9. Attendance at Specific Gatherings. Coach will attend all staff meetings, public relation functions, dinners, awards banquet and make appearances as directed by the Director unless excused by the Director. Such functions shall include, but are not limited to, the following:

a) The Boise State Athletics Hall of Fame Dinner
b) The biennial BAA/Alumni Auction

c) The Lyle Smith Golf Tournament
d) The Dairy Booster Auction
e) The annual BAA Endowment Dinner
f) All Department staff meetings called by the Athletic Director
g) Athletic Department Graduation Reception
h) BAA Appreciation Day
i) Dinner on the Blue

ARTICLE 5

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

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

a) A deliberate or major violation of Coach's duties under this Agreement or the refusal or unwillingness of Coach to perform such duties in good faith and to the best of Coach's abilities;

b) The failure of Coach to remedy any violation of any of the terms of this Agreement within 30 days after written notice from the University;

c) A deliberate or major violation by Coach of any applicable law or the policies, rules or regulations of the University, the Board, the Conference or the NCAA, including but not limited to any such violation which may have occurred during the employment of Coach at another NCAA or NAIA member institution;

d) Ten (10) working days' absence of Coach from duty without the University's consent;

e) Any conduct of Coach that constitutes moral turpitude or that would, in the University's judgment, reflect adversely on the University or its athletic programs;

f) The failure of Coach to represent the University and its athletic programs positively in public and private forums;

g) The failure of Coach to fully and promptly cooperate with the NCAA or the University in any investigation of possible violations of any applicable law or the policies, rules or regulations of the University, the Board, the Conference, or the NCAA;

h) The failure of Coach to report a known deliberate or major violation of any applicable law or the policies, rules or regulations of the University, the Board, the Conference, or the NCAA, by one of Coach's assistant coaches, any other employees for whom Coach is administratively responsible, or a member of the Team; or

i) A deliberate or major violation of any applicable law or the policies, rules or regulations of the University, the Board, the Conference, or the NCAA, by one of Coach's assistant coaches, any other employees for whom Coach is administratively responsible, or a member of the Team if Coach knew or should have known of the violation and could have prevented it by ordinary supervision.

j) The failure of Coach to disclose any criminal proceeding or accusation or finding of serious misconduct as required in Section 4.7 of this Agreement.

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

5.1.3. In the event of any termination for good or adequate cause, the University's obligation to provide compensation and benefits to Coach, whether direct, indirect, supplemental or collateral, shall cease as of the date of such termination, provided, however, that Coach shall receive any earned but unpaid base salary as set forth in Section 3.1.1(a) as well as any earned but unpaid supplemental compensation accrued during the season as a result of participating in the event, as Head Coach, that is the basis for the University paying the amount, as set forth in Sections 3.2.1 and 3.2.2. ~~and t~~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, the University for its own convenience, may terminate this Agreement by giving ten (10) days prior written notice to Coach.

5.2.2. In the event that the University terminates this Agreement for its own convenience, the University shall be obligated to pay Coach, as liquidated damages and not a penalty, 70% of the total remaining annual guaranteed compensation from base salary set forth in Section 3.1.1(a), excluding all deductions required by law, on the regular paydays of the University until the term of this Agreement ends or until Coach obtains reasonably comparable employment, whichever occurs first.

Liquidated damages are subject to a duty of mitigation and offset such that Coach must use reasonable best efforts to obtain other employment, commensurate with Coach's skills and experience as an NCAA Division I FBS Head Coach, –during the original term of this Agreement and, in the event Coach obtains other employment of any kind or nature after such termination, then the amount of compensation the University pays will be adjusted and reduced by the amount of compensation paid Coach as a result of such other employment.

Coach specifically agrees to inform the University within ten (10) business days of obtaining other employment, and to advise the University of all relevant terms of such employment, including without limitation the nature and location of employment, salary, other compensation, health insurance benefits, life insurance benefits, and other fringe benefits. Failure to so inform and advise the University shall constitute a material breach of this Agreement and the University's obligation to pay compensation under this provision shall end. Coach agrees not to accept employment for compensation at less than the fair value of Coach's services, as determined by all circumstances existing at the time of employment. Coach further agrees to repay to University all compensation paid to Coach by University after the date Coach obtains other employment, to which Coach is not entitled under this provision. Coach acknowledges that the University will withhold taxes and other payroll deductions from the payments due Coach pursuant to this Section 5.2.2, in such amounts and at such times as required by applicable law.~~Coach further agrees to repay to the University all compensation received from the University after the date other employment is obtained.~~

In addition, Coach will be entitled to continue with the University ~~health insurance plan and group life insurance~~benefits they are eligible for as if Coach remained a University employee until the term of this Agreement ends or until Coach other employment whichever occurs first. Coach shall be entitled to no other compensation or fringe benefits, except as otherwise provided herein or required by law.

5.2.3. The parties have both been represented by, or had the opportunity to consult with, legal counsel in the contract negotiations and have bargained for and agreed to the foregoing liquidated damages provision, giving consideration to the fact that Coach may lose certain benefits,

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

5.3. Termination by Coach for Convenience.

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

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

5.3.3. If Coach terminates this Agreement for convenience at any time, all obligations of the University shall cease as of the effective date of the termination; provided, however, that Coach shall receive any earned but unpaid base salary as set forth in Section 3.1.1(a) as well as any earned but unpaid supplemental compensation as set forth in Sections 3.2.1 and 3.2.2 if, and only if, he is the Head Coach at the time of the event, and participates in the event leading to the supplemental compensation.~~.~~ If Coach terminates this Agreement for convenience to commence, or enter into an agreement to commence, Similar or Related Employment (as defined in this section 5.3.3), Coach shall pay to the University, as liquidated damages and not a penalty, the following sum: (a) $~~XX~~ 2,500,000 if the Agreement is terminated on or before February 28, 2026~~XX~~; (b) $~~XX~~ 1,500,000 if the Agreement is terminated between March 1, 2026 ~~XX~~ and February 28, 2027~~XX~~ inclusive; and (c) $~~X~~ 500,000 if the Agreement is terminated between March 1, 2027 ~~XX~~ and February 28, 2029~~XX~~, inclusive. 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. For purposes of this Section 5.3.3, "Similar or Related Employment" means employment in football, coaching, or any capacity in sports (whether by title of the position or by performing the duties regularly associated with such position), including, but not limited to, employment (a) as a coach in any division of NCAA or NAIA athletics, (b) with a National Football League (NFL) team, or (c) in sports related media. If Coach terminates for convenience and does not immediately commence Similar or Related Employment, and therefore does not pay the liquidated damages, but then at a future date within twelve (12) months of termination for convenience commences, or enters into an agreement to commence in the future, employment as a collegiate head football coach, or professional (NFL) head football coach, or as an assistant coach at a university that is a member of the Conference, then liquidated damages will still be owed by Coach and the amount of liquidated damages owed shall be calculated as of the date Coach accepts, or agrees to accept, such employment as a

collegiate or professional head coach or assistant coach at a member institution of the Conference. By way of example only and for the avoidance of doubt, if Coach terminates for convenience on February 1, ~~202X~~2026, and accepts employment as a collegiate or professional head coach on January 15, ~~202X~~2027, Coach, or his designee, would owe the University ~~XX~~one~~-~~ million five hundred thousand dollars ($~~X~~1,~~000~~500,000). However, if Coach terminates for convenience on February 1, ~~202X~~2026, and accepts employment as a collegiate or professional football head coach on July 1, ~~202X~~2028, neither Coach nor his designee would owe the University any liquidated damages.

Coach's obligation, if any, to repay relocation expenses is based on duration of employment and not related to reason for termination and is separate from any obligation to pay liquidated damages.

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

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

5.4. Termination due to Disability or Death of Coach.

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

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

5.4.3. If this Agreement is terminated because Coach becomes totally or permanently disabled as defined by the University 's disability insurance carrier, or becomes

unable to perform the essential functions of the position of head coach, all salary and other benefits shall terminate, except that Coach shall be entitled to receive any compensation due or unpaid and any disability-related benefits to which Coach is entitled by virtue of employment with the University.

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

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

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

ARTICLE 6

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

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

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

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

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

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

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

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

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

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

the University: Boise State University
Director of Athletics
1910 University Drive
Boise, Idaho 83725-1020

with a copy to: Boise State University
Office of the President
1910 University Drive
Boise, Idaho 83725-1000

Coach: ~~_____~~Spencer Danielson
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.

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

University	**Coach**
_____	_____
Jeramiah Dickey Director of Athletics	~~Name of Coach~~Spencer Danielson
_____	_____
Date	Date

_____
Dr. Marlene Tromp
President

_____
Date

Approved by the Idaho State Board of Education on the ____ day of ~~Month~~_____, ~~20##.~~2024.

DRAFT

~~Name~~ Danielson Contract
20~~##~~ 23 to 20~~##~~29
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Coach Spencer Danielson Maximum Compensation Calculation - 2023-2029

		2023-2025	2025-2026	2026-2027	2027-2028	2028-2029
3.1.1a	Annual Base Salary	$ 1,100,000	$ 1,200,000	$ 1,300,000	$ 1,400,000	$ 1,500,000
3.1.1b	Signing Bonus	$ 35,000	$ -	$ -	$ -	$ -
3.1.1c	Retention Bonus	$ -	$ -	$ -	$ 300,000	$ -
3.1.1d	Retention Bonus	$ -	$ -	$ -	$ -	$ 200,000
3.2.1 & 3.2.2	Additional Pay based on Regular Season & Non-College Football Playoff (“Non-CFP”) Bowl Game & Academic Achievement (max cumulative payout)	$ 200,000	$ 200,000	$ 200,000	$ 200,000	$ 200,000
3.2.1	Additional Pay based on College Football Playoff ("CFP") (max cumulative payout)	$ 220,000	$ 240,000	$ 260,000	$ 280,000	$ 300,000
	Total Maximum potential annual compensation under Employment Agreement	**$ 1,555,000**	**$ 1,640,000**	**$ 1,760,000**	**$ 2,180,000**	**$ 2,200,000**

ATTACHMENT 4

Salary and Incentive Comparisions
Head Football Coaches in Mountain West Conference

<table>
<tr><th>Coach</th><th>School</th><th>Base Salary</th><th>Incentives</th></tr>
<tr><td>Troy Calhoun</td><td>Air Force</td><td>NA</td><td>NA</td></tr>
<tr><td>Spencer Danielson</td><td>Boise State</td><td>$ 1,100,000</td><td>See Contract</td></tr>
<tr><td>Jay Norvell</td><td>Colorado State</td><td>$ 1,700,000</td><td>a. Base Salary. For all services rendered and to be rendered hereunder, during the Term of this Agreement, CSU agrees to pay to Norvell, and Norvell agrees to accept an annual base salary in the amounts set forth below ("Base Salary"), which shall be paid in monthly installments, beginning on the Effective Date and ending upon the expiration or termination of the Term. Such base salary shall be subject to such deductions or withholdings as CSU is required to make pursuant to law or by further agreement with Norvell. The Director will evaluate Norvell's performance at least annually following the end of each football season.
<table>
<tr><th>Contract Year</th><th>Base Salary</th></tr>
<tr><td>01/01/2022 – 12/31/2022</td><td>$1,600,000</td></tr>
<tr><td>01/01/2023 – 12/31/2023</td><td>$1,700,000</td></tr>
<tr><td>01/01/2024 – 12/31/2024</td><td>$1,800,000</td></tr>
<tr><td>01/1/2025 – 12/31/2025</td><td>$1,900,000</td></tr>
<tr><td>01/01/2026 – 12/31/2026</td><td>$2,000,000</td></tr>
</table>
b. Incentive Compensation. If, while Norvell is employed as the Head Coach, (1) the Program's four-year APR following the preceding year's data collection meets or exceeds the NCAA's "cut score" requirement for that year (for example 930 for the 2020-2021 data collection year), provided that this APR minimum pre-requisite does not apply during the first year of the Term given that the calculation is based on the preceding year's data, (2) there have been no findings or formal allegations of a Level I or Level II NCAA violation against the Program during the calendar year under consideration (e.g., January 1, 2020 through December 31, 2020), and (3) the Program attains one or more of the achievements enumerated below, Norvell will be entitled to the following compensation for such an achievement during that season:</td></tr>
</table>

Salary and Incentive Comparisions
Head Football Coaches in Mountain West Conference

Achievement	Compensation
Winning Four (4) Conference Regular Season Games	$25,000
Winning Five (5) Conference Regular Season Games	$25,000
Winning Six (6) Conference Regular Season Games	$50,000
Winning a Seventh (7th) Regular Season Game	$50,000
Winning an Eighth (8th) Regular Season Game	$50,000
Winning an Ninth (9th) Regular Season Game	$50,000
Winning the Tenth (10th) or more Regular Season Game	$50,000
Qualifying to Play in the Conference Championship Game	$50,000
Winning the Conference Championship Game	$50,000
Being Selected to Play in a Bowl Game	$50,000
Winning a Bowl Game	$50,000
Being Selected to Play in a Host Bowl as part of the College Football Playoff	$100,000
Being Selected to Play in the Semifinal of the College Football Playoff	$150,000
Being Selected to Play in the Final of the College Football Playoff	$200,000
Winning a College Football Playoff	$100,000
Winning the Conference Coach of the Year Award for the First Time	$25,000
Winning the Conference Coach of the Year Award for the Second Time	$50,000
Winning the Conference Coach of the Year Award for the Third Time	$75,000
Winning the Conference Coach of the Year Award for the Fourth Time	$100,000
Winning the Conference Coach of the Year Award for the Fifth Time	$125,000
Winning the Paul Bear Bryant, Associated Press or Home Depot National Coach of the Year Award (limited to one)	$100,000

All Incentive Compensation payments are cumulative, and Norvell can earn multiple incentive compensation payments under each category during each football season; however, Norvell can only earn one Bowl Game/Playoff bonus unless the Program participates in the College Football Playoff, in which case Norvell can earn multiple incentive compensation payments for participating in the College Football Playoff Semifinal, participating in the College Football Playoff Championship game, and winning the College Football Playoff. All Incentive Compensation payments shall be paid to Norvell on or before the first January 31 following the season in which such Incentive Compensation was earned.

Coach and University agree to discuss in good faith an adjustment to Coach's Base Salary and Incentive Compensation in the event the University joins an Autonomous 5 Conference during the Term, taking into account the new conference market and the terms and conditions of the University's admission into a new conference, which may include a partial or graduated receipt of full conference membership benefits to the University. Likewise, if the College Football Playoff format is subsequently modified, the parties agree to work together in good faith to discuss any adjustments to Norvell's Incentive Compensation.

h. **Courtesy Car; Travel to Program Events.** During the Term, Norvell is expected to travel extensively in order to perform all of the duties and activities described herein. For such purposes, he shall be provided with the use of two suitable vehicles or equivalent car stipend. Such use or stipend shall be governed by the Department's applicable policies. In addition, on a space available basis, Norvell's spouse and immediate family shall be permitted to travel with the Program to away football games when the football team is travelling by charter aircraft and Norvell's wife and immediate family may also stay at the same hotel as the team, at no additional expense. Personal use or benefit unrelated to University business may result in the reporting of taxable income by Norvell. The University makes no representation regarding personal income tax consequences related to same and Norvell shall be responsible for the payment of any tax related to such courtesy cars or travel, if any.

i. **Club Membership.** During the Term, Norvell is expected to engage existing and potential donors and Program supporters in both social and business relationships that further the interests of the Program, the Department, and the University generally. In order to facilitate these relationships, Norvell will be provided with a paid membership (including any initiation fee, annual dues and required capital contributions) to at least one golf/country club of the Department's choice.

Salary and Incentive Comparisions
Head Football Coaches in Mountain West Conference

Jeff Tedford	Fresno State	$ 1,550,000	Effective upon your official hire date, your total combined annual base salary including both your State salary and your consulting services with the Athletic Corporation will be $1,500,000 paid in monthly installments of $125,000. Effective 2/1/2023, your total annual salary will be $1,550,000 paid in monthly installments of $129,166.67. Effective 2/1/2024, your total annual salary will be $1,600,000 paid in monthly installments of $133,333.33. Effective 2/1/2025, your total annual salary will be $1,750,000 paid in monthly installments of $145,833.33. Effective 2/1/2026, your total annual salary will be $1,850,000 paid in monthly installments of $154,166.67. You will receive an annual bonus in the amounts set out below; provided that the team's annual NCAA Academic Progress Rate (APR) is at or above a minimum of 930 as applicable for that fiscal year: *1)* **Achievement of Annual NCAA APR** ***(effective beginning Academic Year 2022/23)*** a. At or above 950 provides $50,000 b. At or above 960 provides $60,000 c. At or above 970 provides $70,000 d. At or above 980 provides $80,000 e. At or above 990 provides $90,000 *Only one bonus level will be awarded.* *2)* **Annual Team GPA (*effective beginning Academic Year 2022/23)***

a. 2.6 to 2.699 provides $37,500
b. 2.7 to 2.799 provides $42,500
c. 2.8 to 2.899 provides $47,500
d. 2.9 and above provides $55,000

Only one bonus level will be awarded.

3) **Performance Bonuses.** If the University football team achieves any of the performance goals set forth below during the term of this appointment, Employee shall receive additional compensation in the following amounts:

Achievement of Regular-Season Wins

a. At or above 7 wins provides $40,000
b. At or above 8 wins provides $60,000
c. At or above 9 wins provides $80,000
d. At or above 10 wins provides $100,000
e. At or above 11 wins provides $120,000

Only one bonus level will be awarded.

Conference Success

a. Regular Season Co-Conference Championship (OR) Divisional Champion with advancement to championship game provides $50,000
b. Winner of conference championship game provides $75,000

Only one bonus level will be awarded.

Bowl Participation

a. Participation and coached in a conference-associated or at-large bowl provides $75,000 (OR) $100,000 for winning said bowl.
b. Participation and coached in a New Year's Six Bowl provides $250,000 (OR) $350,000 for winning said bowl.
c. Participation and coached in College Football Playoff National Championship Semifinal game provides $500,000.
d. Participation and coached in College Football Playoff National Championship game provides $500,000. (OR) winning said College Football Playoff National Championship provides $1,000,000.

Only one bonus level will be awarded.

Final CFB Playoff National Standing

a. Top 25 provides $50,000
b. Top 10 provides $75,000

Only one bonus level will be awarded.

Final CFB Playoff National Standing

a. Top 25 provides $50,000
b. Top 10 provides $75,000

Only one bonus level will be awarded.

Individual Honors

Salary and Incentive Comparisions
Head Football Coaches in Mountain West Conference

			Individual Honors a. Conference Coach of the Year Awards provides $30,000 b. National Coach of the Year Award provides $60,000 *Only one bonus for an individual honor will be awarded. Award eligibility may come from the following: Walter Camp; Eddie Robinson; Paul "Bear" Bryant; and the American Football Coaches Association.* Supplemental Compensation (Bonuses): As referenced above, the maximum annual amount to be paid in any fiscal year is $350,000 excluding Bowl Participation subsection (b), (c) and (d). Beginning with the 2022 football season, Employee will receive payment for on-field performance bonuses by February 1 of the following year.
Timmy Chang	Hawaii	$ 1,200,000	NA
Jeff Choate	Nevada	$ 300,000	**2024:** $750,000 ($1.05 million total salary) **2025:** $80,0000 ($1.1 million total salary) **2026:** $850,000 ($1.15 million total salary) **2027:** $900,000 ($1.2 million total salary) **2028:** $950,000 ($1.25 million total salary) That makes this a five-year, $5.775 million contract when including a one-time signing bonus of $25,000 due within 30 days of the contract's finalization. Choate also receives bonuses for playing in bowl and championship games; for being named the Mountain West Conference's coach of the year or national coach of the year; and for the team's academic performance. Those bonuses range from $25,000 to $250,000 a year. **Coach of the year** * Winning conference coach of the year ($25,000)

Salary and Incentive Comparisions
Head Football Coaches in Mountain West Conference

* Winning national coach of the year ($50,000)

Conference championship (only highest of following two)

* Playing in conference championship game ($25,000)

* Winning conference championship game ($50,000)

Postseason (only the highest of the following)

* Playing in a bowl game ($10,000)

* Winning a bowl game ($25,000)

* Playing in a New Year's Six bowl game ($50,000)

* Winning a New Year's Six bowl game ($100,000)

* Playing in a College Football Playoff ($100,000)

* Advancing to the CFP quarterfinals ($150,000)

* Advancing to the CFP semifinals ($200,000)

* Advancing to the national championship game ($250,000)

* Winning the national championship ($350,000)

Academic performance bonuses

* For his team achieving a GPA of 3.0 or higher in the fall or spring semester each year ($25,000)

The athletic and academic performances would be forfeited if Choate was fired for cause or terminated the contract on or before Jan. 31 of the following fiscal year.

Salary and Incentive Comparisions
Head Football Coaches in Mountain West Conference

Bronco Mendenhall	New Mexico	$ 800,000	Mendenhall's contract is the highest annual salary for any UNM head football coach. His salary is $800,000 more per year than former UNM head coach Danny Gonzales. In addition to his base salary, Mendenhall has multiple incentives in his contract. The incentives are based not only on performance but also on player academics and community engagement. **Performance-based incentives** • Appearance in Mountain West Conference Championship Game = $25,000 • Mountain West Championship = $50,000 • Mountain West Coach of the Year = $25,000 • National Coach of the Year = $50,000 • Non-CFP Bowl Appearance = $50,000 • CFP Playoff Appearance = $50,000 • Each CFP Playoff Win (including a first-round bye) = $50,000 • CFP National Champion = $100,000 **Academic based incentives˜** • Greater than or equal to 950 (2023-24 & beyond) = $10,000 • Greater than or equal to 960 (2023-24 & beyond) = $15,000 • Greater than or equal to 970 (2023-24 & beyond) = $20,000 **Ticket sales-based incentives** • 15% Increase in Ticket Sales in any season: $15,000, split evenly with $7,500 paid to coach and $7,500 reinvested in to the program • 25% Increase in Ticket Sales in any season $25,000, split evenly with $12,500 paid to coach and $12,500 reinvested into the program • 50% Increase in Ticket Sales in any season: $50,000, split evenly with $25,000 paid to coach and $25,000 reinvested into the program

Salary and Incentive Comparisions
Head Football Coaches in Mountain West Conference

Sean Lewis	San Diego State	$ 1,753,100	https://www.nbcsandiego.com/news/local/san-diego-state-introduces-sean-lewis-as-the-new-aztec-head-football-coach/3368016/#:~:text=Lewis%20signed%20a%205%2Dyear,football%20coach%20in%20SDSU%20history. Lewis has a 5-year contract with San Diego State, with a salary that starts at $1,753,100 in 2024 and increases each year. The salary ranks 4th in the Mountain West Conference according to USA Today. His contract also included a long list of bonuses, like $25,000 for advancing to the conference championship and $75,000 for winning it, $75,000 for beating two top-25 teams (AP or USA Today), $50,000 for a top-15 final ranking and $10,000 if his team has a GPA higher than 2.80. And if the Aztecs go bowling? • Non-CFP Bowl with payout less than $1,500,000 — **$50,000** • Non-CFP Bowl with payout greater than $1,500,000 — **$75,000** • Qualification for CFP First Round — **$150,000** • CFP Quarterfinal Participant — **$200,000** • CFP Semifinal Participant — **$250,000** • CFP Final Participant — **$300,000** • CFP National Championship — **$400,000**
Brent Brennan	San Jose State	$ 330,000	**a. Base Salary.** The base salary paid by the University to Employee for his services and the satisfactory performance of the terms and conditions of this Appointment Letter in the position of Head Football Coach shall be at the rate of $27,500 per month or $330,000 on an annual basis, payable in equal monthly warrants by the University to Employee on or about the last day of each consecutive calendar month during the term of this appointment. **b. Supplemental Compensation.** The Tower Foundation shall pay to the Employee supplemental compensation based upon the criteria set forth below so long as Employee is employed by San Jose State University in the position of Head Football Coach. All incentive compensation will be paid out from Tower Fund # 034-6200-1082 no later than 60 days after that incentive is earned. Supplemental Compensation: a) Employee will receive the following supplemental compensation: $43,333.34 per month or $520,000 on an annual basis to be adjusted each July 1 during the term of this appointment as necessary so that total compensation (base plus supplemental) shall equal but not exceed the following: Year One (December 12, 2019, to December 11, 2020): $ 850,000 Year Two (December 12, 2020, to December 31, 2021): $1,500,000 Year Three (January 1, 2022, to December 31, 2022): $1,600,000 Year Four (January 1, 2023, to December 31, 2023): $1,700,000 Year Five (January 1, 2024, to December 31, 2024): $1,800,000 Year Six (January 1, 2025, to December 31, 2025): $1,900,000 Employee will be paid the above supplemental compensation for the following:

Salary and Incentive Comparisions
Head Football Coaches in Mountain West Conference

- University and athletic functions upon request of the Director of Athletics
- Personal speaking engagements
- Public relations appearances
- Participation in "Coach's Shows" involving radio, television, webcasts and other forms of media
- Participation in press conferences
- Other duties assigned by the Director of Athletics

b) Employee will receive $500 per month as a vehicle allowance.

c) Incentive Compensation. The Tower Foundation shall pay to the Employee incentive compensation as indicated below if the criteria is met.

Incentive compensation criteria:

a) Retention bonus of $200,000 per year for three years to be placed in holding account each year (not to exceed $600,000 to be awarded if Employee stays through the completion of the 2023 Football season.

b) $20,000 for 960 Academic Progress Rate (APR) or higher

c) $30,000 for a football team Grade Point Average (GPA) of 3.0 or higher.

d) $30,000 for 70% football team Graduation Success Rate (GSR) or higher, as determined in May of each calendar year with data based on a six-year cohort.

e) $25,000 if the football team wins the West Division of the Mountain West Conference.

f) $50,000 if the football team wins the Mountain West Conference Championship Game.

g) $50,000 if Employee is named Conference Coach of the Year; to be increased by $25,000 each year if won in consecutive years.

h) $25,000 if Employee is named National Coach of the Year.

i) $25,000 for a victory over a Top 25 football team

j) $15,000 if the football team wins 6 games in the regular season (excluding Bowl game).

k) $20,000 if the football team wins 7 games in the regular season (excluding Bowl game). This supersedes incentive i., above.

l) $25,000 if the football team wins eight or more games in the regular season (excluding Bowl game). This supersedes incentives i. and j., above

5

m) $20,000 for winning a football bowl game

n) $100,000 if football team participates in a Bowl Championship Series (BCS) bowl game.

Salary and Incentive Comparisions
Head Football Coaches in Mountain West Conference

Barry Odom	UNLV	$ 400,000	5.1 Base Salary The base salary paid by the University to the Employee for all services and satisfactory performance of the terms and conditions of this Agreement shall be at the annualized base rate set forth below ("Base Salary") prorated to the portion of the fiscal year the Employee is actually employed, and payable in equal monthly installments by the University to the Employee on the first working day of each consecutive calendar month during the Term. Contract Year 1 (December 6, 2022 – December 31, 2023) - $400,000 per annum Contract Year 2 (January 1, 2024 – December 31, 2024) - $400,000 per annum Contract Year 3 (January 1, 2025 – December 31, 2025) - $400,000 per annum Contract Year 4 (January 1, 2026 – December 31, 2026) - $400,000 per annum Contract Year 5 (January 1, 2027 – December 31, 2027) - $400,000 per annum Notwithstanding this Article 5.1, in the event there are salary reductions throughout the Nevada System of Higher Education for any fiscal year during the Term, Employee's salary shall be reduced by the same percentage and in the same manner as other non-tenured faculty of University through the mechanisms required by the Board of Regents, such as, for example, pay cuts and unpaid leave days. If the Nevada State Legislature grants a Cost of Living (COLA) increase for state employees and if the Nevada System of Higher Education authorizes a COLA increase for its employees, Employee is not entitled to receive a COLA increase. If the Nevada State Legislature funds merit awards for Nevada System of Higher Education faculty and the Nevada System of Higher Education and University authorizes merit awards for University employees, Employee is not eligible to participate in the merit program.
			5.3 Initial Employment Allowance and Expenses Within 10 days of beginning employment, Employee shall receive an additional one-time gross payment equivalent to one month's base salary of $35,000. Employee will not be eligible for reimbursement for moving, relocation or other expenses in connection with commencement of employment. Should Employee terminate employment pursuant to Section 6.2 of this Agreement within twelve (12) months of the Effective Date of this Agreement, Employee shall repay the initial employment allowance to University in full within thirty (30) days of termination. Any repaid amount shall bear simple interest at the rate of eight (8) percent annum until paid in full. The University will reimburse the Employee for all travel and out-of-pocket expenses reasonably incurred by him for the purpose of and in connection with the performance of Employee's duties under this Agreement, including, but not limited to, expenses incurred while recruiting and scouting. Such reimbursement shall be made in accordance with standard reimbursement rates and procedures of the University upon presentation to the University of standard travel reimbursement forms, vouchers or other statements itemizing such expenses in reasonable detail. In addition, the University will provide the Employee's spouse or domestic partner, and minor child(ren) with team travel privileges to all University away games and all University NCAA post-season travel at the standard state per diem rate. 5.4 Automobile and Hosting Account The University, as additional compensation to the Employee, shall make arrangements for and provide to the Employee, on a loan basis, two (2) late-model automobiles for use by Employee for so long as the Employee serves as Head Coach of the Program. The Employee will be responsible for securing the proper insurance coverage required by the University and shall be responsible for all other expenses involved in the use and operation by Employee of said automobile. In addition, Employee agrees to comply with all applicable policies, guidelines and employee agreements related to the use and operation of said automobile. Employee shall have use of a hosting account in the amount of $10,000 subject to all applicable Board of Regents and institution policies and procedures.

5.6 Other Compensation

5.6.a. Media and Public Appearances

In consideration for Employee's satisfactory, as evaluated in the Athletic Director's sole reasonable discretion, media and public/donor appearances (the "Appearances") scheduled by the University (on and off season) of no less than fifteen (15) radio appearances, fifteen (15) television/internet appearances, and fifteen (15) public/donor appearances per fiscal year (unless such appearances are cancelled by the University), the University shall pay Employee the following amounts per fiscal year, not subject to COLA, retirement contributions or retirement deductions ("Media and Public Appearance Fee"), only for so long as the Employee is serving as Head Coach of the Program.

Contract Year 1 (December 6, 2022 – December 31, 2023) - $1,350,000 per annum (annualized)
Contract Year 2 (January 1, 2024 – December 31, 2024) - $1,350,000 per annum
Contract Year 3 (January 1, 2025 – December 31, 2025) - $1,600,000 per annum
Contract Year 4 (January 1, 2026 – December 31, 2026) - $1,600,000 per annum
Contract Year 5 (January 1, 2027 – December 31, 2027) - $1,850,000 per annum

The Media and Public Appearance Fee shall be paid in equal monthly installments, on or about the first business day of each month during the Term. The Appearances may include appearances before civic, faculty, student, alumni, booster or other like groups, as may be reasonably determined by the Athletic Director.

5.6.b. Shoe and Apparel Contract

The University may enter into contract(s) with one or more shoe, apparel and/or equipment companies that require the Program to wear its shoes, its apparel and/or use its equipment during practice and/or competition. All payments or other consideration from any source related to use of shoes, apparel, equipment or any other product by the Program shall be made exclusively to the University, and not directly to Employee. Any contracts under this Article 5.6.b that require payment to the Employee shall be disbursed through the Athletic Department. Such disbursements by the Athletic Department shall be made within a reasonable period upon receipt of said monies. In no event shall the University be liable for any payment or disbursement of monies unless and until the University receives said monies for disbursement. The University shall use reasonable efforts to collect monies owing.

However, Employee may contract independently with a shoe, apparel and/or equipment company for Employee himself to wear, promote, endorse or consult with the manufacturer, distributor or seller of such products concerning the design and/or marketing of shoes, apparel or equipment, provided that any such outside employment contract is in writing, does not conflict with any existing or potential contracts or opportunities of University, is approved in advance in writing by the Director of Athletics or designee, does not extend beyond the Term, and terminates herewith. Employee shall not enter into negotiations or preliminary discussions regarding any such independent contract without the prior written consent of the Director of Athletics or designee, which consent shall not be unreasonably withheld. Employee may agree to directly receive compensation due under such independent contract only to the extent that the amounts and schedule for payment/delivery of such compensation is fully and accurately disclosed in the document by which the prior written approval of the Director of Athletics or designee is requested for Employee to enter into such independent contract.

5.7 Supplemental Compensation - Athletic Performance Payment

During employment as Head Coach of the Program, the Employee shall have the opportunity to earn supplemental compensation in the amounts and upon the conditions set forth below, based upon the exceptional performance of the Program's team and also based upon the team's participation in post-season games, including the

Salary and Incentive Comparisions
Head Football Coaches in Mountain West Conference

additional services required of Employee in preparation for and participation in such post-season games ("Athletic Performance Payment"). The Employee may direct the University to distribute the Athletic Performance Payment that is earned under the provisions of this Article 5.7, or any part thereof, to the Program's assistant coaches as supplemental compensation to them upon the written approval of the Athletic Director.

Beginning in the first year of the employment contract, for each year that the Program's single year APR is at the level required by Paragraph 4.2.c.8, the University shall pay the Employee, as additional compensation, per fiscal year for the Program's achievement of the following:

Athletic Performance:
a. For coaching in the Conference Championship Game: $25,000.
b. For winning the Conference Championship Game: $50,000.
c. For receiving the Conference Coach of the Year Award or Co-Coach of the Year Award: $25,000.
d. For receiving AP or ESPN College Football National Coach of the Year Award: $100,000.
e. For coaching in the College Football Playoffs (CFP) or any New Year's Six Bowl Game: $100,000.
f. For winning the CFP National Championship: $100,000.
g. For coaching in any other Bowl Game: $50,000.
h. For ranking in top 25 in ESPN or Coaches Poll: $25,000.

Academic Performance:
a. Beginning with the 2023-2024 academic year, for achieving an APR score of 980 or greater: $10,000.
b. Beginning with the 2023-2024 academic year, for achieving a team cumulative GPA of 3.0 and above: $10,000.

The Athletic Performance Payment shall not be earned and payable unless the Program's single year APR is achieved and maintained at the minimum level set forth above for the immediately preceding academic year. The Athletic Performance Payment(s) shall be paid within thirty (30) days of the end of the Program's season to which the Payment applies, except those Payments for Academic Performance, which shall be paid within thirty (30) days of the applicable achievement. In the event Employee earns the Athletic Performance Payment but Employee's employment is terminated on or before May 1st of that year, by University for cause pursuant to Article 6.1.c, Employee shall forfeit the Athletic Performance Payment.

Blake Anderson	Utah State	$ 975,000

3.1 Term. This Agreement is for a fixed term appointment commencing on December 11, 2020 and automatically terminating, without further notice to Coach, on December 31, 2027 ("*Term*"). Individual contract years may be referred to in this Agreement and shall have the following meaning:

Contract Year	Dates
Year 1	December 11, 2020 – December 31, 2021
Year 2	January 1, 2022 – December 31, 2022
Year 3	January 1, 2023 – December 31, 2023
Year 4	January 1, 2024 – December 31, 2024
Year 5	January 1, 2025 – December 31, 2025
Year 6	January 1, 2026 – December 31, 2026
Year 7	January 1, 2027 – December 31, 2027

2. The table in Section 4.1a) is replaced with the following amended table:

Contract Year	Base Annual Salary
Year 1	$657,692 ($57,692 for December 10-December31, 2020 + $600,000 for January 1, 2021-December 31, 2021)
Year 2	$925,000
Year 3	$975,000
Year 4	$1,025,000
Year 5	$1,075,000
Year 6	$1,125,000

Year 6	$1,125,000
Year 7	$1,175,000

4.2 Incentive Compensation. "*Incentive Compensation*" shall be paid by USU to the Coach upon achievement of the following (hereinafter, individually, referred to as "*Achievement*") within the Term:

4. The table in Section 4.3 is replaced with the following amended table:

Contract Year	Media Compensation
Year 1	$400,000
Year 2	$400,000
Year 3	$400,000
Year 4	$400,000
Year 5	$400,000
Year 6	$400,000
Year 7	$400,000

4.2. Incentive Compensation. Supplemental compensation shall be paid by USU to the Coach upon achievement of the following (hereinafter, individually, referred to as "*Achievement*") within the Term:

Achievement	Amount
Team wins the College Football Playoff (also referred to herein as the CFP) National Championship	$100,000
Team participates in the CFP National Championship game	$200,000
Team participates in a CFP Semi-final bowl game	$200,000
Team participates in a New Year's Six bowl game	$125,000
Team participates in a non-New Year's Six bowl game	$75,000
Team wins the Conference Championship	$50,000
Team wins the Conference Division Championship	$25,000
Team maintains a multi-year Academic Progress Rate (APR) of 960 or above Note: The APR report is published annually. This incentive compensation may be paid annually and will be triggered upon the publication of the multi-year APR of 960 or greater.	$10,000
Team is ranked in the final Associated Press Poll or USA Today Coaches Poll at the end of the post-season play in the:	
Top 10	$50,000
Top 20	$25,000
Top 25 Note: This category of supplemental compensation is mutually exclusive, meaning that only one amount will be paid if the Team is ranked within the Top 25 (e.g., If the team was ranked as 14, then $25,000 would be awarded; NOT $25,000 for the Top 20 AND $10,000 for the Top 25).	$15,000
Coach is selected as the "Conference Coach of the Year" by the Conference as voted by the Conference coaches	$15,000
Coach is selected as the national "Coach of the Year" by the Associated Press, the American Football Coaches Association, Sporting News, Home Depot,	$25,000

Salary and Incentive Comparisions
Head Football Coaches in Mountain West Conference

			Bear Bryant, Eddie Robinson, CBS Sports, Maxwell/George Munger, Bobby Dodd, or the Walter Camp Football Foundation Team wins a rival game against BYU and/or University of Utah — $5,000 each Each amount of the Incentive Compensation as set forth above will be "earned" upon the occurrence of the related Achievement and will be payable within thirty (30) days thereafter. By way of example only, if the Team wins the CFP National Championship, Coach shall earn the cumulative sum of $500,000 from such an accomplishment; likewise, if the team wins the Conference Championship, Coach shall earn the cumulative sum of $75,000 from such accomplishment. 4.5. Vehicle. USU will provide Coach with one loaned vehicle for Coach's use (referred to as a "*courtesy car*") in keeping with the following uses (in order of priority): (i) business conducted in direct support of the Team's daily operations; (ii) official travel for the Team and/or the USU, as assigned; (iii) business conducted indirectly affecting the Team, such as lunches, meetings, etc.; and (iv) personal business and family support but secondary to the primary purpose of supporting the Team operations. This courtesy car will be provided to USU by supporters of USU Athletics. USU will withhold all applicable federal and state taxes related to Coach's use of the courtesy car, as required by the Internal Revenue Service (IRS) and applicable state and federal law. Coach agrees to follow all USU and USU Athletic Department policies and procedures related to the use of courtesy cars, including compliance with the law, insurance payments, and periodic reports of vehicle information. If, for whatever reason, the courtesy car program ends, then USU will no longer be required to provide Coach with the use of a courtesy car, and the Parties will hereby agree on a stipend of $700 to cover automobile usage for business purposes. 4.6. Moving Expenses. USU will pay the moving expenses for Coach's household in accordance with USU policy and state law, in an amount up to but not to exceed twenty thousand dollars ($20,000). Further, pursuant to USU Athletic Department policy and practice, USU will pay or reimburse, in an amount not to exceed five thousand dollars ($5,000), other related transition expenses, including, if needed, provision of temporary housing. 4.7. Country Club Membership. USU will ensure that the Logan Golf and Country Club grants to Coach membership for USU business purposes at a membership level equivalent to a business membership. Coach's membership will be subject to any terms and conditions imposed by the Logan Country Club, including but not limited to the right of the Logan Country Club to revoke membership. USU will not be responsible for any usage fees or costs, food minimum requirements, or purchases of goods and services at the Logan Country Club. USU will withhold all applicable federal and state taxes related to providing the Country Club membership, as required by the IRS and applicable law.
Jay Sawvel	Wyoming	$ 300,000	The contract, which runs from Jan. 1, 2024, through Dec. 31, 2028, will pay Sawvel a base salary of $300,000 with additional guaranteed compensation of $800,000 through the first three years. In the fourth and fifth years of the deal, the base salary increases to $350,000 and the additional guaranteed compensation increases to $900,000. Sawvel can earn incentive bonuses of up to $250,000 in the first three years of the contract and up to $350,000 in the fourth and fifth years of the contract for the team's academic performance, ticket revenue, bowl wins, coach of the year honors, a MW championship and a top-25 finish in the College Football Playoff rankings.

Liquidated Damages
Head Football Coaches in Mountain West Conference

Coach	School	Length of Contract	2023-24 Salary (total comp)	Liquidated Damages Clause?	Type of L.D. Clause	Amount(s) over time
Troy Calhoun	Air Force	NA	NA	NA	NA	NA
Spencer Danielson	Boise State	5 years - ending 2/28/29		Yes	Tied to years in contract	See Contract
Jay Norvell	Colorado State	4.5 years - ending 12/31/26	$ 1,700,000	Yes	Tied to years in contract	In the event that Norvell so terminates this Agreement during the Term for any reason, because the Parties agree that the harm to the University cannot otherwise be reasonably calculated, Norvell, or his designee, shall pay to the University as liquidated damages, and not as a penalty, the following amounts (referred to as "Liquidated Damages"): (i) $4,000,000 if such termination occurs between the Effective Date and December 1, 2022; (ii) $3,000,000 if such termination occurs between December 2, 2022 and December 1, 2023; (iii) $2,000,000 if such termination occurs between December 2, 2023 and December 1, 2024; (iv) $1,000,000 if such termination occurs between December 2, 2024 and December 1, 2025; and (v) $0 if such termination occurs between December 2, 2025 and December 31, 2026.
Jeff Tedford	Fresno State	5 years, 2 months - ending 1/31/27	$ 1,550,000	Yes	Flat rate	Liquidated Damages: If Employee chooses to resign his position as Fresno State Head Football Coach, prior to the completion of the Term of the Appointment following the 2024 football season with end date 12/31/2024,, he shall pay the Athletic Corporation an early-departure fee of $1,500,000 unless the resignation is directly related to Employee's health.
Timmy Chang	Hawaii	NA (At Will)	$ 1,200,000	NA	NA	NA
Jeff Choate	Nevada	5 years	$ 1,050,000	Yes	Tied to years in contract	If Choate leaves before the end of his contract, he must pay Nevada the following figures: **Before Jan. 31, 2027:** $2 million **Between Feb. 1, 2027-Dec. 31, 2028:** $1 million This also is more coach friendly than Wilson's contract as Wilson would have owed $4 million at the top end of his buyout compared to Choate's $2 million buyout. The payment would be made in one lump sum and due within 90 days of his departure date.

Liquidated Damages
Head Football Coaches in Mountain West Conference

Bronco Mendenhall	New Mexico	5 years	$ 1,200,000	Yes	Tied to years in contract	Should Mendenhall accept another position, his payment required to UNM will be determined depending on the year. There is a provision that he will not seek or apply for other positions without prior notice. • Contract Year One: $3,000,000 • Contract Year Two: $2,000,000 • Contract Year Three: $750,000 • Contract Year Four: $500,000 • Contract Year Five: $300,000
Sean Lewis	San Diego State	5 years	$ 1,753,100	Yes	Tied to years in contract	Similarly, Lewis must pay SDSU if he departs before his contract is up. The buyout provision calls for Lewis to pay $5 million if he leaves before Jan. 31, 2025; $3 million if he leaves before Jan. 31, 2026; and $2 million thereafter.
Brent Brennan	San Jose State	6 years - ending 12/31/25	$ 2,040,000	Yes	Tied to years in contract	In the event the Employee negotiates employment at another organization prior to the expiration of this appointment, Employee agrees to pay the University a buy-out settlement as follows: if Employee leaves between the time period of December 12 2020 and December 31, 2021, the Employee will pay $2,500,000; if Employee leaves between the time period of January 1, 2022 and December 31, 2022, the Employee will pay $2,000,000; if Employee leaves between the time period of January 1, 2023 and December 31, 2023 the Employee will pay $1,500,000; if Employee leaves between the time period of January 1, 2024 and December 31 2024 the Employee will pay $1,000,000; if Employee leaves between the time period of January 1, 2025 and December 31, 2025 the Employee will pay $1,000,000. In all such circumstances, Employee shall also waive any claims for payments from the University or the Tower Foundation remaining under the terms of this appointment.
Barry Odom	UNLV	5 year- ending 12/31/27	$ 1,750,000	Yes	Tied to years in contract	6.2.a.2. Liquidated Damages If the Employee terminates this Agreement for convenience, all obligations of the University shall cease as of the effective date of the termination, and the Employee or Employee's designee shall pay to the University, as liquidated damages and not a penalty, the following sums calculated as of the effective date of termination: If the Employee terminates this Agreement for convenience, all obligations of the University shall cease as of the effective date of the termination, and the Employee or Employee's designee shall pay to the University, as liquidated damages and not a penalty, the following sums calculated as of the effective date of termination: Based on the year the contract is terminated, Employee shall pay to the University an amount equal to the following: If terminated by Employee in Year 1 (December 6, 2022 – December 31, 2023) - $5,000,000 If terminated by Employee in Year 2 (January 1, 2024 – December 31, 2024) - $4,000,000 If terminated by Employee in Year 3 (January 1, 2025 – December 31, 2025) - $3,000,000 If terminated by Employee in Year 4 (January 1, 2026 – December 31, 2026) - $2,000,000 If terminated by Employee in Year 5 (January 1, 2027 – December 31, 2027) - $1,000,000 The liquidated damages shall be due and payable within twenty (20) calendar days of the effective date of the termination, or in accordance with a payment schedule agreed upon by the President of the University and the Employee in writing, and any unpaid amount shall bear simple interest at a rate of eight (8) percent per annum until paid.

Liquidated Damages
Head Football Coaches in Mountain West Conference

<table>
<tr>
<td>Blake Anderson</td>
<td>Utah State</td>
<td>5 year ending 12/31/25 (ammended to 7 year - ending 12/31/27</td>
<td>$ 1,020,000</td>
<td>Yes</td>
<td>Tied to years in contract</td>
<td>(b) Subject to the terms of this Agreement, Coach may terminate this Agreement for convenience (also commonly referred to as a without cause basis). If Coach terminates this Agreement for convenience during the Term, including any extension thereof, Coach will be responsible to pay liquidated damages in the amount set forth in the following schedule:
<table>
<tr><th>Notice Provided On or Before:</th><th>Amount Due:</th></tr>
<tr><td>December 31, 2022</td><td>$2,000,000; or</td></tr>
<tr><td>December 31, 2023</td><td>$1,700,000; or</td></tr>
<tr><td>December 31, 2024</td><td>$1,200,000; or</td></tr>
<tr><td>December 31, 2025</td><td>$800,000; or</td></tr>
<tr><td>December 31, 2026</td><td>$500,000; or</td></tr>
<tr><td>December 31, 2027</td><td>$0</td></tr>
</table>
If Coach terminates this Agreement for convenience, USU will not be obligated to pay any other

(b) If Coach terminates the Agreement for convenience, then twenty five percent (25%) of the liquidated damages set forth in Section 7.1(b) shall be paid to USU within thirty (30) days following the date of termination and the remaining seventy five percent (75%) of the liquidated damages set forth in Section 7.1(b) shall be paid to USU in equal monthly installments over the shorter of (i) a thirty six (36) month period following the date of termination or, (ii) the period of time equal to any remaining Term, had the Agreement not been terminated.

7. All other provisions of the Agreement remain unchanged and in effect.</td>
</tr>
<tr>
<td>Jay Sawvel</td>
<td>Wyoming</td>
<td>5 year (1/1/24-12/31-28)</td>
<td>$ 800,000</td>
<td>Yes</td>
<td>Tied to years in contract</td>
<td>If Sawvel were to leave UW for another job in athletics, at the college or professional level, in the first three years of the contract his buyout would be 80% of his base salary and guaranteed compensation for the remaining years of the agreement. In the final two years of the deal the buyout drops to 70% of his base salary and guaranteed compensation for the remaining years of the agreement.</td>
</tr>
</table>

BOISE STATE UNIVERSITY

Football APR History and National Percentile Rank

SINGLE YEAR NCAA ACADEMIC PROGRESS RATE (APR) SCORES

	2015-16	2016-17	2017-18	*2018-19* *(May 2020 release)*	REPORT YEAR
Football	968	968	990	997	Raw Score for single year
National % Rank by Sport	***80-90***	***50-60***	***80-90***	***90-100***	***Percentile Rank for Sport***

MULTI-YEAR APR (4-Year Rolling Average)

Football	979	976	979	981

SINGLE YEAR GRADE POINT AVERAGE (GPA) SCORES

	2016-17	2017-18	2018-19	Fall 2019*
Football	2.97	2.94	3.00	2.92

*Pre-Covid

PERCENTAGE OF TEAM ELIGIBLE AT THE START OF FALL TERM

				Fall 2020
Football				100%

Note: A new measure of the ratio of NCAA Academically Eligible/Ineligible Football Student-Athletes (on aid)

UNIVERSITY OF IDAHO

SUBJECT

Huckabay Medical Education Building Expansion Proposal; Request for bidding and construction authorization

REFERENCE:

February 2018	Idaho State Board of Education (Board) authorized the construction phase for WWAMI Medical Education Building renovation project.
December 2021	Idaho State Board of Education (Board) approved the naming of the WWAMI Medical Education Building as the "D.A. Huckabay M.D. Medical Education Building."
April 2024	University of Idaho requests revision of the FY25-FY30 UI Six-Year Capital Improvement Plan.
April 2024	Idaho State Board of Education (Board) approved the design phase for the proposed Huckabay Medical Education Building Expansion.

APPLICABLE STATUTE, RULE, OR POLICY

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

BACKGROUND/DISCUSSION

This is a request to authorize the bidding and construction phase of a project to expand the Huckabay Medical Education Building located on the Moscow Campus of the University of Idaho.

The University of Idaho renovated the former Business Technology Incubator Building on campus in 2019 and repurposed it to serve the needs of the Washington, Wyoming, Alaska, Montana, Idaho (WWAMI) Medical Education Program. Upon completion of the renovation effort the facility was renamed the D.A. Huckabay Medical Education Building. As the medical education curriculum and programs such as WWAMI and Project ECHO have grown in the five years since, the facility requires expansion to add space for additional faculty offices, classroom, and support spaces.

The university has engaged in design phase services with the architectural team responsible for the 2019 renovation. Given the previous knowledge of the structure held by this firm, the design phase has progressed quickly and efficiently.

The proposed addition is approximately 5,400 gsf. The site plan of the original structure accounted for an eventual expansion of the facility.

In terms of project schedule, the design team is currently working towards a Ready to Advertise (RTA) for bid date of July 2024, with an overall goal of construction completion in summer of 2025 and desired occupancy for the 2025-26 Academic Year.

The project is consistent with the strategic goals and objectives of the University of Idaho and is key to the success of the University's strategic planning regarding medical education opportunities to serve the State of Idaho

In addition, the project is fully consistent with the principles, goals, and objectives of UI's Long Range Campus Development Plan (LRCDP).

IMPACT

Based on the design work and construction documents developed to date, the cost of general construction for this proposed expansion is estimated by a third-party construction costs consultant at $3,585,000. Owner's costs, costs of architectural services, reasonable and rational construction and project contingencies bring the total estimate project costs to $4,496,900.

The source of funds for this project effort is WWAMI program funds set aside for this project initiative.

This request is for authorization to proceed with the bidding and construction phase for the proposed expansion of the Huckabay Medical Education Building. The University seeks authority to expend $4,496,900 total project costs to cover design services fees, necessities such as site survey, geotechnical investigation, plan review fees, bidding and award costs, construction costs, construction contingency, owner's costs, and reasonable and rational project contingencies.

Overall Project

Funding		**Estimate Budget**	
State		A/E & Consultant Fees	$ 339,100
Federal (Grant)		Construction	3,585,000
Other (UI)		Construction Cont.	286,800
WWAMI	$ 4,496,900	Owner Cost & FFE	180,000
		Project Cont.	106,000
Total	$ 4,496,900	Total	$ 4,496,900

ATTACHMENTS

Attachment 1 – Capital Project Tracking Sheet

STAFF COMMENTS AND RECOMMENDATIONS

The authorization of this request will allow the University of Idaho to proceed with the bidding and construction phase of the planned expansion of the Huckabay Medical Education Building. The project will increase the capacity of the existing facility by approximately 5,000 gsf which will add space for additional faculty offices, classrooms, and support spaces to accommodate the growth in UI's medical education curricula and programs over the past five (5) years.

UI's request is for the Board to authorize $4,496,900 for total project costs that include owner's costs, architectural fees, bids, reasonable and rational construction costs, and project contingencies.

Under Board Policy V.K., if a project is estimated to exceed $2M, it is defined as a "major project." Under Board Policy V.K.1 and V.K.3 the institutions are required to obtain Board approval for authorizing estimated total project costs and financing plans in excess of $2M.

The BAHR Committee reviewed these materials at its June 3, 2024 meeting.

Staff recommends approval.

BOARD ACTION

I move to approve the request by the University of Idaho to implement the Bid and Construction phases of the proposed Huckabay Medical Education Building Expansion, with a projected total cost of $4,496,900, as described in the materials submitted to the Board. Construction authorization includes the authority to execute all necessary and requisite consulting and vendor contracts to fully implement the planning and design phases of the project.

Moved by_____ Seconded by_____ Carried Yes_____ No_____

Office of the Idaho State Board of Education
Capital Project Tracking Sheet
As of June, 2024

History Narrative

Institution/Agency:	University of Idaho	**Project:**	Capital Project Authorization Request, proposed Huckabay Medical Education Building Expansion, University of Idaho (UI), Moscow, Idaho.
Project Description:	A Capital Project to provide for the design of project to design and construct a proposed expansion of the Huckabay Medical Education Building on the Moscow campus of the University of Idaho.		
Project Use:	the proposed expansion of the Huckabay Medical Education Building add space for additional faculty offices, classroom, and support spaces in support of the University's strategic planning regarding medical education opportunities to serve the State of Idaho		
Project Size:	Approx. 5,400 gsf		

Project Cost History:	**Sources of Funds**				**Use of Funds***			
	PBF	**ISBA**	**Other**	**Total Sources**	**Planning**	**Use of Funds Const****	**Other*****	**Total Uses**
Initial Cost of Project, Design Phase Authorization Request. April 2024	$ -	$ -	$ 3,496,900	$ 3,496,900	$ 167,952	$ 2,691,360	$ 637,588	$ 3,496,900
Estimated Cost of Project, Construction Phase Authorization Request. June 2024	$ -	$ -	$ 1,000,000	$ 1,000,000	$ 171,148	$ 1,180,440	$ (351,588)	$ 1,000,000
History of Revisions:								
Total Project Costs	$ -	$ -	$ 4,496,900	$ 4,496,900	$ 339,100	$ 3,871,800	$ 286,000	$ 4,496,900

* Figures quoted are for the Total Project Cost. The University intent is that any unused funding is carried forward to a future construction phase at the time such future construction phase may be approved by the Board of Regents.

** Direct Construction Costs & Construction Contingency

*** Owner's Costs, FFE (AV), & Project Contingency.

History of Funding:	**PBF**	**ISBA**	**Other Sources of Funds: Institutional Funds (Gifts/Grants)**	**Student Revenue**	**Other******	**Total Other**	**Total Funding**
Initial Cost of Project, Design Phase Authorization Request. April 2024	$ -	$ -	$ -	$ -	$ 3,496,900	$ 3,496,900	$ 3,496,900
Estimated Cost of Project, Construction Phase Authorization Request. June 2024	$ -	$ -	$ -	$ -	$ 1,000,000	$ 1,000,000	$ 1,000,000
						-	-
Total	$ -	$ -	$ -	$ -	$ 4,496,900	$ 4,496,900	$ 4,496,900

**** UI WWAMI Program

UNIVERSITY OF IDAHO

SUBJECT

Men's Head Football Coach Contract

REFERENCE

January 2022 University of Idaho Regents authorized original employment agreement with Coach Jason Eck.

APPLICABLE STATUTE, RULE, OR POLICY

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

BACKGROUND/DISCUSSION

University of Idaho seeks Board of Regents approval of the proposed updated, multiyear employment contract for current Head Football Coach, Jason Eck. Coach Eck is currently under contract through January 31, 2027. Coach Eck and the University have renegotiated the contract terms. If approved, the proposed contract would run through January 31, 2029.

The main differences between the current and proposed contracts are in these sections:

- 2.1 – Term has been changed to January 31, 2029
- 3.2.2 – Amount has increased from $125,000 to $200,000 for payments from Media Partners (Learfield)
- 5.2.2 – Table inserted to show how much University owes if it invokes convenience clause
- 5.3.3 - Table inserted to show how much coach owes if he invokes convenience clause.

IMPACT

Contract Term: February 1, 2024 – January 31, 2029.

Base salary: $175,000 per year.

Media payments: $200,000 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 of at least 960 = $10,000.
- Team fall and spring cumulative GPA of 2.75 or higher = $10,000.
- Conference Coach of the Year (COY) = $5,000; National COY = $5,000.
- Regular season conference champions or co-champion = $5,000.
- Conference tournament champion = $5,000.
- Each NCAA FCS Playoff Invitation = $5,000.
- Each win against FBS opponent per season = $5,000

- FCS Playoff appearance
  - $2,000, first round win or bye
  - Additional $3,000, second round win
  - Additional $5,000, quarterfinals win
  - Additional $7,000, semifinals win
  - Additional $10,000, FCS Champion

Maximum Potential Annual Compensation (base salary + maximum incentive pay including media payment but not possible payment for camps): $461,500.

Liquidated damages and buyout provisions for head football coaches at other public institutions in the Big Sky Conference:

- Sacramento State – 100% of the remaining balance of the total base salary (at $242,004/year).
- Portland State – maximum 15 months guaranteed base compensation (calculated at $210,000/year).
- Northern Arizona – 50% of the $236,900/year base salary remaining through the contract.
- Montana State – the lesser of $250,000 or the remaining base salary payable under the contract (calculated at $$250,437/year).
- Montana – Pro rata the $209,100/year base salary remaining on the contract.
- Idaho State – Remaining base salary on the contract (calculated at $210,000/year).
- Eastern Washington – 1 year of $262,357/year base salary. Breach by Employee $100,000 then to $75,000 then to $50,000
- Cal Poly – 50% of the remaining balance on the contract

The liquidated damages for this contract were the result of negotiations between the University of Idaho and the Coach. The liquidated damages are similar to those from the current contract and are based on $175,000 in regular compensation per year, but they have been reduced to a table format for clarity. The liquidated damages would be paid through the contract term or until Coach obtains comparable employment, as follows:

February 1, 2024 – January 31, 2025	$525,000
February 1, 2025 – January 31, 2026	$350,000
February 1, 2026 – January 31, 2027	$250,000
February 1, 2027 – January 31, 2028	$175,000
February 1, 2028 – January 31, 2029	Remaining balance owed 3.1.1(a)

ATTACHMENTS

Attachment 1 – Eck 2024 Contract - Clean
Attachment 2 – Comparison with Model Contract
Attachment 3 – Comparison with Coach's Current Contract
Attachment 4 – Four-Year History of Academic Progress Rate, & National APR
Attachment 5 – Big Sky Conference Base Salaries & Incentive Payments

BOARD STAFF COMMENTS AND RECOMMENDATIONS

The proposed updated contract for current UI Head Football Coach Jason Eck is in substantial conformance with the Board's model contract.

When the Board approved UI's previous employment agreement for Coach Eck in January 2022, the contract term period ended January 31, 2027. The terms of the existing contract have been renegotiated with the following changes:

- The contract term has been extended to January 31, 2029.
- An increase of annual compensation for media obligations from $125,000 to $200,000 (total increase of $75,000)
- Updated tables in contract to more clearly show financial obligations if the Termination of Convenience Clause is acted upon by either Coach Eck or UI.

This information was reviewed by the BAHR Committee at its June 3, 2024 meeting.

Staff recommends approval.

BOARD ACTION

I move to approve the University of Idaho's request to approve the multi-year employment contract for the Football 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 Jason Eck (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 football team (Team). Coach represents and warrants that Coach is fully qualified to serve, and is available for employment, in this capacity.

1.2. Reporting Relationship. Coach shall report and be responsible directly to the University's 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 (5) Five years, commencing on February 1, 2024 and terminating, without further notice to Coach, on January 31, 2029 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 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 $175,000 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 and approved by the Board;

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. Coach shall be responsible for acquiring, maintaining, registering and insuring the automobile. If a courtesy car is unavailable, an annual automobile allowance of Six Thousand Five hundred dollars ($6,500) per year payable in biweekly installments in accordance with normal University procedures.

3.2.2 Coach shall receive the sum of $200,000 from the University or the University's designated media outlet(s) or a combination thereof each year (January 1 to

December 31) during the term of this Agreement in compensation for participation in media programs and public appearances payable in monthly installments. Coach shall receive a pro rated portion for any partial years. 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 960 and if Coach continues to be employed as the University's Head Men's Football Coach at the time the Academic Progress Rate Institutional Report is released by the NCAA, Coach shall receive supplemental compensation of $10,000. 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 $5,000. The University shall determine the appropriate manner in which it shall pay Coach any such supplemental compensation.

3.2.5 Each year Coach is named National Coach of the Year the University shall pay to Coach supplemental compensation of $5,000. The University shall determine the appropriate manner in which it shall pay Coach any such supplemental compensation.

3.2.6 Team GPA. Coach shall receive supplemental compensation in an amount equal to $10,000 if the Team's fall and spring cumulative GPA is 2.75 or higher. The University shall determine the appropriate manner in which it shall pay Coach any such supplemental compensation but shall utilize best efforts to provide Coach such supplemental compensation within thirty (30) days of the final, cumulative GPA being calculated by the University.

3.2.7 Each year the Team is the conference champion or co-champion and if Coach continues to be employed as University's Head Men's Football coach as of the ensuing May 1st, the University shall pay to Coach supplemental compensation in an amount equal to $5,000 during the fiscal year in which the Team is conference champion or co-champion. The University shall determine the appropriate manner in which it shall pay Coach any such supplemental compensation.

3.2.8 Each year the Team is invited to the NCAA FCS Playoffs, and if Coach continues to be employed as University's Head Men's Football coach as of the ensuing May 1st, the University shall pay to Coach supplemental compensation in an amount equal to $5,000, during the fiscal year in which the NCAA FCS Playoffs appearance occurs. The University shall determine the appropriate manner in which it shall pay Coach any such supplemental compensation.

3.2.9 FBS Wins. For each season, Coach shall receive supplemental compensation in an amount equal to $5,000 for each win against an FBS opponent, and if Coach continues to be employed as University's Head Men's Football coach as of the ensuing May 1st.

3.2.10 Post Season. For each appearance in the FCS Playoffs, coach shall receive supplemental compensation based on the following schedule, all bonuses are stackable, and if Coach continues to be employed as University's Head Men's Football coach as of the ensuing May 1st. The University shall determine the appropriate manner in which it shall pay Coach any such supplemental compensation:

First Round	Win or Bye	$2,000
Second Round	Win	$3,000
Quarterfinals	Win	$5,000
Semifinals	Win	$7,000
FCS Championship	Win	$10,000

3.2.11 Coach agrees that the University has the exclusive right to operate youth football 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 football 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 football camps, the University shall pay Coach the remaining income from the youth football 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 football 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 football 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 Football 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 football 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 the table below, 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 the table below (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.

February 1, 2024 – January 31, 2025	February 1, 2025 – January 31, 2026	February 1, 2026 – January 31, 2027	February 1, 2027 – January 31, 2028	February 1, 2028 – January 31, 2029
$525,000	$350,000	$250,000	$175,000	Remaining balance owed 3.1.1(a)

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, an amount equal the total salary to be paid under the table below (before deductions required by law) for the remaining term of the contract. 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.

February 1, 2024 – January 31, 2025	February 1, 2025 – January 31, 2026	February 1, 2026 – January 31, 2027	February 1, 2027 – January 31, 2028	February 1, 2028 – January 31, 2029
$525,000	$350,000	$250,000	$175,000	Remaining balance owed 3.1.1(a)

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 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 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:	Jason Eck 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:_____	Signature:_____
Printed Name: C. Scott Green	Printed Name: Jason Eck
Chief Executive Officer	
Date: _____	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 ~~_____~~Jason Eck (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)~~men's football team (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 (5) Five years, commencing on ~~_____~~February 1, 2024 and terminating, without further notice to Coach, on ~~_____~~January 31, 2029 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~~ 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 $_____$175,000 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)'sUniversity's Department of Athletics (Department) provides generally to its employees of a comparable level. Coach hereby agrees to abide by the terms and conditions, as now existing or hereafter amended, of such employee benefits.

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

3.2 Supplemental Compensation.

3.2.1 Each year the Team is the 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)~~The University shall provide Coach with a courtesy car. Coach shall be responsible for acquiring, maintaining, registering and insuring the automobile. If a courtesy car is unavailable, an annual automobile allowance of Six Thousand Five hundred dollars ($6,500) per year payable in biweekly installments in accordance with normal University procedures.

3.2.2 Coach shall receive the sum of $200,000 from the University or the University's designated media outlet(s) or a combination thereof each year (January 1 to December 31) during the term of this Agreement in compensation for participation in media programs and public appearances payable in monthly installments. Coach shall receive a pro rated portion for any partial years. 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 960 and if Coach continues to be employed as the University's Head Men's Football Coach at the time the Academic Progress Rate Institutional Report is released by the NCAA, Coach shall receive supplemental compensation of $10,000. 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 $5,000. 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 Coach is named National Coach of the Year the University shall pay to Coach supplemental compensation of $5,000. The University shall determine the appropriate manner in which it shall pay Coach any such supplemental compensation.

~~3.2.2 Each year the~~

3.2.6 Team ~~is ranked in the top 25 in the (national rankings of sport's division), and if~~ GPA. Coach ~~continues to be employed as University (College)'s head (Sport) coach as of the ensuing July 1st, the University (College)~~ shall ~~pay Coach~~receive supplemental compensation in an amount equal to ~~(amount~~$10,000 if the Team's fall and spring cumulative GPA is 2.75 or ~~computation) of Coach's Annual Salary in effect on the~~

~~date of the final poll.~~higher. The University ~~(College)~~ shall determine the appropriate manner in which it shall pay Coach any such supplemental compensation but shall utilize best efforts to provide Coach such supplemental compensation within thirty (30) days of the final, cumulative GPA being calculated by the University.

~~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))** Coach~~ Each year the Team is the conference champion or co-champion and if Coach continues to be employed as University's Head Men's Football coach as of the ensuing May 1st, the University shall pay to Coach supplemental compensation in an amount equal to $5,000 during the fiscal year in which the Team is conference champion or co-champion. The University shall determine the appropriate manner in which it shall pay Coach any such supplemental compensation.

3.2.8 Each year the Team is invited to the NCAA FCS Playoffs, and if Coach continues to be employed as University's Head Men's Football coach as of the ensuing May 1st, the University shall pay to Coach supplemental compensation in an amount equal to $5,000, during the fiscal year in which the NCAA FCS Playoffs appearance occurs. The University shall determine the appropriate manner in which it shall pay Coach any such supplemental compensation.

3.2.9 FBS Wins. For each season, Coach shall receive supplemental compensation in an amount equal to $5,000 for each win against an FBS opponent, and if Coach continues to be employed as University's Head Men's Football coach as of the ensuing May 1st.

3.2.10 Post Season. For each appearance in the FCS Playoffs, coach shall receive supplemental compensation based on the following schedule, all bonuses are stackable, and if Coach continues to be employed as University's Head Men's Football coach as of the ensuing May 1st. The University shall determine the appropriate manner in which it shall pay Coach any such supplemental compensation:

First Round	Win or Bye	$2,000
Second Round	Win	$3,000
Quarterfinals	Win	$5,000
Semifinals	Win	$7,000
FCS Championship	Win	$10,000

3.2.11 Coach agrees that the University ~~(College)~~ has the exclusive right to operate youth ~~(Sport)~~football 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 football 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 football camps, the University ~~(College)~~ shall pay Coach ~~(amount) per year as supplemental compensation during each year~~the remaining income from the youth football 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 football 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 football 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 Men's Football 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.~~3~~4 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 football 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 whichthat are consistent with Coach's obligations under this Agreement. Coach may not use the University (College)'sUniversity'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),~~the table below, 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)~~the table below (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.

February 1, 2024 – January 31, 2025	February 1, 2025 – January 31, 2026	February 1, 2026 – January 31, 2027	February 1, 2027 – January 31, 2028	February 1, 2028 – January 31, 2029
$525,000	$350,000	$250,000	$175,000	Remaining balance owed 3.1.1(a)

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, an amount equal the ~~following sum: _____~~.total salary to be paid under the table below (before deductions required by law) for the remaining term of the contract. 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.

February 1, 2024 – January 31, 2025	February 1, 2025 – January 31, 2026	February 1, 2026 – January 31, 2027	February 1, 2027 – January 31, 2028	February 1, 2028 – January 31, 2029
$525,000	$350,000	$250,000	$175,000	Remaining balance owed 3.1.1(a)

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: Jason Eck
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:_____	Signature:_____
Printed Name~~:_____~~: C. Scott Green	Printed Name~~:_____~~: Jason Eck
Chief Executive Officer	
Date~~:_____~~:	~~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 Jason Eck (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 football team (Team). Coach represents and warrants that Coach is fully qualified to serve, and is available for employment, in this capacity.

1.2. Reporting Relationship. Coach shall report and be responsible directly to the University's 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 (5) Five years, commencing on ~~or about December 22, 2021~~February 1, 2024 and terminating, without further notice to Coach, on January 31, ~~2027~~2029 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 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 $175,000 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 and approved by the Board;

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. Coach shall be responsible for acquiring, maintaining, registering and insuring the automobile. If a courtesy car is unavailable, an annual automobile allowance of Six Thousand Five hundred dollars ($6,500) per year payable in biweekly installments in accordance with normal University procedures.

3.2.2 Coach shall receive the sum of $~~125~~200,000 from the University or the University's designated media outlet(s) or a combination thereof each year (January

1 to December 31) during the term of this Agreement in compensation for participation in media programs and public appearances payable in monthly installments. Coach shall receive a pro rated portion for any partial years. 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 960 and if Coach continues to be employed as the University's Head Men's Football Coach at the time the Academic Progress Rate Institutional Report is released by the NCAA, Coach shall receive supplemental compensation of $10,000. 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 $5,000. The University shall determine the appropriate manner in which it shall pay Coach any such supplemental compensation.

3.2.5 Each year Coach is named National Coach of the Year the University shall pay to Coach supplemental compensation of $5,000. The University shall determine the appropriate manner in which it shall pay Coach any such supplemental compensation.

3.2.6 Team GPA. Coach shall receive supplemental compensation in an amount equal to $10,000 if the Team's fall and spring cumulative GPA is 2.75 or higher. The University shall determine the appropriate manner in which it shall pay Coach any such supplemental compensation but shall utilize best efforts to provide Coach such supplemental compensation within thirty (30) days of the final, cumulative GPA being calculated by the University.

3.2.7 Each year the Team is the conference champion or co-champion and if Coach continues to be employed as University's Head Men's Football coach as of the ensuing May 1st, the University shall pay to Coach supplemental compensation in an amount equal to $5,000 during the fiscal year in which the Team is conference champion or co-champion. The University shall determine the appropriate manner in which it shall pay Coach any such supplemental compensation.

3.2.8 Each year the Team is invited to the NCAA FCS Playoffs, and if Coach continues to be employed as University's Head Men's Football coach as of the ensuing May 1st, the University shall pay to Coach supplemental compensation in an amount equal to $5,000, during the fiscal year in which the NCAA FCS ~~Playoff~~Playoffs appearance occurs. The University shall determine the appropriate manner in which it shall pay Coach any such supplemental compensation.

3.2.9 FBS Wins. For each season, Coach shall receive supplemental compensation in an amount equal to $5,000 for each win against an FBS opponent, and if Coach continues to be employed as University's Head Men's Football coach as of the ensuing May 1st.

3.2.10 Post Season. For each appearance in the FCS ~~playoffs~~Playoffs, coach shall receive supplemental compensation based on the following schedule, all bonuses are stackable, and if Coach continues to be employed as University's Head Men's Football coach as of the ensuing May 1st. The University shall determine the appropriate manner in which it shall pay Coach any such supplemental compensation:

First Round	Win or Bye	$2,000
Second Round	Win	$3,000
Quarterfinals	Win	$5,000
Semifinals	Win	$7,000
FCS Championship	Win	$10,000

3.2.11 Coach agrees that the University has the exclusive right to operate youth football 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 football 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 football camps, the University shall pay Coach the remaining income from the youth football 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 football 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 football 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 Football 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 football 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),~~the table below, 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)~~the table below (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.

February 1, 2024 – January 31, 2025	February 1, 2025 – January 31, 2026	February 1, 2026 – January 31, 2027	February 1, 2027 – January 31, 2028	February 1, 2028 – January 31, 2029
$525,000	$350,000	$250,000	$175,000	Remaining balance owed 3.1.1(a)

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, an amount equal the total salary to be paid under ~~Section 3.1.1(a)~~the table below (before deductions required by law) for the remaining term of the contract. 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.

February 1, 2024 – January 31, 2025	February 1, 2025 – January 31, 2026	February 1, 2026 – January 31, 2027	February 1, 2027 – January 31, 2028	February 1, 2028 – January 31, 2029
$525,000	$350,000	$250,000	$175,000	Remaining balance owed 3.1.1(a)

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

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

Four-Year History of University's APR

Year	APR for Year	Four-Year History APR
2019-2020	956	954
2020-2021	973	957
2021-2022	945	952
2022-2023	960	958

National Average APR = 957

Base Salary and Incentives for Big Sky Conference Head Football Coaches

School	Base Salary	Supplemental	Total Compensation
Idaho	$ 175,000	$ 272,000	$ 447,000
Eastern Washington	$ 262,357	$ 108,000	$ 370,465
Idaho State	$ 210,000	$ 95,500	$ 305,500
Cal Poly	$ 350,004	$ 274,000	$ 624,004
Montana State	$ 250,437	$ 370,500	$ 620,937
Sacramento State	$ 242,004	$ 222,000	$ 602,004
Northern Colorado	$ 203,116	$ 75,000	$ 278,116
UC-Davis	$ 277,500	$ 15,000	$ 292,500
Montana	$ 209,100	$ 346,500	$ 555,600
Portland State	$ 210,000	0	$ 210,000
Northern Arizona	$ 236,900	$ 91,000	$ 327,900
Weber State	$ 225,000	$ 175,000	$ 400,000

As of April 30, 2024 – Source Win AD: Salaries and contracts as shown in Win AD.

SUBJECT

Idaho Division of Vocational Rehabilitation (IDVR) Interim Administrator Appointment

APPLICABLE STATUTE, RULE, OR POLICY

Idaho State Board of Education Governing Policies and Procedures IV.F.

BACKGROUND/DISCUSSION

Jane Donnellan resigned as Administrator of IDVR on May 31, 2024. Matt Freeman, Executive Director of the Idaho State Board of Education, has been serving as Acting Administrator of IDVR pending appointment of an interim administrator.

Mr. Freeman worked closely with the Office of the Governor to identify potential candidates for an interim administrator. Judy Taylor, Director of the Idaho Commission on Aging, emerged as a strong leader who has proven experience with effective change management and process/systems improvement. The Office of the Governor and Mr. Freeman discussed the interim administrator position with Ms. Taylor, and she has indicated she is able and willing to serve if that is the pleasure of the Board.

ATTACHMENTS

Attachment 1 – Judy Taylor resume

STAFF COMMENTS AND RECOMMENDATIONS

The Executive Director recommends the appointment of Judy Taylor as the Interim Administrator of IDVR until such time as a permanent administrator may be appointed, but not to exceed nine months.

BOARD ACTION

I move to appoint Judy Taylor as Interim Administrator for the Division of Vocational Rehabilitation effective June 17, 2024, for a term not to exceed nine months, and to set her salary at ____/hr, ($_____ annually).

Judy Bicknell Taylor MSN, RN
208-577-2859 work
judy.taylor@aging.idaho.gov

Summary of Qualifications:

- Accomplished executive leader, change champion and culture builder
- Proven ability to evaluate and improve systems and processes
- Deep knowledge of issues facing the elderly and disabled
- Established statewide relationships in the healthcare and education arenas
- Experience with challenges facing rural Idahoans
- 38 years serving and advocating for patients, families', and communities' healthcare needs
- Skilled communicator, public speaker, and educator
- Emphasis on building relationships, partnerships, and consensus
- Commitment to improving quality of life through effective public policy

Recent Professional Experience:

Idaho Commission of Aging, 341 W. Washington, Boise, ID 83702
Administrator February 2017 – Present
Strategic and operational oversite of the designated State Unit on Aging. Since appointment, has re-established relationships and cooperation with stakeholders. Has increased openness and transparency of financial data. Has increased participation and leadership on statewide issues affecting older Idahoans. has established a strategic agenda to prepare the state for coming demographic changes that may increase the costs of providing elder care. Represented the agency in legislative matters.

Idaho State Board of Nursing, 280 N 8th Street #210, Boise, ID 83720
Associate Executive Director 2014 to 2017
Regulated nurse practice and education for the purpose of public protection. Identified priorities and trends, developed and evaluated policy and activities to achieve strategic benchmarks, participated in rule promulgation. Interpreted and communicated the Board's philosophies, positions, and regulations to constituents. Communicated stakeholder concerns to the Board. Interfaced with Health and Welfare, and fellow state boards on common issues. Interacted with DFM, LSO, and DHR to ensure internal operations met established standards.

St. Luke's McCall Hospital, 1010 State Street, McCall, ID 83638
Interim Director of Patient Care Services 2013 – 2014
Responsibility and accountability for clinical services for a 15-bed critical access hospital. Identified and implemented changes to strengthen the hospital's ability to meet community needs, while maintaining financial viability, and employee morale. Advocated for local control related to unique rural challenges. Evaluated and improved systems to position the hospital for success.

Elks Rehab Hospital, 600 N Robbins Rd. Boise, ID 83702
Director of Clinical Services 2008 – 2013
Director of Nursing Services 2004 – 2008
Staff Nurse 2001 – 2004
Responsibility and accountability for the safety and quality of clinical services for an acute rehabilitation hospital and staff of 150. Trained and motivated staff to meet the needs of patients and families, focusing on fostering the highest level of function and independence. Facilitated re-integration into local communities. Emphasized and supported caregiver training.

Northwest Nazarene University Department of Nursing, 623 Holly St. Nampa, ID 83686
Guest lecturer / adjunct faculty 2005 –2012
Full – Time Faculty 2002- 2004
Instructed Baccalaureate nursing students on all aspects of nursing care, with an emphasis on family nursing, care coordination, advocacy, and leadership.

Saint Alphonsus Regional Medical Center, 1055 N. Curtis Road, Boise, ID 83706
Clinical Nurse Specialist - Family Support 1997 -1999
Represented and promoted the concept of Family centered care to the entire medical center through education, preceptorship, committee participation, program development, and community involvement. Advocated for families' rights to be involved in healthcare decisions. Mediated situations where family and professional goals were at odds. Transitioned high need patients back into their local communities.
Unit Director, Medical Services 1995 - 1997
Held comprehensive and decentralized accountability and responsibility for a 37-bed medical floor. Supervised, hired and counseled staff of 70.
Night Shift Coordinator, Medical Services 1994 - 1995
Implemented, coordinated, and evaluated the care delivery, quality, and personnel of the medical unit's night staff. Responsible for the clinical orientation of new nursing staff.

Cascade Care Center, 2814 S. Indiana Ave, Caldwell, ID 83605
Staff Development Coordinator 1992 - 1993
Responsibility to recruit and train staff for a 112-bed long-term care center. Taught CNA course. Provided all state mandated education on elder abuse, dementia, and skills necessary to meet resident's physical, mental, social, and spiritual needs. Acted as back up administrator.

Professional experience from 1983-1992 available upon request

Education and Licenses:

California State University Dominguez Hills - 1994
Master of Science in Nursing, Emphasis Nursing Education / Clinical elective in Parent-Child Nursing

California State University Regents – 1988
Bachelor of Science in Nursing, Emphasis in Family Nursing

Los Angeles County / USC Medical-Center School of Nursing – 1985
Diploma in Nursing

ID Registered Nurse - N-21336
CA Public Health Nurse – 44638

Honors:

BSN Degree Magna Cum Laude
Nominated to Sigma Theta Tau Honor Society
Nominated to Nightingale Honor Society
Nominated to Philathean Honor Society

Professional and Personal references available upon request

TAB	DESCRIPTION	ACTION
1	K-12 OVERVIEW	Information
2	FEDERAL CORONAVIRUS RELIEF K-12 FUNDING REQUEST	Action
3	PROPOSED REVISIONS TO IDAHO CONTENT STANDARDS: ARTS AND HUMANITIES, COMPUTER SCIENCE AND INFORMATION TECHNOLOGY, SOCIAL STUDIES, AND DRIVERS' EDUCATION	Action
4	BOARD SETTING THE MINIMUM STUDENT INSTRUCTIONAL DAY REQUIREMENTS	Action

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 moving forward.

- IDE 2024 Summer Initiatives
- H 521 Implementation Update
- Assessment and Accountability Update
  - IRI
  - K-12 Report Card

BOARD ACTION

This item is for informational purposes only.

IDAHO DEPARTMENT OF EDUCATION

SUBJECT

Federal Coronavirus Relief K-12 Funding Request

REFERENCE

March – April 2020	The Board received weekly updates on the federal response to the coronavirus (COVID-19) pandemic and the availability of funding through the CARES Act.
April 27, 2020	The Board received an update on the allowable uses and amount of funds available to Idaho through the Elementary and Secondary School Emergency Relief Fund and Governor's Emergency Education Relief Fund.
May 4, 2020	The Board directed staff to move forward with data analysis for the discussed proposals and to identify sources of funds for those proposals.
June 10, 2020	The Board approved the use of the ESSER 10% SEA reserve funds for grants to local education agencies and for funding for professional development to provide student behavioral health supports.
August 26, 2020	The Board approved a methodology and allocation for $1,000,000 from the ESSER 10% SEA reserve funds for student behavioral health supports.
February 17, 2021	The Board received a CARES Act funding update and a CRRSA Act overview.
April 5, 2021	The Board approved the use of $1,851,300 of CRRSA Act ESSER II State Set-Aside Reserve funds to be distributed to local education agencies who received no ESSER II funds or low ESSER II funding and approved the use of up to $300,000 in ESSER II SEA Reserve funds for the State Department of Education to administer the grant. The Board approved to preliminarily designate the use of the 2.5% of the ARP ESSER State Set-Aside Reserve funds to local education agencies who received no ARP ESSER funds or low ARP ESSER funds.
April 22, 2021	The Board received an update on the COVID Relief K-12 funds, which included CARES Act ESSER, CRRSA Act ESSER, ARP ESSER, CRRSA EANS and ARP EANS.
June 16, 2021	An update on the Coronavirus Relief, CFAC Funds and ESSERF, including CARES Act, CRRSA Act, EANS, and ARP ESSER was provided to Board members.

October 21, 2021	The Board received a brief update on expended ESSER funds, the status of the LEA Safe Return to In-Person Instruction Plans and the LEA ARP ESSER Use of Funds Plans, and the amendment for the Idaho ARP ESSER State Plan.
February 17, 2022	The Board authorized the State Department of Education to expend an amount not to exceed $2,200,660 for ARPA ESSER administrative costs including ESSER program coordination, monitoring, and reporting.
December 13, 2023	The Board authorized the State Department of Education to allocate ARP ESSER administrative costs funding to a comprehensive suicide prevention and student wellness pilot tool.

BACKGROUND/DISCUSSION

The American Rescue Plan (ARP) ESSER (ESSER III) was signed into law March 11, 2021 and provides Idaho $440,131,922 for K-12 education. Like other ESSER allocations, ESSER III included a State Set-Aside Reserve of 10%, but the federal government provided requirements around the use of this set aside: (5%) must be used to address learning loss; (1%) summer enrichment; (1%) after school programs; and (3%) emergency needs and administrative costs identified by the Board. The Idaho ARP ESSER State Plan was approved with conditions on September 13, 2021, and an amended plan was provided in late October 2021.

On January 4, 2022, the U.S. Department of Education changed the requirements for reporting, including the SDE to use a data management tool that does not interface with the current tool being used. Additionally, the SDE required additional funding to be able to pay the personnel to get this data submitted. During the February 2022 meeting, the Board authorized the State Department of Education (Department) to expend an amount not to exceed $2,200,660 for ARP ESSER administrative costs, including ESSER program coordination, monitoring, and reporting.

During the December 2023 meeting, the Board approved $120,000 of the ARP ESSER SEA set aside for the purchase of School Pulse, a behavioral health and suicide prevention tool, in response to increasing challenges related to student behavioral health as identified in the 2021 Idaho Youth Risk Behavior Survey, including a rise in youth suicide in 2020.

The deadline for obligating ARP ESSER SEA set aside is September 30, 2024, and the Department would like to allocate funding that will not be needed for administrative costs to projects that further support underserved populations and address learning loss and school improvement.

IDE requests the Board approve reallocation of $526,000 of the ARP ESSER SEA set aside funds as follows:

- $410,000 to provide training and professional development to K-12 districts and charters in implementing professional learning communities;
- $35,000 to identify and share best practices in addressing early literacy instruction and success on the Idaho Reading Indicator;
- $15,000 to provide leadership training and support for charter schools in connection with the Idaho Principals Network and Idaho Superintendent Network; and
- $66,000 to provide for the one-time purchase of 504 software in Idaho's EDPASS system to support the rising impact of students with health and behavioral needs in schools.

IMPACT

Board action would update the available use of the ARP ESSER SEA set aside and respond to needs of underserved populations and address learning loss.

This request will allow for the obligation of the remaining ARP ESSER SEA set aside.

BOARD STAFF COMMENTS AND RECOMMENDATIONS

Board staff recommends approval of the IDE request to reallocate ARP ESSER SEA set aside funds as described above.

BOARD ACTION

I move to authorize $526,000 of the ARP ESSER SEA set aside funds for administrative costs to be allocated for professional development in professional learning communities, events to share best practices for success on the Idaho Reading Indicator, charter school leadership development, and technical assistance and EDPASS for 504 plans as described above.

Moved by _____ Seconded by _____ Carried Yes _____ No _____

SUBJECT

Proposed Revisions to Idaho Content Standards: Arts and Humanities, Computer Science and Information Technology, Social Studies, and Drivers Education.

REFERENCE

April 2009	The Board approved updated Idaho Content Standards.
April 2010	The Board approved revision and renaming of Information and Communication Technology standards.
August 2010	The Board approved revision of Mathematics and English Language Arts standards.
August 2015	The Board approved updated Humanities and Science standards (rejected by legislature).
August 2016	The Board approved updated Arts and Humanities, English Language Arts, Health, Mathematics, Physical Education, and Social Studies standards. Board approved new Computer Science Standards.
November 2016	The Board approved updated Computer Science standards and Social Studies standards.
August 2017	The Board approved updated Information and Communication Technology standards and Driver Education standards.
August 2022	The Board approved updated Health and Physical Education standards.

APPLICABLE STATUTE, RULE, OR POLICY

Idaho State Board of Education Governing Policies & Procedures, Section IV.D.
Section 33-1612, Idaho Code.
IDAPA 08.02.03.004.01, Rules Governing Thoroughness – Idaho Content Standards

BACKGROUND/DISCUSSION

The Idaho Content Standards describe the knowledge, concepts, and skills that students are expected to acquire at each grade level in each content area. Content standards are adopted statewide and reviewed every six (6) years by teams of educators and stakeholders. These standards provide a consistent foundational level of academic content needed to be successful at each grade level and to graduate from Idaho's public schools. During the 2024 review cycle the following standards were reviewed: Driver Education, Arts & Humanities, World Language, Social Studies, Computer Science, and Information and Communication Technology. Summaries of each content review are included in the attached documents.

IMPACT

The content standards under review in 2024 are incorporated by reference into IDAPA 08.02.03. Revisions are effective upon approval by the Board, but IDAPA must be revised to reflect the change in the approval date.

Districts may experience some fiscal impact in the form of new curriculum to align with revised content standards. The cost would likely be cyclical.

ATTACHMENTS

Attachment 1 – Proposed Content Standards 2024 Presentation
Attachment 2 – Summary – Arts & Humanities Standard Review
Attachment 3 – Summary – World Language Standard Review
Attachment 4 – Summary – Driver Education Standard Review
Attachment 5 – Summary – Social Studies Standard Review
Attachment 6 – Summary – Technology Standard Review
Attachment 7– Redline - A & H - Dance
Attachment 8 – Proposed Standards - A & H - Dance
Attachment 9 – Redline – A & H - Interdisciplinary
Attachment 10 – Proposed Standards – A & H - Interdisciplinary
Attachment 11– Redline – A & H – Music Theory
Attachment 12 – Proposed Standards – A & H – Music - Theory
Attachment 13 – Redline – A & H – Music Technology
Attachment 14 – Proposed Standards – A & H – Music - Technology
Attachment 15 – Redline – A & H – Music - General
Attachment 16 – Proposed Standards – A & H – Music - General
Attachment 17 – Redline – A&H – Music - Ensembles
Attachment 18 – Proposed Standard – A&H – Music – Ensembles
Attachment 19 – Redline – A&H – Music - Harmonizing
Attachment 20 – Redline – A&H - Theater
Attachment 21 – Proposed Standards – A&H - Theater
Attachment 22 – Redline – A&H – Theater Tech
Attachment 23 – Proposed Standards – A&H – Theater Tech
Attachment 24 – Redline – A&H – Visual Arts – Elem
Attachment 25 – Redline – A&H – Visual Arts - Sec
Attachment 26 – Proposed Standards – A&H - Visual Arts
Attachment 27 – Redline – A&H – Media Arts
Attachment 28 – Proposed Standards – A&H – Media Arts
Attachment 29 – Redline – A&H – Anchor Standards
Attachment 30 – Redline – World Language – ASL
Attachment 31 – Proposed Standards - World Language - ASL
Attachment 32 – Redline - World Language – Current Standards
Attachment 33 – Redline - World Language – Selected Model Standards
Attachment 34 – Proposed Standards – World Language
Attachment 35 – Redline – World Language – Classical
Attachment 36 – Proposed Standards – World Language – Classical
Attachment 37 – Proposed Standards – World Language – Career Applications

Attachment 38 – Redline – Driver Education
Attachment 39 – Proposed Standards -Driver Education
Attachment 40 – Redline – Social Studies – K-5
Attachment 41 – Redline – Social Studies – 6-9 World Geography
Attachment 42 – Redline – Social Studies – US History I
Attachment 43 – Redline – Social Studies – US History II
Attachment 44 – Redline – Social Studies – Government
Attachment 45 – Redline – Social Studies – Economics
Attachment 46 – Proposed Standards – Social Studies
Attachment 47 – Redline – Computer Science
Attachment 48 – Proposed Standards – Computer Science
Attachment 49 – Redline – Information and Communication Technology
Attachment 50 – Proposed Standard – Information and Comm Technology
Attachment 51 – Proposed Standard – K-8 Technology

BOARD STAFF COMMENTS AND RECOMMENDATIONS

The IDE has conducted a thorough content standards review process, including compiling a committee of stakeholders and content area experts, hosting in-person and virtual meetings, preparing multiple drafts of each set of content standards, and soliciting feedback from the public through multiple methodologies. Board staff appreciate the amount of work that has gone into the preparation of meaningful revisions.

Board staff recommend approval of all proposed revisions as presented.

BOARD ACTION

I move to approve the revisions to the Arts and Humanities Content Standards as submitted in attachments 8, 10, 12, 14, 16, 18, 21, 23, 26, and 28.

Moved by _____ Seconded by _____ Carried Yes _____ No _____

I move to approve the revisions to the World Language Content Standards as submitted in attachments 31, 34, 36, and 37.

Moved by _____ Seconded by _____ Carried Yes _____ No _____

I move to approve the revisions to the Driver Education Content Standards as submitted in attachment 39.

Moved by _____ Seconded by _____ Carried Yes _____ No _____

I move to approve the revisions to the Social Studies Content Standards as submitted in attachment 46.

Moved by _____ Seconded by _____ Carried Yes _____ No _____

I move to approve the revisions to the Computer Science, and Information and Communication Technology Standards as submitted in attachments 48, 50, and 51.

Moved by _____ Seconded by _____ Carried Yes _____ No _____

Idaho Department of Education

Idaho Content Standards

Art & Humanities, Social Studies, Computer Science & Information and Communication Technology, and Driver Education

IDE

Overarching Focus

State Content Standards describe the **knowledge, concepts, and skills** that students are expected to acquire at each grade level in each content area. (IDAPA 08.02.03.007 Definition 10)

We want to provide Idaho students with the highest quality education through high-quality standards.

Standards Reviewed in 2024

- Arts & Humanities
- Driver Education
- Social Studies
- Computer Science and Information and Communication Technology

Review Tasks	Timeline
Committee Selection	August 2023
Two-Day in-person committee meeting(s)	October 2023
Completion of Draft 1	December 2023
Initial feedback from stakeholders	January – February 2024
Committee review of feedback, revision, and completion of Draft 2	March 2024
Collection of public feedback	April 1- April 20, 2024
Committee review of public feedback, revision, and completion of final Draft	April 22, 2024
IDE submission of recommended revisions to SBOE	May 1, 2024

*All committee work was held in accordance with public meeting laws

Revision Process and Instructions

1. Prioritize the most important concepts
2. Lessen complex verbiage (student friendly)
3. Remove guidance language
4. Reduce the number of standards (if applicable)

Documents provided for each content:

1. Summary for each content review
2. Redlined revision template for each set of standards, including rationale for all recommended changes
3. Proposed draft
4. Supporting documents (as appropriate to content area)

Additional Notes:

- All committees had representation from each of the six educational regions in the state.
- Financial Literacy standards were established within the Economic Standards in the content of Social Studies.
- K-8 Computational Thinking and Digital Literacy standards were established in alignment with new instructional requirements. (08.02.03.104.01a, 08.02.03.104.02c)

Questions?

Ryan Cantrell - Deputy Superintendent

Meghan Wonderlich - Director - Content and Curriculum

mwonderlich@sde.Idaho.gov

208 332 6800

Idaho Department of Education

Arts and Humanities

Idaho Content Standards Recommendations

APPLICABLE STATUTE AND RULE

Idaho State Board of Education Governing Policies & Procedures, Section IV.D. Section 33-1612, Idaho Code.

IDAPA 08.02.03.004.01, Rules Governing Thoroughness – Idaho Content Standards

BACKGROUND

The Idaho Content Standards describe the knowledge, concepts, and skills that students are expected to acquire at each grade level in each content area. Content standards are adopted statewide and reviewed every six (6) years by teams of educators and stakeholders. These standards provide a consistent foundational level of academic content needed to be successful at each grade level and to graduate from Idaho's public schools. During the 2024 review cycle, the K-12 Arts and Humanities Standards were reviewed, including Dance, Interdisciplinary Humanities, Media Arts, Music (General, Ensembles, Theory, and Technology) Theatre, and Visual Arts.

PROCESS

The standards revision process begins with the selection of committee members from across the state via an application process. The final committee was comprised of twenty-six members representing a cross-section of grade levels, endorsements, and roles. Once selected, committee members participate in a series of meetings: an initial virtual meeting for process information, in-person work sessions in October, and three additional virtual meetings to review stakeholder feedback and public comments, and finalize recommendations. All meetings adhere to the Open Meetings Law.

During the in-person sessions, the committees review all standards to determine whether to retain, revise, or rewrite. After review, the Art & Humanities committee decided to revise the current standards. Revisions were then made according to specific guidance: prioritizing key concepts, simplifying language, removing guidance language, and clearly defining what students should know or be able to do.

After initial revisions, committees review stakeholder feedback and public comments to make revisions and edits for Drafts 2 & 3 of the standards.

TIMELINE

Steps	Timeline
Committee Selection	September 2023
Two-day in-person committee meeting(s)	October 27-28 2023
Completion of Draft 1	November 14, 2023
Initial feedback from stakeholders	January 10-February 16, 2024
Committee review of feedback, revision, and completion of Draft 2	March 14, 2024
Collection of public feedback	April 1-20, 2024
Committee review of public feedback, revision, and completion of final Draft	April 22, 2024
IDE submission of recommended revisions to SBOE	May 1, 2024

RATIONALE FOR RECOMMENDED REVISIONS

Summary of Recommended Revision #1

Draft 1 of the K-12 arts and humanities standards underwent significant revisions with a focus on enhancing clarity, specificity, and alignment.

1. Arts Anchor Standards were reduced from eleven (11) core anchor standards to five (5) anchor standards. Harmonizing Instruments standards were removed for redundancy and Technical Theater standards were added for clarity.
2. Reduction of Standards: One of the primary goals of the revision was to reduce the number of standards, ensuring a more manageable and focused set of learning objectives for educators and students. This streamlining process helped prioritize essential concepts and skills while eliminating redundancy.
3. Clarity Enhancement: The revisions aimed to make the standards more accessible and understandable for educators, students, and parents. This involved refining language,

organizing content more logically, and outlining what students should know and be able to do at each grade level.

4. Removal of all Guidance Language: The updated draft removed all language that could be considered guidance including instructional, curricular, or assessment language.

Overall, these revisions represent a concerted effort to improve the comprehensiveness, clarity, and effectiveness of the K-12 arts and humanities standards, focusing on what students should know and be able to do at each appropriate level.

Summary of Recommended Revision #2

Draft 2 of the K-12 arts and humanities standards underwent revisions focused on grade level appropriateness and clarifying ambiguous standards.

1. Grade Level Appropriateness: Questions about grade level appropriateness, mostly on the high school levels, were addressed and clarified based on feedback from stakeholders. Some standards were added for alignment.
2. Clarification of Ambiguous Standards: Ambiguous or unclear standards were addressed and clarified based on feedback from stakeholders. This involved rephrasing standards, clarifying context, and ensuring vertical alignment.

SUMMARY OF FEEDBACK

General Stakeholder Feedback (Jan. 10 – Feb. 16)

Stakeholder feedback on the K-12 arts and humanities standards highlighted several key areas for improvement, leading to revisions in Draft 2. There were sixty-two (62) stakeholder responses obtained through a form distributed through email, webinars, and content specific conferences.

1. Clarity and Suggested Wording: A common request from stakeholders was to clarify certain standards and suggest wording to the standards. This feedback reflected a desire for a larger difference between K-1 grade levels and high school grade levels. The committee agreed and revisions were made to the necessary standards.
2. Organization Improvements: Stakeholders provided feedback regarding the organization of the standards, suggesting improvements to enhance coherence and clarity. This feedback led to restructuring and reordering of some standards.
3. There was little stakeholder feedback for the dance, interdisciplinary humanities, and theater standards other than positive reinforcement that the committee followed the recommended guidance of the review.

Official Public Comment (April 1 – April 20)

Public comments on the K-12 arts and humanities standards were collected through an online JotForm that was distributed via newsletters, a press release, emails to stakeholders, and a website banner. Public comment on the K-12 arts and humanities standards was minimal. There were a few suggestions for additions and changes to specific verbiage. The committees reviewed public comment and made minor or no changes to the drafts.

COMMITTEE MEMBERS

Paul Archibeque, Region 3
Aimee Atkinson, Region 3
Mark Barnes, Region 3
Sterling Blackwell, Region 3
Kristofer Crozier, Region 4
Carly Green, Region 1
Jan Eddington, Region 6
Dana Erdman, Region 3
Michael Feik, Region 6
Jessica Haddox, Region 3
Amanda Hansen, Region 3
Tracy Harrison, Region 3
Lori Head, Region 5
Lindsay Hutson, Region 1
Hilarie Neely Job, Region 4
Dr. Lori Conlon Khan, Region 2
Amy McBride, Region 4
Mark Olsen, Region 6
Jim Phillips, Region 1
Kirsten Pomerantz, Region 2
Jasmine Reed, Region 2
Nate Ruechel, Region 4
Mitchell Tilley, Region 4
Laurie Tingey, Region 3
William Weaver, Region 3
Tara Young, Region 5

For Questions Contact

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World Languages

Idaho Content Standards Recommendations

APPLICABLE STATUTE AND RULE

Idaho State Board of Education Governing Policies & Procedures, Section IV.D. Section 33-1612, Idaho Code.

IDAPA 08.02.03.004.01, Rules Governing Thoroughness – Idaho Content Standards

BACKGROUND

The Idaho Content Standards describe the knowledge, concepts, and skills that students are expected to acquire at each grade level in each content area. Content standards are adopted statewide and reviewed every six (6) years by teams of educators and stakeholders. These standards provide a consistent foundational level of academic content needed to be successful at each grade level and to graduate from Idaho's public schools. During the 2024 review cycle, World Languages standards were reviewed.

PROCESS

The standards revision process begins with the selection of committee members from across the state via an application process. The committee had nine members representing a cross-section of grade levels and roles. This committee included community members, parents, educators from a variety of grade levels and language areas, and post-secondary content experts. Once selected, committee members participate in a series of meetings: an initial virtual meeting for process information, in-person work sessions in October, and three additional virtual meetings to review stakeholder feedback and public comments, and finalize recommendations. All meetings adhere to the Open Meetings Law.

During the in-person sessions, the committee reviews all standards to determine whether to retain, revise, or rewrite. The World Languages committee decided to rewrite the current standards. With this decision made, the committee then focused on revising a chosen set of exemplar standards according to specific guidance: prioritizing key concepts, simplifying language, removing guidance language, and clearly defining what students should know or be able to do.

Following this process, committees review stakeholder feedback and public comments to make revisions and edits for Drafts 2 & 3 of the standards.

TIMELINE

Steps	Timeline
Committee Selection	September 2023
Two-day in-person committee meeting(s)	October 6-7, 2023
Completion of Draft 1	November 14, 2023
Initial feedback from stakeholders	January 10-February 16, 2024
Committee review of feedback, revision, and completion of Draft 2	March 14, 2024
Collection of public feedback	April 1-20, 2024
Committee review of public feedback, revision, and completion of final Draft	April 22, 2024
IDE submission of recommended revisions to SBOE	May 1, 2024

RATIONALE FOR RECOMMENDED REVISIONS

Summary of Recommended Revision #1

Draft 1 of the World Language standards underwent significant revisions with a focus on enhancing clarity, specificity, and alignment.

1. Updating the Standards to Match Current Practices: After reviewing other states standards, the committee separated the overarching set of Idaho State World Standards into four different sets to better serve the needs of the languages being taught in Idaho. The four different sets of recommendations are Advanced Language for Career Application, American Sign Language, Classical Languages, and World Languages.
2. Expansion of World Language Standards: One of the primary requests from stakeholders was to include the expansion of the World Language Standards to fit outside of the secondary classroom. Committee members who represented Dual Immersion programs in the state of Idaho helped shape the expansion to reach the K-12 goal.

3. Clarity Enhancement: The revisions aimed to make the standards more accessible and understandable for educators, students, and parents. This involved refining language, organizing content more logically, and outlining what students should know and be able to do at each grade level.
4. Removal of all Guidance Language: The updated draft removed all language that could be considered guidance including instructional, curricular, or assessment language.

Overall, these revisions represent a concerted effort to improve the comprehensiveness, clarity, and effectiveness of the World Languages standards, focusing on what students should know and be able to do at each appropriate level.

Summary of Recommended Revision #2

Draft 2 of the World Languages standards underwent revisions focused on feedback from stakeholders.

1. ASL Community: Revisions were made based on feedback from the community that focused on clarity and specific verbiage.
2. Clarification of Ambiguous Standards: Ambiguous or unclear standards were addressed and clarified based on feedback from stakeholders. This involved rephrasing standards, clarifying context, and ensuring vertical alignment.

SUMMARY OF FEEDBACK

General Stakeholder Feedback (Jan. 10 – Feb. 16)

Stakeholder feedback on the K-12 arts and humanities standards highlighted several key areas for improvement, leading to revisions in Draft 2. Stakeholder feedback on the world languages standards highlighted several key areas for improvement, leading to revisions in Draft 2. There were twenty-three (23) stakeholder responses obtained through a form distributed through email, webinars, and content specific conferences.

1. Clarification of Proficiency Guidelines: The American Council of Teachers of Foreign Language (ACTFL) have proficiency guidelines for curriculum development, classroom-based assessment, and to estimate learner progress toward proficiency. Stakeholders were concerned that these were not included in the standards. As this is a local decision on curriculum, assessment, and proficiency the committee did not revise based on the feedback.
2. Organization Improvements: Stakeholders provided feedback regarding the organization of the standards, suggesting improvements to enhance coherence and clarity. This feedback led to restructuring and reordering of some standards.

Official Public Comment (April 1 – April 20)

Public comment on World Languages and Classical Languages was minimal. Most of the public comments were recommendations to the American Sign Language standards focusing on clarity and changes to specific verbiage. The committee reviewed public comments and made changes to the American Sign Language standards.

OTHER INFORMATION

After reviewing the current content standards, the review committee determined that new content standards were needed. Per legislative guidance, the committee chose standards from an exemplar state and national organization as a starting point.

COMMITTEE MEMBERS

Jenny Mundy-Castle, Region 3
Jason Moss, Region 5
Danyelle Quincy Davis, Region 3
Andrew Horning, Region 3
Coralei Rodriguez, Region 6
Nancy Luna, Region 3
Erica Kirst, Region 4
Alyssa Chapman, Region 3
Monica Musick, Region 3

For Questions Contact

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Idaho Driver Education

Idaho Content Standards Recommendations

APPLICABLE STATUTE AND RULE

Idaho State Board of Education Governing Policies & Procedures, Section IV.C. Section 33-1612, Idaho Code.

IDAPA 08.02.03.004.01, Rules Governing Thoroughness – Idaho Content Standards

BACKGROUND

The Idaho Content Standards describe the knowledge, concepts, and skills that students are expected to acquire at each grade level in each content area. Content standards are adopted statewide and reviewed every six (6) years by teams of educators and stakeholders. These standards provide a consistent foundational level of academic content needed to be successful at each grade level and to graduate from Idaho's public schools. During the 2024 review cycle the Driver Education standards were up for review. These standards indicate the essential knowledge and skills based on Idaho traffic laws and principles of safety that a student should know and be able to do for successful completion of an Idaho approved public driver education and training program according to Idaho Education Laws and Rules, Chapter 17, Section 33-1702.

PROCESS

The standards revision process begins with the selection of committee members from across the state via an application process. The committee was comprised of eight members representing Driver Education instructors from across the state, Transportation Department officials, Department of Education officials, and representatives of the Idaho Business for Education organization. Once selected, committee members participate in a series of meetings: an initial virtual meeting for process information, in-person work sessions in October, and three additional virtual meetings to review stakeholder feedback and public comments, and finalize recommendations. All meetings adhere to the Open Meetings Law.

During the in-person sessions, the committee reviews all standards to determine whether to retain, revise, or rewrite. The Driver Education Committee decided to keep all current standards, adopted in 2016, and recommend the addition of new standards to account for new technology in vehicles, including self-driving vehicles, cameras, and safety sensors.

After initial revisions, committees review stakeholder feedback and public comments to make revisions and edits for Drafts 2 & 3 of the standards.

TIMELINE

Tasks	Timeline
Committee Selection	September 2023
Two-Day in-person committee meeting(s)	October 27-28, 2023,
Completion of Draft 1	November 14 2023
Initial feedback from stakeholders	January10-February 16 2024
Committee review of feedback, revision, and completion of Draft 2	March 14, 2023
Collection of public feedback	April 1-20, 2024
Committee review of public feedback, revision, and completion of final Draft	April 22, 2024
IDE submission of recommended revisions to SBOE	May 1, 2024

RATIONALE FOR RECOMMENDED REVISIONS

Summary of Recommended Revision #1

Draft 1 of the Driver Education Standards did not have any significant changes to the previous standards written in 2016. The committee did come up with additions to keep up with the

technological advances found in present day vehicles as well as two additions concerning vehicle maintenance and anticipating behaviors of other drivers.

1. The first addition was for the student to be able to locate and describe the section of the owner's manual indicating the importance of safely and responsibly maintaining the vehicle. This was updated to require the students to be aware of required maintenance of vehicles for their own safety and the safety of others on the road.
2. The second addition was the understanding of Advanced Driver-Assistance Systems (ADAS) Safety Features. Updates in vehicle technology require an update in standards in what the student drivers are required to know concerning these new technologies such as self-driving cars.
3. The last addition was a section where the student will describe how to predict and anticipate the behaviors of other road users to include cars, bicycles, and motor bikes.

Summary of Recommended revision #2

No recommendations were made for Draft 2.

SUMMARY OF FEEDBACK

General Stakeholder feedback (Jan. 10 – Feb. 16)

Draft 2 was sent to general stakeholders in our public schools. The draft was shared with Driver Education Coordinators around our state and the feedback was minimal. This feedback included statements of agreement with the standards that the committee has come up with as well as questions on when the standards will be made official.

Official Public Comment (April 1 – April 20)

Public comments on the Drivers Education Standards were solicited through an online JotForm that was distributed via newsletters, a press release, emails to stakeholders, and a website banner. No public comments were received on the new Driver Education Standards.

COMMITTEE MEMBERS

- Sunshine Beer/Idaho STAR
- Kristin Galloway/Mountain View High School

- Aaron Merrill/Cassia School District
- Dorie Nelson/Kendrick School District
- Robert Sanchez/Idaho Business for Education
- Tabitha Smith/Idaho Transportation Department
- Steven Swickard/Idaho Transportation Department, Driver License Program

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For Questions Contact

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Idaho Department of Education
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K-12 Social Studies

Idaho Content Standards Recommendations

APPLICABLE STATUTE AND RULE

Idaho State Board of Education Governing Policies & Procedures, Section IV.D. Section 33-1612, Idaho Code.

IDAPA 08.02.03.004.01, Rules Governing Thoroughness – Idaho Content Standards

BACKGROUND

The Idaho Content Standards describe the knowledge, concepts, and skills that students are expected to acquire at each grade level in each content area. Content standards are adopted statewide and reviewed every six (6) years by teams of educators and stakeholders. These standards provide a consistent foundational level of academic content needed to be successful at each grade level and to graduate from Idaho's public schools. During the 2024 review cycle, the K-12 social standards were reviewed including K-5 Social Studies, World Geography and Civilizations, United States History I, United States History II, American Government, and Economics.

PROCESS

The standards revision process begins with the selection of committee members from across the state via an application process. Once selected, committee members participate in a series of meetings: an initial virtual meeting for process information, in-person work sessions in October, and three additional virtual meetings to review stakeholder feedback and public comments, and finalize recommendations. All meetings adhere to the Open Meetings Law.

During the in-person sessions, the committees review all standards to determine whether to retain, revise, or rewrite. After review, the Social Studies committee decided to revise the current standards. Revisions were then made according to specific guidance: prioritizing key concepts, simplifying language, removing guidance language, and clearly defining what students should know or be able to do.

After initial revisions, committees review stakeholder feedback and public comments to make revisions and edits for Drafts 2 & 3 of the standards.

TIMELINE

Steps	Timeline
Committee Selection	September 2023
Two-day in-person committee meeting(s)	October 27-28 2023
Completion of Draft 1	November 14, 2023
Initial feedback from stakeholders	January 10-February 16, 2024
Committee review of feedback, revision, and completion of Draft 2	March 7, 2024
Collection of public feedback	April 1-20, 2024
Committee review of public feedback, revision, and completion of final Draft	April 22, 2024
IDE submission of recommended revisions to SBOE	May 1, 2024

RATIONALE FOR RECOMMENDED REVISIONS

Summary of Recommended Revision #1

Draft 1 of the K-12 social studies standards underwent significant revisions with a focus on enhancing clarity, specificity, and the integration of historical thinking skills.

1. Clarity Enhancement: The revisions aimed to make the standards more accessible and understandable for educators, students, and parents. This involved refining language, organizing content more logically, and providing clear objectives for each grade level.
2. Specificity in Learning Objectives: The updated draft included more specific ideas outlining what students should know and be able to do at each grade level.

3. Integration of Historical Thinking Skills: A major emphasis was placed on integrating historical thinking skills throughout the standards. These skills include critical analysis, interpretation, sourcing, and contextualization of historical information. By embedding these skills into the standards, students are better equipped to engage with historical content in a meaningful and analytical manner.

Overall, these revisions represent a concerted effort to improve the comprehensiveness, clarity, and effectiveness of the K-12 social studies standards, ensuring that students develop a deep understanding of historical concepts and cultivate essential skills for historical inquiry and analysis.

Summary of Recommended Revision #2

Draft 2 of the K-12 social studies standards underwent revisions focused on streamlining content, enhancing student-friendliness, and clarifying ambiguous standards.

1. Reduction of Standards: One of the primary goals of the revisions was to reduce the number of standards, ensuring a more manageable and focused set of learning objectives for educators and students. This streamlining process helped prioritize essential concepts and skills while eliminating redundancy.
2. Student-Friendly Verbiage: The language used in the standards was refined to be more student-friendly, making the content more accessible and understandable for learners of all levels. By using clear and concise language, students can better grasp the intended learning outcomes and educators can more effectively communicate expectations.
3. Clarification of Ambiguous Standards: Ambiguous or unclear standards were addressed and clarified based on feedback from stakeholders. This involved rephrasing standards, providing additional context or examples, and ensuring vertical alignment.

SUMMARY OF FEEDBACK

General Stakeholder Feedback (Jan. 10 – Feb. 16)

There were 62 stakeholder responses obtained through a form distributed through email, webinars, and content specific conferences; 29 for K-5, 8 for World Geography, 8 for U.S. History I, 10 for U.S. History II, 4 for American Government, and 3 for economics. Stakeholder feedback on the K-12 social studies standards highlighted several key areas for improvement, leading to several revisions in Draft 2:

1. Reduction of Standards: A common request from stakeholders and the public was to streamline the standards by reducing their number. This feedback reflected a desire for a more focused and manageable set of learning objectives that prioritize essential content and skills.
2. Inclusion of Specific Standards about the Holocaust: There was widespread support for including specific standards addressing the Holocaust within the social studies curriculum. Stakeholders emphasized the importance of teaching this significant historical event to ensure students develop a deep understanding of its causes, consequences, and lessons for humanity.
3. Organization Improvements: Stakeholders provided feedback regarding the organization of the standards, suggesting improvements to enhance coherence and clarity. This feedback led to restructuring and reordering of the standards to create a more logical progression of content and facilitate easier navigation for educators and students.

Official Public Comment (April 1 – April 20)

Public comments on the K-12 social studies standards were collected through an online JotForm that was distributed via newsletters, a press release, emails to stakeholders, and a website banner. Ten (10) comments were received in the various strand areas. The majority of public comment came for the United States History I strand (5 submissions) and was focused on clarifying some vague standards and changes to specific verbiage. The rest of the committees reviewed public comment and made minor or no changes to the drafts.

COMMITTEE MEMBERS

Leslie Baker, Region 2
Matthew Bundy, Region 3
James Carter, Region 5
Stacie Christensen, Region 3
Brendan Earle, Region 3
Sandra Eaton, Region 3
Jim Francis, Region 6
Andrea Fuentes, Region 1
Perri Gardner, Region 4
Stewart Gardner, Region 3
Jason Hanson, Region 2
Mari Harris, Region 3
Marta Hernandez, Region 4
Julie Hurdman, Region 1
Amber Lewis, Region 3
Tanya Lilley, Region 1
Casey McLaughlin, Region 1
Karen Miller, Region 3
Shaina Nomee, Region 1
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For Questions Contact

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Computer Science and Information & Communication Technology

Idaho Content Standards Recommendations

APPLICABLE STATUTE AND RULE

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IDAPA 08.02.03.004.01, Rules Governing Thoroughness – Idaho Content Standards

BACKGROUND

The Idaho Content Standards describe the knowledge, concepts, and skills that students are expected to acquire at each grade level in each content area. Content standards are adopted statewide and reviewed every six (6) years by teams of educators and stakeholders. These standards provide a consistent foundational level of academic content needed to be successful at each grade level and to graduate from Idaho's public schools. During the 2024 review cycle the Information and Communication Technology and Computer Science Standards were reviewed. The K-8 Technology Standards, including computational thinking and digital literacy, were also established in alignment with new instructional requirements.

PROCESS

The standards revision process begins with the selection of committee members from across the state via an application process. The committee was comprised of twenty members representing a cross-section of grade levels and roles. This committee included community members, parents, educators from a variety of grade levels, and post-secondary content experts. Once selected, committee members participate in a series of meetings: an initial virtual meeting for process information, in-person work sessions in October, and three additional virtual meetings to review stakeholder feedback and public comments, and finalize recommendations. All meetings adhere to the Open Meetings Law.

During the in-person sessions, the committees review all standards to determine whether to retain, revise, or rewrite. After review, the Technology Standards Committee decided to revise the current standards. Revisions were then made according to specific guidance: prioritizing key concepts, simplifying language, removing guidance language, and clearly defining what students should know or be able to do.

After initial revisions, committees review stakeholder feedback and public comments to make revisions and edits for Drafts 2 & 3 of the standards.

TIMELINE

Steps	Timeline
Committee Selection	September 7, 2023
Two-Day in-person committee meeting(s)	October 13 & 14, 2023
Completion of Draft 1	November 14, 2023
Initial feedback from stakeholders	January 5 to February 16, 2024
Committee review of feedback, revision, and completion of Draft 2	March 14, 2024
Collection of public feedback	April 1-20, 2024
Committee review of public feedback, revision, and completion of final Draft	April 22, 2024
IDE submission of recommended revisions to SBOE	May 1, 2024

RATIONALE FOR RECOMMENDED REVISIONS

Summary of Recommended Revision #1

- Revise, reorganize, and establish additional standards to include Computational Thinking and Digital Literacy standards for K-8, in alignment with to new instructional requirements (08.02.03.104.01a, 08.02.03.104.02c)
- Update language to be student friendly
- Remove guidance language

Summary of Recommended Revision #2

- Identifying and address duplicated standards.
- Confirm reorganization of the K-8 standards.

SUMMARY OF FEEDBACK

General Stakeholder feedback (Jan. 5 – Feb. 16)

- Feedback form was shared with community through teachers, IT directors, technical advisory groups, STEM partners, and encouraged to share all stakeholders interested.
- Three (3) comments were received.
- Feedback was positive and comments expressed gratitude for the updates.
- Committee updated punctuation and placement of standards for draft #2.

Official Public Comment

- Zero public comments were received for review.
- Committee met to finalize board preparation documents.

ADDITIONAL INFORMATION

Committee updated standards in alignment to new requirements (IDAPA 08.02.03.104.01a and 08.02.03.104.02c), regarding K-8 Computational Thinking and Digital Literacy.

COMMITTEE MEMBERS

Benjamin Lampe, Region 5
Alex Sandoval, Region 5
Lucas Hutson, Region 1
Pam Kantack, Region 6
Bridget Smith, Region 4
Kathryn Rodgers, Region 3
Hollie Lindner, Region 3
Bo Riddick, Region 3
Robert Case, Region 1
Cathy Ammirati, Region 3
Tracy Robnett, Region 1
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STANDARDS REVISIONS AND RATIONALE - DANCE

Current standard	Recommended Standard	Proposed revision (Keep, Revise, Move, Remove)	Rationale for the revision (please provide rationale for all that apply):
Anchor Standard 1: ~~Generate and conceptualize~~ Develop and create artistic ideas and work.	Anchor Standard 1: Develop and create artistic ideas and work.	Revise	Remove complex verbiage, prioritize clarity
~~Enduring Understanding: Choreographers use a variety of sources as inspiration and transform concepts and ideas into movement for artistic expression.~~ ~~Essential Question(s): Where do choreographers get ideas for dances?~~		Remove	Remove guidance
~~DA:Cr1.1.Ka.~~K-2.D.1.1 Respond in movement to a variety of various stimuli~~ (i.e., music/sound, text, objects, images, symbols, observed dance)~~.	K-2.D.1.1 Respond in movement to a variety of various stimuli.	Revise (new K-2 Standard)	Simplifying and making it more developmentally appropriate by chunking grade levels in elementary dance.
~~DA:Cr1.1.Kb. Explore different ways to do~~K-2.D.1.2 Build movement phrases using basic locomotor and non-locomotor movements by changing at least one of the elements of dance.	K-2.D.1.2 Build movement phrases using basic locomotor and non-locomotor movements by changing at least one of the elements of dance.	Revise (new K-2 Standard)	Adding more clarity and sequencing of learning to the statement.

Current standard	Recommended Standard	Proposed revision (Keep, Revise, Move, Remove)	Rationale for the revision (please provide rationale for all that apply):
~~DA:Cr1.1.1a. Explore movement inspired by a variety of stimuli (for example, music/sound, text objects, images, symbols, observed dance, experiences) and identify the source.~~		Remove	Combine Grades K-2
~~DA:Cr1.1.1b. Explore a variety of locomotor and non-locomotor movements by experimenting with and changing the elements of dance.~~		Remove	Combine Grades K-2
~~DA:Cr1.1.2a. Explore movement inspired by a variety of stimuli (for example, music/sound, text, objects, images, symbols, observed dance, experiences) and suggest additional sources for movement ideas.~~		Remove	Combine Grades K-2
~~DA:Cr1.1.2b. Combine a variety of movements while manipulating the elements of dance.~~		Remove	Combine Grades K-2
~~DA:Cr1.1.3a. Experiment with~~3-5.D.1.1 Identify ideas for choreography generated from a variety of ~~self-identified~~ stimuli ~~(for~~	3-5.D.1.1 Identify ideas for choreography generated from a variety of stimuli.	Revise	Combine Grades 3-5 Remove guidance and simplify language

Current standard	Recommended Standard	Proposed revision (Keep, Revise, Move, Remove)	Rationale for the revision (please provide rationale for all that apply):
~~example, music/sound, text, objects, images, notation, observed dance, experiences) for movement~~.			
~~DA:Cr1.1.3b. Explore a given movement problem.~~3-5.D.1.2 Select and establish~~demonstrate~~ a solution to a given movement problem.	3-5.D.1.2 Select and establish a solution to a given movement problem.	Revise	Combine Grades 3-5 Simplify language
~~DA:Cr1.1.4a. Identify ideas for choreography generated from a variety of stimuli (for example, music/sound, text, objects, images, notation, observed dance, experiences).~~		Remove	Combine Grades 3-5
~~DA:Cr1.1.4b. Develop a movement problem and manipulate the elements of dance as tools to find a solution.~~		Remove	Combine Grades 3-5
~~DA:Cr1.1.5a. Build content for choreography using several stimuli (for example, music/sound, text, objects, images, notation, observed dance, experiences, literary forms, natural phenomena, current news, social events).~~		Remove	Combine Grades 3-5

Current standard	Recommended Standard	Proposed revision (Keep, Revise, Move, Remove)	Rationale for the revision (please provide rationale for all that apply):
~~DA:Cr1.1.5b. Construct and solve multiple movement problems to develop choreographic content.~~		Remove	Combine Grades 3-5
~~DA:Cr1.1.6a.~~6.D.1.1 Relate similar and/or contrasting ideas to develop choreography using a variety of stimuli ~~(for example, music, observed dance, literary forms, notation, natural phenomena, personal experience/recall, current news or social events)~~.	6.D.1.1 Relate similar and/or contrasting ideas to develop choreography using a variety of stimuli.	Revise	Clarifying material
~~DA:Cr1.1.6b. Explore various movement~~ 6.D.1.2 Use movement techniques and various dance vocabularies to transfer ideas into choreography.	6.D.1.2 Use movement techniques and various dance vocabularies to transfer ideas into choreography.	Revise	Clarifying material
~~DA:Cr1.1.7a.~~7.D.1.1 Compare a variety of stimuli ~~(for example, music, observed dance, literary forms, notation, natural phenomena, personal experience/recall, current news or social events)~~ and make selections to expand movement vocabulary and artistic expression.	7.D.1.1 Compare a variety of stimuli and make selections to expand movement vocabulary and artistic expression.	Revise	Clarifying material

Current standard	Recommended Standard	Proposed revision (Keep, Revise, Move, Remove)	Rationale for the revision (please provide rationale for all that apply):
~~DA:Cr1.1.7b. Explore various movement vocabularies to express an artistic intent in choreography. Explain and discuss the choices made using genre-specific dance terminology.~~		Remove	Redundant
~~DA:Cr1.1.8a.~~8.D.1.1 Implement movement from a variety of stimuli (~~for example, music, observed dance, literary forms, notation, natural phenomena, personal experience/recall, current news or social events)~~ to develop ~~dance content for~~ an original dance study ~~or dance~~.	8.D.1.1 Implement movement from a variety of stimuli to develop an original dance study.	Revise	Clarifying material and removing guidance language.
~~DA:Cr1.1.8b.~~8.D.1.2 Identify and select personal preferences to create an original dance study ~~or dance~~. Use genre specific dance terminology to articulate and justify choices made in movement development to communicate intent.	8.D.1.2 Identify and select personal preferences to create an original dance study. Use genre specific dance terminology to articulate and justify choices made in movement development to communicate intent.	Revise	Clarifying material

Current standard	Recommended Standard	Proposed revision (Keep, Revise, Move, Remove)	Rationale for the revision (please provide rationale for all that apply):
~~DA:Cr1.1Ia. Explore~~HS1.D.1.1 Examine a variety of stimuli for sourcing movement to develop an improvisational or choreographed dance study. ~~Analyze~~ Refine the movement process.~~and the relationship between the stimuli and the movement.~~	HS1.D.1.1 Examine a variety of stimuli for sourcing movement to develop an improvisational or choreographed dance study. Refine the movement process.	Revise	Combine Proficient and Accomplished standards
~~DA:Cr1.1Ib.~~HS1.D.1.2 Experiment with the elements of dance to ~~explore~~examine personal movement preferences and strengths~~, and select movements that challenging skills and build on strengths in an original dance study or dance~~.	HS1.D.1.2 Experiment with the elements of dance to examine personal movement preferences and strengths.	Revise	Combine Proficient and Accomplished standards
~~DA:Cr1.1.IIa. Synthesize content generated from stimulus materials to choreograph dance studies or dances using original or codified movement.~~		Remove	Combine Proficient and Accomplished standards

Current standard	Recommended Standard	Proposed revision (Keep, Revise, Move, Remove)	Rationale for the revision (please provide rationale for all that apply):
~~DA:Cr1.1.IIb. Apply personal movement preferences and strengths with the movement vocabulary of several dance styles or genres to choreograph an original dance study or dance that communicates an artistic intent. Compare personal choices to those made by well-known choreographers.~~		Remove	Combine Proficient and Accomplished standards
~~DA:Cr1.1.IIIa.~~HS2.D.1.1 Synthesize content while generating~~ed from stimulus material~~ movement. Develop and improvisational or choreographed dance using original and/or codified movement.~~Experiment and take risks to discover a personal voice to communicate artistic intent.~~	HS2.D.1.1 Synthesize content while generating movement. Develop and improvisational or choreographed dance using original and/or codified movement.	Revise	Clarifying material
~~DA:Cr1.1.IIIb.~~HS2.D.1.2 Expand personal movement preferences and strengths to discover unexpected solutions ~~that~~ communicating ~~artistic~~ intent and expression within the ~~of an original~~ dance. ~~Analyze~~Refine the	HS2.D.1.2 Expand personal movement preferences and strengths to discover unexpected solutions communicating intent and expression within the dance. Refine the unexpected	Revise	Clarifying material

Current standard	Recommended Standard	Proposed revision (Keep, Revise, Move, Remove)	Rationale for the revision (please provide rationale for all that apply):
unexpected solutions and explain the~~why they were effective in expanding~~ artistic intent.	solutions and explain the artistic intent.		
~~Anchor Standard 2: Organize and develop artistic ideas and work.~~		Remove	Combined with Anchor Standard 1
~~Enduring Understanding: The elements of dance, dance structures, and choreographic devices serve as both a foundation and a departure point for choreographers.~~ ~~Essential Question(s): What influences choice-making in creating choreography?~~		Remove	Remove guidance
~~DA:Cr2.1.Ka.~~K-2.D.1.3 Improvise dance that has a beginning, middle, and end.	K-2.D.1.3 Improvise dance that has a beginning, middle, and end.	Keep	Move to Anchor Standard 1 Combine Grades K-2
~~DA:Cr2.1.Kb.~~K-2.D.1.4 Express an idea, feeling, or image, through improvised movement~~ moving alone or with a partner~~.	K-2.D.1.4 Express an idea, feeling, or image, through improvised movement.	Revise	Move to Anchor Standard 1 Combine Grades K-2
~~DA:Cr2.1.1a. Improvise a series of movements that have a beginning,~~		Remove	Combine Grades K-2

Current standard	Recommended Standard	Proposed revision (Keep, Revise, Move, Remove)	Rationale for the revision (please provide rationale for all that apply):
~~middle, and end, and describe movement choices.~~			
~~DA:Cr2.1.1b. Choose movements that express an idea or emotion, or follow a musical phrase.~~		Remove	Combine Grades K-2
~~DA:Cr2.1.2a. Improvise a dance phrase with a beginning, a middle that has a main idea, and a clear end.~~		Remove	Combine Grades K-2
~~DA:Cr2.1.2b. Choose movements that express a main idea or emotion, or follow a musical phrase. Explain reasons for movement choices.~~		Remove	Combine Grades K-2
~~DA:Cr2.1.3a. Identify and experiment with choreographic devices to create simple~~3-5.D.1.3 Identify movement patterns and dance structures in dance pieces while using dance vocabulary~~(for example, AB, ABA, theme and development)~~.	3-5.D.1.3 Identify movement patterns and dance structures in dance pieces while using dance vocabulary.	Revise	Move to Anchor Standard 1 Combine Grades 3-5 Remove guidance language and simplify
~~DA:Cr2.1.3b. Develop~~ 3-5.D.1.4 Prepare a dance phrase that	3-5.D.1.4 Prepare a dance phrase that expresses and	Revise	Move to Anchor Standard 1 Combine Grades 3-5

Current standard	Recommended Standard	Proposed revision (Keep, Revise, Move, Remove)	Rationale for the revision (please provide rationale for all that apply):
expresses and communicates an idea or feeling. ~~Discuss the effect of the movement choices.~~	communicates an idea or feeling.		Clarify what students need to be able to do
~~DA:Cr2.1.4a. Manipulate or modify choreographic devices to expand movement possibilities and create a variety of movement patterns and structures. Discuss movement choices.~~		Remove	Combine Grades 3-5
~~DA:Cr2.1.4b. Develop a dance study that expresses and communicates a main idea. Discuss the reasons and effectiveness of the movement choices.~~		Remove	Combine Grades 3-5
~~DA:Cr2.1.5a. Manipulate or modify a variety of choreographic devices to expand choreographic possibilities and develop a main idea. Explain reasons for movement choices.~~		Remove	Combine Grades 3-5
~~DA:Cr2.1.5b. Develop a dance study by selecting a specific movement vocabulary to communicate a main idea. Discuss how the dance communicates nonverbally.~~		Remove	Combine Grades 3-5

Current standard	Recommended Standard	Proposed revision (Keep, Revise, Move, Remove)	Rationale for the revision (please provide rationale for all that apply):
~~DA:Cr2.1.6a. Explore~~ 6.D.1.3 Examine choreographic devices and dance structures to develop a dance study that supports an artistic intent. Explain the goal or purpose of the dance.	6.D.1.3 Examine choreographic devices and dance structures to develop a dance study that supports an artistic intent. Explain the goal or purpose of the dance.	Revise	Clarify what student should be able to do and Move to Anchor Standard 1
~~DA:Cr2.1.6b.~~ 6.D.1.4 Determine artistic criteria to choreograph a dance study that communicates personal or cultural meaning. Based on the criteria, evaluate why some movements are more or less effective than others.	6.D.1.4 Determine artistic criteria to choreograph a dance study that communicates personal or cultural meaning. Based on the criteria, evaluate why some movements are more or less effective than others.	Keep	Move to Anchor Standard 1
~~DA:Cr2.1.7a.~~7.D.1.2 Use a variety of choreographic devices and dance structures to develop a dance study with a clear artistic intent. Articulate reasons for movement and structural choices.	7.D.1.2 Use a variety of choreographic devices and dance structures to develop a dance study with a clear artistic intent. Articulate reasons for movement and structural choices.	Keep	Move to Anchor Standard 1

Current standard	Recommended Standard	Proposed revision (Keep, Revise, Move, Remove)	Rationale for the revision (please provide rationale for all that apply):
~~DA:Cr2.1.7b.~~7.D.1.3 Determine artistic criteria to choreograph a dance study that communicates personal or cultural meaning. ~~Articulate how the artistic criteria serve to communicate the meaning of the dance.~~	7.D.1.3 Determine artistic criteria to choreograph a dance study that communicates personal or cultural meaning.	Revise	Move to Anchor Standard 1
~~DA:Cr2.1.8a. Collaborate to select and apply a variety of choreographic devices and dance structures to choreograph an original dance study or dance with a clear artistic intent.~~8.D.1.3 Articulate the group process for making movement and structural choices.	8.D.1.3 Articulate the group process for making movement and structural choices.	Revise	Move to Anchor Standard 1
~~DA:Cr2.1.8b.~~8.D.1.4 Define and apply artistic criteria to choreograph a dance that communicates personal or cultural meaning. Discuss how the criteria clarify or intensify the meaning of the dance.	8.D.1.4 Define and apply artistic criteria to choreograph a dance that communicates personal or cultural meaning. Discuss how the criteria clarify or intensify the meaning of the dance.	Keep	Move to Anchor Standard 1
~~DA:Cr2.1.Ia.~~HS1.D.1.3 Collaborate to design a dance using choreographic devices and dance structures to	HS1.D.1.3 Collaborate to design a dance using choreographic devices and	Revise	Move to Anchor Standard 1

Current standard	Recommended Standard	Proposed revision (Keep, Revise, Move, Remove)	Rationale for the revision (please provide rationale for all that apply):
support ~~an~~and clarify the artistic intent. Explain how the dance structures clarify the artistic intent.	dance structures to support and clarify the artistic intent. Explain how the dance structures clarify the artistic intent.		Combine Proficient and Accomplished standards
~~DA:Cr2.1.Ib.~~HS1.D.1.4 Develop an artistic statement for an original dance study ~~or~~using dance terminology. ~~Discuss how the use of movement elements, choreographic devices and dance structures serve to communicate the artistic statement.~~	HS1.D.1.4 Develop an artistic statement for an original dance study using dance terminology.	Revise	Move to Anchor Standard 1 Combine Proficient and Accomplished standards
~~DA.Cr2.1.IIa. Work individually and collaboratively to design and implement a variety of choreographic devices and dance structures to develop original dances. Analyze how the structure and final composition informs the artistic intent.~~		Remove	Combine Proficient and Accomplished standards
~~DA.Cr2.1.IIb. Develop an artistic statement that reflects a personal aesthetic for an original dance study or dance. Select and demonstrate~~		Remove	Combine Proficient and Accomplished standards

Current standard	Recommended Standard	Proposed revision (Keep, Revise, Move, Remove)	Rationale for the revision (please provide rationale for all that apply):
~~movements that support the artistic statement.~~			
~~DA.Cr2.1.IIIa.~~HS2.D.1.3 Demonstrate fluency and personal voice in designing and choreographing original dances. Justify choreographic choices and explain how they are used to intensify artistic intent.	HS2.D.1.3 Demonstrate fluency and personal voice in designing and choreographing original dances. Justify choreographic choices and explain how they are used to intensify artistic intent.	Keep	Move to Anchor Standard 1
~~DA.Cr2.1.IIIb.~~HS2.D.1.4 Construct an artistic statement that communicates a personal, cultural and/or artistic perspective.	HS2.D.1.4 Construct an artistic statement that communicates a personal, cultural and/or artistic perspective.	Revise	Provide more flexibility in options. Move to Anchor Standard 1
~~Anchor Standard 3: Refine and complete artistic work.~~		Remove	Combined with Anchor Standard 1 and Anchor Standard 5
~~Enduring Understanding: Choreographers analyze, evaluate, refine, and document their work to communicate meaning.~~ ~~Essential Question(s): How do choreographers use self-reflection, feedback from others, and~~		Remove	Remove guidance

Current standard	Recommended Standard	Proposed revision (Keep, Revise, Move, Remove)	Rationale for the revision (please provide rationale for all that apply):
~~documentation to improve the quality of their work?~~			
~~DA:Cr3.1.Ka.~~K-2.D.1.5 Apply suggestions for changing movement through guided improvisational experiences.	K-2.D.1.5 Apply suggestions for changing movement through guided improvisational experiences.	Keep	Move to Anchor Standard 1 Combine Grades K-2
~~DA:Cr3.1.Kb. Depict a dance movement by drawing a picture or using a symbol.~~		Remove	Remove guidance language
~~DA:Cr3.1.1a. Explore suggestions to change movement from guided improvisation and/or short remembered sequences.~~		Remove	Combine Grades K-2
~~DA:Cr3.1.1b. Depict several different types of movements of a dance by drawing a picture or using a symbol (for example, jump, turn, slide, bend, reach).~~		Remove	Combine Grades K-2
~~DA:Cr3.1.2a. Explore suggestions and make choices to change movement from guided improvisation and/or short remembered sequences.~~		Remove	Combine Grades K-2

Current standard	Recommended Standard	Proposed revision (Keep, Revise, Move, Remove)	Rationale for the revision (please provide rationale for all that apply):
~~DA:Cr3.1.2b. Depict the levels of movements in a variety of dance movements by drawing a picture or using symbols (for example, high, middle, low).~~		Remove	Combine Grades K-2
~~DA:Cr3.1.3a.~~3-5.D.1.5 Revise and refine movement ~~choices in response to~~ based on peer feedback and self-reflection to improve a short dance study. ~~Describe the differences the changes made in the movements.~~	3-5.D.1.5 Revise and refine movement based on peer feedback and self-reflection to improve a short dance study.	Revise	Move to Anchor Standard 1 Combine Grades 3-5
~~DA:Cr3.1.3b. Depict directions or spatial pathways in a dance phrase by drawing a picture map or using a symbol.~~		Remove	Remove guidance language
~~DA:Cr3.1.4a. Revise movement based on peer feedback and self-reflection to improve communication of artistic intent in a short dance study. Explain choices made in the process.~~		Remove	Combine Grades 3-5
~~DA:Cr3.1.4b. Depict the relationships between two or more dancers in a dance phrase by~~		Remove	Combine Grades 3-5

Current standard	Recommended Standard	Proposed revision (Keep, Revise, Move, Remove)	Rationale for the revision (please provide rationale for all that apply):
~~drawing a picture or using symbols (for example, next to, above, below, behind, in front of).~~			
~~DA:Cr3.1.5a. Explore through movement the feedback from others to expand choreographic possibilities for a short dance study that communicates artistic intent. Explain the movement choices and refinements.~~		Remove	Combine Grades 3-5
~~DA:Cr3.1.5b. Record changes in a dance sequence through writing, symbols, or a form of media technology.~~		Remove	Remove guidance language
~~DA:Cr3.1.6a.~~6.D.1.5 Revise dance compositions using ~~collaboratively~~single or group work while developing~~ed~~ artistic criteria. Explain reasons for revisions and how choices made relate to artistic intent.	6.D.1.5 Revise dance compositions using single or group work while developing artistic criteria. Explain reasons for revisions and how choices made relate to artistic intent.	Revise	Adding more flexible options. Move to Anchor Standard 1
~~DA:Cr3.1.6b. Explore or invent a system to record a dance sequence through writing, symbols, or a form of media technology.~~		Remove	Remove guidance language

Current standard	Recommended Standard	Proposed revision (Keep, Revise, Move, Remove)	Rationale for the revision (please provide rationale for all that apply):
~~DA:Cr3.1.7a.~~7.D.1.4 Evaluate possible revisions of dance compositions and, if necessary, consider revisions of artistic criteria based on self-reflection and feedback from~~of~~ others. Explain reasons for choices and how they clarify artistic intent.	7.D.1.4 Evaluate possible revisions of dance compositions and, if necessary, consider revisions of artistic criteria based on self-reflection and feedback from others. Explain reasons for choices and how they clarify artistic intent.	Revise	Move to Anchor Standard 1
~~DA:Cr3.1.7b. Investigate a recognized system to document a dance sequence by using words, symbols, or media technologies.~~		Remove	Remove guidance language
~~DA:Cr3.1.8a. Revise choreography collaboratively or independently~~8.D.1.5 Evaluate possible revisions of dance compositions and, if necessary, consider revisions of artistic criteria based on~~ artistic criteria,~~ self-reflection~~,~~ and~~ the~~ feedback from~~of~~ others. ~~Articulate the~~Explain reasons for choices and ~~revisions and explain~~ how they clarify~~ and enhance~~ the artistic intent.	8.D.1.5 Evaluate possible revisions of dance compositions and, if necessary, consider revisions of artistic criteria based on self-reflection and feedback from others. Explain reasons for choices and how they clarify the artistic intent.	Revise	Clarifying language Move to Anchor Standard 1

Current standard	Recommended Standard	Proposed revision (Keep, Revise, Move, Remove)	Rationale for the revision (please provide rationale for all that apply):
~~DA:Cr3.1.8b. Experiment with aspects of a recognized system to document a section of a dance by using words, symbols, or media technologies.~~		Remove	Remove guidance language
~~DA:Cr3.1.Ia.~~HS1.D.1.5 Clarify the artistic intent of a dance by manipulating choreographic ~~devices~~variations and dance structures based on established artistic criteria and feedback from others. Analyze and evaluate impact of choices made in the revision process.	HS1.D.1.5 Clarify the artistic intent of a dance by manipulating choreographic variations and dance structures based on established artistic criteria and feedback from others. Analyze and evaluate impact of choices made in the revision process.	Revise	Clarifying the terminology. Move to Anchor Standard 1 Combine Proficient and Accomplished standards
~~DA:Cr3.1.Ib. Compare recognized systems to document a section of a dance using writing, symbols, or media technologies.~~		Remove	Remove guidance language
~~DA:Cr3.1.IIa. Clarify the artistic intent of a dance by refining choreographic devices and dance structures, collaboratively or independently using established artistic criteria, self-reflection and the feedback of others. Analyze and~~		Remove	Combine Proficient and Accomplished standards

Current standard	Recommended Standard	Proposed revision (Keep, Revise, Move, Remove)	Rationale for the revision (please provide rationale for all that apply):
~~evaluate impact of choices made in the revision process.~~			
~~DA:Cr3.1.IIb. Develop a strategy to record a dance using recognized systems of dance documentation (for example, writing, a form of notation symbols, or using media technologies).~~		Remove	Combine Proficient and Accomplished standards
~~DA:Cr3.1.IIIa.~~HS2.D.1.5 Clarify the artistic intent of a dance by ~~manipulating and~~ refining choreographic devices, dance structures, and artistic criteria using self-reflection and feedback from others. Document choices made in the revision process and justify how the refinements support artistic intent.	HS2.D.1.5 Clarify the artistic intent of a dance by refining choreographic devices, dance structures, and artistic criteria using self-reflection and feedback from others. Document choices made in the revision process and justify how the refinements support artistic intent.	Revise	Clarifying language. Move to Anchor Standard 1
~~DA:Cr3.1.IIIb. Document a dance using recognized systems of dance documentation (for example, writing, a form of notation symbols, or using media technologies).~~		Remove	Remove guidance language
Anchor Standard 3~~4~~: ~~Select, analyze, and interpret~~ Perform and/or	Anchor Standard 3: Perform and/or present artistic work.	Revise and Move	Simplification of language

Current standard	Recommended Standard	Proposed revision (Keep, Revise, Move, Remove)	Rationale for the revision (please provide rationale for all that apply):
present artistic work. ~~for presentation.~~			Change from Anchor Standard 4 to Anchor Standard 3
~~Enduring Understanding: Space, time, and energy are basic elements of dance.~~ ~~Essential Question(s): How do dancers work with space, time and energy to communicate artistic expression?~~		Remove	Remove guidance
~~DA:Pr4.1.Ka. Make still and moving body shapes that show lines (for example, straight, bent, and curved), changes levels, and vary in size (large/small). Join with others to make a circle formation and work with others to change its dimensions.~~K-2.D.2.1 Replicate movement vocabulary within the arena of teacher student relationship.	K-2.D.2.1 Replicate movement vocabulary within the arena of teacher student relationship.	Revise	Clarifying and remove guidance language. Move to Anchor Standard 2.
~~DA:Pr4.1.Kb.~~K-2.D.2.2 Demonstrate tempo contrasts with movements that match to tempo of sound stimuli.	K-2.D.2.2 Demonstrate tempo contrasts with movements that match to tempo of sound stimuli.	Keep	Combine Grades K-2 and Move to Anchor Standard 2

Current standard	Recommended Standard	Proposed revision (Keep, Revise, Move, Remove)	Rationale for the revision (please provide rationale for all that apply):
~~DA:Pr4.1.Kc.~~K-2.D.2.3 Identify and apply different locomotor movements~~characteristics to movements (for example, slow, smooth, or wavy)~~.	K-2.D.2.3 Identify and apply different locomotor movements.	Revise	Remove guidance language. Move to Anchor Standard 2
~~DA:Pr4.1.1a. Demonstrate locomotor and nonlocomotor movements that change body shapes, levels, and facings. Move in straight, curved, and zigzagged pathways. Find and return to place in space. Move with others to form straight lines and circles.~~		Remove	Combine Grades K-2
~~DA:Pr4.1.1b. Relate quick, moderate and slow movements to duration in time. Recognize steady beat and move to varying tempi of steady beat.~~		Remove	Combine Grades K-2
~~DA:Pr4.1.1c. Demonstrate movement characteristics along with movement vocabulary (for example, use adverbs and adjectives that apply to movement such as a bouncy leap, a floppy fall, a jolly jump, and joyful spin).~~		Remove	Combine Grades K-2

Current standard	Recommended Standard	Proposed revision (Keep, Revise, Move, Remove)	Rationale for the revision (please provide rationale for all that apply):
~~DA:Pr4.1.2a. Demonstrate clear directionality and intent when performing locomotor and nonlocomotor movements that change body shapes, facings, and pathways in space. Identify symmetrical and asymmetrical body shapes and examine relationships between body parts. Differentiate between circling and turning as two separate ways of continuous directional change.~~		Remove	Combine Grades K-2
~~DA:Pr4.1.2b. Identify the length of time a move or phrase takes (for example, whether it is long or short). Identify and move on the downbeat in duple and triple meter. Correlate metric phrasing with movement phrasing.~~		Remove	Combine Grades K-2
~~DA:Pr4.1.2c. Select and apply appropriate characteristics to movements (for example, selecting specific adverbs and adjectives and apply them to movements). Demonstrate kinesthetic awareness~~		Remove	Combine Grades K-2

Current standard	Recommended Standard	Proposed revision (Keep, Revise, Move, Remove)	Rationale for the revision (please provide rationale for all that apply):
~~while dancing the movement characteristics.~~			
~~DA:Pr4.1.3a. Judge spaces as distance traveled and use space three dimensionally. Demonstrate shapes with positive and negative space. Perform movement sequences in and through space with intentionality and focus.~~ 3-5.D.2.1 Define movement activities using movement vocabulary and specific dance styles.	3-5.D.2.1 Define movement activities using movement vocabulary and specific dance styles.	Revise	Combine with Grades 3-5 and Move to Anchor Standard 2
~~DA:Pr4.1.3b. Fulfill specified duration of time with improvised locomotor and nonlocomotor movements. Differentiate between "in time" and "out of time" to music. Perform movements that are the same or of a different time orientation to accompaniment. Use metric and kinesthetic phrasing.~~ 3-5.D.2.2 Demonstrate tempo contrasts with movements that match to tempo of sound stimuli.	3-5.D.2.2 Demonstrate tempo contrasts with movements that match to tempo of sound stimuli.	Revise	Combine with Grades 3-5 and Move to Anchor Standard 2
~~DA:Pr4.1.3c.~~3-5.D.2.3 Change use of energy and dynamics by modifying	3-5.D.2.3 Change use of energy and dynamics by	Keep	Combine with Grades 3-5 and Move to Anchor Standard 2

Current standard	Recommended Standard	Proposed revision (Keep, Revise, Move, Remove)	Rationale for the revision (please provide rationale for all that apply):
movements and applying specific characteristics to heighten the effect of their intent.	modifying movements and applying specific characteristics to heighten the effect of their intent.		
~~DA:Pr4.1.4a. Make static and dynamic shapes with positive and negative space. Perform elevated shapes (jump shapes) with soft landings and movement sequences alone and with others, establishing relationships with other dancers through focus of eyes.~~		Remove	Combine Grades 3-5
~~DA:Pr4.1.4b. Accompany other dancers using a variety of percussive instruments and sounds. Respond in movement to even and uneven rhythms. Recognize and respond to tempo changes as they occur in dance and music.~~		Remove	Combine Grades 3-5
~~DA:Pr4.1.4c. Analyze movements and phrases for use of energy and dynamic changes and use adverbs and adjectives to describe them. Based on the analysis, refine the phrases by incorporating a range of movement characteristics.~~		Remove	Combine Grades 3-5

Current standard	Recommended Standard	Proposed revision (Keep, Revise, Move, Remove)	Rationale for the revision (please provide rationale for all that apply):
~~DA:Pr4.1.5a. Integrate static and dynamic shapes and floor and air pathways into dance sequences. Establish relationships with other dancers through focus of eyes and other body parts. Convert inward focus to outward focus for projecting out to far space.~~		Remove	Combine Grades 3-5
~~DA:Pr4.1.5b. Dance to a variety of rhythms generated from internal and external sources. Perform movement phrases that show the ability to respond to changes in time.~~		Remove	Combine Grades 3-5
~~DA:Pr4.1.5c. Contrast bound and free-flowing movements. Motivate movement from both central initiation (torso) and peripheral initiation (distal) and analyze the relationship between initiation and energy.~~		Remove	Combine Grades 3-5
~~DA:Pr4.1.6a.~~6.D.2.1 Utilizing movement vocabulary and specific dance styles, define the body and mind movement activities ~~R~~refining~~e~~ partner and ensemble	6.D.2.1 Utilizing movement vocabulary and specific dance styles, define the body and mind movement activities	Revise	Clarify and remove guidance language Move to Anchor Standard 2

Current standard	Recommended Standard	Proposed revision (Keep, Revise, Move, Remove)	Rationale for the revision (please provide rationale for all that apply):
skills. ~~in the ability to judge distance and spatial design. Establish diverse pathways, levels, and patterns in space. Maintain focus with partner or group in near and far space.~~	refining partner and ensemble skills.		
~~DA:Pr4.1.6b. Use combinations of sudden and sustained timing as it relates to both the time and the dynamics of a phrase or dance work. Accurately use accented and unaccented beats in 3/4 and 4/4 meter.~~ 6.D.2.2 Demonstrate specific tempo contrasts with movement that match/contradict or enhance the tempo of sound stimuli in relationship to the dance piece.	6.D.2.2 Demonstrate specific tempo contrasts with movement that match/contradict or enhance the tempo of sound stimuli in relationship to the dance piece.	Revise	Clarify and remove guidance language. Move to Anchor Standard 2
~~DA:Pr4.1.6c.~~ 6.D.2.3 Use the internal body force created by varying tensions within one's musculature for movement initiation and dynamic expression. ~~Distinguish between bound and freeflowing movements and appropriately apply them to technique exercises and dance phrases.~~	6.D.2.3 Use the internal body force created by varying tensions within one's musculature for movement initiation and dynamic expression.	Revise	Remove guidance language Move to Anchor Standard 2

Current standard	Recommended Standard	Proposed revision (Keep, Revise, Move, Remove)	Rationale for the revision (please provide rationale for all that apply):
~~DA:Pr4.1.7a.~~7.D.2.1 Expand movement vocabulary of floor and air pattern designs. Incorporate and modify body designs from different dance genres and styles for the purpose of expanding movement vocabulary to include differently designed shapes and movements for interest and contrast.	7.D.2.1 Expand movement vocabulary of floor and air pattern designs. Incorporate and modify body designs from different dance genres and styles for the purpose of expanding movement vocabulary to include differently designed shapes and movements for interest and contrast.	Keep	Move to Anchor Standard 2
~~DA:Pr4.1.7b. Vary durational approach in~~7.D.2.2 Build dance phrasing while utilizing~~by using~~ timing accents and variations within a phrase to add interest kinesthetically, rhythmically, and visually.	7.D.2.2 Build dance phrasing while utilizing timing accents and variations within a phrase to add interest kinesthetically, rhythmically, and visually.	Revise	Clarify language and Move to Anchor Standard 2
~~DA:Pr4.1.7c.~~7.D.2.3 Compare and contrast movement characteristics from a variety of dance genres or styles. ~~Discuss specific characteristics and use adverbs and adjectives to describe them.~~ Determine what dancers must do to refine a performance ~~them clearly~~.	7.D.2.3 Compare and contrast movement characteristics from a variety of dance genres or styles. Determine what dancers must do to refine a performance.	Revise	Remove guidance language and Move to Anchor Standard 2

Current standard	Recommended Standard	Proposed revision (Keep, Revise, Move, Remove)	Rationale for the revision (please provide rationale for all that apply):
~~DA:Pr4.1.8a.~~8.D.2.1 Expand movement vocabulary and dance genres, add focus/intent in complex movement phrases. ~~Sculpt the body in space and design body shapes~~Work in relationship to other dancers, objects, ~~and~~or environments. ~~Use focus of eyes during complex floor and air patterns or direct and indirect pathways.~~	8.D.2.1 Expand movement vocabulary and dance genres, add focus/intent in complex movement phrases. Work in relationship to other dancers, objects, or environments.	Revise	Clarify language and Move to Anchor Standard 2
~~DA:Pr4.1.8b. Analyze and select metric, kinetic, and breath phrasing and apply appropriately to dance phrases. Perform dance phrases of different lengths that use various timings within the same section. Use different tempi in different body parts at the same time.~~ 8.D.2.2 Build dance phrasing while utilizing timing accents and variations within a phrase to add interest kinesthetically, rhythmically, and visually.	8.D.2.2 Build dance phrasing while utilizing timing accents and variations within a phrase to add interest kinesthetically, rhythmically, and visually.	Revise	Clarify language and Move to Anchor Standard 2
~~DA:Pr4.1.8c.~~8.D.2.3 Direct energy and dynamics in such a way that	8.D.2.3 Direct energy and dynamics in such a way that	Revise	Remove redundant language and Move to Anchor Standard 2

Current standard	Recommended Standard	Proposed revision (Keep, Revise, Move, Remove)	Rationale for the revision (please provide rationale for all that apply):
movement is textured. Incorporate energy and dynamics to technique exercises and dance performance. ~~Use energy and dynamics to enhance and project movements.~~	movement is textured. Incorporate energy and dynamics to technique exercises and dance performance.		
~~DA:Pr4.1.Ia. Develop partner and ensemble skills that enable contrasting level changes through lifts, balances, or other means while maintaining a sense of spatial design and relationship. Use space intentionally during phrases and through transitions between phrases. Establish and break relationships with others as appropriate to the choreography.~~HS1.D.2.1 Expand knowledge of movement vocabulary and dance genres to add focus/intent in complex movement phrases. Work in relationship to other dancers, objects, or environments. Utilize energy and dynamics in the work.	HS1.D.2.1 Expand knowledge of movement vocabulary and dance genres to add focus/intent in complex movement phrases. Work in relationship to other dancers, objects, or environments. Utilize energy and dynamics in the work.	Revise	Combine Proficient and Accomplished standards and Move to Anchor Standard 2
~~DA:Pr4.1.Ib. Use syncopation and accent movements related to different tempi. Take rhythmic cues~~	HS1.D.2.2 Utilize different rhythm patterns and respond with movement, taking	Revise	Remove guidance language. Combine Proficient and

Current standard	Recommended Standard	Proposed revision (Keep, Revise, Move, Remove)	Rationale for the revision (please provide rationale for all that apply):
~~from different aspects of accompaniment. Integrate breath phrasing with metric and kinesthetic phrasing.~~HS1.D.2.2 Utilize different rhythm patterns and respond with movement, taking rhythm cues from different aspects of accompaniment or digital media.	rhythm cues from different aspects of accompaniment or digital media.		Accomplished standards and Move to Anchor Standard 2
~~DA:Pr4.1.Ic. Connect energy and dynamics to movements by applying them in and through all parts of the body.~~HS1.D.2.3 Develop total body awareness so that movement phrases demonstrate variances of energy and dynamics.	HS1.D.2.3 Develop total body awareness so that movement phrases demonstrate variances of energy and dynamics.	Revise	Remove redundant language. Combine Proficient and Accomplished standards and Move to Anchor Standard 2
~~DA:Pr4.1.IIa. Dance alone and with others with spatial intention. Expand partner and ensemble skills to greater ranges and skill level. Execute complex floor and air sequences with others while maintaining relationships through focus and intentionality.~~		Remove	Combine Proficient and Accomplished standards
~~DA:Pr4.1.IIb. Perform dance studies and compositions that use time and tempo in unpredictable ways. Use~~		Remove	Combine Proficient and Accomplished standards

Current standard	Recommended Standard	Proposed revision (Keep, Revise, Move, Remove)	Rationale for the revision (please provide rationale for all that apply):
~~internal rhythms and kinetics as phrasing tools. Dance "in the moment."~~			
~~DA:Pr4.1.IIc. Initiate movement phrases by applying energy and dynamics. Vary energy and dynamics over the length of a phrase and transition smoothly out of the phrase and into the next phrase, paying close attention to its movement initiation and energy.~~		Remove	Combine Proficient and Accomplished standards
~~DA:Pr4.1.IIIa. Modulate~~HS2.D.2.1 Model and use the broadest range of movement in space for artistic and expressive clarity. Use inward and outward focus to clarify movement and intent. ~~Establish and break relationships with other dancers and audience as appropriate to the dance.~~	HS2.D.2.1 Model and use the broadest range of movement in space for artistic and expressive clarity. Use inward and outward focus to clarify movement and intent.	Revise	Clarify language and Move to Anchor Standard 2
~~DA:Pr4.1.IIIb. Modulate time factors for artistic interest and expressive acuity.~~HS2.D.2.2 Demonstrate time complexity in phrasing with ~~and~~ or without musical accompaniment for artistic interest and expressive	HS2.D.2.2 Demonstrate time complexity in phrasing with or without musical accompaniment for artistic interest and expressive insight.	Revise	Clarify language and Move to Anchor Standard 2

Current standard	Recommended Standard	Proposed revision (Keep, Revise, Move, Remove)	Rationale for the revision (please provide rationale for all that apply):
insight. ~~Use multiple and complex rhythms (for example, contrapuntal and/or polyrhythmic) at the same time. Work with and against rhythm of accompaniment or sound environments.~~			
~~DA:Pr4.1.IIIc. Modulate dynamics to clearly express intent while performing dance phrases and choreography.~~HS2.D.2.3 Perform movement sequences~~ expressively~~ using a broad dynamic range ~~and employ dynamic skills for~~to establish~~ing~~ relationships with other dancers and project~~ing~~ to the audience.	HS2.D.2.3 Perform movement sequences using a broad dynamic range to establish relationships with other dancers and project to the audience.	Revise	Clarify language and Move to Anchor Standard 2
Anchor Standard 2~~5~~: Develop and refine artistic techniques. ~~and work for presentation.~~	Anchor Standard 2: Develop and refine artistic techniques.	Revise and Move	Clarify focus on technique. Change from Anchor Standard 5 to Anchor Standard 2
~~Enduring Understanding: Dancers use the mind-body connection and develop the body as an instrument for artistry and artistic expression. Essential Question(s): What must a~~		Remove	Remove guidance

Current standard	Recommended Standard	Proposed revision (Keep, Revise, Move, Remove)	Rationale for the revision (please provide rationale for all that apply):
~~dancer do to prepare the mind and body for artistic expression?~~			
~~DA:Pr5.1.Ka.~~K-2.D.3.1 Demonstrate a movement vocabulary in a performance ready environment. Modify movements and spatial arrangements upon request. ~~sameside and cross-body locomotor and nonlocomotor movements, body patterning movements, and body shapes~~.	K-2.D.3.1 Demonstrate a movement vocabulary in a performance ready environment. Modify movements and spatial arrangements upon request.	Revise	Combine Grades K-2 and Move to Anchor Standard 3 Simplify language
~~DA:Pr5.1.Kb.~~K-2.D.3.2 Move safely in general space and start and stop on cue during activities, group formations, and creative explorations while maintaining personal space.	K-2.D.3.2 Move safely in general space and start and stop on cue during activities, group formations, and creative explorations while maintaining personal space.	Keep	Move to Anchor Standard 3
~~DA:Pr5.1.Kc. Move body parts in relation to other body parts and repeat and recall movements upon request.~~		Remove	Combine Grades K-2
K-2.D.3.3 Replicate original and/or cultural/historical choreography in a performance setting.	K-2.D.3.3 Replicate original and/or cultural/historical choreography in a performance setting.	Add new	Add to K-2 Grade band in Anchor Standard 3 to incorporate a variety of dance types in performance

Current standard	Recommended Standard	Proposed revision (Keep, Revise, Move, Remove)	Rationale for the revision (please provide rationale for all that apply):
~~DA:Pr5.1.1a. Demonstrate a range of locomotor and non-locomotor movements, body patterning, body shapes, and directionality.~~		Remove	Combine Grades K-2
~~DA:Pr5.1.1b. Move safely in general space through a range of activities and group formations while maintaining personal space.~~		Remove	Combine Grades K-2
~~DA:Pr5.1.1c. Modify movements and spatial arrangements upon request.~~		Remove	Redundant
~~DA:Pr5.1.2a. Demonstrate a range of locomotor and non-locomotor movements, body patterning, and dance sequences that require moving through space using a variety of pathways.~~		Remove	Combine Grades K-2
~~DA:Pr5.1.2b. Move safely in a variety of spatial relationships and formations with other dancers, sharing and maintaining personal space.~~		Remove	Combine Grades K-2
~~DA:Pr5.1.2c. Repeat movements, with an awareness of self and others~~		Remove	Redundant

Current standard	Recommended Standard	Proposed revision (Keep, Revise, Move, Remove)	Rationale for the revision (please provide rationale for all that apply):
~~in space. Self-adjust and modify movements or placement upon request.~~			
~~DA:Pr5.1.3a.~~3-5.D.3.1 Replicate body shapes, movement characteristics, and movement patterns in a dance sequence with kinesthetic awareness~~ of body alignment and core support~~.	3-5.D.3.1 Replicate body shapes, movement characteristics, and movement patterns in a dance sequence with kinesthetic awareness.	Revise	Simplify language and move to Anchor Standard 3 Combine Grades 3-5
~~DA:Pr5.1.3b. Adjust body-use to coordinate with a partner or other dancers to safely change levels, directions, and pathway designs.~~		Remove	Redundant
~~DA:Pr5.1.3c.~~3-5.D.3.2 Recall movement sequences with a partner or in group dance activities. Apply constructive feedback from teacher and self-check to improve dance skills.	3-5.D.3.2 Recall movement sequences with a partner or in group dance activities. Apply constructive feedback from teacher and self-check to improve dance skills.	Keep	Combine Grades 3-5 and Move to Anchor Standard 3
3-5.D.3.3 Replicate original and/or cultural/historical choreography in a performance setting.	3-5.D.3.3 Replicate original and/or cultural/historical choreography in a performance setting.	Add new	Add to 3-5 Grade band in Anchor Standard 3 to incorporate a variety of dance types in performance

Current standard	Recommended Standard	Proposed revision (Keep, Revise, Move, Remove)	Rationale for the revision (please provide rationale for all that apply):
~~DA:Pr5.1.4a.~~3-5.D.3.4 Demonstrate fundamental dance skills ~~(for example~~including alignment, coordination balance, core support, kinesthetic awareness~~) and movement qualities~~ when replicating and recalling patterns and sequences~~ of locomotor and nonlocomotory movements~~.	3-5.D.3.4 Demonstrate fundamental dance skills including alignment, coordination balance, core support, kinesthetic awareness when replicating and recalling patterns and sequences.	Revise	Remove guidance language and simplify language Combine grades 3-5 and Move to Anchor Standard 3
~~DA:Pr5.1.4b.~~3-5.D.3.5 Execute techniques that extend movement range, build strength, and develop endurance. Explain the relationship between execution of technique, body conditioning, ~~safe body use,~~ and healthful nutrition. Execute under safe space conditions.	3-5.D.3.5 Execute techniques that extend movement range, build strength, and develop endurance. Explain the relationship between execution of technique, body conditioning, and healthful nutrition. Execute under safe space conditions.	Revise	Combine Grades 3-5
~~DA:Pr5.1.4c.~~3-5.D.3.6 Coordinate phrases and timing with other dancers by cueing off each other and responding to stimuli cues (for example, music, text, or lighting). ~~Reflect on feedback from others to inform personal dance performance goals.~~	3-5.D.3.6 Coordinate phrases and timing with other dancers by cueing off each other and responding to stimuli cues (for example, music, text, or lighting).	Revise	Combine Grades 3-5

Current standard	Recommended Standard	Proposed revision (Keep, Revise, Move, Remove)	Rationale for the revision (please provide rationale for all that apply):
~~DA:Pr5.1.5a. Recall and execute a series of dance phrases using fundamental dance skills (for example, alignment, coordination, balance, core support, kinesthetic awareness, clarity of movement).~~		Remove	Combine Grades 3-5
~~DA:Pr5.1.5b. Demonstrate safe body-use practices during technical exercises and movement combinations. Discuss how these practices, along with healthful eating habits, promote strength, flexibility, endurance and injury prevention.~~		Remove	Combine Grades 3-5
~~DA:Pr5.1.5c. Contrast bound and free-flowing movements. Motivate movement from both central initiation (torso) and peripheral initiation (distal) and analyze the relationship between initiation and energy.~~		Remove	Combine Grades 3-5
~~DA:Pr5.1.6a.~~6.D.3.1 Embody technical dance skills (for example, alignment, coordination, balance, core support, kinesthetic	6.D.3.1 Embody technical dance skills (for example, alignment, coordination, balance, core support,	Revise	Move to Anchor Standard 3

Current standard	Recommended Standard	Proposed revision (Keep, Revise, Move, Remove)	Rationale for the revision (please provide rationale for all that apply):
awareness, clarity of movement) to accurately execute changes of direction, levels, facings, pathways, elevations and landings, extensions of limbs, and movement transitions in performance.	kinesthetic awareness, clarity of movement) to accurately execute changes of direction, levels, facings, pathways, elevations and landings, extensions of limbs, and movement transitions in performance.		
~~DA:Pr5.1.6b.~~6.D.3.2 Apply basic anatomical knowledge, proprioceptive feedback, spatial awareness, and nutrition to promote safe and healthful strategies ~~when warming up and dancing~~.	6.D.3.2 Apply basic anatomical knowledge, proprioceptive feedback, spatial awareness, and nutrition to promote safe and healthful strategies.	Revise	Move to Anchor Standard 3
~~DA:Pr5.1.6c.~~6.D.3.3 Use the internal body force created by varying tensions within one's musculature for movement initiation and dynamic expression. Distinguish between bound and free flowing movements and appropriately apply them to technique exercises and dance phrases in performance.	6.D.3.3 Use the internal body force created by varying tensions within one's musculature for movement initiation and dynamic expression. Distinguish between bound and free flowing movements and appropriately apply them to technique exercises and	Revise	Move to Anchor Standard 3

Current standard	Recommended Standard	Proposed revision (Keep, Revise, Move, Remove)	Rationale for the revision (please provide rationale for all that apply):
	dance phrases in performance.		
~~DA:Pr5.1.7a.~~7.D.2.4 Apply body-use strategies to accommodate physical maturity~~ational~~ development to technical dance skills (for example, functional alignment,~~ coordination,~~ balance,~~ core support,~~ kinesthetic awareness, clarity of movement, ~~weight shifts,~~ flexibility/range of motion).	7.D.2.4 Apply body-use strategies to accommodate physical maturity development to technical dance skills (for example, functional alignment, balance, kinesthetic awareness, clarity of movement, flexibility/range of motion).	Revise	Move to Anchor Standard 2
~~DA:Pr5.1.7b.~~7.D.2.5 Utilize healthful practices ~~and sound nutrition~~ in dance activities and everyday life. ~~Discuss benefits of practices and how choices enhance performance.~~	7.D.2.5 Utilize healthful practices in dance activities and everyday life.	Revise	
~~DA:Pr5.1.7c. Compare and contrast movement characteristics from a variety of dance genres or styles. Discuss specific characteristics and use adverbs and adjectives to describe them. Determine what dancers must do to perform them clearly.~~		Remove	Redundant

Current standard	Recommended Standard	Proposed revision (Keep, Revise, Move, Remove)	Rationale for the revision (please provide rationale for all that apply):
~~DA:Pr5.1.8a.~~8.D.2.4 Embody technical dance skills (for example, functional alignment, coordination, balance,~~ core support,~~ kinesthetic awareness clarity of movement, weight shifts, flexibility/range of motion) to replicate, recall, and execute spatial designs and musical or rhythmical dance phrases.	8.D.2.4 Embody technical dance skills (for example, functional alignment, coordination, balance, kinesthetic awareness clarity of movement, weight shifts, flexibility/range of motion) to replicate, recall, and execute spatial designs and musical or rhythmical dance phrases.	Revise	Move to Anchor Standard 2
~~DA:Pr5.1.8b.~~8.D.2.5 Evaluate personal healthful practices in dance activities~~ and everyday life~~ including nutrition and injury prevention.~~ Discuss choices made, the effects experienced, and methods for improvement.~~	8.D.2.5 Evaluate personal healthful practices in dance activities including nutrition and injury prevention.	Revise	Move to Anchor Standard 2
~~DA:Pr5.1.8c.~~8.D.3.1 Direct energy and dynamics in such a way that movement is textured. Incorporate energy and dynamics to technique exercises and dance performance. ~~Use energy and dynamics to enhance and project movements.~~	8.D.3.1 Direct energy and dynamics in such a way that movement is textured. Incorporate energy and dynamics to technique exercises and dance performance.	Revise	Move to Anchor Standard 3

Current standard	Recommended Standard	Proposed revision (Keep, Revise, Move, Remove)	Rationale for the revision (please provide rationale for all that apply):
~~DA:Pr5.1.Ia.~~HS1.D.2.4 Embody technical dance skills (for example, functional alignment, coordination, balance, kinesthetic awareness~~core support~~, clarity of movement, weight shifts, flexibility/range of motion) to retain and execute dance choreography.	HS1.D.2.4 Embody technical dance skills (for example, functional alignment, coordination, balance, kinesthetic awareness, clarity of movement, weight shifts, flexibility/range of motion) to retain and execute dance choreography.	Revise	Combine Proficient and Accomplished standards Move to Anchor Standard 2
~~DA:Pr5.1.Ib.~~HS1.D.3.1 Develop a plan for healthful practices in dance activities~~ and everyday life~~ including nutrition and injury prevention. Discuss implementation of the plan and how it supports personal performance goals.	HS1.D.3.1 Develop a plan for healthful practices in dance activities including nutrition and injury prevention. Discuss implementation of the plan and how it supports personal performance goals.	Revise	Combine Proficient and Accomplished standards Move to Anchor Standard 3
~~DA:Pr5.1.Ic. Connect~~HS1.D.3.2 Connect and synthesize energy and dynamics to movements by applying them in and through all parts of the body. ~~Develop total body awareness so that movement phrases demonstrate variances of energy and dynamics.~~	HS1.D.3.2 Connect and synthesize energy and dynamics to movements by applying them in and through all parts of the body.	Revise	Combine Proficient and Accomplished standards Move to Anchor Standard 3

Current standard	Recommended Standard	Proposed revision (Keep, Revise, Move, Remove)	Rationale for the revision (please provide rationale for all that apply):
~~DA:Pr5.1.IIa. Dance with sensibility toward other dancers while executing complex spatial, rhythmic and dynamic sequences to meet performance goals.~~		Remove	Combine Proficient and Accomplished standards
~~DA:Pr5.1.IIb. Apply anatomical principles and healthful practices to a range of technical dance skills for achieving fluency of movement. Follow a personal nutrition plan that supports health for everyday life.~~		Remove	Combine Proficient and Accomplished standards
~~DA:Pr5.1.IIc. Initiate movement phrases by applying energy and dynamics. Vary energy and dynamics over the length of a phrase and transition smoothly out of the phrase and into the next phrase, paying close attention to its movement initiation and energy.~~		Remove	Combine Proficient and Accomplished standards
~~DA:Pr5.1.IIIa.~~HS2.D.3.1 Apply body-mind principles to technical dance skills in complex choreography when performing solo, partnering, or dancing in ensemble works in a variety of dance genres and styles. Self-evaluate performances and	HS2.D.3.1 Apply body-mind principles to technical dance skills in complex choreography when performing solo, partnering, or dancing in ensemble works in a variety of dance genres	Keep	Move to Anchor Standard 3

Current standard	Recommended Standard	Proposed revision (Keep, Revise, Move, Remove)	Rationale for the revision (please provide rationale for all that apply):
discuss and analyze performance ability with others.	and styles. Self-evaluate performances and discuss and analyze performance ability with others.		
~~DA:Pr5.1.IIIb.~~HS2.D.2.4 Research healthful and safe practices for dancers and modify personal practice based on findings. Discuss how research informs practice.	HS2.D.2.4 Research healthful and safe practices for dancers and modify personal practice based on findings. Discuss how research informs practice.	Keep	Move to Anchor Standard 2
~~DA:Pr5.1.IIIc.~~HS2.D.3.2 Model~~ulate~~ dynamics to clearly express intent while performing dance phrases and choreography. Perform movement sequences expressively using a broad dynamic range and employ dynamic skills for establishing relationships with other dancers and projecting to the audience.	HS2.D.3.2 Model dynamics to clearly express intent while performing dance phrases and choreography. Perform movement sequences expressively using a broad dynamic range and employ dynamic skills for establishing relationships with other dancers and projecting to the audience.	Keep	Move to Anchor Standard 3
~~Anchor Standard 6: Convey meaning through the presentation of artistic work.~~		Remove	Redundant with Anchor Standard 4

Current standard	Recommended Standard	Proposed revision (Keep, Revise, Move, Remove)	Rationale for the revision (please provide rationale for all that apply):
~~Enduring Understanding: Dance performance is an interaction between performer, production elements, and audience that heightens and amplifies artistic expression.~~ ~~Essential Question(s): How does a dancer heighten artistry in a public performance?~~		Remove	Remove guidance
~~DA:Pr6.1.Ka.~~K-2.D.3.4 Dance for and with others in a designated space.	K-2.D.3.4 Dance for and with others in a designated space.	Keep	Combine Grades K-2 and Move to Anchor Standard 3
~~DA:Pr6.1.Kb.~~K-2.D.3.5 Select a prop, simple scenery or media projections to use as part of a dance.	K-2.D.3.5 Select a prop, simple scenery or media projections to use as part of a dance.	Revise	Combine Grades K-2 and Move to Anchor Standard 3
~~DA:Pr6.1.1a. Dance for others in a space where audience and performers occupy different areas.~~		Remove	Combine Grades K-2
~~DA:Pr6.1.1b. Explore the use of simple props to enhance performance.~~		Remove	Combine Grades K-2
~~DA:Pr6.1.2a. Dance for and with others in a space where audience~~		Remove	Combine Grades K-2

Current standard	Recommended Standard	Proposed revision (Keep, Revise, Move, Remove)	Rationale for the revision (please provide rationale for all that apply):
~~and performers occupy different areas.~~			
~~DA:Pr6.1.2b. Use limited production elements (for example, hand props, simple scenery, or media projections).~~		Remove	Combine Grades K-2
~~DA:Pr6.1.3a.~~3-5.D.3.7 Identify the main areas of a performance space using production terminology (for example, stage right, stage left, center stage, upstage, and downstage).	3-5.D.3.7 Identify the main areas of a performance space using production terminology (for example, stage right, stage left, center stage, upstage, and downstage).	Keep	Combine Grades 3-5 and Move to Anchor Standard 3
~~DA:Pr6.1.3b.~~3-5.D.3.8 Explore ~~simple~~a variety of production elements (costumes, props, music, scenery, lighting, or media) for a dance performed for an audience in a designated specific performance space.	3-5.D.3.8 Explore a variety of production elements (costumes, props, music, scenery, lighting, or media) for a dance performed for an audience in a designated specific performance space.	Revise	Combine Grades 3-5 and Move to Anchor Standard 3
~~DA:Pr6.1.4a. Consider how to establish a formal performance space from an informal setting (for example, gymnasium or grassy area).~~		Remove	Combine Grades 3-5

Current standard	Recommended Standard	Proposed revision (Keep, Revise, Move, Remove)	Rationale for the revision (please provide rationale for all that apply):
~~DA:Pr6.1.4b. Identify, explore, and experiment with a variety of production elements to heighten the artistic intent and audience experience.~~		Remove	Combine Grades 3-5
~~DA:Pr6.1.5a. Demonstrate the ability to adapt dance to alternative performance venues by modifying spacing and movements to the performance space.~~		Remove	Combine Grades 3-5
~~DA:Pr6.1.5b. Identify, explore, and select production elements that heighten and intensify the artistic intent of a dance and are adaptable for various performance spaces.~~		Remove	Combine Grades 3-5
~~DA:Pr6.1.6a.~~6.D.3.4 Recognize needs and adapt movements to the performance area. Use performance etiquette and performance practices during class, rehearsal and performance. Post-performance, accept notes from choreographer and make corrections as needed and apply to future performances.	6.D.3.4 Recognize needs and adapt movements to the performance area. Use performance etiquette and performance practices during class, rehearsal and performance. Post-performance, accept notes from choreographer and make corrections as needed	Revise	Move to Anchor Standard 3 Make more specific to indicate each unique performance space.

Current standard	Recommended Standard	Proposed revision (Keep, Revise, Move, Remove)	Rationale for the revision (please provide rationale for all that apply):
	and apply to future performances.		
~~DA:Pr6.1.6b.~~6.D.3.5 Compare and contrast a variety of possible production elements that would intensify and heighten the artistic intent of the work. Select choices and explain reasons for the decisions made using production terminology.	6.D.3.5 Compare and contrast a variety of possible production elements that would intensify and heighten the artistic intent of the work. Select choices and explain reasons for the decisions made using production terminology.	Keep	Move to Anchor Standard 3
~~DA:Pr6.1.7a.~~7.D.3.1 Recommend changes to and adapt movements to the performance area. Use performance etiquette and performance practices during class, rehearsal, and performance. Maintain journal documenting these efforts. Post-performance, accept notes from choreographer and apply corrections to future performances.	7.D.3.1 Recommend changes to and adapt movements to the performance area. Use performance etiquette and performance practices during class, rehearsal, and performance. Maintain journal documenting these efforts. Post-performance, accept notes from choreographer and apply corrections to future performances.	Revise	Move to Anchor Standard 3, Make more specific to indicate each unique performance space.
~~DA:Pr6.1.7b.~~7.D.3.2 Explore possibilities of producing dance in a	7.D.3.2 Explore possibilities of producing dance in a	Keep	Move to Anchor Standard 3

Current standard	Recommended Standard	Proposed revision (Keep, Revise, Move, Remove)	Rationale for the revision (please provide rationale for all that apply):
variety of venues or for different audiences and, using production terminology, explain how the production elements would be handled in different situations.	variety of venues or for different audiences and, using production terminology, explain how the production elements would be handled in different situations.		
~~DA:Pr6.1.8a.~~8.D.3.2 Demonstrate leadership qualities ~~(for example commitment, dependability, responsibility, and cooperation)~~ when preparing for performances. Use performance etiquette and performance practices during class, rehearsal, and performance. Document efforts and create a plan for ongoing improvements. Post-performance, accept notes from choreographer and apply corrections to future performances.	8.D.3.2 Demonstrate leadership qualities when preparing for performances. Use performance etiquette and performance practices during class, rehearsal, and performance. Document efforts and create a plan for ongoing improvements. Post-performance, accept notes from choreographer and apply corrections to future performances.	Revise	Remove guidance language and Move to Anchor Standard 3
~~DA:Pr6.1.8b.~~8.D.3.3 Collaborate to design and execute production elements that would intensify and heighten the artistic intent of a dance performed on a stage, in a different venue, or for different audiences. Explain reasons for	8.D.3.3 Collaborate to design and execute production elements that would intensify and heighten the artistic intent of a dance performed on a stage, in a different venue, or for different	Keep	Move to Anchor Standard 3

Current standard	Recommended Standard	Proposed revision (Keep, Revise, Move, Remove)	Rationale for the revision (please provide rationale for all that apply):
choices using production terminology.	audiences. Explain reasons for choices using production terminology.		
~~DA:Pr6.1.Ia.~~HS1.D.3.3 Demonstrate leadership qualities ~~(for example commitment, dependability, responsibility, and cooperation)~~ when preparing for performances. Demonstrate performance etiquette and performance practices during class, rehearsal and performance. Post-performance, accept notes from choreographer and apply corrections to future performances. Document the rehearsal and performance process and evaluate methods and strategies using dance ~~terminology~~ and production terminology.	HS1.D.3.3 Demonstrate leadership qualities when preparing for performances. Demonstrate performance etiquette and performance practices during class, rehearsal and performance. Post-performance, accept notes from choreographer and apply corrections to future performances. Document the rehearsal and performance process and evaluate methods and strategies using dance and production terminology.	Revise	Remove guidance language and simplify language Move to Anchor Standard 3 Combine Proficient and Accomplished standards
~~DA:Pr6.1.IIb. Evaluate~~HS1.D.3.4 Create possible designs for the production elements of a performance and select and execute the ideas that would intensify and heighten the artistic intent of the dances.	HS1.D.3.4 Create possible designs for the production elements of a performance and select and execute the ideas that would intensify and heighten the artistic intent of the dances.	Revise	Clarify what students should be able to do. Move to Anchor Standard 3 Combine Proficient and Accomplished standards

Current standard	Recommended Standard	Proposed revision (Keep, Revise, Move, Remove)	Rationale for the revision (please provide rationale for all that apply):
~~DA:Pr6.1.IIa. Demonstrate leadership qualities (for example commitment, dependability, responsibility, and cooperation) when preparing for performances. Model performance etiquette and performance practices during class, rehearsal and performance. Implement performance strategies to enhance projection. Post-performance, accept notes from choreographer and apply corrections to future performances. Document the rehearsal and performance process and evaluate methods and strategies using dance terminology and production terminology.~~		Remove	Combine Proficient and Accomplished standards
~~DA:Pr6.1.IIb. Work collaboratively to produce a dance concert on a stage or in an alternative performance venue and plan the production elements that would be necessary to fulfill the artistic intent of the dance works.~~		Remove	Combine Proficient and Accomplished standards

Current standard	Recommended Standard	Proposed revision (Keep, Revise, Move, Remove)	Rationale for the revision (please provide rationale for all that apply):
~~DA:Pr6.1.IIIa.~~HS2.D.3.3 Demonstrate leadership qualities ~~(for example commitment, dependability, responsibility, and cooperation)~~ when preparing for performances. Model performance etiquette and performance practices during class, rehearsal and performance. Enhance performance using a broad repertoire of strategies for dynamic projection. ~~Develop a professional portfolio (resume, head shot, etc.) that documents the rehearsal and performance process with fluency in professional dance terminology and production terminology.~~	HS2.D.3.3 Demonstrate leadership qualities when preparing for performances. Model performance etiquette and performance practices during class, rehearsal and performance. Enhance performance using a broad repertoire of strategies for dynamic projection.	Revise	Remove guidance language and simplify language. Move to Anchor Standard 3. Split into two standards
HS2.D.3.4 Develop a ~~professional~~ portfolio ~~(resume, head shot, etc.) that~~ documenting~~s~~ the rehearsal and performance process with fluency in ~~professional~~ dance ~~terminology~~ and production terminology.	HS2.D.3.4 Develop a portfolio documenting the rehearsal and performance process with fluency in dance and production terminology.	New/Revise	Remove guidance language. Make language more age-level appropriate. Move to Anchor Standard 3.
~~DA:Pr6.1.IIIb.~~HS2.D.3.5 Work collaboratively to produce dance concerts in various~~a variety of~~	HS2.D.3.5 Work collaboratively to produce dance concerts in various	Revise	Simplify and clarify language. Move to Anchor Standard 3.

Current standard	Recommended Standard	Proposed revision (Keep, Revise, Move, Remove)	Rationale for the revision (please provide rationale for all that apply):
venues. ~~and d~~Design and organize the production elements that would be necessary to fulfill the artistic intent of the dance works in each ~~of the~~ venue~~s~~.	venues. Design and organize the production elements that would be necessary to fulfill the artistic intent of the dance works in each venue.		
Anchor Standard 4~~7~~: ~~Perceive and analyze~~ Respond to artistic work.	Anchor Standard 4: Respond to artistic work.	Revise and Move	Simplify language to encompass Anchor Standard 8 and Anchor Standard 9 Change from Anchor Standard 7 to Anchor Standard 4.
~~Enduring Understanding: Dance is perceived and analyzed to comprehend its meaning.~~ ~~Essential Question(s): How is a dance understood?~~		Remove	Remove guidance
~~DA:Re7.1.Ka. Find a movement that repeats in a dance.~~		Remove	Combine Grades K-2
~~DA:Re7.1.Kb.~~K-2.D.4.1 Demonstrate and/or describe observed or performed dance movements.	K-2.D.4.1 Demonstrate and/or describe observed or performed dance movements.	Revise	Combine Grades K-2 and Move to Anchor Standard 4.

Current standard	Recommended Standard	Proposed revision (Keep, Revise, Move, Remove)	Rationale for the revision (please provide rationale for all that apply):
~~DA:Re7.1.1a.~~K-2.D.4.2 Find a movement that repeats in a dance to make a pattern.	K-2.D.4.2 Find a movement that repeats in a dance to make a pattern.	Keep	
~~DA:Re7.1.1b.~~K-2.D.5.1 Demonstrate and describe observed or performed dance movements from a specific genre or culture.	K-2.D.5.1 Demonstrate and describe observed or performed dance movements from a specific genre or culture.	Keep	Combine Grades K-2 and Move to Anchor Standard 5.
~~DA:Re7.1.2a. Find movements in a dance that develop a pattern.~~		Remove	Combine Grades K-2
~~DA:Re7.1.2b. Demonstrate and describe observed or performed dance movements from a specific genre or culture.~~		Remove	Combine Grades K-2
~~DA:Re7.1.3a. Find~~3-5.D.4.1 Recognize a movement pattern that creates a movement phrase in a dance work.	3-5.D.4.1 Recognize a movement pattern that creates a movement phrase in a dance work.	Revise	Combine with Grades 3-5 and move to Anchor Standard 4. Clarify what students need to be able to do.
~~DA:Re7.1.3b. Demonstrate and explain how one dance genre is different from another, or how one cultural movement practice is different from another.~~		Remove	Combine Grades K-2

Current standard	Recommended Standard	Proposed revision (Keep, Revise, Move, Remove)	Rationale for the revision (please provide rationale for all that apply):
~~DA:Re7.1.4a. Find~~3-5.D.4.2 Recognize patterns of movement in dance works that create a style or theme.	3-5.D.4.2 Recognize patterns of movement in dance works that create a style or theme.	Revise	Combine Grades 3-5 and Move to Anchor Standard 4. Clarify what students need to be able to do.
~~DA:Re7.1.4b.~~3-5.D.4.3 Demonstrate and explain how dance styles differ within a genre or within a cultural movement practice.	3-5.D.4.3 Demonstrate and explain how dance styles differ within a genre or within a cultural movement practice.	Keep	Combine Grades 3-5. Move to Anchor Standard 5
~~DA:Re7.1.5a. Find~~3-5.D.4.4 Recognize meaning or artistic intent from the patterns of movement in a dance work.	3-5.D.4.4 Recognize meaning or artistic intent from the patterns of movement in a dance work.	Revise	Combine Grades 3-5 and Move to Anchor Standard 4. Clarify what students need to be able to do.
~~DA:Re7.1.5b. Describe, using basic dance terminology, the qualities and characteristics of style used in a dance from one's own cultural movement practice.~~3-5.D.4.5 Compare and contrast ~~them to~~ the qualities and characteristics of style found in ~~a~~ different dance genre~~, style,~~ or cultural movement practice~~, also~~ using basic dance terminology.	3-5.D.4.5 Compare and contrast them to the qualities and characteristics of style found in a different dance genre, style, or cultural movement practice, also using basic dance terminology.	Revise	Combined 3-5. Move to Anchor Standard 5. Make language more grade level appropriate.

Current standard	Recommended Standard	Proposed revision (Keep, Revise, Move, Remove)	Rationale for the revision (please provide rationale for all that apply):
~~DA:Re7.1.6a.~~6.D.4.1 Describe or demonstrate recurring patterns of movement and their relationships in dance.	6.D.4.1 Describe or demonstrate recurring patterns of movement and their relationships in dance.	Keep	Move to Anchor Standard 4
~~DA:Re7.1.6b. Explain~~6.D.5.1 Compare and contrast how the elements of dance are used in a variety of dance genres, styles, or cultural movement practices. Use genre-specific dance terminology.	6.D.5.1 Compare and contrast how the elements of dance are used in a variety of dance genres, styles, or cultural movement practices. Use genre-specific dance terminology.	Keep	Clarify what students need to be able to do. Move to Anchor Standard 5
6.D.5.2 Describe, using basic dance terminology, the qualities and characteristics of style used in a dance from one's own cultural movement practice.	6.D.5.2 Describe, using basic dance terminology, the qualities and characteristics of style used in a dance from one's own cultural movement practice.	New	Moved from DA:Re7.1.5b and Move to Anchor Standard 5.
~~DA:Re7.1.7a.~~7.D.4.1 Compare, contrast, and discuss patterns of movement and their relationships in dance.	7.D.4.1 Compare, contrast, and discuss patterns of movement and their relationships in dance.	Keep	Move to Anchor Standard 4.
~~DA:Re7.1.7b.~~7.D.5.1 Compare and contrast how the elements of dance are used in a variety of genres, styles, or cultural movement	7.D.5.1 Compare and contrast how the elements of dance are used in a variety of genres, styles, or cultural	Keep	Move to Anchor Standard 5

Current standard	Recommended Standard	Proposed revision (Keep, Revise, Move, Remove)	Rationale for the revision (please provide rationale for all that apply):
practices. Use genre specific dance terminology.	movement practices. Use genre specific dance terminology.		
7.D.5.2 Describe, using basic dance terminology, the qualities and characteristics of style used in a dance from one's own cultural movement practice.	7.D.5.2 Describe, using basic dance terminology, the qualities and characteristics of style used in a dance from one's own cultural movement practice.	New	Moved from DA:Re7.1.5b and Move to Anchor Standard 5.
~~DA:Re7.1.8a.~~8.D.4.1 Describe, demonstrate and discuss patterns of movement and their relationships in dance in context of artistic intent.	8.D.4.1 Describe, demonstrate and discuss patterns of movement and their relationships in dance in context of artistic intent.	Keep	Move to Anchor Standard 4.
~~DA:Re7.1.8b. Explain~~8.D.5.1 Compare and contrast how the elements of dance are used in a variety of genres, styles, or cultural movement practices to communicate intent. Use genre specific dance terminology.	8.D.5.1 Compare and contrast how the elements of dance are used in a variety of genres, styles, or cultural movement practices to communicate intent. Use genre specific dance terminology.	Keep	Clarify what students need to be able to do. Move to Anchor Standard 5
8.D.5.2 Describe, using basic dance terminology, the qualities and characteristics of style used in a	8.D.5.2 Describe, using basic dance terminology, the qualities and characteristics	New	Moved from DA:Re7.1.5b and Move to Anchor Standard 5.

Current standard	Recommended Standard	Proposed revision (Keep, Revise, Move, Remove)	Rationale for the revision (please provide rationale for all that apply):
dance from one's own cultural movement practice.	of style used in a dance from one's own cultural movement practice.		
~~DA:Re7.1Ia. Analyze recurring patterns of movement and their relationships in dance in context of artistic intent.~~		Remove	Combine Proficient and Accomplished standards
~~DA:Re7.1Ib. Analyze the use of elements of dance in a variety of genres, styles, or cultural movement practices within its cultural context to communicate intent. Use genre specific dance terminology.~~		Remove	Combine Proficient and Accomplished standards
~~DA:Re7.1IIa.~~HS1.D.4.1 Analyze dance works to gain understanding of artistic intent. ~~and provide examples of recurring patterns of movement and their relationships that create structure and meaning in dance.~~	HS1.D.4.1 Analyze dance works to gain understanding of artistic intent.	Revise	Combine Proficient and Accomplished standards Simplified language and move to Anchor Standard 4.
~~DA:Re7.1IIb.~~HS1.D.5.1 Analyze and compare the movement patterns and their relationships in a variety of genres, styles, or cultural movement practices and explain	HS1.D.5.1 Analyze and compare the movement patterns and their relationships in a variety of genres, styles, or cultural	Revise	Combine Proficient and Accomplished standards Move to Anchor Standard 5

Current standard	Recommended Standard	Proposed revision (Keep, Revise, Move, Remove)	Rationale for the revision (please provide rationale for all that apply):
how their differences impact communication and intent within a cultural context. ~~Use genre-specific dance terminology.~~	movement practices and explain how their differences impact communication and intent within a cultural context.		
~~DA:Re7.1IIIa.~~HS2.D.4.1 Analyze dance works from a variety of dance genres and styles and explain how recurring patterns of movement and their relationships create well-structured and meaningful choreography.	HS2.D.4.1 Analyze dance works from a variety of dance genres and styles and explain how recurring patterns of movement and their relationships create well-structured and meaningful choreography.	Keep	Move to Anchor Standard 4
~~DA:Re7.1IIIb.~~HS2.D.5.1 Explain how dance communicates aesthetic and cultural values in a variety of genres, styles, or cultural movement practices. ~~Use genre-specific dance terminology.~~	HS2.D.5.1 Explain how dance communicates aesthetic and cultural values in a variety of genres, styles, or cultural movement practices.	Revise	Move to Anchor Standard 5
~~Anchor Standard 8: Interpret intent and meaning in artistic work.~~		Remove	Combined with Anchor Standard 7
~~Enduring Understanding: Dance is interpreted by considering intent, meaning, and artistic expression as communicated through the use of~~		Remove	Remove guidance

Current standard	Recommended Standard	Proposed revision (Keep, Revise, Move, Remove)	Rationale for the revision (please provide rationale for all that apply):
~~the body, elements of dance, dance technique, dance structure, and context.~~ ~~Essential Question(s): How is dance interpreted?~~			
~~DA:Re8.1.Ka.~~K-2.D.4.3 Observe movement and describe it using simple dance terminology.	K-2.D.4.3 Observe movement and describe it using simple dance terminology.	Keep	Combine Grades K-2 and Move to Anchor Standard 4
~~DA:Re8.1.1a.~~K-2.D.4.4 Select movements from a dance that suggest ideas and explain how the movement captures the idea using simple dance terminology.	K-2.D.4.4 Select movements from a dance that suggest ideas and explain how the movement captures the idea using simple dance terminology.	Keep	Combine Grades K-2 and Move to Anchor Standard 4
~~DA:Re8.1.2a. Use context cues from movement to identify meaning and intent in a dance using simple dance terminology.~~		Remove	Difficult to assess
~~DA:Re8.1.3a. Select specific context cues from movement. Explain how they relate to the main idea of the dance using basic dance terminology.~~		Remove	Difficult to assess

Current standard	Recommended Standard	Proposed revision (Keep, Revise, Move, Remove)	Rationale for the revision (please provide rationale for all that apply):
~~DA:Re8.1.4a. Relate movements, ideas, and context to decipher meaning in a dance using basic dance terminology.~~		Remove	Combine Grades 3-5. Redundant
~~DA:Re8.1.5a.~~3-5.D.4.6 Interpret meaning in a dance based on its movements. Explain how the movements communicate the main idea of the dance using basic dance terminology.	3-5.D.4.6 Interpret meaning in a dance based on its movements. Explain how the movements communicate the main idea of the dance using basic dance terminology.	Keep	Move to Anchor Standard 4
~~DA:Re8.1.6a. Explain~~6.D.4.2 Analyze how the artistic expression of a dance is achieved through the elements of dance, use of body, dance technique, dance structure, and context. ~~Explain how these c~~Communicate the intent of the dance using ~~genre-specific~~ dance terminology.	6.D.4.2 Analyze how the artistic expression of a dance is achieved through the elements of dance, use of body, dance technique, dance structure, and context. Communicate the intent of the dance using dance terminology.	Revise	Move to Anchor Standard 4. Clarifying what students should be able to do.
~~DA:Re8.1.7a.~~7.D.4.2 Compare the meaning of different dances. Explain how the artistic expression of each dance is achieved through the elements of dance, use of body,	7.D.4.2 Compare the meaning of different dances. Explain how the artistic expression of each dance is achieved through the elements of dance, use of body, dance	Revise	Move to Anchor Standard 4

Current standard	Recommended Standard	Proposed revision (Keep, Revise, Move, Remove)	Rationale for the revision (please provide rationale for all that apply):
dance technique, and context. Use ~~genre specific~~ dance terminology.	technique, and context. Use dance terminology.		
~~DA:Re8.1.9a.~~8.D.4.2 Select a dance and explain how artistic expression is achieved through relationships among the elements of dance, use of body, dance technique and context. Cite evidence in the dance to support your interpretation using ~~genre specific~~ dance terminology.	8.D.4.2 Select a dance and explain how artistic expression is achieved through relationships among the elements of dance, use of body, dance technique and context. Cite evidence in the dance to support your interpretation using dance terminology.	Revise	Move to Anchor Standard 4
~~DA:Re8.1.Ia. Select and compare different dances and discuss their intent and artistic expression. Explain how the relationships among the elements of dance, use of body, dance technique, and context enhance meaning and support intent using genre specific dance terminology.~~		Remove	Combine Proficient and Accomplished standards
~~DA:Re8.1.IIa.~~HS1.D.4.2 Analyze and discuss how the elements of dance, execution of dance movement principles, and context contribute to		Revise	Combine Proficient and Accomplished standards and Move to Anchor Standard 4

Current standard	Recommended Standard	Proposed revision (Keep, Revise, Move, Remove)	Rationale for the revision (please provide rationale for all that apply):
artistic expression. Use ~~genre specific~~ dance terminology.			
~~DA:Re8.1.IIIa.~~HS2.D.4.2 Analyze and interpret how the elements of dance, execution of dance movement principles, and context contribute to artistic expression across different genres, styles, or cultural movement practices. Use ~~genre specific~~ dance terminology.	HS2.D.4.2 Analyze and interpret how the elements of dance, execution of dance movement principles, and context contribute to artistic expression across different genres, styles, or cultural movement practices. Use dance terminology.	Revise	Move to Anchor Standard 4
~~Anchor Standard 9: Apply criteria to evaluate artistic work.~~		Remove	Combined with Anchor Standard 7
~~Enduring Understanding: Criteria for evaluating dance vary across genres, styles, and cultures. Essential Question(s): What criteria are used to evaluate dance?~~		Remove	Remove guidance
~~DA:Re9.1.Ka. Find a movement that was noticed in a dance. Demonstrate the movement that was noticed and explain why it attracted attention.~~		Remove	Redundant

Current standard	Recommended Standard	Proposed revision (Keep, Revise, Move, Remove)	Rationale for the revision (please provide rationale for all that apply):
~~DA:Re9.1.1a. Identify and demonstrate several movements in a dance that attracted attention. Describe the characteristics that make the movements interesting and talk about why they were chosen.~~		Remove	Redundant
~~DA:Re9.1.2a. Observe or demonstrate dances from a genre or culture. Discuss movements and other aspects of the dances that make the dances work well, and explain why they work. Use simple dance terminology.~~		Remove	Redundant
~~DA:Re9.1.3a.~~3-5.D.5.1 Select and perform dance movements from specific genres, styles, or cultures. Identify characteristic movements from these dances and describe in basic dance terminology ways in which they are alike and different.	3-5.D.5.1 Select and perform dance movements from specific genres, styles, or cultures. Identify characteristic movements from these dances and describe in basic dance terminology ways in which they are alike and different.	Revise	Combine Grades 3-5 and Move to Anchor Standard 5.
~~DA:Re9.1.4a. Discuss and demonstrate the characteristics that make a dance artistic and apply~~		Remove	Redundant

Current standard	Recommended Standard	Proposed revision (Keep, Revise, Move, Remove)	Rationale for the revision (please provide rationale for all that apply):
~~those characteristics to dances observed or performed in a specific genre, style, or cultural movement practice. Use basic dance terminology.~~			
~~DA:Re9.1.5a. Define the characteristics of dance that make a dance artistic and meaningful. Relate them to~~3-5.D.5.2 Respond using the elements of dance in genres, styles, or cultural movement practices. Use basic dance terminology to describe characteristics that make a dance artistic and meaningful.	3-5.D.5.2 Respond using the elements of dance in genres, styles, or cultural movement practices. Use basic dance terminology to describe characteristics that make a dance artistic and meaningful.	Revise	Combine 3-5 and Move to Anchor Standard 5. Simplify and remove redundant language.
~~DA:Re9.1.6a.~~6.D.4.3 Discuss the characteristics and artistic intent of a dance from a genre, style, or cultural movement practice and develop artistic criteria to critique the dance using ~~genre-specific~~ dance terminology.	6.D.4.3 Discuss the characteristics and artistic intent of a dance from a genre, style, or cultural movement practice and develop artistic criteria to critique the dance using dance terminology.	Revise	Move to Anchor Standard 4
~~DA:Re9.1.7a.~~7.D.4.3 Compare artistic intent, content and context from dances to examine the	7.D.4.3 Compare artistic intent, content and context from dances to examine the	Revise	Clarifying language and move to Anchor Standard 4.

Current standard	Recommended Standard	Proposed revision (Keep, Revise, Move, Remove)	Rationale for the revision (please provide rationale for all that apply):
characteristics of genre, style, or cultural movement practice. ~~Based on the comparison, refine artistic criteria using genre specific dance terminology.~~	characteristics of genre, style, or cultural movement practice		
~~DA:Re9.1.8a.~~8.D.4.3 Use artistic criteria to determine what makes an effective performance. Consider content, context, genre, style, or cultural movement practice to comprehend artistic expression. ~~Use genre-specific dance terminology.~~	8.D.4.3 Use artistic criteria to determine what makes an effective performance. Consider content, context, genre, style, or cultural movement practice to comprehend artistic expression.	Revise	Move to Anchor Standard 4
~~DA:Re9.1.Ia. Analyze the artistic expression of a dance. Discuss insights using evaluative criteria and dance terminology.~~		Remove	Redundant
~~DA:Re9.1.IIa.~~HS2.D.4.3 Compare and contrast two or more dances using evaluative criteria to critique artistic expression. Consider societal values and a range of perspectives. ~~Use genre-specific dance terminology.~~	HS2.D.4.3 Compare and contrast two or more dances using evaluative criteria to critique artistic expression. Consider societal values and a range of perspectives.	Revise	Move to Advanced/HS2 and Anchor Standard 4

Current standard	Recommended Standard	Proposed revision (Keep, Revise, Move, Remove)	Rationale for the revision (please provide rationale for all that apply):
~~DA:Re9.1.IIIa.~~HS2.D.4.4 Define personal artistic preferences to critique dance. Consider societal and personal values, and a range of artistic expression. Discuss perspectives with peers and justify views.	HS2.D.4.4 Define personal artistic preferences to critique dance. Consider societal and personal values, and a range of artistic expression. Discuss perspectives with peers and justify views.	Keep	Move to Anchor Standard 4
~~Anchor Standard 10: Synthesize and relate knowledge and personal experiences to make art.~~		Remove	Redundant with Anchor Standard 11
~~Enduring Understanding: As dance is experienced, all personal experiences, knowledge, and contexts are integrated and synthesized to interpret meaning. Essential Question(s): How does dance deepen our understanding of ourselves, other knowledge, and events around us?~~		Remove	Remove guidance
~~DA:Cn.10.1.Ka.~~K-2.D.4.5 Recognize and name an emotion that is experienced when watching, improvising, or performing dance	K-2.D.4.5 Recognize and name an emotion that is experienced when watching, improvising, or performing	Keep	Combine Grades K-2 and Move to Anchor Standard 4.

Current standard	Recommended Standard	Proposed revision (Keep, Revise, Move, Remove)	Rationale for the revision (please provide rationale for all that apply):
and relate it to a personal experience.	dance and relate it to a personal experience.		
~~DA:Cn.10.1.Kb. Observe a work of visual art. Describe and then express through movement something of interest about the artwork, and ask questions for discussion concerning the artwork.~~		Remove	Remove guidance language
~~DA:Cn.10.1.1a. Find an experience expressed or portrayed in a dance that relates to a familiar experience. Identify the movements that communicate this experience.~~		Remove	Redundant
~~DA:Cn.10.1.1b. Observe illustrations from a story. Discuss observations and identify ideas for dance movement and demonstrate the big ideas of the story.~~		Remove	Remove guidance language
~~DA:Cn.10.1.2a.~~K-2.D.4.6 Describe, create, and/or perform a dance that expresses personal meaning and explain how certain movements express this personal meaning.	K-2.D.4.6 Describe, create, and/or perform a dance that expresses personal meaning and explain how certain movements express this personal meaning.	Keep	Combine Grades K-2 and Move to Anchor Standard 4.

Current standard	Recommended Standard	Proposed revision (Keep, Revise, Move, Remove)	Rationale for the revision (please provide rationale for all that apply):
~~DA:Cn.10.1.2b. Respond to a dance work using an inquiry-based set of questions (for example, See, Think, Wonder). Create movement using ideas from responses and explain how certain movements express a specific idea.~~		Remove	Guidance language and redundant
~~DA:Cn.10.1.3a. Compare the relationships expressed in a dance to relationships with others. Explain how they are the same or different.~~		Remove	Redundant
~~DA:Cn.10.1.3b.~~3-5.D.1.5 Ask and research a question about a key aspect of a dance that communicates a perspective about an issue or event. Explore the key aspect through movement. ~~Share movements and describe how the movements help to remember or discover new qualities in these key aspects. Communicate the new learning in oral, written, or movement form.~~	3-5.D.1.5 Ask and research a question about a key aspect of a dance that communicates a perspective about an issue or event. Explore the key aspect through movement.	Revise	Combine Grades 3-5 and Move to Anchor Standard 1 Remove guidance language
~~DA:Cn.10.1.4a. Relate the main idea or content in a dance to other experiences. Explain how the main~~		Remove	Combine Grades 3-5

Current standard	Recommended Standard	Proposed revision (Keep, Revise, Move, Remove)	Rationale for the revision (please provide rationale for all that apply):
~~idea of a dance is similar to or different from one's own experiences, relationships, ideas or perspectives.~~			
~~DA:Cn.10.1.4b. Develop and research a question relating to a topic of study in school using multiple sources of references. Select key aspects about the topic and choreograph movements that communicate the information. Discuss what was learned from creating the dance and describe how the topic might be communicated using another form of expression.~~		Remove	Redundant
~~DA:Cn.10.1.5a.~~3-5.D.4.7 Compare two dances with contrasting themes. Discuss feelings and ideas evoked by each. Describe how the themes and movements relate to points of view and experiences.	3-5.D.4.7 Compare two dances with contrasting themes. Discuss feelings and ideas evoked by each. Describe how the themes and movements relate to points of view and experiences.	Keep	Combine Grades 3-5 and Move to Anchor Standard 4
~~DA:Cn.10.1.5b. Choose a topic, concept, or content from another discipline of study and research how~~		Remove	Guidance language

Current standard	Recommended Standard	Proposed revision (Keep, Revise, Move, Remove)	Rationale for the revision (please provide rationale for all that apply):
~~other art forms have expressed the topic. Create a dance study that expresses the idea. Explain how the dance study expressed the idea and discuss how this learning process is similar to, or different from, other learning situations.~~			
~~DA:Cn.10.1.6a. Observe the movement characteristics or qualities observed in a specific dance genre. Describe differences and similarities about what was observed to one's attitudes and movement preferences.~~		Remove	Redundant
~~DA:Cn.10.1.6b. Conduct research using a variety of resources to find information about a social issue of great interest. Use the information to create a dance study that expresses a specific point of view on the topic. Discuss whether the experience of creating and sharing the dance reinforces personal views or offers new knowledge and perspectives.~~		Remove	Guidance language

Current standard	Recommended Standard	Proposed revision (Keep, Revise, Move, Remove)	Rationale for the revision (please provide rationale for all that apply):
~~DA:Cn.10.1.7a. Compare and contrast the movement characteristics or qualities found in a variety of dance genres. Discuss how the movement characteristics or qualities differ from one's own movement characteristics or qualities and how different perspectives are communicated.~~		Remove	Redundant
~~DA:Cn.10.1.7b. Research the~~7.D.5.3 Study historical~~ development of a~~ dance genres or styles.~~ Use knowledge gained from the research to create a dance study that evokes the essence of the style or genre.~~ Share the study with peers as part of a performance.~~lecture demonstration that tells the story of the historical journey of the chosen genre or style.~~ Document the process of research and application.	7.D.5.3 Study historical dance genres or styles. Share the study with peers as part of a performance. Document the process of research and application.	Revise	Simplify language and Move to Anchor Standard 5
~~DA:Cn.10.1.8a.~~8.D.4.4 Relate connections found between different dances and discuss the relevance of the connections to the	8.D.4.4 Relate connections found between different dances and discuss the relevance of the connections	Keep	Move to Anchor Standard 4

Current standard	Recommended Standard	Proposed revision (Keep, Revise, Move, Remove)	Rationale for the revision (please provide rationale for all that apply):
development of one's personal perspectives.	to the development of one's personal perspectives.		
~~DA:Cn.10.1.8b. Investigate two contrasting topics using a variety of research methods. Identify and organize ideas to create representative movement phrases.~~8.D.1.6 Create a dance study exploring ~~the~~ contrasting ideas. ~~Discuss how the research informed the choreographic process and deepens understanding of the topics.~~	8.D.1.6 Create a dance study exploring contrasting ideas.	Revise	Remove guidance language and move to Anchor Standard 1.
~~DA:Cn.10.1.Ia.~~HS1.D.4.3 Analyze a dance to determine the ideas expressed by the choreographer. Explain how the perspectives expressed by the choreographer may impact one's own interpretation. Provide evidence to support one's analysis.	HS1.D.4.3 Analyze a dance to determine the ideas expressed by the choreographer. Explain how the perspectives expressed by the choreographer may impact one's own interpretation. Provide evidence to support one's analysis.	Keep	Move to Anchor Standard 4. Combine Proficient and Accomplished
~~DA:Cn.10.1.Ib. Collaboratively identify a dance related question or problem. Conduct research through~~		Remove	Guidance language

Current standard	Recommended Standard	Proposed revision (Keep, Revise, Move, Remove)	Rationale for the revision (please provide rationale for all that apply):
~~interview, research database, text, media, or movement. Analyze and apply information gathered by creating a group dance that answers the question posed. Discuss how the dance communicates new perspectives or realizations. Compare orally and in writing the process used in choreography to that of other creative, academic, or scientific procedures.~~			
~~DA:Cn.10.1.IIa. Analyze a dance that is related to content learned in other subjects and research its context. Synthesize information learned and share new ideas about its impact on one's perspective.~~		Remove	Combine Proficient and Accomplished standards
~~DA:Cn.10.1.IIb. Use established~~HS2.D.1.6 Create and perform a piece of choreographing using research methods and techniques to investigate a topic. Collaborate with others or individually to identify questions and solve movement problems that pertain to the topic.~~ Create and perform a piece of choreography.~~	HS1.D.4.3 Analyze a dance to determine the ideas expressed by the choreographer. Explain how the perspectives expressed by the choreographer may impact one's own interpretation. Provide	Revise	Remove guidance language and Move to Anchor Standard 1 and Advanced

Current standard	Recommended Standard	Proposed revision (Keep, Revise, Move, Remove)	Rationale for the revision (please provide rationale for all that apply):
~~Discuss orally or in writing the insights relating to knowledge gained through the research process, the synergy of collaboration, and the transfer of learning from this project to other learning situations.~~	evidence to support one's analysis.		
~~DA:Cn.10.1.IIIa.~~HS2.D.4.5 Review original choreography developed over time with respect to its content and context and its relationship to personal perspectives. Reflect on and analyze the variables that contributed to changes in one's personal growth.	HS2.D.4.5 Review original choreography developed over time with respect to its content and context and its relationship to personal perspectives. Reflect on and analyze the variables that contributed to changes in one's personal growth.	Keep	Move to Anchor Standard 4
~~DA:Cn.10.1.IIIb.~~HS2.D.4.6 Investigate various dance related careers through a variety of research methods~~ and techniques~~. ~~Select those careers of most interest. Develop and implement a Capstone Project that reflects a possible career choice.~~	HS2.D.4.6 Investigate various dance related careers through a variety of research methods.	Revise	Move to Anchor Standard 4
Anchor Standard 5~~11~~: Relate artistic ideas and works with societal,	Anchor Standard 5: Relate artistic ideas and works with	Revise and Move	Clarify what students should know or be able to do.

Current standard	Recommended Standard	Proposed revision (Keep, Revise, Move, Remove)	Rationale for the revision (please provide rationale for all that apply):
cultural, and/or historical contexts to deepen comprehension ~~understanding~~.	societal, cultural, and/or historical contexts to deepen comprehension.		Change from Anchor Standard 11 to Anchor Standard 5
~~Enduring Understanding: Dance literacy includes deep knowledge and perspectives about societal, cultural, historical, and community contexts.~~ ~~Essential Question(s): How does knowing about societal, cultural, historical and community experiences expand dance literacy~~?		Remove	Remove guidance
~~DA:Cn11.1.Ka. Describe or demonstrate the movements in a dance that was watched or performed.~~		Remove	Redundant
~~DA:Cn11.1.1a.~~K-2.D.5.2 Watch and/or perform a dance from a different culture and discuss or demonstrate the types of movement danced.	K-2.D.5.2 Watch and/or perform a dance from a different culture and discuss or demonstrate the types of movement danced.	Keep	Combine Grades K-2 and move to Anchor Standard 5
~~DA:Cn11.1.2a. Observe a dance and relate the movement to the people~~		Remove	Combine Grades K-2

Current standard	Recommended Standard	Proposed revision (Keep, Revise, Move, Remove)	Rationale for the revision (please provide rationale for all that apply):
~~or environment in which the dance was created and performed.~~			
~~DA:Cn11.1.3a.~~3-5.D.5.3 Find~~a~~ relationships between movement in a dance from a culture, society, or community. ~~and the culture from which the dance is derived. Explain what~~ Respond to how the movements communicate ~~about~~ key aspects of the culture, society, or community.	3-5.D.5.3 Find relationships between movement in a dance from a culture, society, or community. Respond to how the movements communicate key aspects of the culture, society, or community.	Revise	Combine 3-5 and Move to Anchor Standard 5. Clarify language.
~~DA:Cn11.1.4a. Select and describe movements in a specific genre or style and explain how the movements relate to the culture, society, historical period, or community from which the dance originated.~~		Remove	Redundant
~~DA:Cn11.1.5a. Describe how the movement characteristics and qualities of a dance in a specific genre or style communicate the ideas and perspectives of the culture, historical period, or community from which the genre or style originated.~~		Remove	Redundant

Current standard	Recommended Standard	Proposed revision (Keep, Revise, Move, Remove)	Rationale for the revision (please provide rationale for all that apply):
~~DA:Cn11.1.6a.~~6.D.5.3 Interpret and show how the movement and qualities of a dance communicate its cultural, historical, and/or community purpose or meaning.	6.D.5.3 Interpret and show how the movement and qualities of a dance communicate its cultural, historical, and/or community purpose or meaning.	Keep	Move to Anchor Standard 5
~~DA:Cn11.1.7a.~~8.D.5.3 Compare, contrast, and discuss dances performed by people in various localities or communities. Formulate possible reasons why similarities and differences developed in relation to the ideas and perspectives important to each social group.	8.D.5.3 Compare, contrast, and discuss dances performed by people in various localities or communities. Formulate possible reasons why similarities and differences developed in relation to the ideas and perspectives important to each social group.	Keep	Move to 8th Grade Anchor Standard 5
~~DA:Cn11.1.8a.~~7.D.5.4 Analyze and discuss, how dances from a variety of cultures, societies, historical periods, or communities reveal the ideas and perspectives of the people.	7.D.5.4 Analyze and discuss, how dances from a variety of cultures, societies, historical periods, or communities reveal the ideas and perspectives of the people.	Keep	Move to 7th Grade Anchor Standard 5

Current standard	Recommended Standard	Proposed revision (Keep, Revise, Move, Remove)	Rationale for the revision (please provide rationale for all that apply):
~~DA:Cn11.1.Ia.~~HS1.D.5.2 Analyze and discuss dances from selected genres, ~~or~~ styles, cultural dance forms, and/or historical time periods. ~~, and f~~Formulate reasons for the similarities and differences between them in relation to the ideas and perspectives of the peoples from which the dances originate.	HS1.D.5.2 Analyze and discuss dances from selected genres, styles, cultural dance forms, and/or historical time periods. Formulate reasons for the similarities and differences between them in relation to the ideas and perspectives of the peoples from which the dances originate.	Revise	Combine Proficient and Accomplished and Move to Anchor Standard 5 Keep language consistent throughout standards.
~~DA:Cn11.1.IIa. Analyze dances from several genres or styles, historical time periods, and/or world dance forms. Discuss how dance movement characteristics, techniques, and artistic criteria relate to the ideas and perspectives of the peoples from which the dances originate.~~		Remove	Redundant

Current standard	Recommended Standard	Proposed revision (Keep, Revise, Move, Remove)	Rationale for the revision (please provide rationale for all that apply):
~~DA:Cn11.1.IIIa.~~HS2.D.5.2 Analyze dances from several genres, ~~or~~ styles, cultural dance forms, and/or historical time periods~~, and/or world dance forms~~. Discuss how dance movement characteristics, techniques, and artistic criteria relate to the ideas and perspectives of the peoples from which the dances originate, and how the analysis has expanded one's dance literacy.	HS2.D.5.2 Analyze dances from several genres, styles, cultural dance forms, and/or historical time periods. Discuss how dance movement characteristics, techniques, and artistic criteria relate to the ideas and perspectives of the peoples from which the dances originate, and how the analysis has expanded one's dance literacy.	Revise	Move to Anchor Standard 5 Keep language consistent throughout standards.

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Idaho Content Standards
Dance

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CREATED O4/29/2024

The K-12 arts and humanities standards were up for review in 2023 as per the Idaho code, Board of Education Governing Policies & Procedures, Section IV.C. Section 33-1612; IDAPA 08.02.004.01, Idaho Code. The Idaho Department of Education worked with a variety of stakeholders to accept nominations for committee members. The final committee was comprised of twenty-six members representing a cross-section of grade levels and roles. This committee included community members, parents, educators from a variety of grade levels, and post-secondary content experts. The time and effort put into this revision was invaluable. Throughout the process of the revision of the standards, the working group received both stakeholder feedback and public comments that the revision committee took into consideration. The committee appreciates those who took the time to share their thoughts on the revisions. We hope that the changes to these standards allow them to be useful for all stakeholders, including educators, families, students, and community members. We hope that they bring Idaho into a new chapter of statewide success in arts and humanities education.

Respectfully,

The Arts and Humanities Standards Revision Committee

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PREAMBLE

What the Idaho Content Standards in Arts & Humanities Do

The standards define what all students are expected to know and be able to do, not how teachers should teach. While the standards focus on what is most essential, they do not describe all that can or should be taught. A great deal is left to the discretion of local school districts, teachers, and curriculum developers. No set of grade-level standards can reflect the great variety of abilities, needs, learning rates, and achievement levels in any given classroom. The standards define neither the support materials that some students may need nor the advanced materials that others may need access to. It is also beyond the scope of the standards to define the full range of support appropriate for English language learners and for students with disabilities. All students must have the opportunity to learn rigorous grade-level standards if they are to access the knowledge and skills that will be necessary in their post-secondary lives.

Standards vs. Curriculum

No specific curriculum or strategies are required by the State of Idaho to be used to teach the Idaho Content Standards in Arts and Humanities. Local schools and districts make decisions about what resources will be used to teach the standards.

ORGANIZATION OF STANDARDS

Each grade band of the K-12 arts standards are organized into 5 Arts Anchor Standards:

- Anchor Standard 1: Develop and create artistic ideas and work.
- Anchor Standard 2: Develop and refine artistic techniques.
- Anchor Standard 3: Perform and/or present artistic work.
- Anchor Standard 4: Respond to artistic work.
- Anchor Standard 5: Relate artistic ideas and works with societal, cultural, and/or historical contexts to deepen comprehension.

ANCHOR STANDARD 1: DEVELOP AND CREATE ARTISTIC IDEAS AND WORK.

Code	Standard
K-2.D.1.1	Respond in movement to a variety of various stimuli.
K-2.D.1.2	Build movement phrases using basic locomotor and non-locomotor movements by changing at least one of the elements of dance.
K-2.D.1.3	Improvise dance that has a beginning, middle, and end.
K-2.D.1.4	Express an idea, feeling, or image, through improvised movement.
K-2.D.1.5	Apply suggestions for changing movement through guided improvisational experiences.
3-5.D.1.1	Identify ideas for choreography generated from a variety of stimuli.
3-5.D.1.2	Select and establish a solution to a given movement problem.
3-5.D.1.3	Identify movement patterns and dance structures in dance pieces while using dance vocabulary.
3-5.D.1.4	Prepare a dance phrase that expresses and communicates an idea or feeling.
3-5.D.1.5	Revise and refine movement based on peer feedback and self-reflection to improve a short dance study.
3-5.D.1.6	Ask and research a question about a key aspect of a dance that communicates a perspective about an issue or event. Explore the key aspect through movement.
6.D.1.1	Relate similar and/or contrasting ideas to develop choreography using a variety of stimuli.
6.D.1.2	Use movement techniques and various dance vocabularies to transfer ideas into choreography.
6.D.1.3	Examine choreographic devices and dance structures to develop a dance study that supports an artistic intent. Explain the goal or purpose of the dance.
6.D.1.4	Determine artistic criteria to choreograph a dance study that communicates personal or cultural meaning. Based on the criteria, evaluate why some movements are more or less effective than others.

Code	Standard
6.D.1.5	Revise dance compositions using single or group work while developing artistic criteria. Explain reasons for revisions and how choices made relate to artistic intent.
7.D.1.1	Compare a variety of stimuli and make selections to expand movement vocabulary and artistic expression.
7.D.1.2	Use a variety of choreographic devices and dance structures to develop a dance study with a clear artistic intent. Articulate reasons for movement and structural choices.
7.D.1.3	Determine artistic criteria to choreograph a dance study that communicates personal or cultural meaning.
7.D.1.4	Evaluate possible revisions of dance compositions and, if necessary, consider revisions of artistic criteria based on self-reflection and feedback from others. Explain reasons for choices and how they clarify artistic intent.
8.D.1.1	Implement movement from a variety of stimuli to develop an original dance study.
8.D.1.2	Identify and select personal preferences to create an original dance study. Use genre specific dance terminology to articulate and justify choices made in movement development to communicate intent.
8.D.1.3	Articulate the group process for making movement and structural choices.
8.D.1.4	Define and apply artistic criteria to choreograph a dance that communicates personal or cultural meaning. Discuss how the criteria clarify or intensify the meaning of the dance.
8.D.1.5	Evaluate possible revisions of dance compositions and, if necessary, consider revisions of artistic criteria based on self-reflection and feedback from others. Explain reasons for choices and how they clarify the artistic intent.
8.D.1.6	Create a dance study exploring contrasting ideas.
HS1.D.1.1	Examine a variety of stimuli for sourcing movement to develop an improvisational or choreographed dance study. Refine the movement process.
HS1.D.1.2	Experiment with the elements of dance to examine personal movement preferences and strengths.

Code	Standard
HS1.D.1.3	Collaborate to design a dance using choreographic devices and dance structures to support and clarify the artistic intent. Explain how the dance structures clarify the artistic intent.
HS1.D.1.4	Develop an artistic statement for an original dance study using dance terminology.
HS1.D.1.5	Clarify the artistic intent of a dance by manipulating choreographic variations and dance structures based on established artistic criteria and feedback from others. Analyze and evaluate impact of choices made in the revision process.
HS2.D.1.1	Synthesize content while generating movement. Develop and improvisational or choreographed dance using original and/or codified movement.
HS2.D.1.2	Expand personal movement preferences and strengths to discover unexpected solutions communicating intent and expression within the dance. Refine the unexpected solutions and explain the artistic intent.
HS2.D.1.3	Demonstrate fluency and personal voice in designing and choreographing original dances. Justify choreographic choices and explain how they are used to intensify artistic intent.
HS2.D.1.4	Construct an artistic statement that communicates a personal, cultural and/or artistic perspective.
HS2.D.1.5	Clarify the artistic intent of a dance by refining choreographic devices, dance structures, and artistic criteria using self-reflection and feedback from others. Document choices made in the revision process and justify how the refinements support artistic intent.
HS2.D.1.6	Create and perform a piece of choreography using research methods and techniques to investigate a topic. Collaborate with others or individually to identify questions and solve movement problems that pertain to the topic.

ANCHOR STANDARD 2: DEVELOP AND REFINE ARTISTIC TECHNIQUES.

Code	Standard
K-2.D.2.1	Replicate movement vocabulary within the arena of teacher student relationship.

Code	Standard
K-2.D.2.2	Demonstrate tempo contrasts with movements that match to tempo of sound stimuli.
K-2.D.2.3	Identify and apply different locomotor movements.
3-5.D.2.1	Define movement activities using movement vocabulary and specific dance styles.
3-5.D.2.2	Demonstrate tempo contrasts with movements that match to tempo of sound stimuli.
3-5.D.2.3	Change use of energy and dynamics by modifying movements and applying specific characteristics to heighten the effect of their intent.
6.D.2.1	Utilizing movement vocabulary and specific dance styles, define the body and mind movement activities refining partner and ensemble skills.
6.D.2.2	Demonstrate specific tempo contrasts with movement that match/contradict or enhance the tempo of sound stimuli in relationship to the dance piece.
6.D.2.3	Use the internal body force created by varying tensions within one's musculature for movement initiation and dynamic expression.
7.D.2.1	Expand movement vocabulary of floor and air pattern designs. Incorporate and modify body designs from different dance genres and styles for the purpose of expanding movement vocabulary to include differently designed shapes and movements for interest and contrast.
7.D.2.2	Build dance phrasing while utilizing timing accents and variations within a phrase to add interest kinesthetically, rhythmically, and visually.
7.D.2.3	Compare and contrast movement characteristics from a variety of dance genres or styles. Determine what dancers must do to refine a performance.
7.D.2.4	Apply body-use strategies to accommodate physical maturity development to technical dance skills (for example, functional alignment, balance, kinesthetic awareness, clarity of movement, flexibility/range of motion).
7.D.2.5	Utilize healthful practices in dance activities and everyday life.

Code	Standard
8.D.2.1	Expand movement vocabulary and dance genres, add focus/intent in complex movement phrases. Work in relationship to other dancers, objects, or environments.
8.D.2.2	Build dance phrasing while utilizing timing accents and variations within a phrase to add interest kinesthetically, rhythmically, and visually.
8.D.2.3	Direct energy and dynamics in such a way that movement is textured. Incorporate energy and dynamics to technique exercises and dance performance.
8.D.2.4	Embody technical dance skills (for example, functional alignment, coordination, balance, kinesthetic awareness clarity of movement, weight shifts, flexibility/range of motion) to replicate, recall, and execute spatial designs and musical or rhythmical dance phrases.
8.D.2.5	Evaluate personal healthful practices in dance activities including nutrition and injury prevention.
HS1.D.2.1	Expand knowledge of movement vocabulary and dance genres to add focus/intent in complex movement phrases. Work in relationship to other dancers, objects, or environments. Utilize energy and dynamics in the work.
HS1.D.2.2	Utilize different rhythm patterns and respond with movement, taking rhythm cues from different aspects of accompaniment or digital media.
HS1.D.2.3	Develop total body awareness so that movement phrases demonstrate variances of energy and dynamics.
HS1.D.2.4	Embody technical dance skills (for example, functional alignment, coordination, balance, kinesthetic awareness, clarity of movement, weight shifts, flexibility/range of motion) to retain and execute dance choreography.
HS2.D.2.1	Model and use the broadest range of movement in space for artistic and expressive clarity. Use inward and outward focus to clarify movement and intent.
HS2.D.2.2	Demonstrate time complexity in phrasing with or without musical accompaniment for artistic interest and expressive insight.

Code	Standard
HS2.D.2.3	Perform movement sequences using a broad dynamic range to establish relationships with other dancers and project to the audience.
HS2.D.2.4	Research healthful and safe practices for dancers and modify personal practice based on findings. Discuss how research informs practice.

ANCHOR STANDARD 3: PERFORM AND/OR PRESENT ARTISTIC WORK.

Code	Standard
K-2.D.3.1	Demonstrate a movement vocabulary in a performance ready environment. Modify movements and spatial arrangements upon request.
K-2.D.3.2	Move safely in general space and start and stop on cue during activities, group formations, and creative explorations while maintaining personal space.
K-2.D.3.3	Replicate original and/or cultural/historical choreography in a performance setting.
K-2.D.3.4	Dance for and with others in a designated space.
K-2.D.3.5	Select a prop, simple scenery, or media projections to use as part of a dance.
3-5.D.3.1	Replicate body shapes, movement characteristics, and movement patterns in a dance sequence with kinesthetic awareness.
3-5.D.3.2	Recall movement sequences with a partner or in group dance activities. Apply constructive feedback from teacher and self-check to improve dance skills.
3-5.D.3.3	Replicate original and/or cultural/historical choreography in a performance setting.
3-5.D.3.4	Demonstrate fundamental dance skills including alignment, coordination balance, core support, kinesthetic awareness when replicating and recalling patterns and sequences.

Code	Standard
3-5.D.3.5	Execute techniques that extend movement range, build strength, and develop endurance. Explain the relationship between execution of technique, body conditioning, and healthful nutrition. Execute under safe space conditions.
3-5.D.3.6	Coordinate phrases and timing with other dancers by cueing off each other and responding to various stimuli.
3-5.D.3.7	Identify the main areas of a performance space using production terminology (for example, stage right, stage left, center stage, upstage, and downstage).
3-5.D.3.8	Explore a variety of production elements (costumes, props, music, scenery, lighting, or media) for a dance performed for an audience in a designated specific performance space.
6.D.3.1	Embody technical dance skills (for example, alignment, coordination, balance, core support, kinesthetic awareness, clarity of movement) to accurately execute changes of direction, levels, facings, pathways, elevations and landings, extensions of limbs, and movement transitions in performance.
6.D.3.2	Apply basic anatomical knowledge, proprioceptive feedback, spatial awareness, and nutrition to promote safe and healthful strategies.
6.D.3.3	Use the internal body force created by varying tensions within one's musculature for movement initiation and dynamic expression. Distinguish between bound and free flowing movements and appropriately apply them to technique exercises and dance phrases in performance.
6.D.3.4	Recognize needs and adapt movements to the performance area. Use performance etiquette and performance practices during class, rehearsal and performance. Post-performance, accept notes from choreographer and make corrections as needed and apply to future performances.
6.D.3.5	Compare and contrast a variety of possible production elements that would intensify and heighten the artistic intent of the work. Select choices and explain reasons for the decisions made using production terminology.

Code	Standard
7.D.3.1	Recommend changes to and adapt movements to the performance area. Use performance etiquette and performance practices during class, rehearsal, and performance. Maintain journal documenting these efforts. Post-performance, accept notes from choreographer and apply corrections to future performances.
7.D.3.2	Explore possibilities of producing dance in a variety of venues or for different audiences and, using production terminology, explain how the production elements would be handled in different situations.
8.D.3.1	Direct energy and dynamics in such a way that movement is textured. Incorporate energy and dynamics to technique exercises and dance performance.
8.D.3.2	Demonstrate leadership qualities when preparing for performances. Use performance etiquette and performance practices during class, rehearsal, and performance. Document efforts and create a plan for ongoing improvements. Post-performance, accept notes from choreographer and apply corrections to future performances.
8.D.3.3	Collaborate to design and execute production elements that would intensify and heighten the artistic intent of a dance performed on a stage, in a different venue, or for different audiences. Explain reasons for choices using production terminology.
HS1.D.3.1	Develop a plan for healthful practices in dance activities including nutrition and injury prevention. Discuss implementation of the plan and how it supports personal performance goals.
HS1.D.3.2	Develop and synthesize energy and dynamics to movements by applying them in and through all parts of the body.
HS1.D.3.3	Demonstrate leadership qualities when preparing for performances. Demonstrate performance etiquette and performance practices during class, rehearsal and performance. Post-performance, accept notes from choreographer and apply corrections to future performances. Document the rehearsal and performance process and evaluate methods and strategies using dance and production terminology.
HS1.D.3.4	Create possible designs for the production elements of a performance and select and execute the ideas that would intensify and heighten the artistic intent of the dances.

Code	Standard
HS2.D.3.1	Apply body-mind principles to technical dance skills in complex choreography when performing solo, partnering, or dancing in ensemble works in a variety of dance genres and styles. Self-evaluate performances and discuss and analyze performance ability with others.
HS2.D.3.2	Model dynamics to clearly express intent while performing dance phrases and choreography. Perform movement sequences expressively using a broad dynamic range and employ dynamic skills for establishing relationships with other dancers and projecting to the audience.
HS2.D.3.3	Demonstrate leadership qualities when preparing for performances. Model performance etiquette and performance practices during class, rehearsal and performance. Enhance performance using a broad repertoire of strategies for dynamic projection.
HS2.D.3.4	Develop a portfolio documenting the rehearsal and performance process with fluency in dance and production terminology.
HS2.D.3.5	Work collaboratively to produce dance concerts in various venues. Design and organize the production elements that would be necessary to fulfill the artistic intent of the dance works in each venue.

ANCHOR STANDARD 4: RESPOND TO ARTISTIC WORK.

Code	Standard
K-2.D.4.1	Demonstrate and/or describe observed or performed dance movements.
K-2.D.4.2	Find a movement that repeats in a dance to make a pattern.
K-2.D.4.3	Observe movement and describe it using simple dance terminology.
K-2.D.4.4	Select movements from a dance that suggest ideas and explain how the movement captures the idea using simple dance terminology.
K-2.D.4.5	Recognize and name an emotion that is experienced when watching, improvising, or performing dance and relate it to a personal experience.
K-2.D.4.6	Describe, create, and/or perform a dance that expresses personal meaning and explain how certain movements express this personal meaning.

Code	Standard
3-5.D.4.1	Recognize a movement pattern that creates a movement phrase in a dance work.
3-5.D.4.2	Recognize patterns of movement in dance works that create a style or theme.
3-5.D.4.3	Demonstrate and explain how dance styles differ within a genre or within a cultural movement practice.
3-5.D.4.4	Recognize meaning or artistic intent from the patterns of movement in a dance work.
3-5.D.4.5	Compare and contrast the qualities and characteristics of style found in different dance genre or cultural movement practice using basic dance terminology.
3-5.D.4.6	Interpret meaning in a dance based on its movements. Explain how the movements communicate the main idea of the dance using basic dance terminology.
3-5.D.4.7	Compare two dances with contrasting themes. Discuss feelings and ideas evoked by each. Describe how the themes and movements relate to points of view and experiences.
6.D.4.1	Describe or demonstrate recurring patterns of movement and their relationships in dance.
6.D.4.2	Analyze how the artistic expression of a dance is achieved through the elements of dance, use of body, dance technique, dance structure, and context. Communicate the intent of the dance using dance terminology.
6.D.4.3	Discuss the characteristics and artistic intent of a dance from a genre, style, or cultural movement practice and develop artistic criteria to critique the dance using dance terminology.
7.D.4.1	Compare, contrast, and discuss patterns of movement and their relationships in dance.
7.D.4.2	Compare the meaning of different dances. Explain how the artistic expression of each dance is achieved through the elements of dance, use of body, dance technique, and context. Use dance terminology.

Code	Standard
7.D.4.3	Compare artistic intent, content and context from dances to examine the characteristics of genre, style, or cultural movement practice.
8.D.4.1	Describe, demonstrate and discuss patterns of movement and their relationships in dance in context of artistic intent.
8.D.4.2	Select a dance and explain how artistic expression is achieved through relationships among the elements of dance, use of body, dance technique and context. Cite evidence in the dance to support your interpretation using dance terminology.
8.D.4.3	Use artistic criteria to determine what makes an effective performance. Consider content, context, genre, style, or cultural movement practice to comprehend artistic expression.
8.D.4.4	Relate connections found between different dances and discuss the relevance of the connections to the development of one's personal perspectives.
HS1.D.4.1	Analyze dance works to gain understanding of artistic intent.
HS1.D.4.2	Analyze and discuss how the elements of dance, execution of dance movement principles, and context contribute to artistic expression. Use dance terminology.
HS1.D.4.3	Analyze a dance to determine the ideas expressed by the choreographer. Explain how the perspectives expressed by the choreographer may impact one's own interpretation. Provide evidence to support one's analysis.
HS2.D.4.1	Analyze dance works from a variety of dance genres and styles and explain how recurring patterns of movement and their relationships create well-structured and meaningful choreography.
HS2.D.4.2	Analyze and interpret how the elements of dance, execution of dance movement principles, and context contribute to artistic expression across different genres, styles, or cultural movement practices. Use dance terminology.
HS2.D.4.3	Compare and contrast two or more dances using evaluative criteria to critique artistic expression. Consider societal values and a range of perspectives.

Code	Standard
HS2.D.4.4	Define personal artistic preferences to critique dance. Consider societal and personal values, and a range of artistic expression. Discuss perspectives with peers and justify views.
HS2.D.4.5	Review original choreography developed over time with respect to its content and context and its relationship to personal perspectives. Reflect on and analyze the variables that contributed to changes in one's personal growth.
HS2.D.4.6	Investigate various dance related careers through a variety of research methods.

ANCHOR STANDARD 5: RELATE ARTISTIC IDEAS AND WORKS WITH SOCIETAL, CULTURAL, AND/OR HISTORICAL CONTEXTS TO DEEPEN COMPREHENSION.

Code	Standard
K-2.D.5.1	Demonstrate and describe observed or performed dance movements from a specific genre or culture.
K-2.D.5.2	Watch and/or perform a dance from a different culture and discuss or demonstrate the types of movement danced.
3-5.D.5.1	Select and perform dance movements from specific genres, styles, or cultures. Identify characteristic movements from these dances and describe in basic dance terminology ways in which they are alike and different.
3-5.D.5.2	Respond using the elements of dance in genres, styles, or cultural movement practices. Use basic dance terminology to describe characteristics that make a dance artistic and meaningful.
3-5.D.5.3	Find relationships between movement in a dance from a culture, society, or community. Respond to how the movements communicate key aspects of the culture, society, or community.
6.D.5.1	Compare and contrast how the elements of dance are used in a variety of dance genres, styles, or cultural movement practices. Use genre-specific dance terminology.

Code	Standard
6.D.5.2	Describe, using basic dance terminology, the qualities and characteristics of style used in a dance from one's own cultural movement practice.
6.D.5.3	Interpret and show how the movement and qualities of a dance communicate its cultural, historical, and/or community purpose or meaning.
7.D.5.1	Compare and contrast how the elements of dance are used in a variety of genres, styles, or cultural movement practices. Use genre specific dance terminology.
7.D.5.2	Describe, using basic dance terminology, the qualities and characteristics of style used in a dance from one's own cultural movement practice.
7.D.5.3	Study historical dance genres or styles. Share the study with peers as part of a performance. Document the process of research and application.
7.D.5.4	Analyze and discuss, how dances from a variety of cultures, societies, historical periods, or communities reveal the ideas and perspectives of the people.
8.D.5.1	Compare and contrast how the elements of dance are used in a variety of genres, styles, or cultural movement practices to communicate intent. Use genre specific dance terminology.
8.D.5.2	Describe, using basic dance terminology, the qualities and characteristics of style used in a dance from one's own cultural movement practice.
8.D.5.3	Compare, contrast, and discuss dances performed by people in various localities or communities. Formulate possible reasons why similarities and differences developed in relation to the ideas and perspectives important to each social group.
HS1.D.5.1	Analyze and compare the movement patterns and their relationships in a variety of genres, styles, or cultural movement practices and explain how their differences impact communication and intent within a cultural context.
HS1.D.5.2	Analyze and discuss dances from selected genres, styles, cultural dance forms, and/or historical time periods. Formulate reasons for the similarities and differences between them in relation to the ideas and perspectives of the peoples from which the dances originate.

Code	Standard
HS2.D.5.1	Explain how dance communicates aesthetic and cultural values in a variety of genres, styles, or cultural movement practices.
HS2.D.5.2	Analyze dances from several genres, styles, cultural dance forms, and/or historical time periods. Discuss how dance movement characteristics, techniques, and artistic criteria relate to the ideas and perspectives of the peoples from which the dances originate, and how the analysis has expanded one's dance literacy.

STANDARDS REVISIONS AND RATIONALE - INTERDISCIPLINARY HUMANITIES STANDARDS

Current standard	Recommended Standard	Proposed revision (Keep, Revise, Move, Remove)	Rationale for the revision (please provide rationale for all that apply):
~~Anchor Standard 1 Connect and Compare~~		Remove	Clarity of expectation found in explanation
Anchor Standard 1: Connect and compare ideas, diverse cultures, and events through two or more disciplines.		Keep	
~~Enduring Understanding: Sources of inspiration are transformed into works that express the human experience.~~ ~~Essential Question(s): What inspires people or cultures to create? What connections and comparisons between ideas, cultures, and events can be made? What is the relationship of a work to its time/culture?~~		Remove	Remove guidance
Goal ~~CC~~1 Understand the interdisciplinary relationships of ideas, cultures, and events.		Keep (take out CC)	Prioritize Clarity: Connect & Compare (CC) is not needed.

Current standard	Recommended Standard	Proposed revision (Keep, Revise, Move, Remove)	Rationale for the revision (please provide rationale for all that apply):
~~Objective CC~~1.1 Develop a working vocabulary for the disciplines of study.	9-12.H.1.1.1 Develop a working vocabulary for the disciplines of study.	Keep 9-12.H.1.1.1	
~~Objective CC~~1.2 Identify and articulate how a work expresses the human experience	9-12.H.1.1.2 Identify and articulate how a work expresses the human experience	Keep 9-12.H.1.1.2	
Goal ~~CC~~3~~2~~ Identify the relationship between two or more works/disciplines and how the historical contexts of ideas, cultures, and events are represented.	**Goal 3:** Identify the relationship between two or more works/disciplines and how the historical contexts of ideas, cultures, and events are represented.	Keep and Move (Move from goal 2 to goal 3)	The new goal 3 provides better age-appropriate scaffolding of the goals.
~~Objective CC2.1~~ 3.1 Identify, in context, events and people influential in the development of historical events, movements, themes, and cultures.	9-12.H.1.3.1 Identify, in context, events and people influential in the development of historical events, movements, themes, and cultures.	Keep and Move to standard 9-12.H.1.3.1	Prioritize clarity
~~Objective CC2.2~~ 3.2 Explain how ~~an~~ artifacts or work of two or more disciplines symbolizes and	9-12.H.1.3.2 Explain how artifacts or works of two or more disciplines symbolize	Revise and move to 9-12.H.1.3.2	Keeping similar verbiage throughout the standards provides clarification. The

Current standard	Recommended Standard	Proposed revision (Keep, Revise, Move, Remove)	Rationale for the revision (please provide rationale for all that apply):
reflects a particular culture, event, theme, movement, or time period.	and reflect a particular culture, event, theme, movement, or time period.		changing of the goal above needs to change the number objective.
Goal ~~CC~~2~~3~~ Understand how the human experience is represented through the arts and humanities	**Goal 2:** Understand how the human experience is represented through the arts and humanities.	Keep and Move (Move from goal 3 to goal 2)	The new goal 2 provides better age-appropriate scaffolding of the goals.
~~Objective CC3.1~~2.1 Identify the ways in which the structure of an art or discipline mirrors or portrays the values of society.	9-12.H.1.2.1 Identify the ways in which the structure of an art or discipline mirrors or portrays the values of society.	Keep and move to 9-12.H.1.2.1	Clarity to align with goal 2
~~Objective CC3.2~~2.2 Evaluate how original work~~s and how they~~ represents a historical event, theme, movement, and/or culture.	9-12.H.1.2.2 Evaluate how original works represent a historical event, theme, movement, and/or culture.	Revise and move to 9-12.H.1.2.2	The changing of the goal above needs to change the number objective. Clarity to align with the goal of two or more disciplines.
~~Anchor Standard 2 Respond~~		Remove	Clarity of expectation found in explanation
Anchor Standard 2: ~~Respond~~ Explain and evaluate universal themes, issues, and/or movements that express the human experience.	Anchor Standard 2: Explain and evaluate universal themes, issues, and/or movements that express the human experience.	Revise Explain and evaluate universal themes, issues, and/or movements that	Clarity of expectation

Current standard	Recommended Standard	Proposed revision (Keep, Revise, Move, Remove)	Rationale for the revision (please provide rationale for all that apply):
		express the human experience.	
~~Enduring Understanding: Human experience repeats itself. Essential Questions(s): How do themes, issues, and/or movements shape the human experience? How do we learn from the human experience?~~		Remove	Remove guidance
Goal ~~RES~~ 1: Conduct analyses in the arts and humanities disciplines.	**Goal 1:** Conduct analyses in the arts and humanities disciplines.	Keep (take out RES)	Clarity- The name of the standard changed so we changed the objective abbreviation.
~~Objective RES~~1.1 ~~Summarize~~ Explain how the human experience is expressed through the arts and humanities.	9-12.H.2.1.1 Explain how the human experience is expressed through the arts and humanities.	Revise 9-12.H.2.1.1	Providing clarity through a more accurate verb.
~~Objective RES~~1.2 ~~Interpret content knowledge~~ Analyze how an aspect of the human experience is conveyed from multiple perspectives and/or sources.	9-12.H.2.1.2 Analyze how an aspect of the human experience is conveyed from multiple perspectives and/or sources.	Revise 9-12.H.2.1.2	Clarity in expectation and maintaining common language across the standards.

Current standard	Recommended Standard	Proposed revision (Keep, Revise, Move, Remove)	Rationale for the revision (please provide rationale for all that apply):
~~Objective RES1~~.3 ~~Discover~~ Evaluate how key themes, issues, and/or movements are conveyed ~~through the arts and humanities~~ at different time periods.	9-12.H.2.1.3 Evaluate how key themes, issues, and/or movements are conveyed at different time periods.	Revise 9-12.H.2.1.3 Evaluate how key themes, issues, and/or movements are conveyed at different time periods.	Age-appropriate scaffolding for the standard and keeping common language throughout the standards.
~~Anchor Standard 3 Create~~		Remove	Clarity of expectation found in explanation
Anchor Standard 3: Create original works or unique interpretations that demonstrate knowledge of themes, issues, and/or movements that express the human experience.		Keep	
~~Enduring Understanding: Through the creative process, people make meaning by investigating and developing awareness of perceptions, knowledge, and experiences.~~ ~~Essential Question(s): How does creating enrich people's lives? How do people contribute to awareness and understanding of their lives and the lives of their communities through the creative~~			

Current standard	Recommended Standard	Proposed revision (Keep, Revise, Move, Remove)	Rationale for the revision (please provide rationale for all that apply):
~~process? What role does persistence play in the creative process?~~			
Goal ~~CR~~1 Communicate in the arts and humanities disciplines through creative expression.		Keep (take out CR)	Clarity
~~Objective CR~~1.1 Express, through means other than expository writing, an understanding ~~and appreciation of the arts and humanities~~ of a theme, issue, and/or movement that is part of the human experience.	9-12.H.3.1.1 Express through means other than expository writing, an understanding of a theme, issue, and/or movement that is part of the human experience.	Revise 9-12.H.3.1.1	Clarity in the on what students need to know and be able to do. Also keeping consistent verbiage throughout the standards.
~~Objective CR~~1.2 Engage in collaborative learning to foster the creative process.	9-12.H.3.1.2 Engage in collaborative learning to foster the creative process.	Keep 9-12.H.3.1.2	Clarity on numbering
~~Objective CR~~1.3 Create an original product that interprets and/or investigates themes, issues, and/or movements.	9-12.H.3.1.3 Create an original product that interprets and/or investigates themes, issues, and/or movements.	Keep 9-12.H.3.1.3	Clarity on numbering
~~Objective CR~~1.4 Revise, refine, and develop an original work.	9-12.H.3.1.4 Revise, refine, and develop an original work.	Revise 9-12.H.3.1.4	Using the Oxford comma system throughout the standard.

Current standard	Recommended Standard	Proposed revision (Keep, Revise, Move, Remove)	Rationale for the revision (please provide rationale for all that apply):
~~Anchor Standard 4 Present~~		Remove	Clarity of expectation found in explanation
Anchor Standard 4: Convey meaning through the presentation/performance/production of an original work or unique interpretation of a work.		Keep	
~~Enduring Understanding: Connections between multiple disciplines are visible through the presentation/performance of original works.~~ ~~Essential Question(s): How does sharing original work deepen interdisciplinary understanding of ourselves and the human experience? How do we select the best method of performance/presentation/production to convey meaning?~~		Remove	Remove guidance
Goal ~~PR~~1 Perform/present/produce an original work or interpretation of a work for an audience.		Keep (take out PR)	Clarity

Current standard	Recommended Standard	Proposed revision (Keep, Revise, Move, Remove)	Rationale for the revision (please provide rationale for all that apply):
~~Objective PR~~1.1 Combine knowledge and understanding from two or more disciplines to present/perform their original or interpreted works for an audience.	9-12.H.4.1.1 Combine knowledge and understanding from two or more disciplines to present/perform their original or interpreted works for an audience.	Keep 9-12.H.4.1.1	Clarity on numbering
~~Objective PR~~1.2 Convey ~~meaning~~ an aspect of the human experience through their presentation/performance.	9-12.H.4.1.2 Convey an aspect of the human experience through their presentation/performance.	Revise 9-12.H.4.1.2	Clarification on what students need to know and be able to (making it assessable).
Goal ~~PR~~2 Justify choices made in creating or interpreting a work.	**Goal 2:** Justify choices made in creating or interpreting a work.	Keep (take out PR)	Clarity
~~Objective PR~~2.1 Apply knowledge and understanding from two or more disciplines to justify choices in the creation/interpretation of works.	9-12.H.4.2.1 Apply knowledge and understanding from two or more disciplines to justify choices in the creation/interpretation of works.	Keep 9-12.H.4.2.1	Clarity on numbering
~~Objective PR~~2.2 Engage in constructive critique with peers.	9-12.H.4.2.2 Engage in constructive critique with peers.	Keep 9-12.H.4.2.2	Clarity on numbering

Current standard	Recommended Standard	Proposed revision (Keep, Revise, Move, Remove)	Rationale for the revision (please provide rationale for all that apply):
~~Anchor Standard 5 Reflect~~		Remove	Clarity of expectation found in explanation
Anchor Standard 5: Reflect on the process of creating~~/~~, interpreting~~/~~, and/or presenting work.	Anchor Standard 5: Reflect on the process of creating, interpreting, and/or presenting work.	Revise Reflect on the process of creating, interpreting, and/or presenting work.	Commas instead of backslash
~~Enduring Understanding: Reflection on the creative process deepens understanding of the content and the creator. Essential Question(s): How is the quality of a performance/presentation/production determined? When does the creator know that a work is finished? How do the arts and humanities enhance and empower our lives?~~		Remove	Remove guidance
Goal ~~REF~~1 Evaluate one's own work and the works of others as reflections of the themes, issues, and/or movements addressed in the course.		Keep (take out REF)	

Current standard	Recommended Standard	Proposed revision (Keep, Revise, Move, Remove)	Rationale for the revision (please provide rationale for all that apply):
~~Objective REF~~1.1 ~~Utilize and apply a set of aesthetic criteria in evaluating the quality of one's own work and the works of others.~~ Evaluate one's original work or unique interpretation and other's works or interpretation.	9-12.H.5.1.1 Evaluate one's original work or unique interpretation and other's works or interpretation.	Revise	Clarification on what students need to know and be able to do. Removing complex verbiage.
~~Objective REF~~1.2 ~~Respond to critique and criteria to r~~Revise or justify one's own work in response to peer evaluation.	9-12.H.5.1.2 Revise or justify one's own work in response to peer evaluation.	Revise	Clarification on what students need to know and be able to do.
Goal ~~REF~~ 2 Reflect upon the potential of the arts and humanities to enhance and expand one's worldview.		Keep (take out REF)	
2.1 Reflect on how producing one's original work or interpretation enhanced or expanded one's worldview.	9-12.H.5.2.1 Reflect on how producing one's original work or interpretation enhanced or expanded one's worldview.	Revise (add)	Added on objective for clarification on what students need to know and be able to do.
2.2 Reflect on how knowledge from two or more humanities disciplines added to a greater overall understanding.	9-12.H.5.2.2 Reflect on how knowledge from two or more humanities disciplines added	Revise (add)	Added on objective for clarification on what students need to know and be able to do.

Current standard	Recommended Standard	Proposed revision (Keep, Revise, Move, Remove)	Rationale for the revision (please provide rationale for all that apply):
	to a greater overall understanding.		

For Questions Contact

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Idaho Content Standards Interdisciplinary Humanities

IDAHO DEPARTMENT OF EDUCATION
CONTENT AND CURRICULUM | INTERDISCIPLINARY HUMANITIES

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The K-12 arts and humanities standards were up for review in 2023 as per the Idaho code, Board of Education Governing Policies & Procedures, Section IV.C. Section 33-1612; IDAPA 08.02.004.01, Idaho Code. The Idaho Department of Education worked with a variety of stakeholders to accept nominations for committee members. The final committee was comprised of twenty-six members representing a cross-section of grade levels and roles. This committee included community members, parents, educators from a variety of grade levels, and post-secondary content experts. The time and effort put into this revision was invaluable. Throughout the process of the revision of the standards, the working group received both stakeholder feedback and public comments that the revision committee took into consideration. The committee appreciates those who took the time to share their thoughts on the revisions. We hope that the changes to these standards allow them to be useful for all stakeholders, including educators, families, students, and community members. We hope that they bring Idaho into a new chapter of statewide success in arts and humanities education.

Respectfully,

The Arts and Humanities Standards Revision Committee

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PREAMBLE

What the Idaho Content Standards in Arts & Humanities Do

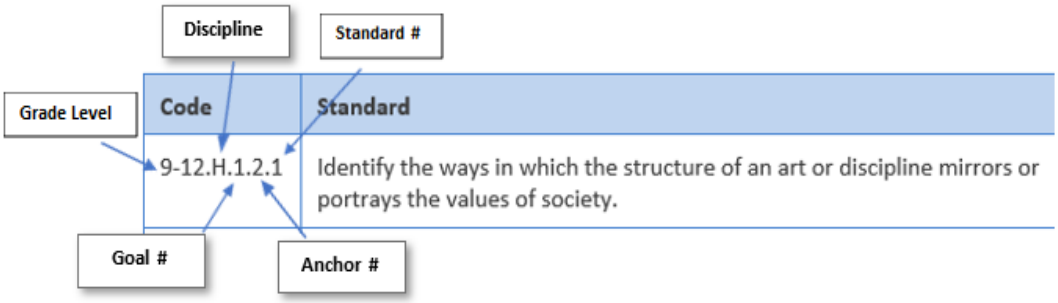
The standards define what all students are expected to know and be able to do, not how teachers should teach. While the standards focus on what is most essential, they do not describe all that can or should be taught. A great deal is left to the discretion of local school districts, teachers, and curriculum developers. No set of grade-level standards can reflect the great variety of abilities, needs, learning rates, and achievement levels in any given classroom. The standards define neither the support materials that some students may need nor the advanced materials that others may need access to. It is also beyond the scope of the standards to define the full range of support appropriate for English language learners and for students with disabilities. All students must have the opportunity to learn rigorous grade-level standards if they are to access the knowledge and skills that will be necessary in their post-secondary lives.

Standards vs. Curriculum

No specific curriculum or strategies are required by the State of Idaho to be used to teach the Idaho Content Standards in the Arts and Humanities. Local schools and districts make decisions about what resources will be used to teach the standards.

ORGANIZATION OF STANDARDS

The 9-12 Interdisciplinary Humanities standards are organized into five anchor standards: connect and compare, explain and evaluate, create, present, and reflect. The standards are intended to integrate content from two or more arts and humanities disciplines.



ANCHOR STANDARD 1: CONNECT AND COMPARE IDEAS, DIVERSE CULTURES, AND EVENTS THROUGH TWO OR MORE DISCIPLINES.

Goal 1: Understand the interdisciplinary relationships of ideas, cultures, and events.

Code	Standard
9-12.H.1.1.1	Develop a working vocabulary for the disciplines of study.
9-12.H.1.1.2	Identify and articulate how a work expresses the human experience.

Goal 2: Understand how the human experience is represented through the arts and humanities.

Code	Standard
9-12.H.1.2.1	Identify the ways in which the structure of an art or discipline mirrors or portrays the values of society.
9-12.H.1.2.2	Evaluate how original works represent a historical event, theme, movement, and/or culture.

Goal 3: Identify the relationship between two or more works/disciplines and how the historical contexts of ideas, cultures, and events are represented.

Code	Standard
9-12.H.1.3.1	Identify, in context, events and people influential in the development of historical events, movements, themes, and cultures.
9-12.H.1.3.2	Explain how artifacts or works of two or more disciplines symbolize and reflect a particular culture, event, theme, movement, or time period.

ANCHOR STANDARD 2: EXPLAIN AND EVALUATE UNIVERSAL THEMES, ISSUES, AND/OR MOVEMENTS THAT EXPRESS THE HUMAN EXPERIENCE.

Goal 1: Conduct analyses in the arts and humanities disciplines.

Code	Standard
9-12.H.2.1.1	Explain how the human experience is expressed through the arts and humanities.

Code	Standard
9-12.H.2.1.2	Analyze how an aspect of the human experience is conveyed from multiple perspectives and/or sources.
9-12.H.2.1.3	Evaluate how key themes, issues, and/or movements are conveyed at different time periods.

ANCHOR STANDARD 3: CREATE ORIGINAL WORKS OR UNIQUE INTERPRETATIONS THAT DEMONSTRATE KNOWLEDGE OF THEMES, ISSUES, AND/OR MOVEMENTS THAT EXPRESS THE HUMAN EXPERIENCE.

Goal 1: Communicate in the arts and humanities disciplines through creative expression.

Code	Standard
9-12.H.3.1.1	Express through means other than expository writing, an understanding of a theme, issue, and/or movement that is part of the human experience.
9-12.H.3.1.2	Engage in collaborative learning to foster the creative process.
9-12.H.3.1.3	Create an original product that interprets and/or investigates themes, issues, and/or movements.
9-12.H.3.1.4	Revise, refine, and develop an original work.

ANCHOR STANDARD 4: CONVEY MEANING THROUGH THE PRESENTATION/PERFORMANCE/PRODUCTION OF AN ORIGINAL WORK OR UNIQUE INTERPRETATION OF A WORK.

Goal 1: Perform/present/produce an original work or interpretation of a work for an audience.

Code	Standard
9-12.H.4.1.1	Combine knowledge and understanding from two or more disciplines to present/perform their original or interpreted works for an audience.
9-12.H.4.1.2	Convey an aspect of the human experience through their presentation/performance.

Goal 2: Justify choices made in creating or interpreting a work.

Code	Standard
9-12.H.4.2.1	Apply knowledge and understanding from two or more disciplines to justify choices in the creation/interpretation of works.
9-12.H.4.2.2	Engage in constructive critique with peers.

ANCHOR STANDARD 5: REFLECT ON THE PROCESS OF CREATING, INTERPRETING, AND/OR PRESENTING WORK.

Goal 1: Evaluate one's own work and the works of others as reflections of the themes, issues, and/or movements addressed in the course.

Code	Standard
9-12.H.5.1.1	Evaluate one's own original work or unique interpretation and another's work or unique interpretation.
9-12.H.5.1.2	Revise or justify one's own work in response to peer evaluation.

Goal 2: Reflect upon the potential of the arts and humanities to enhance and expand one's worldview.

Code	Standard
9-12.H.5.2.1	Reflect on how producing one's original work or interpretation enhanced or expanded one's worldview.
9-12.H.5.2.2	Reflect on how knowledge from two or more humanities disciplines added to a greater overall understanding.

STANDARDS REVISIONS AND RATIONALE – MUSIC THEORY

Current standard	Recommended Standard	Proposed revision (Keep, Revise, Move, Remove)	Rationale for the revision (please provide rationale for all that apply):
Music ~~Composition and/or~~ Theory	**Music Theory**	Proficient becomes Level I Accomplished becomes Level II Advanced becomes Level III	
Anchor Standard 1: ~~Generate and conceptualize~~ Develop and create artistic ideas and work.	Anchor Standard 1: Develop and create artistic ideas and work.	Revise	Remove complex verbiage, prioritize clarity
~~Enduring Understanding: The creative ideas, concepts, and feelings that influence musicians' work emerge from a variety of sources.~~ ~~Essential Question(s): How do musicians generate creative ideas?~~		Remove	Remove guidance
~~MU:Cr1.1.C.Ia Describe~~L1.MU:TH.2.1 Explain how the creation of sound~~s and short musical ideas~~ can ~~be used to~~ represent or symbolize various concepts. ~~personal experiences, moods, visual images, and/or storylines.~~	L1.MU:TH.2.1 Explain how the creation of sound can represent or symbolize various concepts.	Revise, move to Anchor Standard 2	Simplify verbiage

Current standard	Recommended Standard	Proposed revision (Keep, Revise, Move, Remove)	Rationale for the revision (please provide rationale for all that apply):
~~MU:Cr1.1.C.IIa Describe and demonstrate how~~L2.MU:TH.2.1 Organize sounds ~~and musical ideas can be used to represent sonic events , memories , visual images, concepts, texts , or storylines.~~relating to the symbolism or representation of various concepts.	L2.MU:TH.2.1 Organize sounds relating to the symbolism or representation of various concepts.	Revise, move to Anchor Standard 2	Simplify verbiage
~~MU:Cr1.1.C.IIIa Describe and demonstrate multiple ways in which~~L3.MU:TH.2.1 Develop sounds that symbolize or ~~and musical ideas can be used to~~ represent various concepts. ~~extended sonic experiences or abstract ideas.~~	L3.MU:TH.2.1 Develop sounds that symbolize or represent various concepts.	Revise, move to Anchor Standard 2	Simplify verbiage
~~Anchor Standard 2: Organize and develop artistic ideas and work.~~		Remove	Combined with Anchor Standard 1 and Anchor Standard 5
~~Enduring Understanding: Musicians' creative choices are influenced by their expertise, context, and expressive intent. Essential Question(s): How do~~		Remove	Remove guidance

Current standard	Recommended Standard	Proposed revision (Keep, Revise, Move, Remove)	Rationale for the revision (please provide rationale for all that apply):
~~musicians make creative decisions?~~			
~~MU:Cr2.1.C.Ia~~L1.MU:TH.1.1 Assemble and organize ~~sounds or short~~ musical ideas to create ~~initial~~ expression~~s of selected experiences, moods, images, or storylines~~.	L1.MU:TH.1.1 Assemble and organize musical ideas to create expressive statements.	Revise and move to Anchor Standard 1	Simplify Verbiage
~~MU:Cr2.1.C.IIa~~L2.MU:TH.1.1 Assemble and organize multiple ~~sounds or~~ musical ideas to create ~~initial~~ expressive statements~~ of selected sonic events, memories, images, concepts, texts, or storylines~~.	L2.MU:TH.1.1 Assemble and organize multiple musical ideas to create expressive statements.	Revise and move to Anchor Standard 1	Simplify Verbiage
~~MU:Cr2.1.C.IIIa~~L3.MU:TH.1.1 Assemble and organize multiple ~~sounds or~~ extended musical ideas to create ~~initial~~ expressive statements~~ of selected extended sonic experiences or abstract ideas~~.	L3.MU:TH.1.1 Assemble and organize multiple extended musical ideas to create expressive statements.	Revise and move to Anchor Standard 1	Simplify Verbiage

Current standard	Recommended Standard	Proposed revision (Keep, Revise, Move, Remove)	Rationale for the revision (please provide rationale for all that apply):
~~MU:Cr2.1.C.Ib~~L1.MU:TH.4.1 Identify and describe the development of ~~sounds or short~~ musical ideas ~~in drafts of music~~ within simple forms ~~(such as onepart, cyclical, or binary)~~.	L1.MU:TH.4.1 Identify and describe the development of musical ideas within simple forms.	Revise and move to Anchor Standard 4	Simplify Verbiage
~~MU:Cr2.1.C.IIb Describe~~L2.MU:TH.4.1 Identify and explain the development of ~~sounds and~~ musical ideas ~~in drafts of music~~ within a variety of ~~simple or moderately complex~~ forms ~~(such as binary, rondo , or ternary)~~.	L2.MU:TH.4.1 Identify and explain the development of musical ideas within a variety of forms.	Revise and move to Anchor Standard 4	Simplify Verbiage
~~MU:Cr2.1.C.IIIb~~L3.MU:TH.4.1 Analyze and demonstrate the development of ~~sounds and~~ extended musical ideas in ~~drafts of music within~~ a variety of ~~moderately complex or complex~~ forms.	L3.MU:TH.4.1 Analyze and demonstrate the development of extended musical ideas in various forms.	Revise and move to Anchor Standard 4	Simplify Verbiage
~~Anchor Standard 3: Refine and complete artistic work.~~		Remove	Remove guidance
~~Enduring Understanding: Musicians' presentation of~~		Remove	Remove guidance

Current standard	Recommended Standard	Proposed revision (Keep, Revise, Move, Remove)	Rationale for the revision (please provide rationale for all that apply):
~~creative work is the culmination of a process of creation and communication~~ ~~Essential Question(s): When is creative work ready to share?~~			
~~MU:Cr3.1.C.Ia Identify, describe, and apply teacher provided criteria to a~~L1.MU:TH.4.2 Assess and refine the technical and expressive aspects of evolving drafts~~ leading to final versions~~.	L1.MU:TH.4.2 Assess and refine the technical and expressive aspects of evolving drafts.	Revise and move to Anchor Standard 4	Simplify Verbiage
~~MU:Cr3.1.C.IIa Identify, describe, and apply selected teacher-provided or personally-developed criteria to assess and refine~~ L2.MU:TH.4.2 Defend personal choices regarding the technical and expressive aspects of evolving drafts~~ leading to final versions~~.	L2.MU:TH.4.2 Defend personal choices regarding the technical and expressive aspects of evolving drafts.	Revise and move to Anchor Standard 4	Simplify Verbiage

Current standard	Recommended Standard	Proposed revision (Keep, Revise, Move, Remove)	Rationale for the revision (please provide rationale for all that apply):
~~MU:Cr3.1.C.IIIa~~L3.MU:TH.4.2 Research~~, identify,~~ and explain ~~, and apply personally developed criteria to assess and refine~~ choices regarding the technical and expressive aspects of evolving drafts leading to final versions.	L3.MU:TH.4.2 Research and explain choices regarding the technical and expressive aspects of evolving drafts leading to final versions.	Revise and move to Anchor Standard 4	Simplify Verbiage
~~Enduring Understanding: Musicians' presentation of creative work is the culmination of a process of creation and communication.~~ ~~Essential Question(s): When is creative work ready to share?~~		Remove	Remove guidance
~~MU:Cr3.2.C.Ia Share music through the use of notation, performance, or technology, and demonstrate~~L1.MU:TH.3.1 Present personal works demonstrating ~~how the~~ elements of music and ~~have been employed to realize~~ expressive intent.	L1.MU:TH.3.1 Present personal works demonstrating elements of music and expressive intent.	Revise and move to Anchor Standard 3	Simplify Verbiage

Current standard	Recommended Standard	Proposed revision (Keep, Revise, Move, Remove)	Rationale for the revision (please provide rationale for all that apply):
~~MU:Cr3.2.C.IIa Share music through the use of notation, solo or group performance, or technology, and demonstrate~~L2.MU:TH.3.1 Present and describe how the elements of music and compositional techniques have been employed to realize expressive intent.	L2.MU:TH.3.1 Present and describe how the elements of music and compositional techniques have been employed to realize expressive intent.	Revise and move to Anchor Standard 3	Simplify Verbiage
~~MU:Cr3.2.C.IIIa Share music through the use of notation, solo or group performance, or technology, and demonstrate and explain how the elements of music,~~L3.MU:TH.3.1 Present and explain personal working demonstrating compositional techniques and processes have been employed to realize expressive intent.	L3.MU:TH.3.1 Present and explain personal working demonstrating compositional techniques and processes have been employed to realize expressive intent.	Revise and move to Anchor Standard 3	Simplify Verbiage

Current standard	Recommended Standard	Proposed revision (Keep, Revise, Move, Remove)	Rationale for the revision (please provide rationale for all that apply):
~~MU:Cr3.2.C.Ib Describe the given context and performance medium for presenting personal works, and how they impact the final composition and presentation.~~		Remove	Redundant
~~MU:Cr3.2.C.IIb Describe the selected contexts and performance mediums for presenting personal works, and explain why they successfully impact the final composition and presentation.~~		Remove	Redundant
~~MU:Cr3.2.C.IIIb Describe a variety of possible contexts and mediums for presenting personal works, and explain and compare how each could impact the success of the final composition and presentation.~~		Remove	Redundant
Anchor Standard 3~~4~~: ~~Select, analyze, and interpret~~ Perform and/or present artistic work. ~~for presentation.~~	Anchor Standard 3: Perform and/or present artistic work.	Revise and Move	Simplification of language Change from Anchor Standard 4 to Anchor Standard 3

Current standard	Recommended Standard	Proposed revision (Keep, Revise, Move, Remove)	Rationale for the revision (please provide rationale for all that apply):
~~Enduring Understanding: Performers' interest in and knowledge of musical works, understanding of their own technical skill, and the context for a performance influence the selection of repertoire.~~ ~~Essential Question(s): How do performers select repertoire?~~		Remove	Remove guidance
~~MU:Pr4.1.C.Ia Identify and select specific excerpts, passages, or sections in musical works that express a personal experience, mood, visual image, or storyline in simple forms (such as one-part, cyclical, binary).~~		Remove	Redundant with MU:Pr4.2
~~MU:Pr4.1.C.IIa Identify and select specific passages, sections, or movements in musical works that express personal experiences and interests, moods, visual images, concepts, texts, or storylines in simple forms (such as binary , ternary , rondo) or moderately complex forms.~~		Remove	Redundant with MU:Pr4.2

Current standard	Recommended Standard	Proposed revision (Keep, Revise, Move, Remove)	Rationale for the revision (please provide rationale for all that apply):
~~MU:Pr4.1.C.IIIa Identify and select specific sections, movements, or entire works that express personal experiences and interests, moods, visual images, concepts, texts, or storylines in moderately complex or complex forms.~~		Remove	Redundant with MU:Pr4.2
~~Enduring Understanding: Analyzing creators' context and how they manipulate elements of music provides insight into their intent and informs performance. Essential Question(s): How does understanding the structure and context of musical works inform performance?~~		Remove	Remove guidance
~~MU:Pr4.2.C.Ia Analyze~~L1.MU:TH.2.2 Identify and explain the implications of the elements of music in sections of musical works in a creative work.~~how the elements of music (including form) of selected works relate to style and mood, and~~	L1.MU:TH.2.2 Identify and explain the implications of the elements of music in sections of musical works in a creative work.	Rewrite, move to Anchor Standard 2	Clarify standard

Current standard	Recommended Standard	Proposed revision (Keep, Revise, Move, Remove)	Rationale for the revision (please provide rationale for all that apply):
~~explain the implications for rehearsal or performance.~~			
~~MU:Pr4.2.C.IIa~~L2.MU:TH.2.2 Analyze the implications of ~~how~~ the elements of music in sections of musical ~~(including form) of selected~~ works. ~~relate to the style, function, and context, and explain the implications for rehearsal and performance.~~	L2.MU:TH.2.2 Analyze the implications of the elements of music in sections of musical works.	Rewrite, move to Anchor Standard 2	Clarify standard
~~MU:Pr4.2.C.IIIa Analyze how~~L3.MU:TH.2.2 Apply and defend the implications of the elements of music ~~(including form), and compositional techniques of selected~~ in sections of musical works. ~~relate to the style, function, and context, and explain and support the analysis and its implications for rehearsal and performance.~~	L3.MU:TH.2.2 Apply and defend the implications of the elements of music in sections of musical works.	Rewrite, move to Anchor Standard 2	Clarify standard

Current standard	Recommended Standard	Proposed revision (Keep, Revise, Move, Remove)	Rationale for the revision (please provide rationale for all that apply):
~~Enduring Understanding: Performers make interpretive decisions based on their understanding of context and expressive intent.~~ ~~Essential Question(s): How do performers interpret musical works?~~		Remove	Remove guidance
~~MU:Pr4.3.C.Ia~~L1.MU:TH.4.3 Develop interpretations of creative works~~ based on an understanding of the use of elements of music, style, and mood, explaining how the interpretive choices reflect the creators' intent~~.	L1.MU:TH.4.3 Develop interpretations of creative works.	Revise, move to Anchor Standard 4	Simplify Verbiage
~~MU:Pr4.3.C.IIa~~L2.MU:TH.4.3 Develop interpretations of creative works based on~~ an understanding of~~ the use of elements of music.~~, style, mood, function, and context, explaining and supporting how the interpretive choices reflect the creators' intent.~~		Revise, move to Anchor Standard 4	Simplify Verbiage

Current standard	Recommended Standard	Proposed revision (Keep, Revise, Move, Remove)	Rationale for the revision (please provide rationale for all that apply):
~~MU:Pr4.3.C.IIIa~~L3.MU:TH.4.3 Develop interpretations of creative works ~~based on an understanding of the use of~~using elements of music ~~(including form), compositional techniques, style, function, and context, explaining~~ and justify~~ing~~ how the ~~interpretive~~ choices reflect the creators' intent.	L3.MU:TH.4.3 Develop interpretations of creative works using elements of music and justify how the choices reflect the creators' intent.	Revise, move to Anchor Standard 4	Simplify Verbiage
Anchor Standard 2~~5~~: Develop and refine artistic techniques. ~~and work for presentation.~~	Anchor Standard 2: Develop and refine artistic techniques.	Revise and Move	Clarify focus on technique. Change from Anchor Standard 5 to Anchor Standard 2
~~Enduring Understanding: To express their musical ideas, musicians analyze, evaluate, and refine their performance over time through openness to new ideas, persistence, and the application of appropriate criteria.~~ ~~Essential Question(s): How do musicians improve the quality of their performance?~~		Remove	Remove guidance

Current standard	Recommended Standard	Proposed revision (Keep, Revise, Move, Remove)	Rationale for the revision (please provide rationale for all that apply):
~~MU:Pr5.1.C.Ia Create rehearsal plans for works, identifying repetition and variation within the form.~~		Remove	Not relevant to what students need to know and be able to do
~~MU:Pr5.1.C.IIa Create rehearsal plans for works, identifying the form , repetition and variation within the form, and the style and historical or cultural context of the work.~~		Remove	Not relevant to what students need to know and be able to do
~~MU:Pr5.1.C.IIIa Create rehearsal plans for works, identifying the form, repetition and variation within the form, compositional techniques , and the style and historical or cultural context of the work.~~		Remove	Not relevant to what students need to know and be able to do
~~MU:Pr5.1.C.Ib Using established criteria and feedback, identify the way(s) in which performances convey the elements of music, style, and mood.~~		Remove	Not relevant to what students need to know and be able to do
~~MU:Pr5.1.C.IIb Using established criteria and feedback, identify the ways in which performances~~		Remove	Not relevant to what students need to know and be able to do

Current standard	Recommended Standard	Proposed revision (Keep, Revise, Move, Remove)	Rationale for the revision (please provide rationale for all that apply):
~~convey the formal design , style, and historical/cultural context of the works.~~			
~~MU:Pr5.1.C.IIIb Using established criteria and feedback, identify the ways in which performances use compositional techniques and convey the formal design, style, and historical/cultural context of the works.~~		Remove	Not relevant to what students need to know and be able to do
~~MU:Pr5.1.C.Ic Identify and implement strategies for improving the technical and expressive aspects of multiple works.~~		Remove	Not relevant to what students need to know and be able to do
~~MU:Pr5.1.C.IIc Identify and implement strategies for improving the technical and expressive aspects of varied works.~~		Remove	Not relevant to what students need to know and be able to do
~~MU:Pr5.1.C.IIIc Identify, compare , and implement strategies for improving the technical and expressive aspects of multiple contrasting works.~~		Remove	Not relevant to what students need to know and be able to do

Current standard	Recommended Standard	Proposed revision (Keep, Revise, Move, Remove)	Rationale for the revision (please provide rationale for all that apply):
~~Anchor Standard 6: Convey meaning through the presentation of artistic work.~~		Remove	Redundant with Anchor Standard 4
~~Enduring Understanding: Musicians judge performance based on criteria that vary across time, place, and cultures. The context and how a work is presented influence the audience response.~~ ~~Essential Question(s): When is a performance judged ready to present? How do context and the manner in which musical work is presented influence audience response?~~		Remove	Remove guidance
~~MU:Pr6.1.C.Ia Share~~L1.MU:TH.3.2 Present live, ~~or~~ recorded, or notated creative ~~performances of~~ works ~~(both personal and others'), and explain how the elements of music are used to convey intent~~.	L1.MU:TH.3.2 Present live, recorded, or notated creative works.	Revise, move to Anchor Standard 3	Simplify Verbiage

Current standard	Recommended Standard	Proposed revision (Keep, Revise, Move, Remove)	Rationale for the revision (please provide rationale for all that apply):
~~MU:Pr6.1.C.IIa Share~~L2.MU:TH.3.2 Present and defend live, ~~or~~ recorded or notated creative ~~performances of~~ works ~~(both personal and others'), and explain how the elements of music and compositional techniques are used to convey intent~~.	L2.MU:TH.3.2 Present and defend live, recorded, or notated creative works.	Revise, move to Anchor Standard 3	Simplify Verbiage
~~MU:Pr6.1.C.IIIa Share~~L3.MU:TH.3.2 Present and defend a variety of live, ~~or~~ recorded, or notated creative ~~performances of~~ works ~~(both personal and others'), and explain and/or demonstrate understanding of how the expressive intent of the music is conveyed~~.	L3.MU:TH.3.2 Present and defend a variety of live, recorded, or notated creative works.	Revise, move to Anchor Standard 3	Simplify Verbiage
~~MU:Pr6.1.C.Ib Identify how compositions are appropriate for an audience or context, and how this will shape future compositions.~~		Remove	Does not support the standard
~~MU:Pr6.1.C.IIb Explain how compositions are appropriate for~~		Remove	Does not support the standard

Current standard	Recommended Standard	Proposed revision (Keep, Revise, Move, Remove)	Rationale for the revision (please provide rationale for all that apply):
~~both audience and context, and how this will shape future compositions.~~			
~~MU:Pr6.1.C.IIIb Explain how compositions are appropriate for a variety of audiences and contexts , and how this will shape future compositions.~~		Remove	Does not support the standard
Anchor Standard 4~~7~~: ~~Perceive and analyze~~ Respond to artistic work.	Anchor Standard 4: Respond to artistic work.	Revise and Move	Simplify language to encompass Anchor Standard 8 and Anchor Standard 9 Change from Anchor Standard 7 to Anchor Standard 4.
~~Enduring Understanding: Individuals' selection of musical works is influenced by their interests, experiences, understandings, and purposes. Essential Question(s): How do individuals choose music to experience?~~		Remove	Remove guidance
~~MU:Re7.1.C.Ia Apply teacher-provided criteria to select music that expresses a personal experience, mood, visual image,~~		Remove	Included in 7.2

Current standard	Recommended Standard	Proposed revision (Keep, Revise, Move, Remove)	Rationale for the revision (please provide rationale for all that apply):
~~or storyline in simple forms (such as one-part, cyclical, binary), and describe the choices as models for composition.~~			
~~MU:Re7.1.C.IIa Apply teacher-provided or personally-developed criteria to select music that expresses personal experiences and interests, moods , visual images, concepts, texts , or storylines in simple or moderately complex forms, and describe and defend the choices as models for composition.~~		Remove	Included in 7.2
~~MU:Re7.1.C.IIIa Apply researched or personally developed criteria to select music that expresses personal experiences and interests, visual images, concepts, texts, or storylines in moderately complex or complex forms, and describe and justify the choice as models for composition.~~		Remove	Included in 7.2
~~Enduring Understanding: Response to music is informed by analyzing context (social, cultural,~~		Remove	Remove guidance

Current standard	Recommended Standard	Proposed revision (Keep, Revise, Move, Remove)	Rationale for the revision (please provide rationale for all that apply):
~~and historical) and how creators and performers manipulate the elements of music.~~ ~~Essential Question(s): How does understanding the structure and context of music inform a response?~~			
~~MU:Re7.2.C.Ia~~L1.MU:TH.4.4 Analyze aurally the elements of music~~ (including form) of musical works, relating them to style, mood, and context, and describe how the analysis provides models for personal growth as composer, performer, and/or listener~~.	L1.MU:TH.4.4 Analyze aurally the elements of music.	Revise, move to Anchor Standard 4	Remove guidance
~~MU:Re7.2.C.IIa~~L2.MU:TH.4.4 Analyze aurally~~ and/or~~ through notation ~~by reading the scores of musical works~~ the elements of music ~~(including form), compositional techniques and procedures , relating them to style, mood, and context;~~ and explain how the analysis ~~provides~~ models compositional choices~~ for~~	L2.MU:TH.4.4 Analyze aurally through notation the elements of music and explain how the analysis models compositional choices.	Revise, move to Anchor Standard 4	Remove guidance

Current standard	Recommended Standard	Proposed revision (Keep, Revise, Move, Remove)	Rationale for the revision (please provide rationale for all that apply):
~~personal growth as composer, performer, and/or listener~~.			
~~MU:Re7.2.C.IIIa~~L3.MU:TH.4.4 Analyze aurally through notation ~~and/or by reading the scores of musical works~~ the elements of music ~~(including form), compositional techniques and procedures, relating them to aesthetic effectiveness , style, mood, and context;~~ and justify ~~explain~~ how the analysis provides models for personal compositional choices~~growth as composer, performer, and/or listener~~.	L3.MU:TH.4.4 Analyze aurally through notation the elements of music and justify how the analysis provides models for personal compositional choices.	Revise, move to Anchor Standard 4	Remove guidance
~~Anchor Standard 8: Interpret intent and meaning in artistic work.~~		Remove	Combined with Anchor Standard 7
~~Enduring Understanding: Through their use of elements and structures of music, creators and performers provide clues to their expressive intent.~~		Remove	Remove guidance

Current standard	Recommended Standard	Proposed revision (Keep, Revise, Move, Remove)	Rationale for the revision (please provide rationale for all that apply):
~~Essential Question(s): How do we discern the musical creators' and performers' expressive intent?~~			
~~MU:Re8.1.C.Ia Develop and explain interpretations of varied works, demonstrating an understanding of the composers' intent by citing technical and expressive aspects as well as the style/genre of each work.~~		Remove	Redundant
~~MU:Re8.1.C.IIa Develop and support interpretations of varied works, demonstrating an understanding of the composers' intent by citing the use of elements of music (including form), compositional techniques , and the style/genre and context of each work.~~		Remove	Redundant
~~MU:Re8.1.C.IIIa Develop, justify and defend interpretations of varied works, demonstrating an understanding of the composers' intent by citing the use of elements of music (including form), compositional techniques,~~		Remove	Redundant

Current standard	Recommended Standard	Proposed revision (Keep, Revise, Move, Remove)	Rationale for the revision (please provide rationale for all that apply):
~~and the style/genre and context of each work.~~			
~~Anchor Standard 9: Apply criteria to evaluate artistic work.~~		Remove	Combined with Anchor Standard 7
~~Enduring Understanding: The personal evaluation of musical work(s) and performance(s) is informed by analysis, interpretation, and established criteria.~~ ~~Essential Question(s): How do we judge the quality of musical work(s) and performance(s)?~~		Remove	Remove guidance
~~MU:Re9.1.C.Ia Describe the effectiveness of the technical and expressive aspects of selected music and performances, demonstrating understanding of fundamentals of music theory.~~		Remove	Redundant

Current standard	Recommended Standard	Proposed revision (Keep, Revise, Move, Remove)	Rationale for the revision (please provide rationale for all that apply):
~~MU:Re9.1.C.IIa Explain the effectiveness of the technical and expressive aspects of selected music and performances, demonstrating understanding of music theory as well as compositional techniques and procedures .~~		Remove	Redundant
~~MU:Re9.1.C.IIIa Evaluate the effectiveness of the technical and expressive aspects of selected music and performances, demonstrating understanding of theoretical concepts and complex compositional techniques and procedures.~~		Remove	Redundant
~~MU:Re9.1.C.Ib Describe the way(s) in which critiquing others' work and receiving~~ L1.MU:TH.5.1 Apply feedback ~~from others~~ and critique creative works.~~can be applied in the personal creative process.~~	L1.MU:TH.5.1 Apply feedback and critique creative works.	Revise, move to Anchor Standard 5	Clarify to standard
~~MU:Re9.1.C.IIb Describe ways in which critiquing others' work and receiving~~ L2.MU:TH.5.1 Apply	L2.MU:TH.5.1 Apply feedback and critique creative works to	Revise, move to Anchor Standard 5	Clarify to standard

Current standard	Recommended Standard	Proposed revision (Keep, Revise, Move, Remove)	Rationale for the revision (please provide rationale for all that apply):
feedback and critique creative works to refine~~from others have been specifically applied in~~ the personal creative process.	refine the personal creative process.		
~~MU:Re9.1.C.IIIb Describe and evaluate ways in which critiquing others' work and receiving feedback from others have been specifically applied in the personal creative process.~~L3.MU:TH.5.1 Critique a variety of creative works.	L3.MU:TH.5.1 Critique a variety of creative works.	Rewrite, move to Anchor Standard 5	Clarify to Standard
~~Anchor Standard 10: Synthesize and relate knowledge and personal experiences to make art.~~		Remove	Redundant with Anchor Standard 11
~~Enduring Understanding: Musicians connect their personal interests, experiences, ideas, and knowledge to creating, performing, and responding. Essential Question(s): How do musicians make meaningful connections to creating, performing, and responding?~~		Remove	Remove guidance

Current standard	Recommended Standard	Proposed revision (Keep, Revise, Move, Remove)	Rationale for the revision (please provide rationale for all that apply):
~~MU:Cn10.1.C.Ia Demonstrate how interests, knowledge, and skills relate to personal choices and intent when creating, performing, and responding to music.~~		Remove	Redundant
~~MU:Cn10.1.C.IIa Demonstrate how interests, knowledge, and skills relate to personal choices and intent when creating, performing, and responding to music.~~		Remove	Redundant
~~MU:Cn10.1.C.IIIa Demonstrate how interests, knowledge, and skills relate to personal choices and intent when creating, performing, and responding to music.~~		Remove	Redundant
Anchor Standard 5~~11~~: Relate artistic ideas and works with societal, cultural, and/or historical contexts to deepen comprehension ~~understanding~~.	Anchor Standard 5: Relate artistic ideas and works with societal, cultural, and/or historical contexts to deepen comprehension.	Revise and Move	Clarify what students should know or be able to do. Change from Anchor Standard 11 to Anchor Standard 5
~~Enduring Understanding: Understanding connections to~~		Remove	Remove guidance

Current standard	Recommended Standard	Proposed revision (Keep, Revise, Move, Remove)	Rationale for the revision (please provide rationale for all that apply):
~~varied contexts and daily life enhances musicians' creating, performing, and responding. Essential Question(s): How do the other arts, other disciplines, contexts, and daily life inform creating, performing, and responding to music?~~			
~~MU:Cn11.1.C.Ia~~L1.MU:TH.5.2 Demonstrate understanding of relationships between music and the other arts, other disciplines, varied contexts, and daily life.	L1.MU:TH.5.2 Demonstrate understanding of relationships between music and the other arts, other disciplines, varied contexts, and daily life.	Keep as is, Move to Anchor Standard 5	
~~MU:Cn11.1.C.IIa~~L2.MU:TH.5.2 Demonstrate understanding of relationships between music and the other arts, other disciplines, varied contexts, and daily life.	L2.MU:TH.5.2 Demonstrate understanding of relationships between music and the other arts, other disciplines, varied contexts, and daily life.	Keep as is, Move to Anchor Standard 5	
~~MU:Cn11.1.C.IIIa~~L3.MU:TH.5.2 Demonstrate understanding of relationships between music and the other arts, other disciplines, varied contexts, and daily life.	L3.MU:TH.5.2 Demonstrate understanding of relationships between music and the other arts, other disciplines, varied contexts, and daily life.	Keep as is, Move to Anchor Standard 5	

For Questions Contact

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Idaho Content Standards
Music: Theory

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CONTENT AND CURRICULUM | MUSIC THEORY

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CREATED O4/29/2024

The K-12 arts and humanities standards were up for review in 2023 as per the Idaho code, Board of Education Governing Policies & Procedures, Section IV.C. Section 33-1612; IDAPA 08.02.004.01, Idaho Code. The Idaho Department of Education worked with a variety of stakeholders to accept nominations for committee members. The final committee was comprised of twenty-six members representing a cross-section of grade levels and roles. This committee included community members, parents, educators from a variety of grade levels, and post-secondary content experts. The time and effort put into this revision was invaluable. Throughout the process of the revision of the standards, the working group received both stakeholder feedback and public comments that the revision committee took into consideration. The committee appreciates those who took the time to share their thoughts on the revisions. We hope that the changes to these standards allow them to be useful for all stakeholders, including educators, families, students, and community members. We hope that they bring Idaho into a new chapter of statewide success in arts and humanities education.

Respectfully,

The Arts and Humanities Standards Revision Committee

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PREAMBLE

What the Idaho Content Standards in Arts & Humanities Do

The standards define what all students are expected to know and be able to do, not how teachers should teach. While the standards focus on what is most essential, they do not describe all that can or should be taught. A great deal is left to the discretion of local school districts, teachers, and curriculum developers. No set of grade-level standards can reflect the great variety of abilities, needs, learning rates, and achievement levels in any given classroom. The standards define neither the support materials that some students may need nor the advanced materials that others may need access to. It is also beyond the scope of the standards to define the full range of support appropriate for English language learners and for students with disabilities. All students must have the opportunity to learn rigorous grade-level standards if they are to access the knowledge and skills that will be necessary in their post-secondary lives.

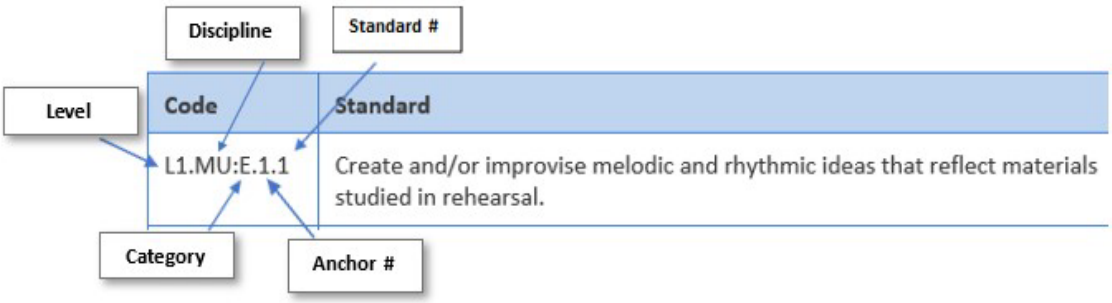
Standards vs. Curriculum

No specific curriculum or strategies are required by the State of Idaho to be used to teach the Idaho Content Standards in the Arts and Humanities. Local schools and districts make decisions about what resources will be used to teach the standards.

ORGANIZATION OF STANDARDS

Levels were chosen to better represent Music Ensembles, Theory, and Technology in Idaho because LEA's start the study of music at all different grade levels. Music standards are organized into five (5) Arts Anchor Standards:

- Anchor Standard 1: Develop and create artistic ideas and work.
- Anchor Standard 2: Develop and refine artistic techniques.
- Anchor Standard 3: Perform and/or present artistic work.
- Anchor Standard 4: Respond to artistic work.
- Anchor Standard 5: Relate artistic ideas and works with societal, cultural, and/or historical contexts to deepen comprehension.



MUSIC THEORY LEVEL 1

Anchor Standard 1: Develop and create artistic ideas and work.

Code	Standard
L1.MU:TH.1.1	Assemble and organize musical ideas to create expressive statements.

Anchor Standard 2: Develop and refine artistic techniques.

Code	Standard
L1.MU:TH.2.1	Explain how the creation of sound can represent or symbolize various concepts.
L1.MU:TH.2.2	Identify and explain the implications of the elements of music in sections of musical works in a creative work.

Anchor Standard 3: Perform and/or present artistic work.

Code	Standard
L1.MU:TH.3.1	Present personal works demonstrating elements of music and expressive intent.
L1.MU:TH.3.2	Present live, recorded, or notated creative works.

Anchor Standard 4: Respond to artistic work.

Code	Objective
L1.MU:TH.4.1	Identify and describe the development of musical ideas within simple forms.
L1.MU:TH.4.2	Assess and refine the technical and expressive aspects of evolving drafts.
L1.MU:TH.4.3	Develop interpretations of creative works.
L1.MU:TH.4.4	Analyze aurally the elements of music.

Anchor Standard 5: Relate artistic ideas and works with societal, cultural, and/or historical contexts to deepen comprehension.

Code	Objective
L1.MU:TH.5.1	Apply feedback and critique creative works.
L1.MU:TH.5.2	Demonstrate understanding of relationships between music and the other arts, other disciplines, varied contexts, and daily life.

MUSIC THEORY LEVEL 2

Anchor Standard 1: Develop and create artistic ideas and work.

Code	Standard
L2.MU:TH.1.1	Assemble and organize multiple musical ideas to create expressive statements.

Anchor Standard 2: Develop and refine artistic techniques.

Code	Standard
L2.MU:TH.2.1	Organize sounds relating to the symbolism or representation of various concepts.
L2.MU:TH.2.2	Analyze the implications of the elements of music in sections of musical works.

Anchor Standard 3: Perform and/or present artistic work.

Code	Standard
L2.MU:TH.3.1	Present and describe how the elements of music and compositional techniques have been employed to realize expressive intent.
L2.MU:TH.3.2	Present and defend live, recorded, or notated creative works.

Anchor Standard 4: Respond to artistic work.

Code	Objective
L2.MU:TH.4.1	Identify and explain the development of musical ideas within a variety of forms.
L2.MU:TH.4.2	Defend personal choices regarding the technical and expressive aspects of evolving drafts.
L2.MU:TH.4.3	Develop interpretations of creative works based on the use of elements of music.
L2.MU:TH.4.4	Analyze aurally through notation the elements of music and explain how the analysis models compositional choices.

Anchor Standard 5: Relate artistic ideas and works with societal, cultural, and/or historical contexts to deepen comprehension.

Code	Objective
L2.MU:TH.5.1	Apply feedback and critique creative works to refine the personal creative process.
L2.MU:TH.5.2	Demonstrate understanding of relationships between music and the other arts, other disciplines, varied contexts, and daily life.

MUSIC THEORY LEVEL 3

Anchor Standard 1: Develop and create artistic ideas and work.

Code	Standard
L3.MU:TH.1.1	Assemble and organize multiple extended musical ideas to create expressive statements.

Anchor Standard 2: Develop and refine artistic techniques.

Code	Standard
L3.MU:TH.2.1	Develop sounds that symbolize or represent various concepts.
L3.MU:TH.2.2	Apply and defend the implications of the elements of music in sections of musical works.

Anchor Standard 3: Perform and/or present artistic work.

Code	Standard
L2.MU:TH.3.1	Present and describe how the elements of music and compositional techniques have been employed to realize expressive intent.
L2.MU:TH.3.2	Present and defend live, recorded, or notated creative works.

Anchor Standard 4: Respond to artistic work.

Code	Objective
L3.MU:TH.4.1	Analyze and demonstrate the development of extended musical ideas in various forms.
L3.MU:TH.4.2	Research and explain choices regarding the technical and expressive aspects of evolving drafts leading to final versions.
L3.MU:TH.4.3	Develop interpretations of creative works using elements of music and justify how the choices reflect the creators' intent.
L3.MU:TH.4.4	Analyze aurally through notation the elements of music and justify how the analysis provides models for personal compositional choices.

Anchor Standard 5: Relate artistic ideas and works with societal, cultural, and/or historical contexts to deepen comprehension.

Code	Objective
L3.MU:TH.5.1	Critique a variety of creative works.
L3.MU:TH.5.2	Demonstrate understanding of relationships between music and the other arts, other disciplines, varied contexts, and daily life.

STANDARDS REVISIONS AND RATIONALE – MUSIC TECHNOLOGY

Current standard	Recommended Standard	Proposed revision (Keep, Revise, Move, Remove)	Rationale for the revision (please provide rationale for all that apply):
Proficient becomes Level I Accomplished becomes Level II Advanced becomes Level III			
Anchor Standard 1: ~~Generate and conceptualize~~ Develop and create artistic ideas and work.	Anchor Standard 1: Develop and create artistic ideas and work.	Revise	Remove complex verbiage, prioritize clarity
~~Enduring Understanding: The creative ideas, concepts, and feelings that influence musicians' work emerge from a variety of sources.~~ ~~Essential Question(s): How do musicians generate creative ideas?~~		Remove	Remove guidance language
~~MU:Cr1.1.T.Ia Generate~~ L1.MU:T.1.1 Create melodic, rhythmic, and harmonic ideas ~~for compositions or improvisations~~ using ~~digital tools.~~technology.	L1.MU:T.1.1 Create melodic, rhythmic, and harmonic ideas using technology.	Revise	Reduce complex verbiage; considering advances in technology
~~MU:Cr1.1.T.IIa Generate~~L2.MU:T.1.1 Create melodic, rhythmic, and harmonic ideas ~~for compositions and~~	L2.MU:T.1.1 Create melodic, rhythmic, and harmonic ideas in larger works using technology.	Revise	Reduce complex verbiage; considering advances in technology

Current standard	Recommended Standard	Proposed revision (Keep, Revise, Move, Remove)	Rationale for the revision (please provide rationale for all that apply):
~~improvisations~~ in larger works using ~~digital tools~~ technology ~~and resources~~.			
~~MU:Cr1.1.T.IIIa Generate~~ L3.MU:T.1.1 Create melodic, rhythmic, and harmonic ideas ~~for compositions and improvisations that incorporate digital tools, resources, and systems~~ in larger works using varied resources.	L3.MU:T.1.1 Create melodic, rhythmic, and harmonic ideas in larger works using varied resources.	Revise	Reduce complex verbiage, considering advances in technology
~~Anchor Standard 2: Organize and develop artistic ideas and work.~~		Remove	Combined with Anchor Standard 1 and Anchor Standard 5
~~Enduring Understanding: Musicians' creative choices are influenced by their expertise, context, and expressive intent. Essential Question(s): How do musicians make creative decisions?~~		Remove	Remove
~~MU:Cr2.1.T.Ia Select melodic, rhythmic, and harmonic ideas to develop into a larger work using digital tools and resources.~~		Remove	Redundant

Current standard	Recommended Standard	Proposed revision (Keep, Revise, Move, Remove)	Rationale for the revision (please provide rationale for all that apply):
~~MU:Cr2.1.T.IIa Select melodic, rhythmic, and harmonic ideas to develop into a larger work that exhibits unity and variety using digital and analog tools.~~		Remove	Redundant
~~MU:Cr2.1.T.IIIa Select, develop, and organize multiple melodic, rhythmic and harmonic ideas to develop into a larger work that exhibits unity, variety, complexity, and coherence using digital and analog tools, resources , and systems.~~		Remove	Redundant
~~Anchor Standard 3: Refine and complete artistic work.~~		Remove	Remove guidance
~~Enduring Understanding: Musicians evaluate, and refine their work through openness to new ideas, persistence, and the application of appropriate criteria.~~ ~~Essential Question(s): How do musicians improve the quality of their creative work?~~		Remove	Remove guidance

STANDARDS REVISIONS AND RATIONALE – MUSIC TECHNOLOGY

Current standard	Recommended Standard	Proposed revision (Keep, Revise, Move, Remove)	Rationale for the revision (please provide rationale for all that apply):
~~MU:Cr3.1.T.Ia Drawing on feedback from teachers and peers, develop and implement strategies to improve and r~~L1.MU:T.2.1 Refine the technical and expressive aspects of draft creations~~compositions and improvisations~~.	L1.MU:T.2.1 Refine the technical and expressive aspects of draft creations.	Move to Anchor Standard #2.	Simplify verbiage, Anchor standards were changed
~~MU:Cr3.1.T.IIa Develop and implement varied strategies to improve and r~~L2.MU:T.2.1 Refine the technical and expressive aspects of draft creations~~compositions and improvisations~~.	L2.MU:T.2.1 Refine the technical and expressive aspects of draft creations.	Move to Anchor Standard #2	Simplify verbiage, Anchor standards were changed
~~MU:Cr3.1.T.IIIa Develop and implement varied strategies and apply appropriate criteria to improve and r~~L3.MU:T.2.1 Refine the technical and expressive aspects of draft creations~~compositions and improvisations~~.	L3.MU:T.2.1 Refine the technical and expressive aspects of draft creations.	Move to Anchor Standard #2	Simplify verbiage, Anchor standards were changed
~~Enduring Understanding: Musicians' presentation of~~		Remove	Remove guidance

Current standard	Recommended Standard	Proposed revision (Keep, Revise, Move, Remove)	Rationale for the revision (please provide rationale for all that apply):
~~creative work is the culmination of a process of creation and communication.~~ ~~Essential Question(s): When is creative work ready to share?~~			
~~MU:Cr3.2.T.Ia Share compositions or improvisations that demonstrate a proficient level of~~ L1.MU:T.3.1 Present personally developed creations through a fusion of musical and technological expertise. ~~craftsmanship as well as the use of digital tools and resources in developing and organizing musical ideas.~~	L1.MU:T.3.1 Present personally developed creations through a fusion of musical and technological expertise.	Revise; move to new Anchor Standard 3	Simplify verbiage
~~MU:Cr3.2.T.IIa Share compositions and improvisations that demonstrate an accomplished level of~~ L2.MU:T.3.1 Present multiple personally developed creations through a fusion of musical and technological expertise. ~~craftsmanship as well as the use of digital and analog tools and~~	L2.MU:T.3.1 Present multiple personally developed creations through a fusion of musical and technological expertise.	Revise; move to new Anchor Standard 3	Simplify verbiage

Current standard	Recommended Standard	Proposed revision (Keep, Revise, Move, Remove)	Rationale for the revision (please provide rationale for all that apply):
~~resources in developing and organizing musical ideas.~~			
~~MU:Cr3.2.T.IIIa Share~~ L3.MU:T.3.1 Present a portfolio of personally developed ~~musical~~ creations representing a fusion of ~~varied styles and genres that demonstrates an advanced level of~~ musical and technological expertise. ~~craftsmanship as well as the use of digital and analog tools, resources and systems in developing and organizing musical ideas.~~	L3.MU:T.3.1 Present a portfolio of personally developed creations representing a fusion of musical and technological expertise.	Revise; move to new Anchor Standard 3	Simplify verbiage
Anchor Standard 3~~4~~: ~~Select, analyze, and interpret~~ Perform and/or present artistic work. ~~for presentation.~~	Anchor Standard 3: Perform and/or present artistic work.	Revise and Move	Simplification of language Change from Anchor Standard 4 to Anchor Standard 3

Current standard	Recommended Standard	Proposed revision (Keep, Revise, Move, Remove)	Rationale for the revision (please provide rationale for all that apply):
~~Enduring Understanding: Performers' interest in and knowledge of musical works, understanding of their own technical skill, and the context for a performance influence.~~ ~~Essential Question(s): How do performers select repertoire?~~		Remove	Remove guidance
~~MU:Pr4.I.T.Ia Develop and explain the criteria used for selecting a varied repertoire of music based on interest, music reading skills, and an understanding of the performer's technical and technological skill.~~		Remove	Not relevant to course content
~~MU:Pr4.I.T.IIa Develop and apply criteria to select a varied repertoire to study and perform based on interest; an understanding of theoretical and structural characteristics of the music; and the performer's technical skill using digital tools and resources.~~		Remove	Not relevant to course content

Current standard	Recommended Standard	Proposed revision (Keep, Revise, Move, Remove)	Rationale for the revision (please provide rationale for all that apply):
~~MU:Pr4.I.T.IIIa Develop and apply criteria to select varied programs to study and perform based on interest, an understanding of the theoretical and structural characteristics, as well as expressive challenges in the music, and the performer's technical skill using digital tools, resources, and systems.~~		Remove	Not relevant to course content
~~Enduring Understanding: Analyzing creators' context and how they manipulate elements of music provides insight into their intent and informs performance. Essential Question(s): How does understanding the structure and context of musical works inform performance?~~		Remove	Remove guidance
~~MU:Pr4.2.T.Ia~~L1.MU:T.4.1 Describe how contextual, structural and technological elements ~~aspects~~ of ~~the~~ music, ~~and digital media/tools~~ inform the presentation of creative	L1.MU:T.4.1 Describe how contextual, structural, and technological elements of music inform the presentation of creative works.	Revised, Move to new Anchor Standard 4	Simplify verbiage

Current standard	Recommended Standard	Proposed revision (Keep, Revise, Move, Remove)	Rationale for the revision (please provide rationale for all that apply):
works.~~prepared and improvised performances.~~			
~~MU:Pr4.2.T.IIa~~L2.MU:T.4.1 Describe and demonstrate how contextual, ~~theoretical and~~ structural and technological elements ~~aspects~~ of ~~the~~ music ~~and digital media/tools~~ the presentation of personally developed creative works.~~inform and influence prepared and improvised performances.~~	L2.MU:T.4.1 Describe and demonstrate how contextual, structural, and technological elements of music the presentation of personally developed creative works.	Revised, Move to new Anchor Standard 4	Simplify verbiage
~~MU:Pr4.2.T.IIIa Examine,~~ ~~e~~L3.MU:T.4.1 Evaluate ~~and critique~~ how the contextual, ~~theoretical and~~ structural, and technological elements ~~aspects~~ of ~~the music and digital media/tools~~ inform the presentation of personally developed creative works.~~and influence prepared and improvised performances.~~	L3.MU:T.4.1 Evaluate how the contextual, structural, and technological elements inform the presentation of personally developed creative works.	Revised, Move to new Anchor Standard 4	Simplify verbiage
~~Enduring Understanding: Performers make interpretive decisions based on their~~		Remove	Remove guidance

Current standard	Recommended Standard	Proposed revision (Keep, Revise, Move, Remove)	Rationale for the revision (please provide rationale for all that apply):
~~understanding of context and expressive intent.~~ ~~Essential Question(s): How do performers interpret musical works?~~			
~~MU:Pr4.3.T.Ia Demonstrate how understanding the context, expressive challenges, and use of digital tools in a varied repertoire of music influence prepared or improvised performances.~~		Remove	Redundant with MU:Pr4.2
~~MU:Pr4.3.T.IIa Demonstrate how understanding the style, genre, context, and use of digital tools and resources in a varied repertoire of music influences prepared or improvised performances and performers' ability to connect with audiences.~~		Remove	Redundant with MU:Pr4.2
~~MU:Pr4.3.T.IIIa Demonstrate how understanding the style, genre, context, and integration of digital technologies in a varied~~		Remove	Redundant with MU:Pr4.2

Current standard	Recommended Standard	Proposed revision (Keep, Revise, Move, Remove)	Rationale for the revision (please provide rationale for all that apply):
~~repertoire of music informs and influences prepared and improvised performances and their ability to connect with audiences.~~			
Anchor Standard 2~~5~~: Develop and refine artistic techniques. ~~and work for presentation.~~	Anchor Standard 2: Develop and refine artistic techniques.	Revise and Move	Clarify focus on technique. Change from Anchor Standard 5 to Anchor Standard 2
~~Enduring Understanding: To express their musical ideas, musicians analyze, evaluate, and refine their performance over time through openness to new ideas, and persistence.~~ ~~Essential Question(s): How do musicians improve the quality of their performance?~~		Remove	Remove guidance
~~MU:Pr5.1.T.Ia Identify and implement rehearsal strategies to improve the technical and expressive aspects of prepared and improvised performances in a varied repertoire of music.~~		Remove	Not relevant to course content

Current standard	Recommended Standard	Proposed revision (Keep, Revise, Move, Remove)	Rationale for the revision (please provide rationale for all that apply):
~~MU:Pr5.1.T.IIa Develop and implement rehearsal strategies to improve and refine the technical and expressive aspects of prepared and improvised performances in a varied repertoire of music.~~		Remove	Not relevant to course content
~~MU:Pr5.1.T.IIIa Apply appropriate criteria as well as feedback from multiple sources and develop and implement varied strategies to improve and refine the technical and expressive aspects of prepared and improvised performances in varied programs of music.~~		Remove	Not relevant to course content
~~Anchor Standard 6: Convey meaning through the presentation of artistic work.~~		Remove	Redundant with Anchor Standard 4

Current standard	Recommended Standard	Proposed revision (Keep, Revise, Move, Remove)	Rationale for the revision (please provide rationale for all that apply):
~~Enduring Understanding: Musicians judge performance based on criteria that vary across time, place, and cultures. Essential Question(s): When is a performance judged ready to present? How do context and the manner in which musical work is presented influence audience response?~~		Remove	Remove guidance
~~MU:Pr6.1.T.Ia Using digital tools, demonstrate attention~~L1.MU:T.3.2 Present personally developed creative works demonstrating attention to technical accuracy and expressive qualities in a diverse range of styles.~~in prepared and improvised performances of a varied repertoire of music.~~	L1.MU:T.3.2 Present personally developed creative works demonstrating attention to technical accuracy and expressive qualities in a diverse range of styles.	Revise, Move to Anchor Standard 3	Simplify Verbiage
~~MU:Pr6.1.T.IIa Using digital tools and resources, demonstrate~~L2.MU:T.3.2 Present personally developed creative	L2.MU:T.3.2 Present personally developed creative works demonstrating attention to~~-~~ technical	Revise, Move to Anchor Standard 3	Simplify Verbiage

Current standard	Recommended Standard	Proposed revision (Keep, Revise, Move, Remove)	Rationale for the revision (please provide rationale for all that apply):
works demonstrating attention to technical accuracy and expressive qualities in a diverse range of ~~prepared and improvised performances of a varied repertoire of music representing diverse~~ cultures, styles, and genres.	accuracy and expressive qualities in a diverse range of cultures, styles, and genres.		
~~MU:Pr6.1.T.IIIa Integrating digital and analog tools and resources , demonstrate an understanding and attention to~~L3.MU:T.3.2 Present personally developed creative works demonstrating attention to technical accuracy and expressive qualities in a ~~of the music in prepared and improvised performances of a varied repertoire of music representing~~ diverse range of cultures, styles, genres, and historical periods.	L3.MU:T.3.2 Present personally developed creative works demonstrating attention to technical accuracy and expressive qualities in a diverse range of cultures, styles, genres, and historical periods.	Revise, Move to Anchor Standard 3	Simplify Verbiage

Current standard	Recommended Standard	Proposed revision (Keep, Revise, Move, Remove)	Rationale for the revision (please provide rationale for all that apply):
~~MU:Pr6.1.T.Ib~~L1.MU:T.3.3 Demonstrate ~~an understanding of~~ the context of music through ~~prepared and improvised performances.~~personally developed creative works. Demonstrate ~~the context of music through~~ personally developed creative works~~.~~ within the context of music.	L1.MU:T.3.3 Demonstrate personally developed creative works within the context of music.	Revise, Move to Anchor Standard 3 Revised after stakeholder feedback	Simplify Verbiage
~~MU:Pr6.1.T.IIb~~L2.MU:T.3.3 Demonstrate the context of music in a variety of personally developed creative works. ~~an understanding of the expressive intent when connecting with an audience through prepared and improvised performances.~~ Demonstrate ~~the context of music in~~ a variety of personally developed creative works~~.~~ within the context of music.	L2.MU:T.3.3 Demonstrate a variety of personally developed creative works within the context of music.	Revise, Move to Anchor Standard 3 Revised after stakeholder feedback	Simplify Verbiage. Aligned with Level I, additional concepts contained within other substandards

Current standard	Recommended Standard	Proposed revision (Keep, Revise, Move, Remove)	Rationale for the revision (please provide rationale for all that apply):
~~MU:Pr6.1.T.IIIb Demonstrate an ability to connect with audience members before, and engaging with and responding to them during prepared and improvised performances.~~L3.MU:T.3.3 Present a portfolio of personally developed creative works representing a variety of musical contexts.	L3.MU:T.3.3 Present a portfolio of personally developed creative works representing a variety of musical contexts.	Rewrite, Move to Anchor Standard 3	Simplify Verbiage. Aligned with Level I & II, additional concepts contained within other sub standards
Anchor Standard 4~~7~~: ~~Perceive and analyze~~ Respond to artistic work.	Anchor Standard 4: Respond to artistic work.	Revise and Move	Simplify language to encompass Anchor Standard 8 and Anchor Standard 9 Change from Anchor Standard 7 to Anchor Standard 4.
~~Enduring Understanding: Individuals' selection of musical works is influenced by their interests, experiences, understandings, and purposes. Essential Question(s): How do individuals choose music to experience?~~		Remove	Remove guidance

Current standard	Recommended Standard	Proposed revision (Keep, Revise, Move, Remove)	Rationale for the revision (please provide rationale for all that apply):
~~MU:Re7.I.T.Ia~~L1.MU:T.5.1 Cite reasons for creative choices based on musical and technological elements.~~choosing music based on the use of the elements of music, digital and electronic aspects, and connections to interest or purpose.~~	L1.MU:T.5.1 Cite reasons for creative choices based on musical and technological elements.	Revise, Move to new Anchor Standard 5	Simplify Verbiage. Aligned with Level I, additional concepts contained within other sub standards
~~MU:Re7.I.T.IIa Select and critique contrasting musical works , defending opinions based on manipulations of the elements of music, digital and electronic aspects, and the purpose and context of the works.~~L2.MU:T.5.1 Compare reasons for creative choices based on musical, technological, and contextual elements.	L2.MU:T.5.1 Compare reasons for creative choices based on musical, technological, and contextual elements.	Revise, Move to new Anchor Standard 5	Simplify Verbiage. Aligned with Level I, additional concepts contained within other substandards

Current standard	Recommended Standard	Proposed revision (Keep, Revise, Move, Remove)	Rationale for the revision (please provide rationale for all that apply):
~~MU:Re7.I.T.IIIa Select, describe and compare a variety of musical selections based on characteristics and knowledge of the music, understanding of digital and electronic aspects, and the purpose and context of the works.~~L3.MU:T.5.1 Defend reasons for creative choices of musical, technological, and contextual elements.	L3.MU:T.5.1 Defend reasons for creative choices of musical, technological, and contextual elements.	Revise, Move to new Anchor Standard 5	Simplify Verbiage. Aligned with Level I & II, additional concepts contained within other sub standards
~~Enduring Understanding: Individuals' selection of musical works is influenced by their interests, experiences, understandings, and purposes. Essential Question(s): How do individuals choose music to experience?~~		Remove	Remove guidance
~~MU:Re7.2.T.Ia Explain how knowledge of the structure (repetition, similarities, contrasts), technological aspects,~~		Remove	Concepts will be included in 8.1

Current standard	Recommended Standard	Proposed revision (Keep, Revise, Move, Remove)	Rationale for the revision (please provide rationale for all that apply):
~~and purpose of the music informs the response.~~			
~~MU:Re7.2.T.IIa Explain how an analysis of the structure, context , and technological aspects of the music informs the response.~~		Remove	Concepts will be included in 8.1
~~MU:Re7.2.T.IIIa Demonstrate and justify how an analysis of the structural characteristics, context, and technological and creative decisions, informs interest in and response to the music .~~		Remove	Concepts will be included in 8.1
~~Anchor Standard 8: Interpret intent and meaning in artistic work.~~		Remove	Combined with Anchor Standard 7
~~Enduring Understanding: Through their use of elements and structures of music, creators and performers provide clues to their expressive intent.~~ ~~Essential Question(s): How do we discern the musical creators' and performers' expressive intent?~~		Remove	Remove guidance

Current standard	Recommended Standard	Proposed revision (Keep, Revise, Move, Remove)	Rationale for the revision (please provide rationale for all that apply):
~~MU:Re8.1.T.Ia Explain and support an interpretation of~~ L1.MU:T.4.2 Interpret the expressive intent, of musical elements, technological~~of musical selections based on treatment of the elements of music, digital and electronic~~ features, and purpose of creative works.	L1.MU:T.4.2 Interpret the expressive intent, of musical elements, technological features, and purpose of creative works.	Revise, Move to new Anchor Standard 4	Simplify Verbiage. Aligned with Level I, additional concepts contained within other sub standards
~~MU:Re8.1.T.IIa Connect~~ L2.MU:T.4.2 Compare the expressive intent ~~influence of the treatment of the elements~~ of musical elements, technological features, and purpose in a variety of creative works. ~~music, digital and electronic features, context , purpose, and other art forms to the expressive intent of musical works.~~	L2.MU:T.4.2 Compare the expressive intent of musical elements, technological features, and purpose in a variety of creative works.	Revise, Move to new Anchor Standard 4	Simplify Verbiage. Aligned with Level I, additional concepts contained within other sub standards

Current standard	Recommended Standard	Proposed revision (Keep, Revise, Move, Remove)	Rationale for the revision (please provide rationale for all that apply):
~~MU:Re8.1.T.IIIa Examine, cite~~ ~~r~~L3.MU:T.4.2 Research and defend the expressive intent of musical elements, technological features, and purpose in a variety of creative works. ~~multiple sources to connect the influence of the treatment of the elements of music, digital and electronic features, context, purpose, and other art forms to the expressive intent of musical works.~~	L3.MU:T.4.2 Research and defend the expressive intent of musical elements, technological features, and purpose in a variety of creative works.	Revise, Move to new Anchor Standard 4	Simplify Verbiage. Aligned with Level I & II, additional concepts contained within other sub standards
~~Anchor Standard 9: Apply criteria to evaluate artistic work.~~		Remove	Combined with Anchor Standard 7
~~Enduring Understanding: The personal evaluation of musical work(s) and performance(s) is informed by analysis, interpretation, and established criteria.~~ ~~Essential Question(s): How do we judge the quality of musical work(s) and performance(s)?~~		Remove	Remove guidance

Current standard	Recommended Standard	Proposed revision (Keep, Revise, Move, Remove)	Rationale for the revision (please provide rationale for all that apply):
~~MU:Re9.1.T.Ia~~L1.MU:T.4.3 Evaluate creative works ~~music~~ using teacher-provided criteria ~~based on analysis, interpretation, digital and electronic features, and personal interests~~.	L1.MU:T.4.3 Evaluate creative works using teacher-provided criteria.	Revise, Move to new Anchor Standard 4	Removed guidance, simplified verbiage
~~MU:Re9.1.T.IIa Apply criteria to e~~L2.MU:T.4.3 Evaluate creative works, applying collaboratively developed criteria.~~music based on analysis, interpretation, artistic intent , digital, electronic, and analog features, and musical qualities.~~	L2.MU:T.4.3 Evaluate creative works, applying collaboratively developed criteria.	Revise, Move to new Anchor Standard 4	Removed guidance, simplified verbiage
~~MU:Re9.1.T.IIIa Develop and justify the evaluation of a variety of music based on established and personally-developed criteria , digital, electronic and analog features, and understanding of purpose and context .~~L3.MU:T.4.3 Defend the	L3.MU:T.4.3 Defend the evaluation of creative works, applying personally developed criteria.	Revise, Move to new Anchor Standard 4	Removed guidance, simplified verbiage

Current standard	Recommended Standard	Proposed revision (Keep, Revise, Move, Remove)	Rationale for the revision (please provide rationale for all that apply):
evaluation of creative works, applying personally developed criteria.			
~~Anchor Standard 10: Synthesize and relate knowledge and personal experiences to make art.~~		Remove	Redundant with Anchor Standard 11
~~Enduring Understanding: Musicians connect their personal interests, experiences, ideas, and knowledge to creating, performing, and responding. Essential Question(s): How do musicians make meaningful connections to creating, performing, and responding?~~		Remove	Remove guidance
~~MU:Cn10.0.T.Ia Demonstrate~~ L1.MU:T.5.2 Explain how personal interests, ~~knowledge, and~~ skills, and knowledge relate to ~~personal choices and intent when~~ creating, presenting, ~~performing,~~ and responding to creative works~~music~~.	L1.MU:T.5.2 Explain how personal interests, skills, and knowledge relate to creating, presenting, and responding to creative works.	Revise, Move to new Anchor Standard 5	Simplify verbiage, added scaffolding of skills

Current standard	Recommended Standard	Proposed revision (Keep, Revise, Move, Remove)	Rationale for the revision (please provide rationale for all that apply):
~~MU:Cn10.0.T.IIa Demonstrate~~ L2.MU:T.5.2 Compare how the personal interests, ~~knowledge, and~~ skills, and knowledge relate to ~~personal choices and intent when creating,~~ the creation, presentation, ~~performing,~~ and response ~~responding~~ to creative works ~~music~~.	L2.MU:T.5.2 Compare how personal interests, skills, and knowledge relate to the creation, presentation, and response to creative works.	Revise, Move to new Anchor Standard 5	Simplify verbiage, added scaffolding of skills
~~MU:Cn10.0.T.IIIa Demonstrate~~ L3.MU:T.5.2 Defend how personal interests, ~~knowledge, and~~ skills, and knowledge relate to ~~personal choices and intent when creating,~~ the creation, presentation, ~~performing,~~ and response ~~responding~~ to ~~music~~ creative works.	L3.MU:T.5.2 Defend how personal interests, skills, and knowledge relate to the creation, presentation, and response to creative works.	Revise, Move to new Anchor Standard 5	Simplify verbiage, added scaffolding of skills
Anchor Standard 5~~11~~: Relate artistic ideas and works with societal, cultural, and/or historical contexts to deepen comprehension ~~understanding~~.	Anchor Standard 5: Relate artistic ideas and works with societal, cultural, and/or	Revise and Move	Clarify what students should know or be able to do. Change from Anchor Standard 11 to Anchor Standard 5

Current standard	Recommended Standard	Proposed revision (Keep, Revise, Move, Remove)	Rationale for the revision (please provide rationale for all that apply):
	historical contexts to deepen comprehension.		
~~Enduring Understanding: Understanding connections to varied contexts and daily life enhances musicians' creating, performing, and responding. Essential Question(s): How do the other arts, other disciplines, contexts, and daily life inform creating, performing, and responding to music?~~		Remove	Remove guidance
~~MU:Cn11.0.T.Ia Demonstrate understanding of~~L1.MU:T.5.3 Explain the relationships between artistic mediums, ~~music and the other arts,~~ other disciplines, ~~varied contexts,~~ and daily life.	L1.MU:T.5.3 Explain the relationships between artistic mediums, other disciplines, and daily life.	Revise, Move to new Anchor Standard 5	Simplify verbiage, added scaffolding of skills
~~MU:Cn11.0.T.IIa Demonstrate understanding of~~L2.MU:T.5.3 Explain the relationships between artistic mediums, ~~music and the~~	L2.MU:T.5.3 Explain the relationships between artistic mediums, other disciplines, and daily life.	Revise, Move to new Anchor Standard 5	Simplify verbiage, added scaffolding of skills

Current standard	Recommended Standard	Proposed revision (Keep, Revise, Move, Remove)	Rationale for the revision (please provide rationale for all that apply):
~~other arts,~~ other disciplines, ~~varied contexts,~~ and daily life.			
~~MU:Cn11.0.T.IIIa Demonstrate understanding of~~ L3.MU:T.5.3 Compare the relationships between artistic mediums, ~~music and the other arts,~~ other disciplines, ~~varied contexts,~~ and daily life.	L3.MU:T.5.3 Compare the relationships between artistic mediums, other disciplines, and daily life.	Revise, Move to new Anchor Standard 5	Simplify verbiage , added scaffolding of skills

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Idaho Content Standards
Music: Technology

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CREATED O4/29/2024

The K-12 arts and humanities standards were up for review in 2023 as per the Idaho code, Board of Education Governing Policies & Procedures, Section IV.C. Section 33-1612; IDAPA 08.02.004.01, Idaho Code. The Idaho Department of Education worked with a variety of stakeholders to accept nominations for committee members. The final committee was comprised of twenty-six members representing a cross-section of grade levels and roles. This committee included community members, parents, educators from a variety of grade levels, and post-secondary content experts. The time and effort put into this revision was invaluable. Throughout the process of the revision of the standards, the working group received both stakeholder feedback and public comments that the revision committee took into consideration. The committee appreciates those who took the time to share their thoughts on the revisions. We hope that the changes to these standards allow them to be useful for all stakeholders, including educators, families, students, and community members. We hope that they bring Idaho into a new chapter of statewide success in arts and humanities education.

Respectfully,

The Arts and Humanities Standards Revision Committee

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PREAMBLE

What the Idaho Content Standards in Arts & Humanities Do

The standards define what all students are expected to know and be able to do, not how teachers should teach. While the standards focus on what is most essential, they do not describe all that can or should be taught. A great deal is left to the discretion of local school districts, teachers, and curriculum developers. No set of grade-level standards can reflect the great variety of abilities, needs, learning rates, and achievement levels in any given classroom. The standards define neither the support materials that some students may need nor the advanced materials that others may need access to. It is also beyond the scope of the standards to define the full range of support appropriate for English language learners and for students with disabilities. All students must have the opportunity to learn rigorous grade-level standards if they are to access the knowledge and skills that will be necessary in their post-secondary lives.

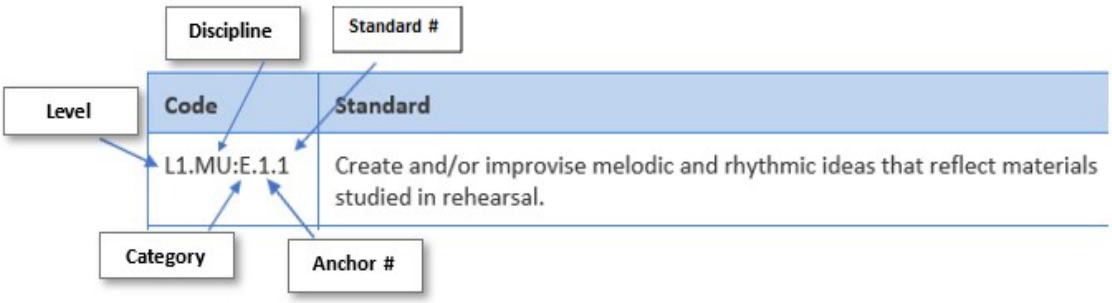
Standards vs. Curriculum

No specific curriculum or strategies are required by the State of Idaho to be used to teach the Idaho Content Standards in the Arts and Humanities. Local schools and districts make decisions about what resources will be used to teach the standards.

ORGANIZATION OF STANDARDS

Levels were chosen to better represent Music Ensembles, Theory, and Technology in Idaho because LEA's start the study of music at all different grade levels. Music standards are organized into five (5) Arts Anchor Standards:

- Anchor Standard 1: Develop and create artistic ideas and work.
- Anchor Standard 2: Develop and refine artistic techniques.
- Anchor Standard 3: Perform and/or present artistic work.
- Anchor Standard 4: Respond to artistic work.
- Anchor Standard 5: Relate artistic ideas and works with societal, cultural, and/or historical contexts to deepen comprehension.



MUSIC TECHNOLOGY LEVEL 1

Anchor Standard 1: Develop and create artistic ideas and work.

Code	Standard
L1.MU:T.1.1	Create melodic, rhythmic, and harmonic ideas using technology.

Anchor Standard 2: Develop and refine artistic techniques.

Code	Standard
L1.MU:T.2.1	Refine the technical and expressive aspects of draft creations.
L1.MU:TH.2.2	Identify and explain the implications of the elements of music in sections of musical works in a creative work.

Anchor Standard 3: Perform and/or present artistic work.

Code	Standard
L1.MU:T.3.1	Present personally developed creations through a fusion of musical and technological expertise.
L1.MU:T.3.2	Present personally developed creative works demonstrating attention to technical accuracy and expressive qualities in a diverse range of styles.
L1.MU:T.3.3	Demonstrate personally developed creative works within the context of music.

Anchor Standard 4: Respond to artistic work.

Code	Objective
L1.MU:T.4.1	Describe how contextual, structural, and technological elements of music inform the presentation of creative works.
L1.MU:T.4.2	Interpret the expressive intent, of musical elements, technological features, and purpose of creative works.
L1.MU:T.4.3	Evaluate creative works using teacher-provided criteria.

Anchor Standard 5: Relate artistic ideas and works with societal, cultural, and/or historical contexts to deepen comprehension.

Code	Objective
L1.MU:T.5.1	Cite reasons for creative choices based on musical and technological elements.
L1.MU:T.5.2	Explain how personal interests, skills, and knowledge relate to creating, presenting, and responding to creative works.
L1.MU:T.5.3	Explore the relationships between artistic mediums, other disciplines, and daily life.

MUSIC TECHNOLOGY LEVEL 2

Anchor Standard 1: Develop and create artistic ideas and work.

Code	Standard
L2.MU:T.1.1	Create melodic, rhythmic, and harmonic ideas in larger works using technology.

Anchor Standard 2: Develop and refine artistic techniques.

Code	Standard
L2.MU:T.2.1	Refine the technical and expressive aspects of draft creations.

Anchor Standard 3: Perform and/or present artistic work.

Code	Standard
L2.MU:T.3.1	Present multiple personally developed creations through a fusion of musical and technological expertise.
L2.MU:T.3.2	Present personally developed creative works demonstrating attention to technical accuracy and expressive qualities in a diverse range of cultures, styles, and genres.
L2.MU:T.3.3	Demonstrate a variety of personally developed creative works within the context of music.

Anchor Standard 4: Respond to artistic work.

Code	Objective
L2.MU:T.4.1	Describe and demonstrate how contextual, structural, and technological elements of music the presentation of personally developed creative works.
L2.MU:T.4.2	Compare the expressive intent of musical elements, technological features, and purpose in a variety of creative works.
L2.MU:T.4.3	Evaluate creative works, applying collaboratively developed criteria.

Anchor Standard 5: Relate artistic ideas and works with societal, cultural, and/or historical contexts to deepen comprehension.

Code	Objective
L2.MU:T.5.1	Compare reasons for creative choices based on musical, technological, and contextual elements.
L2.MU:T.5.2	Compare how personal interests, skills, and knowledge relate to the creation, presentation, and response to creative works.
L2.MU:T.5.3	Explain the relationships between artistic mediums, other disciplines, and daily life.

MUSIC TECHNOLOGY LEVEL 3

Anchor Standard 1: Develop and create artistic ideas and work.

Code	Standard
L3.MU:T.1.1	Create melodic, rhythmic, and harmonic ideas in larger works using varied resources.

Anchor Standard 2: Develop and refine artistic techniques.

Code	Standard
L3.MU:T.2.1	Refine the technical and expressive aspects of draft creations.

Anchor Standard 3: Perform and/or present artistic work.

Code	Standard
L3.MU:T.3.1	Present a portfolio of personally developed creations representing a fusion of musical and technological expertise.
L3.MU:T.3.2	Present personally developed creative works demonstrating attention to technical accuracy and expressive qualities in a diverse range of cultures, styles, genres, and historical periods.
L3.MU:T.3.3	Present a portfolio of personally developed creative works representing a variety of musical contexts.

Anchor Standard 4: Respond to artistic work.

Code	Objective
L3.MU:T.4.1	Evaluate how the contextual, structural, and technological elements inform the presentation of personally developed creative works.
L3.MU:T.4.2	Research and defend the expressive intent of musical elements, technological features, and purpose in a variety of creative works.
L3.MU:T.4.3	Defend the evaluation of creative works, applying personally developed criteria.

Anchor Standard 5: Relate artistic ideas and works with societal, cultural, and/or historical contexts to deepen comprehension.

Code	Objective
L3.MU:T.5.1	Defend reasons for creative choices of musical, technological, and contextual elements.
L3.MU:T.5.2	Defend how personal interests, skills, and knowledge relate to the creation, presentation, and response to creative works.
L3.MU:T.5.3	Compare the relationships between artistic mediums, other disciplines, and daily life.

STANDARDS REVISIONS AND RATIONALE – MUSIC GENERAL

Current standard	Recommended Standard	Proposed revision (Keep, Revise, Move, Remove)	Rationale for the revision (please provide rationale for all that apply):
Anchor Standard 1: ~~Generate and conceptualize~~ Develop and create artistic ideas and work.	Anchor Standard 1: Develop and create artistic ideas and work.	Revise	Remove complex verbiage, prioritize clarity
~~Enduring Understanding: The creative ideas, concepts, and feelings that influence musicians' work emerge from a variety of sources.~~ ~~Essential Question(s): How do musicians generate creative ideas?~~		Remove	Remove guidance
~~MU:Cr1.1.Ka With guidance, explore and experience music concepts (such as beat and melodic contour).~~		Remove	Redundant
~~MU:Cr1.1.Kb With guidance, generate~~ K-1.MU:GM.1.1 Create ~~musical~~ ideas using musical opposites, rhythmic, and/or melodic concepts~~(such as movements or motives)~~.	K-1.MU:GM.1.1 Create ideas using musical opposites, rhythmic, and/or melodic concepts.	Revise standard	Prioritize clarity Remove guidance language K-1.MU:GM.1.1

STANDARDS REVISIONS AND RATIONALE – MUSIC GENERAL

Current standard	Recommended Standard	Proposed revision (Keep, Revise, Move, Remove)	Rationale for the revision (please provide rationale for all that apply):
~~MU:Cr1.1.1a With limited guidance, create musical ideas (such as answering a musical question) for a specific purpose.~~		Remove standard	Prioritize clarity Remove guidance language Combined with K-1.MU:GM.1.1
~~MU:Cr1.1.1b With limited guidance, generate musical ideas in multiple tonalities (such as major and minor) and meters (such as duple and triple).~~		Remove standard	Not grade level appropriate Combined with K-1.MU:GM.1.1
~~MU:Cr1.1.2a~~2-3.MU:GM.1.3 Improvise rhythmic and/or melodic ~~patterns and musical~~ ideas ~~for a specific purpose~~.	2-3.MU:GM.1.3 Improvise rhythmic and/or melodic ideas.	Revise standard	Move to 2-3.MU:GM.1.3
~~MU:Cr1.1.2b Generate musical patterns and ideas within the context of a given tonality (such as major and minor) and meter (such as duple and triple.~~2-3.MU:GM.1.1 Create rhythmic and/or melodic ideas.	2-3.MU:GM.1.1 Create rhythmic and/or melodic ideas.	Revise standard	Move to 2-3.MU:GM.1.1
~~MU:Cr1.1.3a Improvise rhythmic and melodic ideas, and describe connection to specific purpose~~		Remove standard	Combined with Second grade, 2-3.MU:GM.1.3

Current standard	Recommended Standard	Proposed revision (Keep, Revise, Move, Remove)	Rationale for the revision (please provide rationale for all that apply):
~~and context (such as personal and social).~~			
~~MU:Cr1.1.3b Generate musical ideas(such as rhythms and melodies) within a given tonality and/or meter.~~		Remove standard	Combined with Second grade, 2-3.MU:GM.1.1
~~MU:Cr1.1.4a~~ 4-5.MU:GM.1.3 Improvise rhythmic, melodic, and harmonic ideas~~, and explain connection to specific purpose and context (such as social and cultural)~~.	4-5.MU:GM.1.3 Improvise rhythmic, melodic, and harmonic ideas.	Revise standard	Change to 4-5.MU:GM.1.3
~~MU:Cr1.1.4b Generate~~4-5.MU:GM.1.1 Create rhythmic, melodic, and harmonic ~~musical~~ ideas ~~(such as rhythms, melodies, and simple accompaniment patterns) within related tonalities (such as major and minor) and meter~~.	4-5.MU:GM.1.1 Create rhythmic, melodic, and harmonic	Revise standard	Change to 4-5.MU:GM.1.1
~~MU:Cr1.1.5a Improvise rhythmic, melodic, and harmonic ideas, and explain connection to specific~~		Remove Standard	Combined with Fourth Grade

Current standard	Recommended Standard	Proposed revision (Keep, Revise, Move, Remove)	Rationale for the revision (please provide rationale for all that apply):
~~purpose and context (such as social, cultural, and historical).~~			
~~MU:Cr1.1.5b Generate musical ideas (such as rhythms, melodies, and accompaniment patterns) within specific related tonalities, meters, and simple chord chang.~~		Remove Standard	Combined with Fourth Grade
~~MU:Cr1.1.6a Generate simple rhythmic, melodic, and harmonic phrases within AB and ABA forms that convey expressive intent.~~		Remove Standard	Combined with Novice and Proficient
~~MU:Cr1.1.7a Generate rhythmic, melodic, and harmonic phrases and variations over harmonic accompaniments within AB, ABA, or theme and variation forms that convey expressive intent.~~		Remove Standard	Combined with Novice and Proficient
~~MU:Cr1.1.8a Generate~~ 6-12.MU:GM.1.1 Create rhythmic, melodic, and harmonic phrases and ~~and harmonic~~ accompaniments within various ~~expanded~~ forms/structures ~~(including introductions,~~	6-12.MU:GM.1.1 Create rhythmic, melodic, and harmonic phrases and accompaniments within various forms/structures.	Revise Standard	New Standard Number 6-12.MU:GM.1.1 Prioritize Clarity Combined with Sixth Grade and Novice

Current standard	Recommended Standard	Proposed revision (Keep, Revise, Move, Remove)	Rationale for the revision (please provide rationale for all that apply):
~~transitions, and codas) that convey expressive intent~~.			
~~Anchor Standard 2: Organize and develop artistic ideas and work.~~		Remove	Combined with Anchor Standard 1
~~Enduring Understanding: Musicians' creative choices are influenced by their expertise, context, and expressive intent. Essential Question(s): How do musicians make creative decisions?~~		Remove	Remove guidance
~~MU:Cr2.1.Ka With guidance, demonstrate and choose favorite musical ideas.~~		Remove Standard	Not grade level appropriate
~~MU:Cr2.1.Ka With guidance, organize personal~~ K-1.MU:GM.1.2 Create musical ideas using iconic or standard notation and/or recording technology.	K-1.MU:GM.1.2 Create musical ideas using iconic or standard notation and/or recording technology.	Move to Anchor Standard One	Prioritize Clarity
~~MU:Cr2.1.1a With limited guidance, demonstrate and discuss personal reasons for~~		Remove Standard	Redundant

Current standard	Recommended Standard	Proposed revision (Keep, Revise, Move, Remove)	Rationale for the revision (please provide rationale for all that apply):
~~selecting musical ideas that represent expressive intent.~~			
~~MU:Cr2.1.1b With limited guidance, use iconic or standard notation and/or recording technology to document and organize personal musical ideas.~~		Remove Standard	Combined with Kindergarten Standard
~~MU:Cr2.1.2a Demonstrate and explain personal reasons for selecting patterns and ideas for music that represent expressive intent.~~		Remove Standard	Not grade level appropriate
~~MU:Cr2.1.2b Use iconic or standard notation and/or recording technology to combine, sequence, and document personal musical ideas.~~		Remove Standard	Combined with Third Grade
~~MU:Cr2.1.3a Demonstrate selected musical ideas for a simple improvisation or composition to express intent , and describe connection to a specific purpose and context.~~		Remove Standard	Not grade level appropriate

Current standard	Recommended Standard	Proposed revision (Keep, Revise, Move, Remove)	Rationale for the revision (please provide rationale for all that apply):
~~MU:Cr2.1.3b Use~~2-3.MU:GM.1.2 Create rhythmic and/or melodic ideas using standard ~~and/~~or iconic notation and/or recording technology ~~to document personal rhythmic and melodic musical ideas~~.	2-3.MU:GM.1.2 Create rhythmic and/or melodic ideas using standard or iconic notation and/or recording technology.	Revise Standard	Prioritize Clarity Moving to Anchor Standard 1
~~MU:Cr2.1.4a Demonstrate selected and organized musical ideas for an improvisation, arrangement, or composition to express intent, and explain connection to purpose and context.~~		Remove Standard	Not grade level appropriate
~~MU:Cr2.1.4b Use~~4-5.MU:GM.1.2 Create rhythmic, melodic, and harmonic musical ideas using standard ~~and/~~or iconic notation and/or audio/video ~~recording~~ technology. ~~to document personal rhythmic, melodic, and simple harmonic musical ideas.~~	4-5.MU:GM.1.2 Create rhythmic, melodic, and harmonic musical ideas using standard or iconic notation and/or audio/video recording technology.	Revise Standard	Prioritize Clarity Moved to Anchor Standard 1
~~MU:Cr2.1.5a Demonstrate selected and develop ed musical ideas for improvisations,~~		Remove Standard	Not grade level appropriate

Current standard	Recommended Standard	Proposed revision (Keep, Revise, Move, Remove)	Rationale for the revision (please provide rationale for all that apply):
~~arrangements , or compositions to express intent, and explain connection to purpose and context.~~			
~~MU:Cr2.1.5b Use standard and/or iconic notation and/or recording technology to document personal rhythmic, melodic, and twochord harmonic musical ideas.~~		Remove Standard	Combined with Fourth Grade Moved to Anchor Standard 1
~~MU:Cr2.1.6a Select, organize, construct, and document personal musical ideas for arrangements and compositions within AB or ABA form that demonstrate an effective beginning, middle, and ending, and convey expressive intent.~~		Remove Standard	Combined into new sub standard 6-12.MU:GM.1.2
~~MU:Cr2.1.6b Use standard and/or iconic notation and/or audio/ video recording to document personal simple rhythmic phrases, melodic phrases , and twochord harmonic musical ideas.~~		Remove Standard	Combined into new sub standard 6-12.MU:GM.1.2

Current standard	Recommended Standard	Proposed revision (Keep, Revise, Move, Remove)	Rationale for the revision (please provide rationale for all that apply):
~~MU:Cr2.1.7a Select, organize, develop and document personal musical ideas for arrangements , songs, and compositions within AB, ABA, or theme and variation forms that demonstrate unity and variety and convey expressive intent.~~		Remove Standard	Combined into new substandard 6-12.MU:GM.1.2
~~MU:Cr2.1.7b Use standard and/or iconic notation and/or audio/ video recording to document personal simple rhythmic phrases, melodic phrases, and harmonic sequences .~~		Remove Standard	Combined into new sub standard 6-12.MU:GM.1.2
~~MU:Cr2.1.8a Select, organize, and document personal musical ideas for arrangements, songs, and compositions within expanded forms that demonstrate tension and release , unity and variety, balance, and convey expressive.~~		Remove Standard	Redundant Combined into sub standard 6-12.MU:GM.1.2
~~MU:Cr2.1.8b Use~~ 6-12.MU:GM.1.2 Create musical ideas for arrangements and compositions using standard	6-12.MU:GM.1.2 Create musical ideas for arrangements and compositions using standard	Revise Standard	Clarity Moved to Anchor Standard 1 New Standard 6-12.MU:GM.1.2

Current standard	Recommended Standard	Proposed revision (Keep, Revise, Move, Remove)	Rationale for the revision (please provide rationale for all that apply):
~~and/~~or iconic notation and/or audio/video technology.~~recording to document personal rhythmic phrases, melodic phrases, and harmonic sequences.~~	or iconic notation and/or audio/video technology.		
~~Anchor Standard 3: Refine and complete artistic work.~~		Remove	Combined with Anchor Standard 1 and Anchor Standard 5
~~Enduring Understanding: Musicians evaluate, and refine their work through openness to new ideas, persistence, and the application of appropriate criteria.~~ ~~Essential Question(s): How do musicians improve the quality of their creative work?~~		Remove	Remove guidance
~~MU:Cr3.1.Ka With guidance, a~~K-1.MU:GM.2.1 Apply ~~personal, peer, and teacher~~ feedback in refining ~~personal~~ original musical ideas.	K-1.MU:GM.2.1 Apply feedback in refining original musical ideas.	Revise Standard	Move to Anchor Standard 2

Current standard	Recommended Standard	Proposed revision (Keep, Revise, Move, Remove)	Rationale for the revision (please provide rationale for all that apply):
~~MU:Cr3.2.Ka With guidance, demonstrate a final version of personal musical ideas to peers.~~		Remove Standard	Combined with First Grade
~~MU:Cr3.1.1a With limited guidance, discuss and apply personal, peer, and teacher feedback to refine personal musical ideas.~~		Remove Standard	Combined with Kindergarten Move to Anchor Standard 2
~~MU:Cr3.2.1a With limited guidance, convey expressive intent for a specific purpose by presenting a~~ K-1.MU:GM.3.1 Perform a final version of ~~personal~~ original musical ideas to peers or an informal audience.	K-1.MU:GM.3.1 Perform a final version of original musical ideas to peers or an informal audience.	Revise Standard	Prioritize Clarity
~~MU:Cr3.1.2a Interpret and apply personal, peer, and teacher feedback to revise personal music .~~		Remove Standard	Combining with Third Grade
~~Enduring Understanding: Musicians' presentation of creative work is the culmination of a process of creation and communication~~		Remove	Remove guidance

Current standard	Recommended Standard	Proposed revision (Keep, Revise, Move, Remove)	Rationale for the revision (please provide rationale for all that apply):
~~Essential Question(s): When is creative work ready to share?~~			
~~MU:Cr3.2.2a Convey expressive intent for a specific purpose by presenting a final version of~~ 2-3.MU:GM.3.1 Perform artistically a final version of original musical ideas ~~personal musical ideas~~ to peers or an informal audience.	2-3.MU:GM.3.1 Perform artistically a final version of original musical ideas to peers or an informal audience.	Revise Standard	Prioritize Clarity
~~MU:Cr3.1.3a Evaluate, refine , and document revisions to personal musical ideas, a~~2-3.MU:GM.2.1 Apply~~ing~~ teacher provided and collaborative~~ly developed~~ feedback~~criteria and feedback~~ to refine original musical ideas.	2-3.MU:GM.2.1 Apply teacher provided and collaborative feedback to refine original musical ideas.	Revise Standard	Prioritize Clarity Moving to Anchor Standard 2
~~MU:Cr3.2.3a Present the final version of personal created music to others, and describe connection to expressive intent.~~		Remove Standard	Combined with Second Grade
~~MU:Cr3.1.4a Evaluate, refine, and document revisions to personal music, applying teacher-provided and collaborativelydeveloped~~		Remove Standard	Combined with Fifth Grade Move to Anchor Standard 2

Current standard	Recommended Standard	Proposed revision (Keep, Revise, Move, Remove)	Rationale for the revision (please provide rationale for all that apply):
~~criteria and feedback to show improvement over time.~~			
~~MU:Cr3.2.4a Present~~ 4-5.MU:GM.3.1 Perform artistically a ~~the~~ final version of ~~personal~~ original musical ideas to peers or an informal audience. ~~created music to others, and explain connection to expressive intent.~~	4-5.MU:GM.3.1 Perform artistically a final version of original musical ideas to peers or an informal audience.	Revise Standard	Prioritize Clarity Combined with Fifth Grade
~~MU:Cr3.1.5a Evaluate, refine, and document revisions to personal music, a~~4-5.MU:GM.2.1 Apply~~ing~~ teacher-provided and collaborative~~ly developed criteria and~~ feedback~~, and explain rationale for changes.~~ to justify the refinement of original musical ideas.	4-5.MU:GM.2.1 Apply teacher-provided and collaborative feedback to justify the refinement of original musical ideas.	Revise Standard	Prioritize Clarity Move to Anchor Standard 2
~~MU:Cr3.2.5a Present the final version of personal created music to others that demonstrates craftsmanship , and explain connection to expressive intent.~~		Remove Standard	Combined with Fourth Grade
~~MU:Cr3.1.6a Evaluate their own work, applying teacher-provided~~		Remove Standard	Combined with Proficient

Current standard	Recommended Standard	Proposed revision (Keep, Revise, Move, Remove)	Rationale for the revision (please provide rationale for all that apply):
~~criteria such as application of selected elements of music, and use of sound sources.~~			New Standard 6-12.MU:GM.2.1
~~MU:Cr3.1.6b Describe the rationale for making revisions to the music based on evaluation criteria and feedback from their teacher.~~		Remove Standard	Redundant
~~MU:Cr3.2.6a Present the final version of their documented personal composition or arrangement, using craftsmanship and originality to demonstrate an effective beginning, middle, and ending, and convey expressive intent.~~ 6-12.MU:GM.3.1 Perform artistically a final version of original musical ideas to peers or an informal audience.	6-12.MU:GM.3.1 Perform artistically a final version of original musical ideas to peers or an informal audience.	Revise Standard	Prioritize Clarity Combined with Novice and Proficient
~~MU:Cr3.1.7a Evaluate their own work, applying selected criteria such as appropriate application of elements of music including~~		Remove Standard	Combined New Standard 6-12.MU:GM.2.1

Current standard	Recommended Standard	Proposed revision (Keep, Revise, Move, Remove)	Rationale for the revision (please provide rationale for all that apply):
~~style , form , and use of sound sources.~~			
~~MU:Cr3.1.7b Describe the rationale for making revisions to the music based on evaluation criteria and feedback from others (teacher and peer.~~		Remove Standard	Redundant
~~MU:Cr3.2.7a Present the final version of their documented personal composition, song, or arrangement, using craftsmanship and originality to demonstrate unity and variety, and convey expressive intent.~~		Remove Standard	Combined with Sixth Grade
~~MU:Cr3.1.8a Evaluate their own work by selecting and a~~6-12.MU:GM.2.1 Apply~~ing criteria including appropriate application of~~ appropriate criteria to self-evaluate and refine your original work.~~compositional techniques , style, form, and use of sound sources.~~	6-12.MU:GM.2.1 Apply appropriate criteria to self-evaluate and refine your original work.	Revise Standard	Anchor Standard 2 Prioritize Clarity Combined with sixth grade and Novice New Standard 6-12.MU:GM.2.1
~~MU:Cr3.1.8b Describe the rationale for refining works by~~		Remove Standard	Redundant

Current standard	Recommended Standard	Proposed revision (Keep, Revise, Move, Remove)	Rationale for the revision (please provide rationale for all that apply):
~~explaining the choices, based on evaluation criteria.~~			
~~MU:Cr3.2.8a Present the final version of their documented personal composition, song, or arrangement, using craftsmanship and originality to demonstrate the application of compositional techniques for creating unity and variety, tension and release , and balance to convey expressive intent.~~		Remove Standard	Combined With Sixth Grade
Anchor Standard 3~~4~~: ~~Select, analyze, and interpret~~ Perform and/or present artistic work. ~~for presentation.~~	Anchor Standard 3: Perform and/or present artistic work.	Revise and Move	Simplification of language Change from Anchor Standard 4 to Anchor Standard 3
~~Enduring Understanding: Performers' interest in and knowledge of musical works, understanding of their own technical skill, and the context for a performance influence the selection of repertoire.~~ ~~Essential Question(s): How do performers select repertoire?~~		Remove	Remove guidance

Current standard	Recommended Standard	Proposed revision (Keep, Revise, Move, Remove)	Rationale for the revision (please provide rationale for all that apply):
~~Enduring Understanding: Analyzing creators' context and how they manipulate elements of music provides insight into their intent and informs performance. Essential Question(s): How does understanding the structure and context of musical works inform performance?~~		Remove	Remove guidance
~~Enduring Understanding: Performers make interpretive decisions based on their understanding of context and expressive intent.~~ ~~Essential Question(s): How do performers interpret musical works~~			
~~MU:Pr4.1.Ka With guidance, demonstrate and state personal interest in varied musical selections.~~		Remove Standard	Not grade level appropriate
~~MU:Pr4.2.Ka With guidance, explore and demonstrate awareness of music contrasts (such as high/low, loud/soft,~~	K-1.MU:GM.2.2 Explore and demonstrate musical contrasts.	Revise Standard	Moved to Anchor Standard 2 Remove Guidance Language Prioritize Clarity

Current standard	Recommended Standard	Proposed revision (Keep, Revise, Move, Remove)	Rationale for the revision (please provide rationale for all that apply):
~~same/different) in a variety of music selected for performance.~~ K-1.MU:GM.2.2 Explore and demonstrate musical contrasts.			
~~MU:Pr4.3.Ka With guidance, d~~K-1.MU:GM.3.2 Demonstrate ~~awareness of~~ expressive qualities ~~(such as voice quality, dynamics, and tempo)~~ that support the creators' ~~expressive~~ intent.	K-1.MU:GM.3.2 Demonstrate expressive qualities that support the creators' intent.	Revise Standard	Remove Guidance Language Prioritize Clarity Moved to Anchor Standard 3
~~MU:Pr4.1.1a With limited guidance, demonstrate and discuss personal interest in, knowledge about, and purpose of varied musical selections.~~		Remove Standard	Not Grade Level Appropriate
~~MU:Pr4.2.1a With limited guidance, demonstrate knowledge of music concepts (such as beat and melodic contour) in music from a variety of cultures selected for performance.~~		Remove Standard	Combined with Kindergarten
~~MU:Pr4.2.1b When analyzing selected music, r~~K-1.MU:GM.2.3 Read and perform rhythmic	K-1.MU:GM.2.3 Read and perform rhythmic patterns	Revise Standard	Moved to Anchor Standard 2

Current standard	Recommended Standard	Proposed revision (Keep, Revise, Move, Remove)	Rationale for the revision (please provide rationale for all that apply):
patterns using iconic or standard notation.	using iconic or standard notation.		Include Kindergarten in this standard
~~MU:Pr4.3.1a Demonstrate and describe music's expressive qualities (such as dynamics and tempo).~~		Remove Standard	Combined with Kindergarten
~~MU:Pr4.1.2a Demonstrate and explain personal interest in, knowledge about, and purpose of varied musical selections.~~		Remove Standard	Not Grade Level Appropriate
~~MU:Pr4.2.2a~~2-3.MU:GM.2.2 Demonstrate knowledge of ~~music~~ elements of music ~~concepts (such as tonality and meter) in music from a variety of cultures selected for performance~~.	2-3.MU:GM.2.2 Demonstrate knowledge of elements of music.	Revise Standard	Move to Anchor Standard 2 Prioritize Clarity Remove Guidance Language
~~MU:Pr4.2.2b When analyzing selected music, r~~2-3.MU:GM.2.3 Read and perform rhythmic and melodic patterns using iconic or standard notation.	2-3.MU:GM.2.3 Read and perform rhythmic and melodic patterns using iconic or standard notation.	Revise Standard	Prioritize Clarity Combine with Third Grade

Current standard	Recommended Standard	Proposed revision (Keep, Revise, Move, Remove)	Rationale for the revision (please provide rationale for all that apply):
~~MU:Pr4.3.2a~~2-3.MU:GM.3.2 Demonstrate expressive qualities that support the creators' intent.~~understanding of expressive qualities (such as dynamics and tempo) and how creators use them to convey expressive intent.~~	2-3.MU:GM.3.2 Demonstrate expressive qualities that support the creators' intent	Revise Standard	Clarity Remove guidance language Move to Anchor Standard 3
~~MU:Pr4.1.3a Demonstrate and explain how the selection of music to perform is influenced by personal interest, knowledge, purpose , and context.~~		Remove Standard	Not developmentally appropriate
~~MU:Pr4.2.3a Demonstrate understanding of the structure in music selected for performance.~~		Remove (new standard 2-3)	Combined with second grade
~~MU:Pr4.2.3b When analyzing selected music, read and perform rhythmic patterns and melodic phrases using iconic and standard notation.~~		Remove Standard	Redundant
~~MU:Pr4.2.3c~~ 2-3.MU:GM.5.2 Describe ~~how~~relationships between music the other arts,	2-3.MU:GM.5.2 Describe relationships between music,	Revise (combine 2-3)	Removal of guidance language Move to Anchor standard 5

Current standard	Recommended Standard	Proposed revision (Keep, Revise, Move, Remove)	Rationale for the revision (please provide rationale for all that apply):
disciplines, and daily life.~~context (such as personal and social) can inform a performance.~~	the other arts, disciplines, and daily life.		2-3.MU:GM.5.2
~~MU:Pr4.3.3a Demonstrate and describe how intent is conveyed through expressive qualities (such as dynamics and tempo).~~		Removed	Combined with second grade
~~MU:Pr4.1.4a Demonstrate and explain how the selection of music to perform is influenced by personal interest, knowledge, context, and technical skill.~~		Remove Standard	Not age appropriate
~~MU:Pr4.2.4a~~4-5.MU:GM.2.2 Demonstrate knowledge of elements of music.~~understanding of the structure and the elements of music (such as rhythm , pitch , and form) in music selected for performance.~~	4-5.MU:GM.2.2 Demonstrate knowledge of elements of music.	Revise Move to Anchor Standard 2	Clarity Removing guidance language
~~MU:Pr4.2.4b When analyzing selected music, r~~4-5.MU:GM.2.3 Read and perform rhythmic and melodic patterns using iconic ~~and/~~or standard notation.	4-5.MU:GM.2.3 Read and perform rhythmic and melodic patterns using iconic or standard notation.	Revise Standard	Move to Anchor Standard 2 Prioritize Clarity

Current standard	Recommended Standard	Proposed revision (Keep, Revise, Move, Remove)	Rationale for the revision (please provide rationale for all that apply):
~~MU:Pr4.2.4c Explain how context (such as social and cultural) informs a performance.~~ 4-5.MU:GM.5.2 Describe relationships between music, the other arts, disciplines, and daily life.	4-5.MU:GM.5.2 Describe relationships between music, the other arts, disciplines, and daily life.	Revise Move to Anchor Standard 5 Combine standard with 5th grade	Removal of guidance language Prioritize Clarity 4-5.MU:GM.5.1
~~MU:Pr4.3.4a~~4-5.MU:GM.3.2 Demonstrate expressive qualities and make informed interpretive decisions that support the creator's intent. ~~and explain how intent is conveyed through interpretive decisions and expressive qualities (such as dynamics, tempo, and timbre).~~	4-5.MU:GM.3.2 Demonstrate expressive qualities and make informed interpretive decisions that support the creator's intent.	Revise Move to Anchor Standard 3 4-5.MU:GM.3.2	Removal of guidance language Age appropriateness Clarity
~~MU:Pr4.1.5a Demonstrate and explain how the selection of music to perform is influenced by personal interest, knowledge, and context, as well as their personal and others' technical skill.~~		Remove	Developmental appropriateness
~~MU:Pr4.2.5a Demonstrate understanding of the structure and the elements of music (such~~		Removed Combined with fourth grade	Prioritize Clarity

Current standard	Recommended Standard	Proposed revision (Keep, Revise, Move, Remove)	Rationale for the revision (please provide rationale for all that apply):
~~as rhythm, pitch, form, and harmony) in music selected for performance.~~			
~~MU:Pr4.2.5b When analyzing selected music, read and perform using standard or iconic notation.~~		Removed Combined with fourth grade	Prioritize Clarity
~~MU:Pr4.2.5c Explain how context (such as social, cultural, and historical) informs performances.~~		Removed Combined with fourth grade	Prioritize Clarity
~~MU:Pr4.3.5a Demonstrate and explain how intent is conveyed through interpretive decisions and expressive qualities (such as dynamics, tempo, timbre, and articulation/style).~~		Removed Combined with fourth grade	Prioritize Clarity
~~MU:Pr4.1.6a Apply teacher provided criteria for selecting music to perform for a specific purpose and/or context, and explain why each was chosen.~~		Remove	Not able to be assessed.
~~MU:Pr4.2.6a Explain how understanding the structure and~~		Remove Combined with proficient	Age appropriateness

Current standard	Recommended Standard	Proposed revision (Keep, Revise, Move, Remove)	Rationale for the revision (please provide rationale for all that apply):
~~the elements of music are used in music selected for performance.~~			
~~MU:Pr4.2.6b When analyzing selected music, read and identify by name or function standard symbols for rhythm, pitch, articulation, and dynamics.~~		Remove Combined with proficient	Age appropriateness
~~MU:Pr4.2.6c Identify how cultural and historical context inform performances.~~		Remove Combined with proficient	Age appropriateness
~~MU:Pr4.3.6a Perform a selected piece of music demonstrating how their interpretations of the elements of music and the expressive qualities (such as dynamics, tempo, timbre, articulation/style, and phrasing) convey intent.~~		Remove Combined with proficient	Age appropriateness
~~MU:Pr4.1.7a Apply collaborativelydeveloped criteria for selecting music of contrasting styles for a program with a specific purpose and/or context and, after discussion, identify expressive qualities , technical~~		Remove	Age appropriateness

Current standard	Recommended Standard	Proposed revision (Keep, Revise, Move, Remove)	Rationale for the revision (please provide rationale for all that apply):
~~challenges , and reasons for choices.~~			
~~MU:Pr4.2.7a Explain and demonstrate the structure of contrasting pieces of music selected for performance and how elements of music are used.~~		Remove	Age appropriateness
~~MU:Pr4.2.7b When analyzing selected music, read and identify by name or function standard symbols for rhythm, pitch articulation, dynamics, tempo, and form.~~		Remove	Age appropriateness
~~MU:Pr4.2.7c Identify how cultural and historical context inform performances and result in different music interpretations.~~		Remove	Age appropriateness
~~MU:Pr4.3.7a Perform contrasting pieces of music demonstrating their interpretations of the elements of music and expressive qualities(such as dynamics, tempo, timbre, articulation/style, and phrasing) convey intent.~~		Remove	Age appropriateness

Current standard	Recommended Standard	Proposed revision (Keep, Revise, Move, Remove)	Rationale for the revision (please provide rationale for all that apply):
~~MU:Pr4.1.8a Apply personally developed criteria for selecting music of contrasting styles for a program with a specific purpose and/or context, and explain expressive qualities, technical challenges, and reasons for choices.~~		Remove	Not able to be assessed
~~MU:Pr4.2.8a~~6-12.MU:GM.2.2 Compare and contrast the elements of music.~~the structure of contrasting pieces of music selected for performance, explaining how the elements of music are used in each.~~	6-12.MU:GM.2.2 Compare and contrast the elements of music.	Revise	Move to Anchor Standard 2
~~MU:Pr4.2.8b When analyzing selected music, s~~6-12.MU:GM.2.3 Sightread ~~in treble or bass clef simple~~ rhythmic, melodic, and/or harmonic notation.	6-12.MU:GM.2.3 Sightread rhythmic, melodic, and/or harmonic notation	Revise and Move Move to Anchor 2	Clarity Age appropriateness
~~MU:Pr4.2.8c Identity howcultural and historical context inform performances~~ 6-12.MU:GM.5.2 Explain how relationships between music and	6-12.MU:GM.5.2 Explain how relationships between music, other arts, and disciplines, result in different musical/artistic effects.	Revise and Move Move to Anchor 5	Appropriate to new anchor standard

Current standard	Recommended Standard	Proposed revision (Keep, Revise, Move, Remove)	Rationale for the revision (please provide rationale for all that apply):
other arts and disciplines, and result in different musical/artistic effects.			
~~MU:Pr4.3.8a Perform contrasting pieces of music , demonstrating as well as explaining how the music's intent is conveyed by their interpretations of the elements of music and expressive qualities (such as dynamics, tempo, timbre, articulation/style, and phrasing).~~6-12.MU:GM.3.2 Demonstrate expressive qualities in contrasting pieces and make informed interpretive decisions that support the creator's intent.	6-12.MU:GM.3.2 Demonstrate expressive qualities in contrasting pieces and make informed interpretive decisions that support the creator's intent.	Revise Standard	Prioritize Clarity
Anchor Standard 2~~5~~: Develop and refine artistic techniques. ~~and work for presentation.~~	Anchor Standard 3: Perform and/or present artistic work.	Revise and Move	Simplification of language Change from Anchor Standard 4 to Anchor Standard 3
~~Enduring Understanding: To express their musical ideas, musicians analyze, evaluate, and refine their performance over time through openness to new ideas, persistence, and the~~		Remove	Remove guidance

Current standard	Recommended Standard	Proposed revision (Keep, Revise, Move, Remove)	Rationale for the revision (please provide rationale for all that apply):
~~application of appropriate criteria.~~ ~~Essential Question(s): How do musicians improve the quality of their performance?~~			
~~MU:Pr5.1.Ka With guidance, apply personal, teacher, and peer feedback to refine performances.~~		Remove	Redundant
~~MU:Pr5.1.Kb With guidance , use suggested strategies in rehearsal to improve the expressive qualities of music.~~		Remove	Redundant
~~MU:Pr5.1.1a With limited guidance, apply personal, teacher, and peer feedback to refine performances.~~		Remove	Redundant
~~MU:Pr5.1.1b With limited guidance, use suggested strategies in rehearsal to address interpretive challenges of music.~~		Remove	Redundant
~~MU:Pr5.1.2a Apply established criteria to judge the accuracy,~~		Remove	Redundant

Current standard	Recommended Standard	Proposed revision (Keep, Revise, Move, Remove)	Rationale for the revision (please provide rationale for all that apply):
~~expressiveness, and effectiveness of performances .~~			
~~MU:Pr5.1.2b Rehearse, identify and apply strategies to address interpretive, performance, and technical challenges of music.~~		Remove	Redundant
~~MU:Pr5.1.3a Apply teacher provided and collaboratively developed criteria and feedback to evaluate accuracy of ensemble performances.~~		Remove	Redundant
~~MU:Pr5.1.3b Rehearse to refine technical accuracy, expressive qualities, and identified performance challenges.~~		Remove	Redundant
~~MU:Pr5.1.4a Apply teacherprovided and collaborativelyd eveloped criteria and feedback to evaluate accuracy and expressiveness of ensemble and personal performances.~~		Remove	Redundant
~~MU:Pr5.1.4b Rehearse to refine technical accuracy and expressive~~		Remove	Redundant

Current standard	Recommended Standard	Proposed revision (Keep, Revise, Move, Remove)	Rationale for the revision (please provide rationale for all that apply):
~~qualities, and address performance challenges.~~			
~~MU:Pr5.1.5a Apply teacherprovided and established criteria and feedback to evaluate the accuracy and expressiveness of ensemble and personal performances.~~		Remove	Redundant
~~MU:Pr5.1.5b Rehearse to refine technical accuracy and expressive qualities to address challenges, and show improvement over time.~~		Remove	Redundant
~~MU:Pr5.1.6a Identify and apply teacher-provided criteria (such as correct interpretation of notation, technical accuracy, originality, and interest) to rehearse, refine, and determine when a piece is ready to perform~~.		Remove	Redundant
~~MU:Pr5.1.7a Identify and apply collaboratively developed criteria (such as demonstrating correct interpretation of notation, technical skill of performer,~~		Remove	Redundant

Current standard	Recommended Standard	Proposed revision (Keep, Revise, Move, Remove)	Rationale for the revision (please provide rationale for all that apply):
~~originality, emotional impac t, and interest) to rehearse, refine, and determine when the music is ready to perform.~~			
~~MU:Pr5.1.8a Identify and apply personallydeveloped criteria (such as demonstrating correct interpretation of notation, technical skill of performer, originality, emotional impact, variety , and interest) to rehearse, refine, and determine when the music is ready to perform.~~		Remove	Redundant
~~Anchor Standard 6: Convey meaning through the presentation of artistic work.~~		Remove	Redundant with Anchor Standard 4
~~Enduring Understanding: Musicians judge performance based on criteria that vary across time, place, and cultures. Essential Question(s): When is a performance judged ready to present? How do context and the manner in which musical work is~~			

Current standard	Recommended Standard	Proposed revision (Keep, Revise, Move, Remove)	Rationale for the revision (please provide rationale for all that apply):
~~presented influence audience response?~~			
~~MU:Pr6.1.Ka With guidance, perform music with expression.~~		Remove	Redundant
~~MU:Pr6.1.Kb Perform appropriately for the audience.~~		Remove	Combined with first Grade
~~MU:Pr6.1.1a With limited guidance, perform music for a specific purpose with expression.~~		Remove	Redundant
~~MU:Pr6.1.1b Perform appropriately for the~~ K-1.MU:GM.4.2 Demonstrate audience decorum appropriate for the style and purpose.	K-1.MU:GM.4.2 Demonstrate audience decorum appropriate for the style and purpose.	Revise and Move	Move to Anchor Standard 4 grade K-1 Clarity and age appropriateness
~~MU:Pr6.1.2a Perform music for a specific purpose with expression and technical accuracy.~~		Remove	Redundant
~~MU:Pr6.1.2b Perform appropriately for the audience and purpose.~~		Remove	Combine with third grade

Current standard	Recommended Standard	Proposed revision (Keep, Revise, Move, Remove)	Rationale for the revision (please provide rationale for all that apply):
~~MU:Pr6.1.3a Perform music with expression and technical accuracy.~~		Remove	Redundant
~~MU:Pr6.1.3b~~2-3.MU:GM.4.2 Demonstrate ~~performance~~ audience decorum and ~~and audience~~ etiquette appropriate for the context and venue.	4-5.MU:GM.4.2 Demonstrate audience etiquette and decorum appropriate for the context, venue, genre, and style.	Revise	Clarity Move to standard 4 grades 2-3
~~MU:Pr6.1.4a Perform music, alone or with others , with expression and technical accuracy, and appropriate interpretation.~~		Remove	Redundant
~~MU:Pr6.1.4b Demonstrate performance decorum and audience etiquette appropriate for the context, venue, and genre.~~		Remove	Combined with fifth Grade
~~MU:Pr6.1.5a Perform music, alone or with others, with expression, technical accuracy, and appropriate interpretation.~~		Remove	Redundant
~~MU:Pr6.1.5b~~4-5.MU:GM.4.2 Demonstrate ~~performance~~	4-5.MU:GM.4.2 Demonstrate audience etiquette and	Revise	Move to Standard 4 Grades 4-5

Current standard	Recommended Standard	Proposed revision (Keep, Revise, Move, Remove)	Rationale for the revision (please provide rationale for all that apply):
~~decorum and~~ audience etiquette and decorum appropriate for the context, venue, genre, and style.	decorum appropriate for the context, venue, genre, and style.		
~~MU:Pr6.1.6a Perform the music with technical accuracy to convey the creator's intent.~~		Remove	Redundant
~~MU:Pr6.1.6b Demonstrate performance decorum (such as stage presence, attire, and behavior) and audience etiquette appropriate for venue and purpose.~~		Remove	Redundant
~~MU:Pr6.1.7a Perform the music with technical accuracy and stylistic expression to convey the creator's intent.~~		Remove	Redundant
~~MU:Pr6.1.7b Demonstrate performance decorum (such as stage presence, attire, and behavior) and audience etiquette appropriate for venue, purpose, and context.~~		Remove	Redundant
~~MU:Pr6.1.8a Perform the music with technical accuracy, stylistic~~		Remove	Redundant

Current standard	Recommended Standard	Proposed revision (Keep, Revise, Move, Remove)	Rationale for the revision (please provide rationale for all that apply):
~~expression, and culturally authentic practices in music to convey the creator's intent.~~			
~~MU:Pr6.1.8b~~6-12.MU:GM.4.2 Demonstrate decorum and ~~performance decorum (such as stage presence, attire, and behavior) and~~ audience etiquette appropriate for venue, purpose, context, and style.	6-12.MU:GM.4.2 Demonstrate decorum and audience etiquette appropriate for venue, purpose, context, and style.	Revise	Remove guiding language Clarity Move to Anchor 4 Grade 6-12
Anchor Standard 4~~7~~: ~~Perceive and analyze~~ Respond to artistic work.	Anchor Standard 4: Respond to artistic work.	Revise and Move	Simplify language to encompass Anchor Standard 8 and Anchor Standard 9 Change from Anchor Standard 7 to Anchor Standard 4.
~~Enduring Understanding: Individuals' selection of musical works is influenced by their interests, experiences, understandings, and purposes. Essential Question(s): How do individuals choose music to experience?~~			

Current standard	Recommended Standard	Proposed revision (Keep, Revise, Move, Remove)	Rationale for the revision (please provide rationale for all that apply):
~~Enduring Understanding: Response to music is informed by analyzing context (social, cultural, and historical) and how creators and performers manipulate the elements of music.~~ ~~Essential Question(s): How do individuals choose music to experience?~~			
~~MU:Re7.1.Ka With guidance, list personal interests and experiences and demonstrate why they prefer some music selections over others.~~		Remove	Combine with new K-1
~~MU:Re7.2.Ka With guidance, demonstrate how a specific music concept (such as beat or melodic direction) is used in music.~~		Remove	Redundant
~~MU:Re7.1.1a With limited guidance, i~~K-1.MU:GM.5.1 ~~Identify and demonstrate~~ Explore how personal interests, experiences, and cultures	K-1.MU:GM.5.1 Explore how personal interests, experiences, and cultures influence musical expression for specific purposes.	Revise Revised again after stakeholder feedback	Revise for clarity Move to Anchor Standard 5

Current standard	Recommended Standard	Proposed revision (Keep, Revise, Move, Remove)	Rationale for the revision (please provide rationale for all that apply):
influence musical ~~selection~~ expression for specific purposes.			
~~MU:Re7.2.1a With limited guidance, demonstrate and identify how specific music concepts (such as beat or pitch) are used in various styles of music for a purpose.~~		Remove	Redundant
~~MU:Re7.1.2a Explain and demonstrate how personal interests and experiences influence musical selection for specific purposes.~~		Remove	Combined with 2-3 Standard 2-3.Mu.5.1
~~MU:Re7.2.2a Describe how specific music concepts are used to support a specific purpose in music.~~		Remove	Redundant
~~MU:Re7.1.3a Demonstrate and describe how selected music connects to and is influenced by specific interests, experiences, or purposes.~~		Remove	Redundant
~~MU:Re7.2.3a Demonstrate and describe how a response to music~~		Remove	Redundant

Current standard	Recommended Standard	Proposed revision (Keep, Revise, Move, Remove)	Rationale for the revision (please provide rationale for all that apply):
~~can be informed by the structure , the use of the elements of music , and context (such as personal and social.~~			
~~MU:Re7.1.4a Demonstrate and explain how selected music connects to and is influenced by specific interests, experiences, purposes, or contexts.~~		Remove	Combined with new standard grades 4-5
~~MU:Re7.2.4a Demonstrate and explain how responses to music are informed by the structure, the use of the elements of music, and context (such as social and cultural).~~		Remove	Redundant
~~MU:Re7.1.5a Demonstrate and explain, citing evidence, how selected music connects to and is influenced by specific interests, experiences, purposes, or contexts.~~		Remove	Redundant
~~MU:Re7.2.5a Demonstrate and explain, citing evidence , how responses to music are informed by the structure, the use of the~~		Remove	Redundant

Current standard	Recommended Standard	Proposed revision (Keep, Revise, Move, Remove)	Rationale for the revision (please provide rationale for all that apply):
~~elements of music, and context (such as social, cultural, and historical).~~			
~~MU:Re7.1.6a Select or choose music to listen to and explain the connections to specific interests or experiences for a specific purpose.~~		Remove	Redundant
~~MU:Re7.2.6a Describe how the elements of music and expressive qualities relate to the structure of the pieces.~~		Remove	Redundant
~~MU:Re7.2.6b Identify the context of music from a variety of genres, cultures, and historical periods.~~		Remove	Combined with 6-12.MU:GM.5.1.1
~~MU:Re7.1.7a Select or choose contrasting music to listen to and compare the connections to specific interests or experiences for a specific purpose.~~		Remove	Redundant
~~MU:Re7.2.7a Classify and explain how the elements of music and~~		Remove	Redundant

Current standard	Recommended Standard	Proposed revision (Keep, Revise, Move, Remove)	Rationale for the revision (please provide rationale for all that apply):
~~expressive qualities relate to the structure of contrasting pieces.~~			
~~MU:Re7.2.7b~~6-12.MU:GM.5.1 Identify, ~~and~~ compare, and contrast the context of music from a variety of genres, cultures, and historical periods.	6-12.MU:GM.5.1 Identify, compare, and contrast the context of music from a variety of genres, cultures, and historical periods.	Revise and Move	Clarity
~~MU:Re7.1.8a Select programs of music (such as a CD mix or live performances) and demonstrate the connections to an interest or experience for a specific purpose.~~		Remove	Redundant
~~MU:Re7.2.8a Compare how the elements of music and expressive qualities relate to the structure within programs of music.~~		Remove	Redundant
~~MU:Re7.2.8b Identify and compare the context of programs of music from a variety of genres, cultures, and historical periods.~~		Remove	Combined with new grades 6-12 standard
~~Anchor Standard 8: Interpret intent and meaning in artistic work.~~		Remove	Combined with Anchor Standard 7

Current standard	Recommended Standard	Proposed revision (Keep, Revise, Move, Remove)	Rationale for the revision (please provide rationale for all that apply):
~~Enduring Understanding: Through their use of elements and structures of music, creators and performers provide clues to their expressive intent.~~ ~~Essential Question(s): How do we discern the musical creators' and performers' expressive intent?~~		Remove	Remove guidance
~~MU:Re8.1.Ka With guidance, demonstrate awareness of expressive qualities (such as dynamics and tempo) that reflect creators'/performers' expressive intent.~~		Remove	Covered in New Anchor Standard 3
~~MU:Re8.1.1a With limited guidance, demonstrate and identify expressive qualities (such as dynamics and tempo) that reflect creators'/ performers' expressive intent.~~		Remove	Covered in New Anchor Standard 3
~~MU:Re8.1.2a Demonstrate knowledge of music concepts and how they support creators'/ performers' expressive intent.~~		Remove	Covered in New Anchor Standard 3

Current standard	Recommended Standard	Proposed revision (Keep, Revise, Move, Remove)	Rationale for the revision (please provide rationale for all that apply):
~~MU:Re8.1.3a Demonstrate and describe how the expressive qualities (such as dynamics and tempo) are used in performers' interpretations to reflect expressive intent.~~		Remove	Covered in New Anchor Standard 3
~~MU:Re8.1.4a Demonstrate and explain how the expressive qualities (such as dynamics, tempo, and timbre) are used in performers' and personal interpretations to reflect expressive intent.~~		Remove	Covered in New Anchor Standard 3
~~MU:Re8.1.5a Demonstrate and explain how the expressive qualities (such as dynamics, tempo, timbre, and articulation) are used in performers' and personal interpretations to reflect expressive intent.~~		Remove	Redundant
~~MU:Re8.1.6a Describe a personal interpretation of how creators' and performers' application of the elements of music and expressive qualities, within~~		Remove	Redundant

Current standard	Recommended Standard	Proposed revision (Keep, Revise, Move, Remove)	Rationale for the revision (please provide rationale for all that apply):
~~genres and cultural and historical context, convey expressive intent.~~			
~~MU:Re8.1.7a Describe a personal interpretation of contrasting works and explain how creators' and performers' application of the elements of music and expressive qualities, within genres, cultures, and historical periods, convey expressive intent.~~		Remove	Redundant
~~MU:Re8.1.8a Support personal interpretation of contrasting programs of music and explain how creators' or performers' apply the elements of music and expressive qualities, within genres, cultures, and historical periods to convey expressive intent.~~		Remove	Redundant
~~Anchor Standard 9: Apply criteria to evaluate artistic work.~~		Remove	Combined with Anchor Standard 7
~~Enduring Understanding: The personal evaluation of musical work(s) and performance(s) is informed by analysis,~~			

Current standard	Recommended Standard	Proposed revision (Keep, Revise, Move, Remove)	Rationale for the revision (please provide rationale for all that apply):
~~interpretation, and established criteria.~~ ~~Essential Question(s): How do we judge the quality of musical work(s) and performance(s)?~~			
~~MU:Re9.1.Kb With guidance, apply personal and~~ K-1.MU:GM.4.1 Listen to music and describe expressive preferences ~~in the evaluation of music~~.	1.MU:GM.4.1 Listen to music and describe expressive preferences.	Revise	Remove guidance language Clarity Combine K-1 Anchor 4
~~MU:Re9.1.1a With limited guidance, apply personal and expressive preferences in the evaluation of music for specific purposes.~~		Remove	Combine with K-1 Anchor 4 Remove guidance Age appropriate
~~MU:Re9.1.2a Apply personal and~~ 2-3.MU.GM.4.1 Evaluate music and describe expressive preferences ~~in the evaluation of music~~ for specific purposes.	2-3.MU:GM.4.1 Evaluate music and describe expressive preferences for specific purposes.	Revise and Move	Remove guidance language Move to Anchor standard 4
~~MU:Re9.1.3a Evaluate musical works and performances , applying established criteria , and~~		Remove	Combine with 2-3 Age appropriate

Current standard	Recommended Standard	Proposed revision (Keep, Revise, Move, Remove)	Rationale for the revision (please provide rationale for all that apply):
~~describe appropriateness to the context.~~			
~~MU:Re9.1.4a Evaluate musical works and performances , applying established criteria, and explain appropriateness to the context.~~		Remove	Remove guidance language and clarification Combined with 4-5 Anchor Standard 4
~~MU:Re9.1.5a~~4-5.MU:GM.4.1 Evaluate musical works and/or performances, ~~applying~~ with established criteria, ~~and explain appropriateness to the context,~~ citing evidence from the elements of music.	4-5.MU:GM.4.1 Evaluate musical works and/or performances, with established criteria, citing evidence from the elements of music.	Revise and Move	Remove guidance language and clarification Move to Anchor Standard 4 Combined 4-5
~~MU:Re9.1.6a Apply teacherprovided criteria to evaluate musical works or performances.~~		Remove	Redundant
~~MU:Re9.1.7a Select from teacher-provided criteria to evaluate musical works or performances.~~		Remove	Redundant
~~MU:Re9.1.8a Apply appropriate~~ 6-12.MU:GM.4.1 Evaluate musical works and/or performances with	6-12.MU:GM.4.1 Evaluate musical works and/or performances with	Revise and Move	Clarification

Current standard	Recommended Standard	Proposed revision (Keep, Revise, Move, Remove)	Rationale for the revision (please provide rationale for all that apply):
personally-developed criteria ~~to evaluate musical works or performances.~~ citing evidence from the elements of music.	personally-developed criteria citing evidence from the elements of music.		Move to Anchor Standard 4 grades 6-12
~~Anchor Standard 10: Synthesize and relate knowledge and personal experiences to make art.~~		Remove	Redundant with Anchor Standard 11
~~Enduring Understanding: Musicians connect their personal interests, experiences, ideas, and knowledge to creating, performing, and responding. Essential Question(s): How do musicians make meaningful connections to creating, performing, and responding?~~		Remove	Remove guidance
~~MU:Cn10.1.Ka Demonstrate how interests, knowledge, and skills relate to personal choices and intent when creating, performing, and responding to music~~		Remove	Redundant appears in new Anchor Standards.
~~MU:Cr3.2.Ka With guidance, demonstrate a final version of personal musical ideas to peers.~~		Remove	Redundant appears in new Anchor Standard

Current standard	Recommended Standard	Proposed revision (Keep, Revise, Move, Remove)	Rationale for the revision (please provide rationale for all that apply):
~~MU:Pr4.1.Ka With guidance, demonstrate and state personal interest in varied musical selections~~		Remove	Redundant appears in new Anchor Standard
~~MU:Pr4.3.Ka With guidance, demonstrate awareness of expressive qualities (such as voice quality, dynamics, and tempo) that support the creators' expressive intent.~~		Remove	Redundant appears in new Anchor Standard
~~MU:Cn10.1.1a Demonstrate how interests, knowledge, and skills relate to personal choices and intent when creating, performing, and responding to music.~~		Remove	Redundant appears in new Anchor Standard
~~MU:Cr2.1.1a With limited guidance, demonstrate and discuss personal reasons for selecting musical ideas that represent expressive intent.~~		Remove	Redundant appears in new Anchor Standard
~~MU:Cr3.2.1a With limited guidance, convey expressive intent for a specific purpose by presenting a final version of~~		Remove	Redundant appears in new anchor Standards

Current standard	Recommended Standard	Proposed revision (Keep, Revise, Move, Remove)	Rationale for the revision (please provide rationale for all that apply):
~~personal musical ideas to peers or informal audience~~			
~~MU:Pr4.3.1a Demonstrate and describe music's expressive qualities (such as dynamics and tempo).~~		Remove	Redundant appears in new Anchor Standards
~~MU:Re7.1.1a With limited guidance, identify and demonstrate how personal interests and experiences influence musical selection for specific purposes.~~		Remove	Redundant appears in new Anchor Standards
~~MU:Cn10.1.2a Demonstrate how interests, knowledge, and skills relate to personal choices and intent when creating, performing, and responding to music.~~		Remove	Redundant appears in new Anchor Standards
~~MU:Cr2.1.2a Demonstrate and explain personal reasons for selecting patterns and ideas for their music that represent expressive intent.~~		Remove	Redundant appears in new Anchor Standards

Current standard	Recommended Standard	Proposed revision (Keep, Revise, Move, Remove)	Rationale for the revision (please provide rationale for all that apply):
~~MU:Cr3.2.2a Convey expressive intent for a specific purpose by presenting a final version of personal musical ideas to peers or informal audience.~~		Remove	Redundant appears in new Anchor Standards
~~MU:Pr4.3.2a Demonstrate understanding of expressive qualities (such as dynamics and tempo) and how creators use them to convey expressive intent~~		Remove	Redundant appears in new Anchor Standards
~~MU:Re7.1.2a Explain and demonstrate how personal interests and experiences influence musical selection for specific purpose~~		Remove	Redundant appears in new Anchor Standards
~~MU:Cn10.1.3a Demonstrate how interests, knowledge, and skills relate to personal choices and intent when creating, performing, and responding to music.~~		Remove	Redundant
~~MU:Cr2.1.3a Demonstrate selected musical ideas for a simple improvisation or composition to express intent,~~		Remove	Redundant

Current standard	Recommended Standard	Proposed revision (Keep, Revise, Move, Remove)	Rationale for the revision (please provide rationale for all that apply):
~~and describe connection to a specific purpose and context.~~			
~~MU:Cr3.2.3a Present the final version of created music for others, and describe connection to expressive intent.~~		Remove	Redundant
~~MU:Pr4.1.3a Demonstrate and explain how the selection of music to perform is influenced by personal interest, knowledge, purpose , and context .~~		Remove	Redundant
~~MU:Pr4.3.3a Demonstrate and describe how intent is conveyed through expressive qualities (such as dynamics and tempo).~~		Remove	Redundant
~~MU:Re7.1.3a Demonstrate and describe how selected music connects to and is influenced by specific interests, experiences, or purposes.~~		Remove	Redundant
~~MU:Cn10.1.4a Demonstrate how interests, knowledge, and skills relate to personal choices and~~		Remove	Redundant

Current standard	Recommended Standard	Proposed revision (Keep, Revise, Move, Remove)	Rationale for the revision (please provide rationale for all that apply):
~~intent when creating, performing, and responding to music.~~			
~~MU:Cr2.1.4a Demonstrate selected and organized musical ideas for an improvisation, arrangement , or composition to express intent, and explain connection to purpose and context.~~		Remove	Redundant
~~MU:Cr3.2.4a Present the final version of created music for others, and explain connection to expressive intent.~~		Remove	Redundant
~~MU:Pr4.1.4a Demonstrate and explain how the selection of music to perform is influenced by personal interest, knowledge, context, and technical skill .~~		Remove	Redundant
~~MU:Pr4.3.4a Demonstrate and explain how intent is conveyed through interpretive decisions and expressive qualities (such as dynamics, tempo, and timbre) .~~		Remove	Redundant

Current standard	Recommended Standard	Proposed revision (Keep, Revise, Move, Remove)	Rationale for the revision (please provide rationale for all that apply):
~~MU:Re7.1.4a Demonstrate and explain how selected music connects to and is influenced by specific interests, experiences, purposes, or contexts.~~		Remove	Redundant
~~MU:Cn10.1.5a Demonstrate how interests, knowledge, and skills relate to personal choices and intent when creating, performing, and responding to music.~~		Remove	Redundant
~~MU:Cr2.1.5a Demonstrate selected and developed musical ideas for improvisations, arrangements , or compositions to express intent, and explain connection to purpose and context.~~		Remove	Redundant
~~MU:Cr3.2.5a Present the final version of created music for others that demonstrates craftsmanship , and explain connection to expressive intent.~~		Remove	Redundant
~~MU:Pr4.1.5a Demonstrate and explain how the selection of~~		Remove	Redundant

Current standard	Recommended Standard	Proposed revision (Keep, Revise, Move, Remove)	Rationale for the revision (please provide rationale for all that apply):
~~music to perform is influenced by personal interest, knowledge, context, as well as their personal and others' technical skill.~~			
~~MU:Pr4.3.5a Demonstrate and explain how intent is conveyed through interpretive decisions and expressive qualities (such as dynamics, tempo, timbre, and articulation/style).~~		Remove	Redundant
~~MU:Re7.1.5a Demonstrate and explain, citing evidence, how selected music connects to, and is influenced by specific interests, experiences, purposes, or contexts.~~		Remove	Redundant
~~MU:Cn10.1.6a Demonstrate how interests, knowledge, and skills relate to personal choices and intent when creating, performing, and responding to music.~~		Remove	Redundant
~~MU:Cr2.1.6a Select, organize, construct, and document personal musical ideas for arrangements and compositions~~		Remove	Redundant

Current standard	Recommended Standard	Proposed revision (Keep, Revise, Move, Remove)	Rationale for the revision (please provide rationale for all that apply):
~~within AB or ABA form that demonstrate an effective beginning, middle, and ending, and convey expressive intent.~~			
~~MU:Cr3.2.6a Present the final version of their documented personal composition or arrangement, using craftsmanship and originality to demonstrate an effective beginning, middle, and ending, and convey expressive intent.~~		Remove	Redundant
~~MU:Pr4.1.6a Apply teacherprovided criteria for selecting music to perform for a specific purpose and/or context and explain why each was chosen.~~		Remove	Redundant
~~MU:Pr4.3.6a Perform a selected piece of music demonstrating how their interpretations of the elements of music and the expressive qualities (such as dynamics, tempo, timbre,~~		Remove	Redundant

Current standard	Recommended Standard	Proposed revision (Keep, Revise, Move, Remove)	Rationale for the revision (please provide rationale for all that apply):
~~articulation/style, and phrasing) convey intent.~~			
~~MU:Re7.1.6a Select or choose music to listen to and explain the connections to specific interests or experiences for a specific purpose.~~		Remove	Redundant
Novice			
~~MU:Cn10.1.7a Demonstrate how interests, knowledge, and skills relate to personal choices and intent when creating, performing, and responding to music.~~		Remove	Redundant
~~MU:Cr2.1.7a Select, organize, develop and document personal musical ideas for arrangements , songs, and compositions within AB, ABA, or theme and variation forms that demonstrate unity and variety and convey expressive intent~~.		Remove	Redundant
~~MU:Cr3.2.7a Present the final version of their documented personal composition, song, or~~		Remove	Redundant

Current standard	Recommended Standard	Proposed revision (Keep, Revise, Move, Remove)	Rationale for the revision (please provide rationale for all that apply):
~~arrangement, using craftsmanship and originality to demonstrate unity and variety , and convey expressive intent.~~			
~~MU:Pr4.1.7a Apply collaborativelydeveloped criteria for selecting music of contrasting styles for a program with a specific purpose and/or context and, after discussion, identify expressive qualities , technical challenges , and reasons for choices.~~		Remove	Redundant
~~MU:Pr4.3.7a Perform contrasting pieces of music demonstrating their personal interpretations of the elements of music and expressive qualities (such as dynamics, tempo, timbre, articulation/style, and phrasing) convey intent.~~		Remove	Redundant
~~MU:Re7.1.7a Select or choose contrasting music to listen to and compare the connection to~~		Remove	Redundant

Current standard	Recommended Standard	Proposed revision (Keep, Revise, Move, Remove)	Rationale for the revision (please provide rationale for all that apply):
~~specific interests or experiences for a specific purpose.~~			
Proficient			
~~MU:Cn10.1.8a Demonstrate how interests, knowledge, and skills relate to personal choices and intent when creating, performing, and responding to music.~~		Remove	Redundant
~~MU:Cr2.1.8a Select, organize, and document personal musical ideas for arrangements, songs, and compositions within expanded forms that demonstrate tension and release , unity and variety, and balance, and convey expressive intent.~~		Remove	Redundant
~~MU:Cr3.2.8a Present the final version of their documented personal composition, song, or arrangement, using craftsmanship and originality to demonstrate the application of compositional techniques for creating unity and variety, tension and release , and~~		Remove	Redundant

Current standard	Recommended Standard	Proposed revision (Keep, Revise, Move, Remove)	Rationale for the revision (please provide rationale for all that apply):
~~balance to convey expressive intent.~~			
~~MU:Pr4.1.8a Apply personally developed criteria for selecting music of contrasting styles for a program with a specific purpose and/or context and explain expressive qualities, technical challenges, and reasons for choices.~~		Remove	Redundant
~~MU:Pr4.3.8a Perform contrasting pieces of music , demonstrating as well as explaining how the music's intent is conveyed by their interpretations of the elements of music and expressive qualities (such as dynamics, tempo, timbre, articulation/style, and phrasing).~~		Remove	Redundant
~~MU:Re7.1.8a Select programs of music (such as a CD mix or live performances) and demonstrate the connections to an interest or experience for a specific purpose.~~		Remove	Redundant

Current standard	Recommended Standard	Proposed revision (Keep, Revise, Move, Remove)	Rationale for the revision (please provide rationale for all that apply):
Anchor Standard 5~~11~~: Relate artistic ideas and works with societal, cultural, and/or historical contexts to deepen comprehension ~~understanding~~.	Anchor Standard 5: Relate artistic ideas and works with societal, cultural, and/or historical contexts to deepen comprehension.	Revise and Move	Clarify what students should know or be able to do. Change from Anchor Standard 11 to Anchor Standard 5
~~Enduring Understanding: Understand connections to varied contexts and daily life enhances musicians' creating, performing, and responding.~~ ~~Essential Question(s): How do the other arts, other disciplines, contexts, and daily life inform creating, performing, and responding to music?~~			
~~MU:Cn11.1.Ka Demonstrate understanding of~~ K-1.MU:GM.5.2 Explore the relationships between music, ~~and the~~ other arts, ~~other~~ disciplines, ~~varied contexts,~~ and daily life.	K-1.MU:GM.5.2 Explore the relationships between music, other arts, disciplines, and daily life.	Revise and Move	Move to Anchor Standard 5 Clarity Age appropriateness
~~MU:Pr4.2.Ka With guidance, explore and demonstrate awareness of music contrasts (such as high/low, loud/soft,~~		Remove	Redundant

Current standard	Recommended Standard	Proposed revision (Keep, Revise, Move, Remove)	Rationale for the revision (please provide rationale for all that apply):
~~same/different) in a variety of music selected for performance.~~			
~~MU:Re7.2.Ka With guidance, demonstrate how a specific music concept (such as beat or melodic direction) is used in music.~~		Remove	Redundant
~~MU:Re9.1.Ka With guidance, apply personal and expressive preferences in the evaluation of music.~~		Remove	Redundant
~~MU:Cn11.1.1a Demonstrate understanding of relationships between music and the other arts, other disciplines, varied contexts, and daily life.~~		Remove	Redundant
~~MU:Cr1.1.1a With limited guidance, create musical ideas (such as answering a musical question) for a specific purpose .~~		Remove	Redundant
~~MU:Pr4.2.1a With limited guidance, demonstrate knowledge of music concepts (such as beat and melodic contour) in music from a variety~~		Remove	Redundant

Current standard	Recommended Standard	Proposed revision (Keep, Revise, Move, Remove)	Rationale for the revision (please provide rationale for all that apply):
~~of cultures selected for performance.~~			
~~MU:Pr6.1.1a With limited guidance, perform music for a specific purpose with expression.~~		Remove	Redundant
~~MU:Re7.2.1a With limited guidance, demonstrate and identify how specific music concepts (such as beat or pitch) is used in various styles of music for a purpose .~~		Remove	Redundant
~~MU:Re9.1.1a With limited guidance, apply personal and expressive preferences in the evaluation of music for specific purposes.~~		Remove	Redundant
~~MU:Cn11.1.2a Demonstrate understanding of relationships between music and the other arts, other disciplines, varied contexts, and daily life.~~ 2-3.MU:GM.5.1 Describe music from different historical periods and/or cultural contexts using ~~the~~	2-3.MU:GM.5.1 Describe music from different historical periods and/or cultural contexts using musical language.	Revise and move Revised again after stakeholder feedback	Move to Anchor Standard 5 Revised for clarity and age appropriateness

Current standard	Recommended Standard	Proposed revision (Keep, Revise, Move, Remove)	Rationale for the revision (please provide rationale for all that apply):
~~elements of music.~~ musical language.			
~~MU:Cr1.1.2a Improvise rhythmic and melodic patterns and musical ideas for a specific purpose.~~		Remove	Redundant
~~MU:Pr4.2.2a Demonstrate knowledge of music concepts (such as tonality and meter) in music from a variety of cultures selected for performance.~~		Remove	Redundant
~~MU:Pr6.1.2a Perform music for a specific purpose with expression and technical accuracy~~		Remove	Redundant
~~MU:Re7.2. Describe how specific music concepts are used to support a specific purpose in music.~~		Remove	Redundant
~~MU:Re9.1.2a Apply personal and expressive preferences in the evaluation of music for specific purposes.~~		Remove	Redundant
~~MU:Cn11.1.3a Demonstrate understanding of relationships~~		Remove	Redundant

Current standard	Recommended Standard	Proposed revision (Keep, Revise, Move, Remove)	Rationale for the revision (please provide rationale for all that apply):
~~between music and the other arts, other disciplines, varied contexts, and daily life.~~			
~~MU:Cr1.1.3a Improvise rhythmic and melodic ideas, and describe connection to specific purpose and context (such as personal and social)~~		Remove	Redundant
~~MU:Pr4.2.3c Describe how context (such as personal and social) can inform a performance.~~		Remove	Redundant
~~MU:Pr6.1.3b Demonstrate performance decorum and audience etiquette appropriate for the context and venue.~~		Remove	Redundant
~~MU:Re7.2.3a Demonstrate and describe how a response to music can be informed by the structure, the use of the elements of music, and context (such as personal and social).~~		Remove	Redundant
~~MU:Re9.1.3a Evaluate musical works and performances, applying established criteria, and~~		Remove	Redundant

Current standard	Recommended Standard	Proposed revision (Keep, Revise, Move, Remove)	Rationale for the revision (please provide rationale for all that apply):
~~describe appropriateness to the context.~~			
~~MU:Cn11.1.4a Demonstrate understanding of relationships between music and the other arts, other disciplines, varied contexts, and daily life.~~ 4-5.MU:GM.5.1 Describe and compare music from different historical periods and/or cultural contexts using the elements of music.	4-5.MU:GM.5.1 Describe and compare music from different historical periods and/or cultural contexts using the elements of music.	Revise and Move	Move to Standard Anchor 5 Clarity to match the new Anchor Standard 5 (alignment)
~~MU:Cr1.1.4a Improvise rhythmic, melodic, and harmonic ideas, and explain connection to specific purpose and context (such as social and cultural).~~		Remove	Redundant
~~MU:Pr4.2.4c Explain how context (such as social and cultural) informs a performance.~~		Remove	Redundant
~~MU:Pr6.1.4b Demonstrate performance decorum and audience etiquette appropriate for the context, venue, and genre.~~		Remove	Redundant

Current standard	Recommended Standard	Proposed revision (Keep, Revise, Move, Remove)	Rationale for the revision (please provide rationale for all that apply):
~~MU:Re7.2.4a Demonstrate and explain how responses to music are informed by the structure, the use of the elements of music, and context (such as social and cultural).~~		Remove	Redundant
~~MU:Re9.1.4a Evaluate musical works and performances , applying established criteria, and explain appropriateness to the context.~~		Remove	Redundant
~~MU:Cn11.1.5a Demonstrate understanding of relationships between music and the other arts, other disciplines, varied contexts, and daily life.~~		Remove	Redundant
~~MU:Cr1.1.5a Improvise rhythmic, melodic, and harmonic ideas, and explain connection to specific purpose and context (such as social, cultural, and historical).~~		Remove	Redundant
~~MU:Pr4.2.5cExplain how context (such as social, cultural, and historical) informs performances.~~		Remove	Redundant

Current standard	Recommended Standard	Proposed revision (Keep, Revise, Move, Remove)	Rationale for the revision (please provide rationale for all that apply):
~~MU:Pr6.1.5b Demonstrate performance decorum and audience etiquette appropriate for the context, venue, genre, and style.~~		Remove	Redundant
~~MU:Re7.2.5a Demonstrate and explain, citing evidence , how responses to music are informed by the structure, the use of the elements of music, and context (such as social, cultural, and historical).~~		Remove	Redundant
~~MU:Re9.1.5a Evaluate musical works and performances, applying established criteria, and explain appropriateness to the context, citing evidence from the elements of music.~~		Remove	Redundant
~~MU:Cn11.1.6a Demonstrate understanding of relationships between music and the other arts, other disciplines, varied contexts, and daily life.~~		Remove	Redundant

Current standard	Recommended Standard	Proposed revision (Keep, Revise, Move, Remove)	Rationale for the revision (please provide rationale for all that apply):
~~MU:Cr1.1.6a Generate simple rhythmic, melodic, and harmonic phrases within AB and ABA forms that convey expressive intent.~~		Remove	Redundant
~~MU:Pr4.2.6c Identify how cultural and historical context inform the performances~~		Remove	Redundant
~~MU:Pr6.1.6b Demonstrate performance decorum (such as stage presence, attire, and behavior) and audience etiquette appropriate for venue and purpose.~~		Remove	Redundant
~~MU:Re7.2.6b Identify the context of music from a variety of genres, cultures, and historical periods.~~		Remove	Redundant
~~MU:Re9.1.6a Apply teacher-provided criteria to evaluate musical works or performances.~~		Remove	Redundant
~~MU:Cn11.1.7a Demonstrate understanding of relationships between music and the other~~		Remove	Redundant

Current standard	Recommended Standard	Proposed revision (Keep, Revise, Move, Remove)	Rationale for the revision (please provide rationale for all that apply):
~~arts, other disciplines, varied contexts, and daily life.~~			
~~MU:Cr1.1.7a Generate rhythmic, melodic, and harmonic phrases and variations over harmonic accompaniments within AB, ABA, or theme and variation forms that convey expressive intent.~~		Remove	Redundant
~~MU:Pr4.2.7c Identify how cultural and historical context inform performance and results in different music interpretations.~~		Remove	Redundant
~~MU:Pr6.1.7b Demonstrate performance decorum (such as stage presence, attire, and behavior) and audience etiquette appropriate for venue, purpose, and context.~~		Remove	Redundant
~~MU:Re7.2.7b Identify and compare the context of music from a variety of genres, cultures, and historical periods.~~		Remove	Redundant

Current standard	Recommended Standard	Proposed revision (Keep, Revise, Move, Remove)	Rationale for the revision (please provide rationale for all that apply):
~~MU:Re9.1.7a Select from teacher provided criteria to evaluate musical works or performances.~~		Remove	Redundant
~~MU:Cn11.1.8a Demonstrate understanding of relationships between music and the other arts, other disciplines, varied contexts, and daily life.~~		Remove	Redundant
~~MU:Cr1.1.8a Generate rhythmic, melodic and harmonic phrases and harmonic accompaniments within expanded forms (including introductions, transitions, and codas) that convey expressive intent.~~		Remove	Redundant
~~MU:Pr4.2.8c Identity how cultural and historical context inform performance and results in different musical effects.~~		Remove	Redundant
~~MU:Pr6.1.8b Demonstrate performance decorum (such as stage presence, attire, and behavior) and audience etiquette~~		Remove	Redundant

Current standard	Recommended Standard	Proposed revision (Keep, Revise, Move, Remove)	Rationale for the revision (please provide rationale for all that apply):
~~appropriate for venue, purpose, context, and style.~~			
~~MU:Re7.2.8b Identify and compare the context of programs of music from a variety of genres, cultures, and historical periods.~~		Remove	Redundant
~~MU:Re9.1.8a Apply appropriate personally developed criteria to evaluate musical works or performances.~~		Remove	Redundant

For Questions Contact:

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Idaho Content Standards
Music: General

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CREATED O4/29/2024

The K-12 arts and humanities standards were up for review in 2023 as per the Idaho code, Board of Education Governing Policies & Procedures, Section IV.C. Section 33-1612; IDAPA 08.02.004.01, Idaho Code. The Idaho Department of Education worked with a variety of stakeholders to accept nominations for committee members. The final committee was comprised of twenty-six members representing a cross-section of grade levels and roles. This committee included community members, parents, educators from a variety of grade levels, and post-secondary content experts. The time and effort put into this revision was invaluable. Throughout the process of the revision of the standards, the working group received both stakeholder feedback and public comments that the revision committee took into consideration. The committee appreciates those who took the time to share their thoughts on the revisions. We hope that the changes to these standards allow them to be useful for all stakeholders, including educators, families, students, and community members. We hope that they bring Idaho into a new chapter of statewide success in arts and humanities education.

Respectfully,

The Arts and Humanities Standards Revision Committee

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PREAMBLE

What the Idaho Content Standards in Arts & Humanities Do

The standards define what all students are expected to know and be able to do, not how teachers should teach. While the standards focus on what is most essential, they do not describe all that can or should be taught. A great deal is left to the discretion of local school districts, teachers, and curriculum developers. No set of grade-level standards can reflect the great variety of abilities, needs, learning rates, and achievement levels in any given classroom. The standards define neither the support materials that some students may need nor the advanced materials that others may need access to. It is also beyond the scope of the standards to define the full range of support appropriate for English language learners and for students with disabilities. All students must have the opportunity to learn rigorous grade-level standards if they are to access the knowledge and skills that will be necessary in their post-secondary lives.

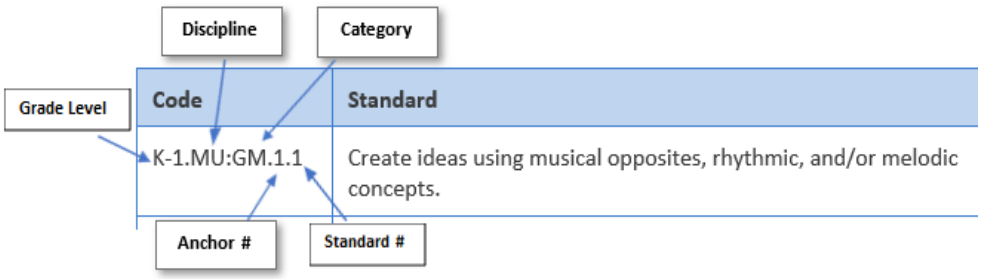
Standards vs. Curriculum

No specific curriculum or strategies are required by the State of Idaho to be used to teach the Idaho Content Standards in the Arts and Humanities. Local schools and districts make decisions about what resources will be used to teach the standards.

ORGANIZATION OF STANDARDS

Each grade band of the K-12 arts standards are organized into five (5) Arts Anchor Standards:

- Anchor Standard 1: Develop and create artistic ideas and work.
- Anchor Standard 2: Develop and refine artistic techniques.
- Anchor Standard 3: Perform and/or present artistic work.
- Anchor Standard 4: Respond to artistic work.
- Anchor Standard 5: Relate artistic ideas and works with societal, cultural, and/or historical contexts to deepen comprehension.



ANCHOR STANDARD 1: DEVELOP AND CREATE ARTISTIC IDEAS AND WORK.

Code	Standard
K-1.MU:GM.1.1	Create ideas using musical opposites, rhythmic, and/or melodic concepts.
K-1.MU:GM.1.2	Create musical ideas using iconic or standard notation and/or recording technology.
2-3.MU:GM.1.1	Create rhythmic and/or melodic ideas.
2-3.MU:GM.1.2	Create rhythmic and/or melodic ideas using standard or iconic notation and/or recording technology.
2-3.MU:GM.1.3	Improvise rhythmic and/or melodic ideas.
4-5.MU:GM.1.1	Create rhythmic, melodic, and harmonic ideas.
4-5.MU:GM.1.2	Create rhythmic, melodic, and harmonic musical ideas using standard or iconic notation and/or audio/video technology.
4-5.MU:GM.1.3	Improvise rhythmic, melodic, and harmonic ideas.
6-12.MU:GM.1.1	Create rhythmic, melodic, and harmonic phrases and accompaniments within various forms/structures.
6-12.MU:GM.1.2	Create musical ideas for arrangements and compositions using standard or iconic notation and/or audio/video technology.

ANCHOR STANDARD 2: DEVELOP AND REFINE ARTISTIC TECHNIQUES.

Code	Standard
K-1.MU:GM.2.1	Apply feedback in refining original musical ideas.
K-1.MU:GM.2.2	Explore and demonstrate musical contrasts.
K-1.MU:GM.2.3	Read and perform rhythmic patterns using iconic or standard notation.
2-3.MU:GM.2.1	Apply teacher provided and collaborative feedback to refine original musical ideas.
2-3.MU:GM.2.2	Demonstrate knowledge of elements of music.

Code	Standard
2-3.MU:GM.2.3	Read and perform rhythmic and melodic patterns using iconic or standard notation.
4-5.MU:GM.2.1	Apply teacher-provided and collaborative feedback to justify the refinement of original musical ideas.
4-5.MU:GM.2.2	Demonstrate knowledge of elements of music.
4-5.MU:GM.2.3	Read and perform rhythmic and melodic patterns using iconic or standard notation.
6-12.MU:GM.2.1	Apply appropriate criteria to self-evaluate and refine your original work.
6-12.MU:GM.2.2	Compare and contrast the elements of music.
6-12.MU:GM.2.3	Sightread rhythmic, melodic, and/or harmonic notation

ANCHOR STANDARD 3: PERFORM AND/OR PRESENT ARTISTIC WORK.

Code	Standard
K-1.MU:GM.3.1	Perform a final version of original musical ideas to peers or an informal audience.
K-1.MU:GM.3.2	Demonstrate expressive qualities that support the creators' intent.
2-3.MU:GM.3.1	Perform artistically a final version of original musical ideas to peers or an informal audience.
2-3.MU:GM.3.2	Demonstrate expressive qualities that support the creators' intent.
4-5.MU:GM.3.1	Perform artistically a final version of original musical ideas to peers or an informal audience.
4-5.MU:GM.3.2	Demonstrate expressive qualities and make informed interpretive decisions that support the creator's intent.
6-12.MU:GM.3.1	Perform artistically a final version of original musical ideas to peers or an informal audience.
6-12.MU:GM.3.2	Demonstrate expressive qualities in contrasting pieces and make informed interpretive decisions that support the creator's intent.

ANCHOR STANDARD 4: RESPOND TO ARTISTIC WORK.

Code	Standard
K-1.MU:GM.4.1	Listen to music and describe expressive preferences.
K-1.MU:GM.4.2	Demonstrate audience decorum appropriate for the style and purpose.
2-3.MU:GM.4.1	Evaluate music and describe expressive preferences for specific purposes.
2-3.MU:GM.4.2	Demonstrate audience decorum and etiquette appropriate for the context and venue.
4-5.MU:GM.4.1	Evaluate musical works and/or performances, with established criteria, citing evidence from the elements of music.
4-5.MU:GM.4.2	Demonstrate audience etiquette and decorum appropriate for the context, venue, genre, and style.
6-12.MU:GM.4.1	Evaluate musical works and/or performances with personally developed criteria citing evidence from the elements of music.
6-12.MU:GM.4.2	Demonstrate decorum and audience etiquette appropriate for venue, purpose, context, and style.

ANCHOR STANDARD 5: RELATE ARTISTIC IDEAS AND WORKS WITH SOCIETAL, CULTURAL, AND/OR HISTORICAL CONTEXTS TO DEEPEN COMPREHENSION.

Code	Standard
K-1.MU:GM.5.1	Explore how personal interests, experiences, and cultures influence musical expression for specific purposes.
K-1.MU:GM.5.2	Explore the relationships between music, other arts, disciplines, and daily life.
2-3.MU:GM.5.1	Describe music from different historical periods and/or cultural contexts using musical language.
2-3.MU:GM.5.2	Describe relationships between music, the other arts, disciplines, and daily life.

Code	Standard
4-5.MU:GM.5.1	Describe and compare music from different historical periods and/or cultural contexts using the elements of music.
4-5.MU:GM.5.2	Describe relationships between music, the other arts, disciplines, and daily life.
6-12.MU:GM.5.1	Identify, compare, and contrast the context of music from a variety of genres, cultures, and historical periods.
6-12.MU:GM.5.2	Explain how relationships between music, other arts, and disciplines result in different musical/artistic effects.

STANDARDS REVISIONS AND RATIONALE – MUSIC, TRADITIONAL & EMERGING ENSEMBLES

Current standard	Recommended standard	Proposed revision (Keep, Remove, Revise, Move)	Rationale for the revision (please provide rationale for all that apply):
Novice becomes Level I Intermediate becomes Level II Proficient becomes Level III Accomplished becomes Level IV Advanced becomes Level V			
Anchor Standard 1: ~~Generate and conceptualize~~ Develop and create artistic ideas and work.	Anchor Standard 1: Develop and create artistic ideas and work.	Revise	Remove complex verbiage, prioritize clarity
~~Enduring Understanding: The creative ideas, concepts, and feelings that influence musicians' work emerge from a variety of sources.~~ ~~Essential Question(s): How do musicians generate creative ideas?~~		Remove	Remove guidance
~~MU:Cr1.1.E.5a~~L1.MU:E.1.1 Create and/or ~~Compose and~~ improvise melodic and rhythmic ideas ~~or motives~~ that reflect ~~characteristic(s) of music or~~	L1.MU:E.1.1 Create and/or improvise melodic and rhythmic ideas that reflect materials studied in rehearsal.	Revise	Clarify

Current standard	Recommended standard	Proposed revision (Keep, Remove, Revise, Move)	Rationale for the revision (please provide rationale for all that apply):
~~text(s)~~ materials studied in rehearsal.			
~~MU:Cr1.1.E.8a~~L2.MU:E.1.1 Create ~~Compose~~ and improvise ~~ideas for melodies~~ melodic and rhythmic ideas ~~passages based on characteristic(s) of music or text(s)~~ that reflect materials studied in rehearsal.	L2.MU:E.1.1 Create and improvise melodic and rhythmic ideas that reflect materials studied in rehearsal.	Revise and move	Clarify and scaffolding
~~MU:Cr1.1.E.Ia~~L3.MU:E.1.1 Compose and/or improvise ~~ideas for melodies~~, melodic and rhythmic ideas ~~passages, and arrangements for specific purposes~~ that reflect ~~characteristic(s) of music from a variety of historical periods~~ materials studied in rehearsal.	L3.MU:E.1.1 Compose and/or improvise melodic and rhythmic ideas that reflect materials studied in rehearsal.	Revise	Clarify and scaffolding
~~MU:Cr1.1.E.IIa~~L4.MU:E.1.1 Compose and improvise ~~ideas for~~ melodic and rhythmic ideas ~~arrangements, sections , and short compositions for specific purposes~~ that reflect ~~characteristic(s) of music from a~~	L4.MU:E.1.1 Compose and improvise melodic and rhythmic ideas that reflect materials studied in rehearsal.	Revise	Clarify and scaffolding

Current standard	Recommended standard	Proposed revision (Keep, Remove, Revise, Move)	Rationale for the revision (please provide rationale for all that apply):
~~variety of cultures~~materials studied in rehearsal.			
~~MU:Cr1.1.E.IIIa~~L5.MU:E.1.1 Compose and improvise melodic and rhythmic ~~musical~~ ideas that reflect materials studied in rehearsal for a variety of purposes and contexts.	L5.MU:E.1.1 Compose and improvise melodic and rhythmic ideas that reflect materials studied in rehearsal for a variety of purposes and contexts.	Revise	Clarify and scaffolding
~~Anchor Standard 2: Organize and develop artistic ideas and work.~~		Remove	Combined with Anchor Standard 1
~~Enduring Understanding: Musicians' creative choices are influenced by their expertise, context, and expressive intent. Essential Question(s): How do musicians make creative decisions?~~		Remove	Remove guidance

Current standard	Recommended standard	Proposed revision (Keep, Remove, Revise, Move)	Rationale for the revision (please provide rationale for all that apply):
~~MU:Cr2.1.E.5a. Select and develop draft melodic and rhythmic ideas or motives that demonstrate understanding of characteristics of music or texts studied in rehearsal.~~ L1.MU:E.1.2 Develop musical and/or rhythmic ideas based on knowledge, skill, and teacher provided criteria.	L1.MU:E.1.2 Develop musical and/or rhythmic ideas based on knowledge, skill, and teacher provided criteria.	Rewrite and move to Anchor Standard 1	Combined with CR 3.1 Clarity
~~MU:Cr2.1.E.5b Preserve draft compositions and improvisations through standard notation and audio recording.~~ L1.MU:E.1.3 Organize musical and/or rhythmic ideas based on knowledge, skill, and teacher provided criteria.	L1.MU:E.1.3 Organize musical and/or rhythmic ideas based on knowledge, skill, and teacher provided criteria.	Rewrite and move to Anchor Standard 1	Combined with CR 3.1 Clarity
~~MU:Cr2.1.E.8a Select and develop draft melodies and rhythmic passages that demonstrate understanding of characteristic(s) of music or text(s) studied in rehearsal.~~ L2.MU:E.1.2 Develop musical and/or rhythmic ideas based on	L2.MU:E.1.2 Develop musical and/or rhythmic ideas based on knowledge, skill, and collaboratively developed criteria.	Rewrite and move to Anchor Standard 1	Combined with CR 3.1 Clarity

Current standard	Recommended standard	Proposed revision (Keep, Remove, Revise, Move)	Rationale for the revision (please provide rationale for all that apply):
knowledge, skill, and collaboratively developed criteria.			
~~MU:Cr2.1.E.8b Preserve draft compositions and improvisations through standard notation and audio recording.~~ L2.MU:E.1.3 Organize musical and/or rhythmic ideas based on knowledge, skill, and collaboratively developed criteria.	L2.MU:E.1.3 Organize musical and/or rhythmic ideas based on knowledge, skill, and collaboratively developed criteria.	Rewrite and move to Anchor Standard 1	Combined with CR 3.1 Clarity
~~MU:Cr2.1.E.Ia Select and develop draft melodies, rhythmic passages, and arrangements for specific purposes that demonstrate understanding of characteristic(s) of music from a variety of historical periods studied in rehearsal.~~ L3.MU:E.1.2 Develop musical and/or rhythmic ideas based on knowledge, skill, and collaboratively developed criteria with purpose.	L3.MU:E.1.2 Develop musical and/or rhythmic ideas based on knowledge, skill, and collaboratively developed criteria with purpose.	Rewrite and move to Anchor Standard 1	Combined with CR 3.1 Clarity
~~MU:Cr2.1.E.Ib Preserve draft compositions and improvisations~~	L3.MU:E.1.3 Organize musical and/or rhythmic ideas based on knowledge, skill, and	Rewrite and move to Anchor Standard 1	Combined with CR 3.1 Clarity

Current standard	Recommended standard	Proposed revision (Keep, Remove, Revise, Move)	Rationale for the revision (please provide rationale for all that apply):
~~through standard notation and audio recording.~~ L3.MU:E.1.3 Organize musical and/or rhythmic ideas based on knowledge, skill, and collaboratively developed criteria.	collaboratively developed criteria.		
~~MU:Cr2.1.E.IIa Select and d~~L4.MU:E.1.2 Develop musical and/or rhythmic ideas based on knowledge and skills, including purpose, using collaboratively developed criteria. ~~arrangements, sections, and short compositions for specific purposes that demonstrate understanding of characteristic(s) of music from a variety of cultures studied in rehearsal.~~	L4.MU:E.1.2 Compose and improvise melodic and rhythmic ideas that reflect materials studied in rehearsal.	Rewrite and move to Anchor Standard 1	Combined with CR 3.1 Clarity

Current standard	Recommended standard	Proposed revision (Keep, Remove, Revise, Move)	Rationale for the revision (please provide rationale for all that apply):
~~MU:Cr2.1.E.IIb Preserve draft compositions and improvisations through standard notation, audio, or video recording.~~ L4:MU:E.1.3 Organize musical and/or rhythmic ideas based on knowledge, skill, and collaboratively developed criteria to include identified purpose.	L4:MU:E.1.3 Organize musical and/or rhythmic ideas based on knowledge, skill, and collaboratively developed criteria to include identified purpose.	Rewrite and move to Anchor Standard 1	Combined with CR 3.1 Clarity
~~MU:Cr2.1.E.IIIa Select and d~~L5.MU:E.1.2 Develop musical and/or rhythmic ideas based on knowledge and skills, including purpose, using self-developed criteria. ~~composed and improvised ideas into draft musical works organized for a variety of purposes and contexts.~~	L5.MU:E.1.2 Develop musical and/or rhythmic ideas based on knowledge and skills, including purpose, using self-developed criteria.	Rewrite and move to Anchor Standard 1	Combined with CR 3.1 Clarity
~~MU:Cr2.1.E.IIIb Preserve draft musical works through standard notation, audio, or video recording.~~ L5.MU:E.1.3 Organize musical and/or rhythmic ideas based on knowledge, skill, and personally	L5.MU:E.1.3 Organize musical and/or rhythmic ideas based on knowledge, skill, and personally developed criteria to include identified purpose and historical context.	Rewrite and move to Anchor Standard 1	Combined with CR 3.1 Clarity

Current standard	Recommended standard	Proposed revision (Keep, Remove, Revise, Move)	Rationale for the revision (please provide rationale for all that apply):
developed criteria to include identified purpose and historical context.			
~~Anchor Standard 3: Refine and complete artistic work.~~		Remove	Combined with Anchor Standard 1
~~Enduring Understanding: Musicians evaluate, and refine their work through openness to new ideas, persistence, and the application of appropriate criteria.~~ ~~Essential Question(s): How do musicians improve the quality of their creative work?~~		Remove	Remove guidance language
~~MU:Cr3.1.E.5a Evaluate and refine draft compositions and improvisations based on knowledge, skill, and teacher-provided criteria.~~		Remove	Combined into MU:Cr2.1.E
~~MU:Cr3.1.E.8a Evaluate and refine draft compositions and improvisations based on knowledge, skill, and collaborativelydeveloped criteria .~~		Remove	Combined into MU:Cr2.1.E

Current standard	Recommended standard	Proposed revision (Keep, Remove, Revise, Move)	Rationale for the revision (please provide rationale for all that apply):
~~MU:Cr3.1.E.Ia Evaluate and refine draft melodies, rhythmic passages, arrangements , and improvisations based on established criteria , including the extent to which they address identified purposes .~~		Remove	Combined into MU:Cr2.1.E
~~MU:Cr3.1.E.IIa Evaluate and refine draft arrangements, sections , short compositions , and improvisations based on personally-developed criteria, including the extent to which they address identified purposes.~~		Remove	Combined into MU:Cr2.1.E
~~MU:Cr3.1.E.IIIa Evaluate and refine varied draft musical works based on appropriate criteria, including the extent to which they address identified purposes and contexts .~~		Remove	Combined into MU:Cr2.1.E
~~Enduring Understanding: Musicians' presentation of creative work is the culmination of a process of creation and communication~~		Remove	Remove guidance

Current standard	Recommended standard	Proposed revision (Keep, Remove, Revise, Move)	Rationale for the revision (please provide rationale for all that apply):
~~Essential Question(s): When is creative work ready to share?~~			
~~MU:Cr3.2.E.5a Share personally-developed melodic and rhythmic ideas or motives – individually or as an ensemble – that demonstrate understanding of characteristics of music or texts studied in rehearsal.~~		Remove	Prioritize clarity Students need to know and be able to do.
~~MU:Cr3.2.E.8a Share personally-developed melodies and rhythmic passages – individually or as an ensemble – that demonstrate understanding of characteristics of music or texts studied in rehearsal.~~		Remove	Prioritize clarity Students need to know and be able to do.
~~MU:Cr3.2.E.Ia Share personally-developed melodies, rhythmic passages, and arrangements – individually or as an ensemble – that address identified purposes.~~		Remove	Prioritize clarity Students need to know and be able to do.
~~MU:Cr3.2.E.IIa Share personally-developed arrangements, sections , and short compositions~~		Remove	Prioritize clarity Students need to know and be able to do.

Current standard	Recommended standard	Proposed revision (Keep, Remove, Revise, Move)	Rationale for the revision (please provide rationale for all that apply):
~~– individually or as an ensemble – that address identified purposes.~~			
~~MU:Cr3.2.E.IIIa Share varied, personally-developed musical works – individually or as an ensemble – that address identified purposes and contexts .~~		Remove	Prioritize clarity Students need to know and be able to do.
Anchor Standard 3~~4~~: ~~Select, analyze, and interpret~~ Perform and/or present artistic work. ~~for presentation.~~	Anchor Standard 3: Perform and/or present artistic work.	Revise and Move	Simplification of language Change from Anchor Standard 4 to Anchor Standard 3
~~Enduring Understanding: Performers' interest in and knowledge of musical works, understanding of their own technical skill, and the context for a performance influence the selection of repertoire.~~ ~~Essential Question(s): How do performers select repertoire?~~		Remove	Remove guidance
~~MU:Pr4.1.E.5a Select varied repertoire to study based on interest, music reading skills (where appropriate), an~~		Remove	Prioritize clarity Students need to know and be able to do.

Current standard	Recommended standard	Proposed revision (Keep, Remove, Revise, Move)	Rationale for the revision (please provide rationale for all that apply):
~~understanding of the structure of the music, context, and the technical skill of the individual or ensemble.~~			
~~MU:Pr4.1.E.8a Select a varied repertoire to study based on music reading skills (where appropriate), an understanding of formal design in the music, context, and the technical skill of the individual and ensemble.~~		Remove	Prioritize clarity Students need to know and be able to do.
~~MU:Pr4.1.E.Ia Explain the criteria used to select a varied repertoire to study based on an understanding of theoretical and structural characteristics of the music, the technical skill of the individual or ensemble, and the purpose or context of the performance .~~		Remove	Prioritize clarity Students need to know and be able to do.

Current standard	Recommended standard	Proposed revision (Keep, Remove, Revise, Move)	Rationale for the revision (please provide rationale for all that apply):
~~MU:Pr4.1.E.IIa Develop and apply criteria to select a varied repertoire to study and perform based on an understanding of theoretical and structural characteristics and expressive challenges in the music , the technical skill of the individual or ensemble, and the purpose and context of the performance.~~		Remove	Prioritize clarity Students need to know and be able to do.
~~MU:Pr4.1.E.IIIa Develop and apply criteria to select varied programs to study and perform based on an understanding of theoretical and structural characteristics and expressive challenges in the music, the technical skill of the individual or ensemble, and the purpose and context of the performance.~~		Remove	Prioritize clarity Students need to know and be able to do.
~~Enduring Understanding: Analyzing creators' context and how they manipulate elements of music provides insight into their intent and informs performance. Essential Question(s): How does~~		Remove	Remove guidance

Current standard	Recommended standard	Proposed revision (Keep, Remove, Revise, Move)	Rationale for the revision (please provide rationale for all that apply):
~~understanding the structure and context of musical works inform performance?~~			
~~MU:Pr4.2.E.5a Demonstrate, using~~ L1.MU:E.2.1 Implement music reading skills ~~where appropriate, how knowledge of formal aspects in musical works inform prepared or improvised performances.~~to enhance technical accuracies.	L1.MU:E.2.1 Implement music reading skills to enhance technical accuracies.	Revise, Move into Anchor Standard 2	Prioritize clarity Complex verbiage Students need to know and be able to do.
~~MU:Pr4.2.E.8a Demonstrate, using~~ L2.MU:E.2.1 Improve music reading skills ~~where appropriate, how the setting and formal characteristics of musical works contribute to understanding the context of the music in prepared or improvised performances.~~to enhance technical accuracies.	L2.MU:E.2.1 Improve music reading skills to enhance technical accuracies.	Revise, Move into Anchor Standard 2	Prioritize clarity Complex verbiage Students need to know and be able to do.
~~MU:Pr4.2.E.Ia Demonstrate, using~~ L3.MU:E.2.1 Apply music reading skills ~~where appropriate, how compositional devices employed and theoretica l and structural aspects of musical works impact~~	L3.MU:E.2.1 Apply music reading skills to materials learned in rehearsal.	Revise, Move into Anchor Standard 2	Prioritize clarity Complex verbiage Students need to know and be able to do.

Current standard	Recommended standard	Proposed revision (Keep, Remove, Revise, Move)	Rationale for the revision (please provide rationale for all that apply):
~~and inform prepared or improvised performances.~~to materials learned in rehearsal.			
~~MU:Pr4.2.E.IIa Document and d~~L4.MU:E.2.1 Demonstrate~~, using~~ music literacy ~~reading skills where appropriate, how compositional devices employed and theoretical and structural aspects of musical works may impact and inform prepared and improvised performances.~~in a variety of styles.	L4.MU:E.2.1 Demonstrate music literacy in a variety of styles.	Revise, Move into Anchor Standard 2	Prioritize clarity Complex verbiage Students need to know and be able to do.
~~MU:Pr4.2.E.IIIa Examine, evaluate, and critique, using~~ L5.MU:E.2.1 Demonstrate music literacy ~~reading skills where appropriate, how the structure and context impact and inform prepared and improvised performances.~~ and technical accuracies in a variety of styles, historical contexts, and diverse cultures.	L5.MU:E.2.1 Demonstrate music literacy and technical accuracies in a variety of styles, historical contexts, and diverse cultures.	Revise, Move into Anchor Standard 2	Prioritize clarity Complex verbiage Students need to know and be able to do.
~~Enduring Understanding: Performers make interpretive~~		Remove	Remove guidance

Current standard	Recommended standard	Proposed revision (Keep, Remove, Revise, Move)	Rationale for the revision (please provide rationale for all that apply):
~~decisions based on their understanding of context and expressive intent.~~ ~~Essential Question(s): How do performers interpret musical works?~~			
~~MU:Pr4.3.E.5a~~L1.MU:E.3.1 Identify expressive qualities in a varied repertoire of music~~ that can be demonstrated through prepared and improvised performances~~.	L1.MU:E.3.1 Identify expressive qualities in a varied repertoire of music.	Revise, move to Anchor Standard 3	Clarified to Standard
~~MU:Pr4.3.E.8a Demonstrate understanding and application of~~ L2.MU:E.3.1 Apply expressive qualities through ~~in~~ a varied repertoire~~ of music through prepared and improvised performances~~.	L2.MU:E.3.1 Apply expressive qualities through a varied repertoire of music.	Revise, move to Anchor Standard 3	Clarified to Standard
~~MU:Pr4.3.E.Ia Demonstrate an understanding of~~ L3.MU:E.3.1 Apply expressive qualities to a variety of~~ context in a varied~~ musical repertoire ~~of music through prepared and improvised~~	L3.MU:E.3.1 Apply expressive qualities to a variety of musical repertoire in different contexts.	Revise, move to Anchor Standard 3	Clarified to Standard

Current standard	Recommended standard	Proposed revision (Keep, Remove, Revise, Move)	Rationale for the revision (please provide rationale for all that apply):
~~performances.~~in different contexts.			
~~MU:Pr4.3.E.IIa Demonstrate how understanding the style , genre , and context of a varied repertoire of music influences prepared and improvised performances as well as performers' technical skill to connect with the audience.~~ L4.MU:E.3.1 Apply expressive qualities to a variety of musical repertoire in different contexts, styles, and genres.	L4.MU:E.3.1 Apply expressive qualities to a variety of musical repertoire in different contexts, styles, and genres.	Rewrite, move to Anchor Standard 3	Clarified to Standard
~~MU:Pr4.3.E.IIIa Demonstrate how understanding the style, genre, and context of a varied repertoire of music informs prepared and improvised performances as well as performers' technical skill to connect with the audience.~~ L5.MU:E.3.1 Apply expressive qualities to a variety of musical repertoire in different contexts, styles, and genres in multiple types of ensembles.	L5.MU:E.3.1 Apply expressive qualities to a variety of musical repertoire in different contexts, styles, and genres in multiple types of ensembles.	Rewrite, move to Anchor Standard 3	Clarified to Standard

Current standard	Recommended standard	Proposed revision (Keep, Remove, Revise, Move)	Rationale for the revision (please provide rationale for all that apply):
Anchor Standard 2~~5~~: Develop and refine artistic techniques. ~~and work for presentation.~~	Anchor Standard 2: Develop and refine artistic techniques.	Revise and Move	Clarify focus on technique. Change from Anchor Standard 5 to Anchor Standard 2
~~Enduring Understanding: To express their musical ideas, musicians analyze, evaluate, and refine their performance over time through openness to new ideas, persistence, and the application of appropriate criteria.~~ ~~Essential Question(s): How do musicians improve the quality of their performance?~~		Remove	Remove guidance
~~MU:Pr5.1.E.5a~~L1.MU:E.4.1 Use self-reflection and peer feedback to refine individual and ensemble performances of a varied repertoire of music.	L1.MU:E.4.1 Use self-reflection and peer feedback to refine individual and ensemble performances of a varied repertoire of music.	Keep, Move to Anchor Standard 4	
~~MU:Pr5.1.E.8a~~L2.MU:E.4.1 Develop strategies to address technical challenges in a varied repertoire of music and evaluate their success using feedback from	L2.MU:E.4.1 Develop strategies to address technical challenges in a varied repertoire of music and evaluate their success	Keep, Move to Anchor Standard 4	

Current standard	Recommended standard	Proposed revision (Keep, Remove, Revise, Move)	Rationale for the revision (please provide rationale for all that apply):
ensemble peers and other sources to refine performances.	using feedback from ensemble peers and other sources to refine performances.		
~~MU:Pr5.1.E.Ia~~L3.MU:E.4.1 Develop strategies to address expressive challenges in a varied repertoire of music, and evaluate their success using feedback from ensemble peers and other sources to refine performances.	L3.MU:E.4.1 Develop strategies to address expressive challenges in a varied repertoire of music, and evaluate their success using feedback from ensemble peers and other sources to refine performances.	Keep, Move to Anchor Standard 4	
~~MU:Pr5.1.E.IIa~~L4.MU:E.4.1 Develop and apply appropriate rehearsal strategies to address individual and ensemble challenges in a varied repertoire of music, and evaluate their success.	L4.MU:E.4.1 Develop and apply appropriate rehearsal strategies to address individual and ensemble challenges in a varied repertoire of music and evaluate their success.	Keep, Move to Anchor Standard 4	
~~MU:Pr5.1.E.IIIa~~L4.MU:E.4.1 Develop, apply, and refine appropriate rehearsal strategies to address individual and	L4.MU:E.4.1 Develop, apply, and refine appropriate rehearsal strategies to address individual and	Keep, Move to Anchor Standard 4	

Current standard	Recommended standard	Proposed revision (Keep, Remove, Revise, Move)	Rationale for the revision (please provide rationale for all that apply):
ensemble challenges in a varied repertoire of music.	ensemble challenges in a varied repertoire of music.		
L1.MU:E.3.2 Demonstrate attention to technical accuracy in performances.	L1.MU:E.3.2 Demonstrate attention to technical accuracy in performances.	Rewritten, in Anchor Standard 3	Expanded MU:Pr6 1 E into 2 sub Standards
L2.MU:E.3.2 Demonstrate attention to technical accuracy in a variety of repertoire in performances.	L2.MU:E.3.2 Demonstrate attention to technical accuracy in a variety of repertoire in performances.	Rewritten, in Anchor Standard 3	Expanded MU:Pr6 1 E into 2 sub Standards
L3.MU:E.3.2 Demonstrate attention to technical accuracy in musical repertoire representing a variety of cultures, styles, and genres.	L3.MU:E.3.2 Demonstrate attention to technical accuracy in musical repertoire representing a variety of cultures, styles, and genres.	Rewritten, in Anchor Standard 3	Expanded MU:Pr6 1 E into 2 sub Standards
L4.MU:E.3.2 Demonstrate attention to technical accuracy in musical repertoire representing a variety of cultures, styles, genres, and historical periods.	L4.MU:E.3.3 Demonstrate attention to technical accuracy in musical repertoire representing a variety of cultures, styles, genres, and historical periods.	Rewritten, in Anchor Standard 3	Expanded MU:Pr6 1 E into 2 sub Standards
L5.MU:E.3.2 Demonstrate attention to technical accuracy in musical repertoire representing a variety of cultures, styles, genres,	L5.MU:E.3.2 Demonstrate attention to technical accuracy in musical repertoire representing a variety of	Rewritten, in Anchor Standard 3	Expanded MU:Pr6 1 E into 2 sub Standards

Current standard	Recommended standard	Proposed revision (Keep, Remove, Revise, Move)	Rationale for the revision (please provide rationale for all that apply):
and historical periods in multiple types of ensembles.	cultures, styles, genres, and historical periods in multiple types of ensembles.		
~~Anchor Standard 6: Convey meaning through the presentation of artistic work.~~		Remove	Redundant with Anchor Standard 4
~~Enduring Understanding: Musicians judge performance based on criteria that vary across time, place, and cultures. Essential Question(s): When is a performance judged ready to present? How do context and the manner in which musical work is presented influence audience response?~~		Remove	Remove guidance
~~MU:Pr6.1.E.5a~~L1.MU:E.3.3 Demonstrate attention to ~~technical accuracy and~~ expressive qualities in ~~prepared and improvised~~ performances ~~of a varied repertoire of music~~.	L1.MU:E.3.3 Demonstrate attention to expressive qualities in performances.	Revised, in Anchor Standard 3	Expanded MU:Pr6 1 E into 2 sub Standards
~~MU:Pr6.1.E.8a~~L2.MU:E.3.3 Demonstrate attention to ~~technical accuracy and~~ expressive	L2.MU:E.3.3 Demonstrate attention to expressive	Revised, in Anchor Standard 3	Expanded MU:Pr6 1 E into 2 sub Standards

Current standard	Recommended standard	Proposed revision (Keep, Remove, Revise, Move)	Rationale for the revision (please provide rationale for all that apply):
qualities in ~~prepared and improvised performances of~~ a ~~varied~~ variety of repertoire ~~of music representing diverse cultures and styles .~~in performances.	qualities in a variety of repertoire in performances.		
~~MU:Pr6.1.E.Ia~~L3.MU:E.3.3 Demonstrate attention to ~~technical accuracy and~~ expressive qualities in ~~prepared and improvised performances of a varied~~ musical repertoire ~~of music~~ representing ~~diverse~~ a variety of cultures, styles, and genres.	L3.MU:E.3.3 Demonstrate attention to expressive qualities in musical repertoire representing a variety of cultures, styles, and genres.	Revised, in Anchor Standard 3	Expanded MU:Pr6 1 E into 2 sub Standards
~~MU:Pr6.1.E.IIa~~L4.MU:E.3.3 Demonstrate ~~mastery of the technical demands and an understanding of~~ attention to expressive qualities ~~of the music in prepared and improvised performances of a varied~~in musical repertoire representing ~~diverse~~ a variety of cultures, styles, genres, and historical periods.	L4.MU:E.3.3 Demonstrate attention to expressive qualities in musical repertoire representing a variety of cultures, styles, genres, and historical periods.	Revised, in Anchor Standard 3	Expanded MU:Pr6 1 E into 2 sub Standards

Current standard	Recommended standard	Proposed revision (Keep, Remove, Revise, Move)	Rationale for the revision (please provide rationale for all that apply):
~~MU:Pr6.1.E.IIIa~~L5.MU:E.3.3 Demonstrate ~~an understanding and mastery of the technical demands and~~attention to expressive qualities ~~of the music through prepared and improvised performances of a varied~~in musical repertoire representing ~~diverse~~ a variety of cultures, styles, genres, and historical periods in multiple types of ensembles.	L5.MU:E.3.3 Demonstrate attention to expressive qualities in musical repertoire in representing a variety of cultures, styles, genres, and historical periods in multiple types of ensembles.	Revised, in Anchor Standard 3	Expanded MU:Pr6 1 E into 2 sub Standards
~~MU:Pr6.1.E.5b Demonstrate an awareness of the context of the music through prepared and improvised performances~~.		Remove	Redundant with 6.1.E.a
~~MU:Pr6.1.E.8b Demonstrate an understanding of the context of the music through prepared and improvised performances~~		Remove	Redundant with 6.1.E.a
~~MU:Pr6.1.E.Ib Demonstrate an understanding of expressive intent by connecting with an audience through prepared and improvised performances.~~		Remove	Redundant with 6.1.E.a

Current standard	Recommended standard	Proposed revision (Keep, Remove, Revise, Move)	Rationale for the revision (please provide rationale for all that apply):
~~MU:Pr6.1.E.IIb Demonstrate an understanding of intent as a means for connecting with an audience through prepared and improvised performances.~~		Remove	Redundant with 6.1.E.a
~~MU:Pr6.1.E.IIIb Demonstrate an ability to connect with audience members before and during the process of engaging with and responding to them through prepared and improvised performances.~~		Remove	Redundant with 6.1.E.a
~~MU:Pr6.1.8 Demonstrate performance decorum (such as stage presence, attire, and behavior) and audience etiquette appropriate for venue, purpose, context, and style .~~		Remove	Does not belong in a Standard
~~MU:Pr6.1.8 Demonstrate performance decorum (such as stage presence, attire, and behavior) and audience etiquette appropriate for venue, purpose, context, and style .~~		Remove	Does not belong in a Standard

Current standard	Recommended standard	Proposed revision (Keep, Remove, Revise, Move)	Rationale for the revision (please provide rationale for all that apply):
~~MU:Pr6.1.8 Demonstrate performance decorum (such as stage presence, attire, and behavior) and audience etiquette appropriate for venue, purpose, context, and style .~~		Remove	Does not belong in a Standard
~~MU:Pr6.1.8 Demonstrate performance decorum (such as stage presence, attire, and behavior) and audience etiquette appropriate for venue, purpose, context, and style .~~		Remove	Does not belong in a Standard
~~MU:Pr6.1.8 Demonstrate performance decorum (such as stage presence, attire, and behavior) and audience etiquette appropriate for venue, purpose, context, and style .~~		Remove	Does not belong in a Standard
Anchor Standard 4~~7~~: ~~Perceive and analyze~~ Respond to artistic work.	Anchor Standard 4: Respond to artistic work.	Revise and Move	Simplify language to encompass Anchor Standard 8 and Anchor Standard 9 Change from Anchor Standard 7 to Anchor Standard 4.

Current standard	Recommended standard	Proposed revision (Keep, Remove, Revise, Move)	Rationale for the revision (please provide rationale for all that apply):
~~Enduring Understanding: Individuals' selection of musical works is influenced by their interests, experiences, understandings, and purposes. Essential Question(s): How do individuals choose music to experience?~~		Remove	Remove guidance
~~MU:Re7.1.E.5a Identify reasons for selecting music based on characteristics found in the music, connection to interest, and purpose or context.~~		Remove	Redundant, included in 7.2.E.5
~~MU:Re7.1.E.8a Explain reasons for selecting music citing characteristics found in the music and connections to interest, purpose, and context.~~		Remove	Redundant, included in 7.2.E.5
~~MU:Re7.1.E.Ia Apply criteria to select music for specified purposes , supporting choices by citing characteristics found in the music and connections to interest, purpose, and context.~~		Remove	Redundant, included in 7.2.E.5

Current standard	Recommended standard	Proposed revision (Keep, Remove, Revise, Move)	Rationale for the revision (please provide rationale for all that apply):
~~MU:Re7.1.E.IIa Apply criteria to select music for a variety of purposes , justifying choices citing knowledge of the music and the specified purpose and context.~~		Remove	Redundant, included in 7.2.E.5
~~MU:Re7.1.E.IIIa Use research and personallydeveloped criteria to justify choices made when selecting music, citing knowledge of the music, and individual and ensemble purpose and context.~~		Remove	Redundant, included in 7.2.E
~~Enduring Understanding: Individuals' selection of musical works is influenced by their interests, experiences, understandings, and purposes. Essential Question(s): How do individuals choose music to experience?~~		Remove	Remove guidance
~~MU:Re7.2.E.5a Identify how knowledge of context and the use of repetition, similarities, and contrasts inform the response to music.~~		Remove	Redundant, included in 8.1.E

Current standard	Recommended standard	Proposed revision (Keep, Remove, Revise, Move)	Rationale for the revision (please provide rationale for all that apply):
~~MU:Re7.2.E.8a Describe how understanding context and the way the elements of music are manipulated inform the response to music.~~		Remove	Redundant, included in 8.1.E
~~MU:Re7.2.E.Ia Explain how the analysis of passages and understanding the way the elements of music are manipulated inform the response to music.~~		Remove	Redundant, included in 8.1.E
~~MU:Re7.2.E.IIa Explain how the analysis of structures and contexts inform the response to music.~~		Remove	Redundant, included in 8.1.E
~~MU:Re7.2.E.IIIa Demonstrate and justify how the analysis of structures, contexts, and performance decisions inform the response to music.~~		Remove	Redundant, included in 8.1.E
~~Anchor Standard 8: Interpret intent and meaning in artistic work.~~		Remove	Combined with Anchor Standard 7

Current standard	Recommended standard	Proposed revision (Keep, Remove, Revise, Move)	Rationale for the revision (please provide rationale for all that apply):
~~Enduring Understanding: Through their use of elements and structures of music, creators and performers provide clues to their expressive intent.~~ ~~Essential Question(s): How do we discern the musical creators' and performers' expressive intent?~~		Remove	Remove guidance
~~MU:Re8.1.E.5a Identify interpretations of the expressive~~L1.MU:E.4.2 Explain the intent ~~and meaning~~ of musical works~~, referring to the elements of music, contexts, and (when appropriate) the setting of the text.~~ and performances using teacher-provided criteria.	L1.MU:E.4.2 Explain the intent of musical works and performances using teacher-provided criteria.	Revise, move to Anchor Standard 4	Simplify verbiage, scaffolding improved

Current standard	Recommended standard	Proposed revision (Keep, Remove, Revise, Move)	Rationale for the revision (please provide rationale for all that apply):
~~MU:Re8.1.E.8a Identify and support interpretations of the expressive intent and meaning~~L2.MU:E.4.2 Compare the intent of musical works and performances using collaboratively developed criteria.~~, citing as evidence the treatment of the elements of music, contexts, and (when appropriate) the setting of the text.~~	L2.MU:E.4.2 Compare the intent of musical works and performances using collaboratively developed criteria.	Revise, move to Anchor Standard 4	Simplify verbiage, scaffolding improved
~~MU:Re8.1.E.Ia Explain and support interpretations of the expressive intent and meaning of~~ L3.MU:E.4.2 Justify the intent of musical works~~, citing as evidence the treatment of the elements of music, contexts, (when appropriate) the setting of the text, and personal research.~~ and performances using collaboratively developed criteria.	L3.MU:E.4.2 Justify the intent of musical works and performances using collaboratively developed criteria.	Revise, move to Anchor Standard 4	Simplify verbiage, scaffolding improved
~~MU:Re8.1.E.IIa Support interpretations of the expressive intent and meaning~~	L4.MU:E.4.2 Reflect on the intent of musical works and	Revise, move to Anchor Standard 4	Simplify verbiage, scaffolding improved

Current standard	Recommended standard	Proposed revision (Keep, Remove, Revise, Move)	Rationale for the revision (please provide rationale for all that apply):
~~of~~L4.MU:E.4.2 Reflect on the intent of musical works ~~citing as evidence the treatment of the elements of music, contexts, (when appropriate) the setting of the text, and varied researched sources.~~and performances using personally developed criteria.	performances using personally developed criteria.		
~~MU:Re8.1.E.IIIa Justify interpretations of the expressive intent and meaning~~ ~~of~~L5.MU:E.4.2 Reflect on and compare the intent of musical works ~~by comparing and synthesizing varied researched sources, including reference to other art forms .~~and performances from a variety of styles, genres, and historical periods using personally developed criteria.	L5.MU:E.4.2 Reflect on and compare the intent of musical works and performances from a variety of styles, genres, and historical periods using personally developed criteria.	Revise, move to Anchor Standard 4	Simplify verbiage, scaffolding improved
~~Anchor Standard 9: Apply criteria to evaluate artistic work.~~		Remove	Combined with Anchor Standard 7

Current standard	Recommended standard	Proposed revision (Keep, Remove, Revise, Move)	Rationale for the revision (please provide rationale for all that apply):
~~Enduring Understanding: The personal evaluation of musical work(s) and performance(s) is informed by analysis, interpretation, and established criteria.~~ ~~Essential Question(s): How do we judge the quality of musical work(s) and performance(s)?~~		Remove	Remove guidance
~~MU:Re9.1.E.5a Identify and describe the effect of interest, experience, analysis, and context on the evaluation of music.~~		Remove	Redundant with 7 & 8
~~MU:Re9.1.E.8a Explain the influence of experiences, analysis, and context on interest in and evaluation of music.~~		Remove	Redundant with 7 & 8
~~MU:Re9.1.E.Ia Evaluate works and performances based on personally- or collaborativelydeveloped criteria , including analysis of the structure and context~~.		Remove	Redundant with 7 & 8

Current standard	Recommended standard	Proposed revision (Keep, Remove, Revise, Move)	Rationale for the revision (please provide rationale for all that apply):
~~MU:Re9.1.E.IIa Evaluate works and performances based on research as well as personally- and collaboratively-developed criteria, including analysis and interpretation of the structure and context.~~		Remove	Redundant with 7 & 8
~~MU:Re9.1.E.IIIa Develop and justify evaluations of music, programs of music, and performances based on criteria, personal decision-making, research, and understanding of contexts~~ .		Remove	Redundant with 7 & 8
~~Anchor Standard 10: Synthesize and relate knowledge and personal experiences to make art.~~		Remove	Redundant with Anchor Standard 11

Current standard	Recommended standard	Proposed revision (Keep, Remove, Revise, Move)	Rationale for the revision (please provide rationale for all that apply):
~~Enduring Understanding: Musicians connect their personal interests, experiences, ideas, and knowledge to creating, performing, and responding. Essential Question(s): How do musicians make meaningful connections to creating, performing, and responding?~~		Remove	Remove guidance
~~MU:Cn10.0.E.5a~~L1.MU:E.5.1 Demonstrate how interests, knowledge, and skills relate to personal choices and intent when creating, performing, and responding to music.	L1.MU:E.5.1 Demonstrate how interests, knowledge, and skills relate to personal choices and intent when creating, performing, and responding to music.	Keep, Move to Anchor Standard 5	
~~MU:Cn10.0.E.8a~~L2.MU:E.5.1 Demonstrate how interests, knowledge, and skills relate to personal choices and intent when creating, performing, and responding to music.	L2.MU:E.5.1 Demonstrate how interests, knowledge, and skills relate to personal choices and intent when creating, performing, and responding to music.	Keep, Move to Anchor Standard 5	
~~MU:Cn10.0.E.Ia~~L3.MU:E.5.1 Demonstrate how interests, knowledge, and skills relate to personal choices and intent when	L3.MU:E.5.1 Demonstrate how interests, knowledge, and skills relate to personal choices and intent when	Keep, Move to Anchor Standard 5	

Current standard	Recommended standard	Proposed revision (Keep, Remove, Revise, Move)	Rationale for the revision (please provide rationale for all that apply):
creating, performing, and responding to music.	creating, performing, and responding to music.		
~~MU:Cn10.0.E.IIa~~L4.MU:E.5.1 Demonstrate how interests, knowledge, and skills relate to personal choices and intent when creating, performing, and responding to music.	L4.MU:E.5.1 Demonstrate how interests, knowledge, and skills relate to personal choices and intent when creating, performing, and responding to music.	Keep, Move to Anchor Standard 5	
~~MU:Cn10.0.E.IIIa~~L5.MU:E.5.1 Demonstrate how interests, knowledge, and skills relate to personal choices and intent when creating, performing, and responding to music.	L5.MU:E.5.1 Demonstrate how interests, knowledge, and skills relate to personal choices and intent when creating, performing, and responding to music.	Keep, Move to Anchor Standard 5	
Anchor Standard 5~~11~~: Relate artistic ideas and works with societal, cultural, and/or historical contexts to deepen comprehension ~~understanding~~.	Anchor Standard 5: Relate artistic ideas and works with societal, cultural, and/or historical contexts to deepen comprehension.	Revise and Move	Clarify what students should know or be able to do. Change from Anchor Standard 11 to Anchor Standard 5
~~Enduring Understanding: Understanding connections to varied contexts and daily life enhances musicians' creating, performing, and responding. Essential Question(s): How do the~~		Remove	Remove guidance

Current standard	Recommended standard	Proposed revision (Keep, Remove, Revise, Move)	Rationale for the revision (please provide rationale for all that apply):
~~other arts, other disciplines, contexts, and daily life inform creating, performing, and responding to music?~~			
~~MU:Cn11.0.E.5a~~L1.MU:E.5.2 Demonstrate understanding of relationships between music and the other arts, other disciplines, varied contexts, and daily life.	L1.MU:E.5.2 Demonstrate understanding of relationships between music and the other arts, other disciplines, varied contexts, and daily life.	Keep, Move to Anchor Standard 5	
~~MU:Cn11.0.E.8a~~L2.MU:E.5.2 Demonstrate how interests, knowledge, and skills relate to personal choices and intent when creating, performing, and responding to music.	L2.MU:E.5.2 Demonstrate how interests, knowledge, and skills relate to personal choices and intent when creating, performing, and responding to music.	Keep, Move to Anchor Standard 5	
~~MU:Cn11.0.E.Ia~~L3.MU:E.5.2 Demonstrate how interests, knowledge, and skills relate to personal choices and intent when creating, performing, and responding to music.	L3.MU:E.5.2 Demonstrate how interests, knowledge, and skills relate to personal choices and intent when creating, performing, and responding to music.	Keep, Move to Anchor Standard 5	
~~MU:Cn11.0.E.IIa~~L4.MU:E.5.2 Demonstrate understanding of relationships between music and	L4.MU:E.5.2 Demonstrate understanding of relationships between music	Keep, Move to Anchor Standard 5	

Current standard	Recommended standard	Proposed revision (Keep, Remove, Revise, Move)	Rationale for the revision (please provide rationale for all that apply):
the other arts, other disciplines, varied contexts, and daily life.	and the other arts, other disciplines, varied contexts, and daily life.		
~~MU:Cn11.0.E.IIIa~~L5.MU:E.5.2 Demonstrate understanding of relationships between music and the other arts, other disciplines, varied contexts, and daily life.	L5.MU:E.5.2 Demonstrate understanding of relationships between music and the other arts, other disciplines, varied contexts, and daily life.	Keep, Move to Anchor Standard 5	

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Idaho Content Standards
Music: Ensembles

IDAHO DEPARTMENT OF EDUCATION
CONTENT AND CURRICULUM | MUSIC ENSEMBLES

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The K-12 arts and humanities standards were up for review in 2023 as per the Idaho code, Board of Education Governing Policies & Procedures, Section IV.C. Section 33-1612; IDAPA 08.02.004.01, Idaho Code. The Idaho Department of Education worked with a variety of stakeholders to accept nominations for committee members. The final committee was comprised of twenty-six members representing a cross-section of grade levels and roles. This committee included community members, parents, educators from a variety of grade levels, and post-secondary content experts. The time and effort put into this revision was invaluable. Throughout the process of the revision of the standards, the working group received both stakeholder feedback and public comments that the revision committee took into consideration. The committee appreciates those who took the time to share their thoughts on the revisions. We hope that the changes to these standards allow them to be useful for all stakeholders, including educators, families, students, and community members. We hope that they bring Idaho into a new chapter of statewide success in arts and humanities education.

Respectfully,

The Arts and Humanities Standards Revision Committee

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PREAMBLE

What the Idaho Content Standards in Arts & Humanities Do

The standards define what all students are expected to know and be able to do, not how teachers should teach. While the standards focus on what is most essential, they do not describe all that can or should be taught. A great deal is left to the discretion of local school districts, teachers, and curriculum developers. No set of grade-level standards can reflect the great variety of abilities, needs, learning rates, and achievement levels in any given classroom. The standards define neither the support materials that some students may need nor the advanced materials that others may need access to. It is also beyond the scope of the standards to define the full range of support appropriate for English language learners and for students with disabilities. All students must have the opportunity to learn rigorous grade-level standards if they are to access the knowledge and skills that will be necessary in their post-secondary lives.

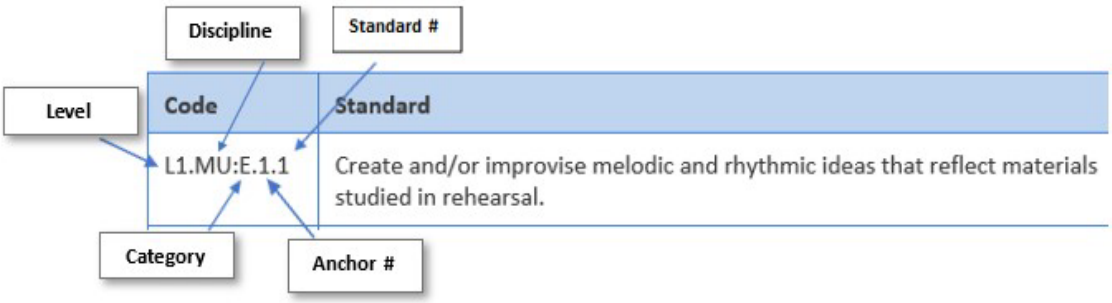
Standards vs. Curriculum

No specific curriculum or strategies are required by the State of Idaho to be used to teach the Idaho Content Standards in the Arts and Humanities. Local schools and districts make decisions about what resources will be used to teach the standards.

ORGANIZATION OF STANDARDS

Levels were chosen to better represent Music Ensembles, Theory, and Technology in Idaho because LEA's start the study of music at all different grade levels. Secondary music standards are organized into five (5) Arts Anchor Standards:

- Anchor Standard 1: Develop and create artistic ideas and work.
- Anchor Standard 2: Develop and refine artistic techniques.
- Anchor Standard 3: Perform and/or present artistic work.
- Anchor Standard 4: Respond to artistic work.
- Anchor Standard 5: Relate artistic ideas and works with societal, cultural, and/or historical contexts to deepen comprehension.



MUSIC ENSEMBLES LEVEL 1

Anchor Standard 1: Develop and create artistic ideas and work.

Code	Standard
L1.MU:E.1.1	Create and/or improvise melodic and rhythmic ideas that reflect materials studied in rehearsal.
L1.MU:E.1.2	Develop musical and/or rhythmic ideas based on knowledge, skill, and teacher provided criteria.
L1.MU:E.1.3	Organize musical and/or rhythmic ideas based on knowledge, skill, and teacher provided criteria.

Anchor Standard 2: Develop and refine artistic techniques.

Code	Standard
L1.MU:E.2.1	Implement music reading skills to enhance technical accuracies.

Anchor Standard 3: Perform and/or present artistic work.

Code	Standard
L1.MU:E.3.1	Identify expressive qualities in a varied repertoire of music.
L1.MU:E.3.2	Demonstrate attention to technical accuracy in performances.
L1.MU:E.3.3	Demonstrate attention to expressive qualities in performances.

Anchor Standard 4: Respond to artistic work.

Code	Objective
L1.MU:E.4.1	Use self-reflection and peer feedback to refine individual and ensemble performances of a varied repertoire of music.
L1.MU:E.4.2	Explain the intent of musical works and performances using teacher-provided criteria.

Anchor Standard 5: Relate artistic ideas and works with societal, cultural, and/or historical contexts to deepen comprehension.

Code	Objective
L1.MU:E.5.1	Demonstrate how interests, knowledge, and skills relate to personal choices and intent when creating, performing, and responding to music.
L1.MU:E.5.2	Demonstrate understanding of relationships between music and the other arts, other disciplines, varied contexts, and daily life.

MUSIC ENSEMBLES LEVEL 2

Anchor Standard 1: Develop and create artistic ideas and work.

Code	Standard
L2.MU:E.1.1	Create and improvise melodic and rhythmic ideas that reflect materials studied in rehearsal.
L2.MU:E.1.2	Develop musical and/or rhythmic ideas based on knowledge, skill, and collaboratively developed criteria.
L2.MU:E.1.3	Organize musical and/or rhythmic ideas based on knowledge, skill, and collaboratively developed criteria.

Anchor Standard 2: Develop and refine artistic techniques.

Code	Standard
L2.MU:E.2.1	Improve music reading skills to enhance technical accuracies.

Anchor Standard 3: Perform and/or present artistic work.

Code	Standard
L2.MU:E.3.1	Apply expressive qualities through a varied repertoire of music.
L2.MU:E.3.2	Demonstrate attention to technical accuracy in a variety of repertoire in performances.
L2.MU:E.3.3	Demonstrate attention to expressive qualities in a variety of repertoire in performances.

Anchor Standard 4: Respond to artistic work.

Code	Objective
L2.MU:E.4.1	Develop strategies to address technical and expressive challenges in a varied repertoire of music and evaluate their success using feedback from ensemble peers.
L2.MU:E.4.2	Compare the intent of musical works and performances using collaboratively developed criteria.

Anchor Standard 5: Relate artistic ideas and works with societal, cultural, and/or historical contexts to deepen comprehension.

Code	Objective
L2.MU:E.5.1	Demonstrate how interests, knowledge, and skills relate to personal choices and intent when creating, performing, and responding to music.
L2.MU:E.5.2	Demonstrate understanding of relationships between music and the other arts, other disciplines, varied contexts, and daily life.

MUSIC ENSEMBLES LEVEL 3

Anchor Standard 1: Develop and create artistic ideas and work.

Code	Standard
L3.MU:E.1.1	Compose and/or improvise melodic and rhythmic ideas that reflect materials studied in rehearsal.
L3.MU:E.1.2	Develop musical and/or rhythmic ideas based on knowledge, skill, and collaboratively developed criteria with purpose.
L3.MU:E.1.3	Organize musical and/or rhythmic ideas based on knowledge, skill, and collaboratively developed criteria.

Anchor Standard 2: Develop and refine artistic techniques.

Code	Standard
L3.MU:E.2.1	Apply music reading skills to materials learned in rehearsal.

Anchor Standard 3: Perform and/or present artistic work.

Code	Standard
L3.MU:E.3.1	Apply expressive qualities to a variety of musical repertoire in different contexts.
L3.MU:E.3.2	Demonstrate attention to technical accuracy in musical repertoire representing a variety of cultures, styles, and genres.
L3.MU:E.3.3	Demonstrate attention to expressive qualities in musical repertoire representing a variety of cultures, styles, and genres.

Anchor Standard 4: Respond to artistic work.

Code	Objective
L3.MU:E.4.1	Develop strategies to address technical and expressive challenges in a varied repertoire of music and evaluate their success using feedback from ensemble peers and other sources to refine performances.

Code	Objective
L3.MU:E.4.2	Justify the intent of musical works and performances using collaboratively developed criteria.

Anchor Standard 5: Relate artistic ideas and works with societal, cultural, and/or historical contexts to deepen comprehension.

Code	Objective
L3.MU:E.5.1	Demonstrate how interests, knowledge, and skills relate to personal choices and intent when creating, performing, and responding to music.
L3.MU:E.5.2	Demonstrate understanding of relationships between music and the other arts, other disciplines, varied contexts, and daily life.

MUSIC ENSEMBLES LEVEL 4

Anchor Standard 1: Develop and create artistic ideas and work.

Code	Standard
L4.MU:E.1.1	Compose and improvise melodic and rhythmic ideas that reflect materials studied in rehearsal.
L4.MU:E.1.2	Develop musical and/or rhythmic ideas based on knowledge and skills, including purpose, using collaboratively developed criteria.
L4.MU:E.1.3	Organize musical and/or rhythmic ideas based on knowledge, skill, and collaboratively developed criteria to include identified purpose.

Anchor Standard 2: Develop and refine artistic techniques.

Code	Standard
L4.MU:E.2.1	Demonstrate music literacy in a variety of styles.

Anchor Standard 3: Perform and/or present artistic work.

Code	Standard
L4.MU:E.3.1	Apply expressive qualities to a variety of musical repertoire in different contexts, styles, and genres.
L4.MU:E.3.2	Demonstrate attention to technical accuracy in musical repertoire representing a variety of cultures, styles, genres, and historical periods.
L4.MU:E.3.3	Demonstrate attention to expressive qualities in musical repertoire representing a variety of cultures, styles, genres, and historical periods.

Anchor Standard 4: Respond to artistic work.

Code	Objective
L4.MU:E.4.1	Develop and apply appropriate rehearsal strategies to address individual and ensemble challenges in a varied repertoire of music and evaluate their success.
L4.MU:E.4.2	Reflect on the intent of musical works and performances using personally developed criteria.

Anchor Standard 5: Relate artistic ideas and works with societal, cultural, and/or historical contexts to deepen comprehension.

Code	Objective
L4.MU:E.5.1	Demonstrate how interests, knowledge, and skills relate to personal choices and intent when creating, performing, and responding to music.
L4.MU:E.5.2	Demonstrate understanding of relationships between music and the other arts, other disciplines, varied contexts, and daily life.

MUSIC ENSEMBLES LEVEL 5

Anchor Standard 1: Develop and create artistic ideas and work.

Code	Standard
L5.MU:E.1.1	Compose and improvise melodic and rhythmic ideas that reflect materials studied in rehearsal for a variety of purposes and contexts.
L5.MU:E.1.2	Develop musical and/or rhythmic ideas based on knowledge and skills, including purpose, using self-developed criteria.
L5.MU:E.1.3	Organize musical and/or rhythmic ideas based on knowledge, skill, and personally developed criteria to include identified purpose and historical context.

Anchor Standard 2: Develop and refine artistic techniques.

Code	Standard
L5.MU:E.2.1	Demonstrate music literacy and technical accuracies in a variety of styles, historical contexts, and diverse cultures.

Anchor Standard 3: Perform and/or present artistic work.

Code	Standard
L5.MU:E.3.1	Apply expressive qualities to a variety of musical repertoire in different contexts, styles, and genres in multiple types of ensembles.
L5.MU:E.3.2	Demonstrate attention to technical accuracy in musical repertoire representing a variety of cultures, styles, genres, and historical periods in multiple types of ensembles.
L5.MU:E.3.3	Demonstrate attention to expressive qualities in musical repertoire in representing a variety of cultures, styles, genres, and historical periods in multiple types of ensembles.

Anchor Standard 4: Respond to artistic work.

Code	Objective
L5.MU:E.4.1	Develop, apply, and refine appropriate rehearsal strategies to address individual and ensemble challenges in a varied repertoire of music.
L5.MU:E.4.2	Reflect on and compare the intent of musical works and performances from a variety of styles, genres, and historical periods using personally developed criteria.

Anchor Standard 5: Relate artistic ideas and works with societal, cultural, and/or historical contexts to deepen comprehension.

Code	Objective
L5.MU:E.5.1	Demonstrate how interests, knowledge, and skills relate to personal choices and intent when creating, performing, and responding to music.
L5.MU:E.5.2	Demonstrate understanding of relationships between music and the other arts, other disciplines, varied contexts, and daily life.

Idaho Fine Arts Standards – Harmonizing Instruments Strand

Music - Harmonizing Instruments Strand
(e.g. Guitar, Keyboard)

Creating	**Anchor Standard 1: Generate and conceptualize artistic ideas and work.** **Enduring Understanding: The creative ideas, concepts, and feelings that influence musicians' work emerge from a variety of sources. Essential Question(s): How do musicians generate creative ideas?**					Creating
	Novice	**Intermediate**	**Proficient**	**Accomplished**	**Advanced**	
Imagine	MU:Cr1.1.H.5a Generate melodic, rhythmic, and harmonic ideas for simple **melodies** (such as two**phrase**) and chordal accompaniments for given melodies.	MU:Cr1.1.H.8a Generate melodic, rhythmic, and harmonic ideas for **melodies** (*created over specified* ***chord progressions*** *or* ***AB / ABA forms***) and *two-to*three*-chord* accompaniments for given melodies.	MU:Cr1.1.H.Ia Generate melodic, rhythmic, and harmonic ideas for ***improvisations*** *,* ***compositions*** (**forms** *such as* ***theme and variation*** *or 12-bar blues*), *and three-or-more-* chord accompaniments in a *variety of patterns* (*such as arpeggio, country and gallop strumming, finger picking patterns*).	MU:Cr1.1.H.IIa Generate melodic, rhythmic, and harmonic ideas for **compositions (forms** such as *rounded* ***binar y*** *or* ***rondo***), **improvisations**, *accompaniment patterns in a variety of* ***styles*** *,* and ***harmonizations*** for given **melodies**.	MU:Cr1.1.H.IIIa Generate melodic, rhythmic, and harmonic ideas for a *collection of* ***compositions*** *(representing a variety of* ***forms*** *and* ***styles*** *),* **improvisations** *in several different styles* , and *stylistically appropriate* **harmonizations** for given **melodies.**	Imagine
Creating	**Anchor Standard 2: Organize and develop artistic ideas and work.** **Enduring Understanding: Musicians' creative choices are influenced by their expertise, context, and expressive intent. Essential Question(s): How do musicians make creative decisions?**					Creating
	Novice	**Intermediate**	**Proficient**	**Accomplished**	**Advanced**	
Plan & Make	MU:Cr2.1.H.5a Select, develop, and use **standard notation** or audio/video recording to document melodic, rhythmic, and harmonic ideas for drafts of simple **melodies** (such as two **phrase)** and chordal accompaniments for given melodies.	MU:Cr2.1.H.8a Select, develop, and use **standard notation** *and* audio/video recording to document melodic, rhythmic, and harmonic ideas for drafts of **melodies** *(created over specified* ***chord progressions*** *or* ***AB / ABA forms*** *)* and *two-to-three-chord* accompaniments for given melodies.	MU:Cr2.1.H.Ia Select, develop, and use **standard notation** and audio/video recording to document melodic, rhythmic, and harmonic ideas for drafts of ***improvisations*** *,* ***compositions*** *(* ***forms*** *such as* ***theme and variation*** *or 12-bar blues)* , and *three-ormore-* chord accompaniments in a *variety of patterns* (*such as arpeggio, country and gallop strumming, finger picking patterns).*	MU:Cr2.1.H.IIa Select, develop, and use **standard notation** and audio/video recording to document melodic, rhythmic, and harmonic ideas for drafts of **compositions** (**forms** such as *rounded* ***binary*** *or* ***rondo***), **improvisations**, *accompaniment patterns in a variety of* ***styles*** *,* and ***harmonizations*** for given **melodies**.	MU:Cr2.1.H.IIIa Select, develop, and use **standard notation** and audio/video recording to document melodic, rhythmic, and harmonic ideas for drafts of **compositions** (*representing a variety of* ***forms*** *and* ***styles***), **improvisations** *in several different styles,* and *stylistically appropriate* **harmonizations** for given **melodies.**	Plan & Make
Creating	**Anchor Standard 3: Refine and complete artistic work.** **Enduring Understanding: Musicians evaluate, and refine their work through openness to new ideas, persistence, and the application of appropriate criteria. Essential Question(s): How do musicians improve the quality of their creative work?**					Creating
	Novice	**Intermediate**	**Proficient**	**Accomplished**	**Advanced**	
Evaluate & Refine	MU:Cr3.1.H.5a Apply **teacher-provided criteria** to critique, improve, and **refine** drafts of simple **melodies** (such as two **phrase**) and chordal accompaniments for given melodies.	MU:Cr3.1.H.8a Apply **teacher-provided criteria** to critique, improve, and **refine** drafts of **melodies** (*created over specified* ***chord progressions*** *or* ***AB / ABA forms***) and *two-to-three-*chord accompaniments for given melodies.	MU:Cr3.1.H.Ia Develop and apply **criteria** to critique, improve, and **refine** drafts of ***improvisations*** *,* ***compositions*** (**forms** such as ***theme and variation*** *or 12-bar blues*) and three-*ormore-* chord accompaniments in a *variety of patterns* (*such as arpeggio, country and gallop strumming, finger picking patterns).*	MU:Cr3.1.H.IIa Develop and apply **criteria** to critique, improve, and **refine** drafts of **compositions** (**forms** such as *rounded* ***binary*** *or* ***rondo***), **improvisations**, *accompaniment patterns in a variety of* ***styles*** *,* and ***harmonizations*** for given **melodies**.	MU:Cr3.1.H.IIIa Develop and apply **criteria** to critique, improve, and **refine** drafts of **compositions** (*representing a variety of* ***forms*** *and* ***styles*** *)* , **improvisations** *in a variety of* ***styles*** *,* and *stylistically appropriate* **harmonizations** for given **melodies**.	Evaluate & Refine

~~Idaho Fine Arts Standards – Harmonizing Instruments Strand~~

~~Creating~~	~~**Enduring Understanding: Musicians' presentation of creative work is the culmination of a process of creation and communication Essential Question(s): When is creative work ready to share?**~~					~~Creating~~
	~~**Novice**~~	~~**Intermediate**~~	~~**Proficient**~~	~~**Accomplished**~~	~~**Advanced**~~	
~~Present~~	~~MU:Cr3.2.H.5a **Share** final versions of simple **melodies** (such as two **phrase**) and chordal accompaniments for given melodies, demonstrating an understanding of how to develop and organize personal **musical ideas**.~~	~~MU:Cr3.2.H.8a **Share** final versions of **melodies** *(created over specified **chord progressions** or **AB / ABA forms**)* and *two-to-three-chord* accompaniments for given melodies, demonstrating an understanding of how to develop and organize personal **musical ideas**.~~	~~MU:Cr3.2.H.Ia ***Perform*** final versions of ***improvisations*** , ***compositions*** (**forms** such as ***theme and variation*** *or 12-bar blues)* , and *three-ormore-*chord accompaniments *in a variety of patterns (such as arpeggio, country and gallop strumming, finger picking patterns*), demonstrating ***technical skill*** *in applying principles of composition/improvisation and originality* in developing and organizing **musical ideas**.~~	~~MU:Cr3.2.H.IIa **Perform** final versions of **compositions** (**forms** such as *rounded **binary** or **rondo***), **improvisations,** accompaniment patterns *in a variety of **styles*** , and ***harmonizations*** *for given **melodies*** , demonstrating **technical skill** in applying principles of composition/improvisation and originality in developing and organizing **musical ideas**.~~	~~MU:Cr3.2.H.IIIa **Perform** final versions of a *collection of **compositions*** (*representing a variety of **forms** and styles*), **improvisations** *in several different **styles*** , and *stylistically appropriate* **harmonizations** for given **melodies,** demonstrating **technical skill** in applying principles of composition/improvisation and originality in developing and organizing **musical ideas**.~~	~~Present~~

Idaho Fine Arts Standards – Harmonizing Instruments Strand

Music - Harmonizing Instruments Strand

Performing	**Anchor Standard 4: Select, analyze, and interpret artistic work for presentation.** **Enduring Understanding: Performers' interest in and knowledge of musical works, understanding of their own technical skill, and the context for a performance influence the selection of repertoire. Essential Question(s): How do performers select repertoire?**					Performing
	Novice	**Intermediate**	**Proficient**	**Accomplished**	**Advanced**	
Select	MU:Pr4.1.H.5a Describe and demonstrate how a varied **repertoire** of music that includes **melodies,** repertoire pieces, and chordal accompaniments is selected, based on personal interest, music reading skills, and **technical skill,** as well as the **context** of the **performances**.	MU:Pr4.1.H.8a Describe and demonstrate how a varied **repertoire** of music that includes **melodies,** repertoire pieces, and chordal accompaniments is selected, based on personal interest, music reading skills, and **technical skill** (*citing **technical challenges** that need to be addressed)* , as well as the **context** of the **performances**.	MU:Pr4.1.H.Ia *Explain the **criteria** used* when selecting a varied **repertoire** of music for *individual or small group **performances*** that include **melodies,** repertoire pieces, ***improvisations*** , and chordal accompaniments *in a variety of patterns (such as arpeggio, country and gallop strumming, finger picking patterns).*	MU:Pr4.1.H.IIa *Develop and apply* **criteria** for selecting a varied **repertoire** of music for individual and small group **performances** that include **melodies**, repertoire pieces, **improvisations**, and chordal accompaniments *in a variety of **styles*** .	MU:Pr4.1.H.IIIa Develop and apply **criteria** for selecting a varied **repertoire** for a ***program** of music* for individual and small group **performances** that include **melodies**, repertoire pieces, *stylistically appropriate accompaniments,* and **improvisations** *in a variety of contrasting **styles*** .	Select
Performing	**Enduring Understanding: Analyzing creators' context and how they manipulate elements of music provides insight into their intent and informs performance.** **Essential Question(s): How does understanding the structure and context of musical works inform performance?**					Performing
	Novice	**Intermediate**	**Proficient**	**Accomplished**	**Advanced**	
Analyze	MU:Pr4.2.H.5a Identify prominent melodic and harmonic characteristics in a varied **repertoire** of music that includes **melodies**, repertoire pieces, and chordal accompaniments selected for **performance,** including at least some based on reading **standard notation**.	MU:Pr4.2.H.8a Identify prominent melodic, harmonic, and ***structural*** characteristics and ***context*** *(**social**, **cultural**, or **historical**)* in a varied **repertoire** of music that includes **melodies,** repertoire pieces, and chordal accompaniments selected for **performance,** including at least some based on reading **standard notation**.	MU:Pr4.2.H.Ia Identify *and describe important **theoretical*** and **structural** *characteristics* and **context** (**social, cultural**, or **historical**) in a varied **repertoire** of music that includes **melodies**, repertoire pieces, ***improvisations*** , and chordal accompaniments *in a variety of patterns (such as arpeggio, country and gallop strumming, finger picking patterns).*	MU:Pr4.2.H.IIa Identify and describe important **theoretical** and **structural** characteristics and **context** (**social, cultural**, *and* **historical**) in a varied **repertoire** of music that includes **melodies**, repertoire pieces, **improvisations**, and chordal accompaniments *in a variety of **styles*** .	MU:Pr4.2.H.IIIa Identify and describe important **theoretical** and **structural** characteristics and **context** (**social, cultural**, and **historical**) in a varied **repertoire** of music selected for **performance programs** that includes **melodies**, repertoire pieces, *stylistically appropriate accompaniments,* and **improvisations** in a variety of *contrasting **styles*** .	Analyze
Performing	**Enduring Understanding: Performers make interpretive decisions based on their understanding of context and expressive intent.** **Essential Question(s): How do performers interpret musical works?**					Performing
	Novice	**Intermediate**	**Proficient**	**Accomplished**	**Advanced**	
Interpret	MU:Pr4.3.H.5a Demonstrate and describe in **interpretations** an understanding of the **context** and **expressive intent** in a varied **repertoire** of music selected for **performance** that includes **melodies,** repertoire pieces, and chordal accompaniments.	MU:Pr4.3.H.8a Demonstrate and describe in **interpretations** an understanding of the **context** *(**social**, **cultural**, or **historical**)* and **expressive intent** in a varied **repertoire** of music selected for **performance** that includes **melodies,** repertoire pieces, and chordal accompaniments.	MU:Pr4.3.H.Ia Describe in **interpretations** the **context** (**social, cultural**, or **historica**l) and **expressive intent** in a varied **repertoire** of music selected for **performance** that includes **melodies,** repertoire pieces, ***improvisations*** , and chordal accompaniments in a *variety of patterns (such as arpeggio, country and gallop strumming, finger picking patterns)* .	MU:Pr4.3.H.IIa *Explain* in **interpretations** the **context** (**social, cultural**, *and* **historical**) and **expressive intent** in a varied **repertoire** of music selected for **performance** that includes **melodies**, repertoire pieces, **improvisations**, and chordal accompaniments in a *variety of **styles*** .	MU:Pr4.3.H.IIIa Explain and *present* **interpretations** that demonstrate and describe the **context** (**social, cultural**, and **historical**) and *an understanding of the creator's **intent** in **repertoire** for varied **programs** of music* that include **melodies**, repertoire pieces, *stylistically appropriate* accompaniments, and **improvisations** in a variety of *contrasting* **styles**.	Interpret

Idaho Fine Arts Standards – Harmonizing Instruments Strand

Performing	**Anchor Standard 5: Develop and refine artistic techniques and work for presentation.** **Enduring Understanding: To express their musical ideas, musicians analyze, evaluate, and refine their performance over time through openness to new ideas, persistence, and the application of appropriate criteria.** **Essential Question(s): How do musicians improve the quality of their performance?**					Performing
	Novice	**Intermediate**	**Proficient**	**Accomplished**	**Advanced**	
Rehearse, Evaluate, & Refine	MU:Pr5.1.H.5a Apply **teacher-provided criteria** to critique individual **performances** of a varied **repertoire** of music that includes **melodies**, repertoire pieces, and chordal accompaniments selected for performance, and apply practice strategies to address performance challenges and **refine** the performances.	MU:Pr5.1.H.8a Apply **teacher-provided criteria to** critique individual **performances** of a varied **repertoire** of music that includes **melodies**, repertoire pieces, and chordal accompaniments selected for performance, and *identify* practice strategies to address performance challenges and **refine** the performances.	MU:Pr5.1.H.Ia Develop and apply **criteria** to critique individual *and small group* **performances** of a varied **repertoire** of music that includes **melodies**, repertoire pieces, ***improvisations*** , and chordal accompaniments *in a variety of patterns* (*such as arpeggio, country and gallop strumming, finger picking patterns*), and *create rehearsal strategies* to address performance challenges and **refine** the performances.	MU:Pr5.1.H.IIa Develop and apply **criteria** to critique individual and small group **performances** of a varied **repertoire** of music that includes **melodies,** repertoire pieces**, improvisations,** and chordal accompaniments in a *variety of* ***styles*** , and create rehearsal strategies to address performance challenges and **refine** the performances.	MU:Pr5.1.H.IIIa Develop and apply **criteria**, including *feedback from multiple sources* , to critique varied ***programs*** of music **repertoire (melodies**, repertoire pieces, *stylistically appropriate* accompaniments, **improvisations** *in a variety of contrasting* ***styles*** *)* selected for individual and small group performance, and create rehearsal strategies to address performance challenges and **refine** the performances.	Rehearse, Evaluate, & Refine
Performing	**Anchor Standard 6: Convey meaning through the presentation of artistic work.** **Enduring Understanding: Musicians judge performance based on criteria that vary across time, place, and cultures. The context and how a work is presented influence the audience response.** **Essential Question(s): When is a performance judged ready to present? How do context and the manner in which musical work is presented influence audience response?**					Performing
	Novice	**Intermediate**	**Proficient**	**Accomplished**	**Advanced**	
Present	MU:Pr6.1.H.5a **Perform** with **expression** and **technical accuracy** in individual **performances** of a varied **repertoire** of music that includes **melodies**, repertoire pieces, and chordal accompaniments, demonstrating understanding of the audience and the **context**.	MU:Pr6.1.H.8a **Perform** with **expression** and **technical accuracy** in individual **performances** of a varied **repertoire** of music that includes **melodies**, repertoire pieces, and chordal accompaniments, demonstrating *sensitivity* to the audience and an *understanding of the* ***context*** *(* ***social*** *,* ***cultural*** *, or* ***historical*** *)* .	MU:Pr6.1.H.Ia **Perform** with **expression** and **technical accuracy**, in individual and *small group* ***performance s***, a varied **repertoire** of music that includes **melodies,** repertoire pieces, ***improvisations*** , and chordal accompaniments *in a variety of patterns (such as arpeggio, country and gallop strumming, finger picking patterns),* demonstrating sensitivity to the audience and an understanding of the **context (social, cultural**, or **historical**).	MU:Pr6.1.H.IIa **Perform** with **expression** and **technical accuracy**, in individual and small group **performances**, a varied **repertoire** of music that includes **melodies,** repertoire pieces, **improvisations**, and chordal accompaniments in a *variety of* ***styles*** , demonstrating sensitivity to the audience and an understanding of the **context (social, cultural**, *and* **historical**).	MU:Pr6.1.H.IIIa **Perform** with **expression** and **technical accuracy**, in individual and small group **performances**, a varied **repertoire** for ***programs*** of music that includes **melodies**, repertoire pieces, *stylistically appropriate* accompaniments, and **improvisations** *in a variety of contrasting* ***styles*** **,** demonstrating sensitivity to the audience and an understanding of the **context** (**social**, **cultural**, and **historical**).	Present

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Responding	**Anchor Standard 7: Perceive and analyze artistic work** **Enduring Understanding: Individuals' selection of musical works is influenced by their interests, experiences, understandings, and purposes. Essential Question(s): How do individuals choose music to experience?**					Responding
	Novice	**Intermediate**	**Proficient**	**Accomplished**	**Advanced**	
Select	MU:Re7.1.H.5a Demonstrate and describe reasons for selecting music, based on characteristics founf in the music and **connections** to interest, **purpose** or personal experience.	MU:Re7.1.H.8a *Explain* reasons for selecting music *citing* characteristics found in the music and **connections** to interest, **purpose,** and context.	MU:Re7.1.H.Ia Apply criteria to select music for a variety of purposes, justifying choices citing knowledge of the music and the specified **purpose** and **context.**	MU:Re7.1.H.IIa Apply criteria to select music for a variety of purpose, justifying choices citing knowledge of music and specified **purpose** and **context.**	MU:Re6.1.H.IIIa Select, describe, and compare a variety of individual and small group musical **programs** from varied **cultures, genres,** and **historical periods**.	Select
Responding	**Enduring Understanding: Response to music is informed by analyzing context (social, cultural, and historical) and how creator(s) or performer(s) manipulate the elements of music. Essential Question(s): How does understanding the structure and context of music inform a response?**					Responding
	Novice	**Intermediate**	**Proficient**	**Accomplished**	**Advanced**	
Analyze	MU:Re7.2.H.5a Demonstrate and explain, citing evidence, the use of repetition, similarities and contrasts in musical selections and how these and knowledge of the **context** (**social** or **cultural**) inform the response.	MU:Re7.2.H.8a *Describe* how *the way that the* ***elements of music*** *are manipulated* and knowledge of the **context** (**social** *and* **cultural**) inform the response.	MU:Re7.2.H.Ia *Compare passages in musical selections* and explain how the **elements of music** and **context** (**social, cultural**, *or* ***historical*** *)* inform the response.	MU:Re7.2.H.IIa *Explain how the* ***analysis*** *of the* ***structures*** and **context** (**social, cultural**, *and* **historical**) of *contrasting* musical selections inform the response.	MU:Re7.2.H.IIIa *Demonstrate and justify* how the ***structural*** *characteristics function* within a *variety of* musical selections, and distinguish how **context** (**social, cultural**, and **historical**) and *creative decisions* inform the response.	Analyze
Responding	**Anchor Standard 8: Interpret intent and meaning in artistic work.** **Essential Understanding: Through their use of elements and structures of music, creators and performers provide clues to their expressive intent. Essential Question(s): How do we discern the musical creators' and performers' expressive intent?**					Responding
	Novice	**Intermediate**	**Proficient**	**Accomplished**	**Advanced**	
Interpret	MU:Re8.1.H.5a Identify **interpretations** of the **expressive intent** and meaning of musical selections, referring to the **elements of music, context** (**personal** or **social**), and (when appropriate) the **setting of the text**.	MU:Re8.1.H.8a Identify *and support* **interpretations** of the **expressive intent** and meaning of musical selections, *citing as evidence the treatment* of the **elements of music, context**, and (when appropriate) the **setting of the text.**	MU:Re8.1.H.Ia *Explain* and support **interpretations** of the **expressive intent** and meaning of musical selections, citing as evidence the treatment of the **elements of music, context** (**personal, social,** *and* ***cultural***), and (when appropriate) the **setting of the text**, *and outside sources* .	MU:Re8.1.H.IIa Explain and support **interpretations** of the **expressive intent** and meaning of musical selections, citing as evidence the treatment of the **elements of music, context** (**personal, social**, and **cultural**), and (when appropriate) the **setting of the text**, and *varied researched* sources.	MU:Re8.1.H.IIIa *Establish and justify* **interpretations** of the **expressive intent** and meaning of musical selections by comparing and synthesizing varied researched sources, *including reference to examples from other art forms* .	Interpret
Responding	**Anchor Standard 9: Apply criteria to evaluate artistic work.** **Enduring Understanding: The personal evaluation of musical work(s) and performance(s) is informed by analysis, interpretation, and established criteria. Essential Question(s): How do we judge the quality of musical work(s) and performance(s)?**					Responding
	Novice	**Intermediate**	**Proficient**	**Accomplished**	**Advanced**	
Evaluate	MU:Re9.1.H.5a Identify and describe how interest, experiences, and **contexts** (**personal** or **social**) effect the evaluation of music.	MU:Re9.1.H.8a *Explain the influence* of experiences and **contexts** (**personal, social**, or ***cultural*** *)* on interest in and the evaluation of a *varied* ***repertoire*** *of music.*	MU:Re9.1.H.Ia *Develop and apply* ***teacherprovided*** *and* ***established criteria*** based on *personal preference,* ***analysis*** *,* and **context** (**personal, social**, *and* **cultural**) to evaluate *individual and small group musical selections for listening.*	MU:Re9.1.H.IIa Apply ***personally-developed*** and **established criteria** based on *research* , personal preference, **analysis**, ***interpretation, expressive intent*** *, and* ***musical qualitie s*** to evaluate *contrasting* individual and small group musical selections for listening.	MU:Re9.1.H.IIIa *Develop and justify* evaluations of a variety of individual and small group musical selections for listening based on **personallydeveloped** and **established criteria**, *personal decision making, and knowledge and understanding of* ***context*** .	Evaluate

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~~Connecting~~

~~**Anchor Standard 10: Synthesize and relate knowledge and personal experiences to make art.**~~
~~**Enduring Understanding: Musicians connect their personal interests, experiences, ideas, and knowledge to creating, performing, and responding.**~~
~~**Essential Question(s): How do musicians make meaningful connections to creating, performing, and responding?**~~

~~Novice~~	~~Intermediate~~	~~Proficient~~	~~Accomplished~~	~~Advanced~~
~~MU:Cn10.1.H.5a Demonstrate how interests, knowledge, and skills relate to personal choices and intent when creating, performing, and responding to music.~~	~~MU:Cn10.1.H.8a Demonstrate how interests, knowledge, and skills relate to personal choices and intent when creating, performing, and responding to music.~~	~~MU:Cn10.1.H.Ia Demonstrate how interests, knowledge, and skills relate to personal choices and intent when creating, performing, and responding to music.~~	~~MU:Cn10.1.H.IIa Demonstrate how interests, knowledge, and skills relate to personal choices and intent when creating, performing, and responding to music.~~	~~MU:Cn10.1.H.IIIa Demonstrate how interests, knowledge, and skills relate to personal choices and intent when creating, performing, and responding to music.~~

~~Connecting~~

~~**Anchor Standard 11: Relate artistic ideas and works with societal, cultural, and historical context to deepen understanding**~~
~~**Enduring Understanding: Understanding connections to varied contexts and daily life enhances musicians' creating, performing, and responding.**~~
~~**Essential Question(s): How do the other arts, other disciplines, contexts, and daily life inform creating, performing, and responding to music?**~~

~~Novice~~	~~Intermediate~~	~~Proficient~~	~~Accomplished~~	~~Advanced~~
~~MU:Cn11.1.H.5a Demonstrate how interests, knowledge, and skills relate to personal choices and intent when creating, performing, and responding to music.~~	~~MU:Cn11.1.H.8a Demonstrate how interests, knowledge, and skills relate to personal choices and intent when creating, performing, and responding to music.~~	~~MU:Cn11.1.H.Ia Demonstrate how interests, knowledge, and skills relate to personal choices and intent when creating, performing, and responding to music.~~	~~MU:Cn11.1.H.IIa Demonstrate how interests, knowledge, and skills relate to personal choices and intent when creating, performing, and responding to music.~~	~~MU:Cn11.1.H.IIIa Demonstrate how interests, knowledge, and skills relate to personal choices and intent when creating, performing, and responding to music.~~

*Green text indicates modifications by Music Executive Committee members

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STANDARDS REVISIONS AND RATIONALE – THEATER

Current standard	Proposed Standard	Proposed revision (Keep, Revise, Move, Remove)	Rationale for the revision (please provide rationale for all that apply):
Anchor Standard 1: ~~Generate and conceptualize~~ Develop and create artistic ideas and work.	Anchor Standard 1: Develop and create artistic ideas and work.	Revise	Remove complex verbiage, prioritize clarity
~~Enduring Understanding: Theatre artists rely on intuition, curiosity, and critical inquiry.~~ ~~Essential Question(s): What happens when theatre artists use their imaginations and/or learned theatre skills while engaging in creative exploration and inquiry?~~		Remove	Remove guidance
~~1.1.~~K-1.TH.1.1~~.a.~~ With prompting and support, invent and inhabit an imaginary elsewhere in dramatic play ~~or a guided drama experience (e.g., process drama, story drama, creative drama)~~.	K-1.TH.1.1 With prompting and support, invent and inhabit an imaginary elsewhere in dramatic play.	Revise	Redundancy, adjusted grade levels
~~1.1.K.b. With prompting and support, use nonrepresentational materials to create props, puppets, and costume pieces for dramatic play or a guided drama~~		Remove	Removed guidance language

Current standard	Proposed Standard	Proposed revision (Keep, Revise, Move, Remove)	Rationale for the revision (please provide rationale for all that apply):
~~experience (e.g., process drama, story drama, creative drama).~~			
~~1.1.1.a. Propose potential choices characters could make in a guided drama experience (e.g., process drama, story drama, creative drama).~~		Remove	Simplification
~~1.1.1.b. Collaborate with peers to conceptualize costumes and props in a guided drama experience (e.g., process drama, story drama, creative drama).~~		Remove	Simplification
~~1.1.1.c. Identify ways in which gestures and movement may be used to create or retell a story in guided drama experiences (e.g., process drama, story drama, creative drama).~~		Remove	Simplification
~~1.1.2.a. Propose potential new details to plot and story in a guided drama experience (e.g., process drama, story drama, creative drama).~~		Remove	Simplification

Current standard	Proposed Standard	Proposed revision (Keep, Revise, Move, Remove)	Rationale for the revision (please provide rationale for all that apply):
~~1.1.2.b. Collaborate with peers to conceptualize scenery in a guided drama experience (e.g., process drama, story drama, creative drama).~~		Remove	Simplification
~~1.1.2.c. Identify ways in which voice and sounds may be used to create or retell a story in guided drama experiences (e.g., process drama, story drama, creative drama).~~		Remove	Simplification
~~1.1.~~2-3.TH.1.1~~.a.~~ Create roles, imagined worlds, and improvised stories ~~in a drama/theatre work~~.	2-3.TH.1.1 Create roles, imagined worlds, and improvised stories.	Revise	Clarified for age appropriateness, adjusted grade levels
~~1.1.3.b. Imagine and articulate ideas for costumes, props and sets for the environment and characters in a drama/theatre work.~~		Remove	Simplification
~~1.1.3.c. Collaborate to determine how characters might move and speak to support the story and~~		Remove	Simplification

Current standard	Proposed Standard	Proposed revision (Keep, Revise, Move, Remove)	Rationale for the revision (please provide rationale for all that apply):
~~given circumstances in drama/theatre work.~~			
~~1.1.~~4-5.TH.1.1~~.a. Articulate~~ Describe the visual details of imagined worlds, and improvised stories that support the given circumstances in a drama/theatre work	4-5.TH.1.1 Describe the visual details of imagined worlds, and improvised stories that support the given circumstances in a drama/theatre work.	Revise	Clarified, adjusted grade levels
~~1.1.4.b. Visualize and design technical elements that support the story and given circumstances in a drama/theatre work.~~		Remove	Simplification
~~1.1.4.c. Imagine how a character might move to support the story and given circumstances in a drama/theatre work~~		Remove	Simplification
~~1.1.5.a. Identify physical qualities that might reveal a character's inner traits in the imagined world of a drama/theatre work.~~		Remove	Adjusted grade levels
~~1.1.5.b. Propose design ideas that support the story and given~~		Remove	Adjusted grade levels

Current standard	Proposed Standard	Proposed revision (Keep, Revise, Move, Remove)	Rationale for the revision (please provide rationale for all that apply):
~~circumstances in a drama/theatre work.~~			
~~1.1.5.c. Imagine how a character's inner thoughts impact the story and given circumstances in a drama/ theatre work~~		Remove	Adjusted grade levels
~~1.1.6.a. Identify possible solutions to staging challenges in a drama/theatre work.~~		Remove	Simplification
~~1.1.6.b. Identify solutions to design challenges in a drama/theatre work.~~		Remove	Simplification
~~1.1.~~6.TH.1.1~~.c.~~ Explore a scripted or improvised character ~~by~~ through imagination~~ing the given circumstances in a drama/theatre work~~.	6.TH.1.1 Explore a scripted or improvised character through imagination.	Revise	Clarified
~~1.1.~~7.TH.1.1~~.a. Investigate multiple perspectives and solutions to staging challenges in a drama/theatre work.~~ Explore a	7.TH.1.1 Explore a scripted or improvised character through imagination.	Revise	Adopted from 6th grade standard

Current standard	Proposed Standard	Proposed revision (Keep, Revise, Move, Remove)	Rationale for the revision (please provide rationale for all that apply):
scripted or improvised character through imagination.			
~~1.1.7.b. Explain and present solutions to design challenges in a drama/ theatre work.~~		Remove	Simplification
~~1.1.7.c. Envision and describe a scripted or improvised character's inner thoughts and objectives in a drama/theatre work.~~		Remove	Simplification
8.TH.1.1~~.8.a. Imagine and explore multiple perspectives and solutions to staging problems in a drama/ theatre work.~~ Investigate multiple perspectives of scripted or improvised characters.	8.TH.1.1 Investigate multiple perspectives of scripted or improvised characters.	Revise	Moved from 7th grade strand
~~1.1.8.b. Imagine and explore solutions to design challenges of a performance space in a drama/theatre work~~		Remove	Simplification
HS1.TH.1.1~~.8.c. Develop a scripted or improvised character by articulating the~~ Articulate a character's inner thoughts,	HS1.TH.1.1 Articulate a character's inner thoughts, objectives, and motivations through character analysis.	Move to HS level 1 and revise	Appropriate to age and grade level

Current standard	Proposed Standard	Proposed revision (Keep, Revise, Move, Remove)	Rationale for the revision (please provide rationale for all that apply):
objectives, and motivations through character analysis~~in a drama/theatre work~~.			
~~1.1.I.a. Apply basic research to construct ideas about the visual composition of a drama/theatre work.~~		Remove	Adopted standard from Proficient band
~~1.1.I.b. Explore the impact of technology on design choices in a drama/theatre work.~~		Remove	Simplification
HS-II.TH.1.1~~.I.c.~~ Use script analysis to generate ideas about a character that is believable and authentic in a drama/theatre work.	HS2.TH.1.1 Use script analysis to generate ideas about a character that is believable in a theatre work.	Keep and move to HS level 2	Age and grade appropriate
~~1.1.II.a. Investigate historical and cultural conventions and their impact on the visual composition of a drama/theatre work.~~		Remove	Adopted standard from proficient band
~~1.1.II.b. Understand and apply technology to design solutions for a drama/theatre work.~~		Remove	Simplification

Current standard	Proposed Standard	Proposed revision (Keep, Revise, Move, Remove)	Rationale for the revision (please provide rationale for all that apply):
HS-III.TH.1.1~~.II.c.~~ Use personal experiences and knowledge to develop a character that is believable and authentic in a drama/theatre work.	HS3.TH.1.1 Use personal experiences and knowledge to develop a character that is believable in a theatre work.	Keep and move to HS level 3	Age and grade appropriate
~~1.1.III.a. Synthesize knowledge from a variety of dramatic forms, theatrical conventions, and technologies to create the visual composition of a drama/theatre work.~~		Remove	Adopted from Accomplished strand
~~1.1.III.b. Create a complete design for a drama/theatre work that incorporates all elements of technology.~~		Remove	Simplification
~~1.1.III.c. Integrate cultural and historical contexts with personal experiences to create a character that is believable and authentic, in a drama/theatre work.~~		Remove	Simplification
~~Anchor Standard 2: Organize and develop artistic ideas and work.~~		Remove	Combined with Anchor Standard 1

Current standard	Proposed Standard	Proposed revision (Keep, Revise, Move, Remove)	Rationale for the revision (please provide rationale for all that apply):
~~Enduring Understanding: Theatre artists work to discover different ways of communicating meaning. Essential Question(s): How, when, and why do theatre artists' choices change?~~		Remove	Remove guidance
~~2.K.a. With prompting and support, interact with peers and contribute to dramatic play or a guided drama experience (e.g., process drama, story drama, creative drama).~~		Remove	Simplification
~~2.K.b. With prompting and support, express original ideas in dramatic play or a guided drama experience (e.g., creative drama, process drama, story drama).~~		Remove	Simplification
K-1.TH.2.1~~.a.~~ Contribute to the adaptation of the ~~development of a sequential~~ plot in a ~~guided~~ drama experience ~~(e.g., process drama, story drama, creative drama)~~.	K-1.TH.2.1 Contribute to the adaptation of the plot in a drama experience.	Revise	Clarification

Current standard	Proposed Standard	Proposed revision (Keep, Revise, Move, Remove)	Rationale for the revision (please provide rationale for all that apply):
~~2.1.b. With prompting and support, participate in group decision-making in a guided drama experience (e.g., process drama, story drama, creative drama).~~		Remove	Simplification
2-3.TH.2.1~~2.a.~~ Collaborate with peers to employ physical and vocal techniques for an improvised ~~improved~~ ~~devise meaningful dialogue in a guided~~ drama experience ~~(e.g., process drama, story drama, creative drama)~~.	2-3.TH.2.1 Collaborate with peers to employ physical and vocal techniques for an improvised drama experience.	Revise Changed all improved to improvised based on stakeholder feedback.	Simplification
~~2.2.b. Contribute ideas and make decisions as a group to advance a story in a guided drama experience (e.g., process drama, story drama, creative drama).~~		Remove	Simplification
~~2.3.a. Participate in methods of investigation to devise original ideas for a drama/theatre work.~~		Remove	Simplification

Current standard	Proposed Standard	Proposed revision (Keep, Revise, Move, Remove)	Rationale for the revision (please provide rationale for all that apply):
~~2.3.b. Compare ideas with peers and make selections that will enhance and deepen group drama/theatre work.~~		Remove	Simplification
~~2.4.a. Collaborate to devise original ideas for a drama/theatre work by asking questions about characters and plots~~		Remove	Simplification
~~2.4. b. Make and discuss group decisions and identify responsibilities required to present a drama/theatre work to peers.~~		Remove	Simplification
~~2.5.a. Devise original ideas for a drama/theatre work that reflect collective inquiry about characters and their given circumstances.~~		Remove	Simplification
~~2.5.b. Participate in defined responsibilities required to present a drama/theatre work informally to an audience.~~		Remove	Simplification

Current standard	Proposed Standard	Proposed revision (Keep, Revise, Move, Remove)	Rationale for the revision (please provide rationale for all that apply):
~~2.6.a. Use critical analysis to improve, refine, and evolve original ideas and artistic choices in a devised or scripted drama/theatre work.~~		Remove	Simplification
~~2.6.b. Contribute ideas and accept and incorporate the ideas of others in preparing or devising drama/theatre work.~~		Remove	Simplification
~~2.7.a. Examine and justify original ideas and artistic choices in a drama/theatre work based on critical analysis, background knowledge, and historical and cultural context.~~		Remove	Simplification
~~2.7.b. Demonstrate mutual respect for self and others and their roles in preparing or devising drama/theatre work.~~		Remove	Simplification

Current standard	Proposed Standard	Proposed revision (Keep, Revise, Move, Remove)	Rationale for the revision (please provide rationale for all that apply):
~~2.8.a. Articulate and apply critical analysis, background knowledge, research, and historical and cultural context to the development of original ideas for a drama/theatre work.~~		Remove	Simplification
~~2.8.b. Share leadership and responsibilities to develop collaborative goals when preparing or devising drama/theatre work.~~		Remove	Simplification
~~2.I.a. Explore the function of history and culture in the development of a dramatic concept through a critical analysis of original ideas in a drama/theatre work.~~		Remove	Simplification
~~2.I.b. Investigate the collaborative nature of the actor, director, playwright, and designers and explore their interdependent roles in a drama/theatre work.~~		Remove	Simplification

Current standard	Proposed Standard	Proposed revision (Keep, Revise, Move, Remove)	Rationale for the revision (please provide rationale for all that apply):
~~2.II.a. Refine a dramatic concept to demonstrate a critical understanding of historical and cultural influences of original ideas applied to a drama/theatre work.~~		Remove	Simplification
~~2.II.b. Cooperate as a creative team to make interpretive choices for a drama/theatre work.~~		Remove	Simplification
~~2.III.a. Develop and synthesize original ideas in a drama/theatre work utilizing critical analysis, historical and cultural context, research, and western or nonwestern theatre traditions.~~		Remove	Simplification
~~2.III.b. Collaborate as a creative team to discover artistic solutions and make interpretive choices in a devised or scripted drama/theatre work.~~		Remove	Simplification

Current standard	Proposed Standard	Proposed revision (Keep, Revise, Move, Remove)	Rationale for the revision (please provide rationale for all that apply):
~~Anchor Standard 3: Refine and complete artistic work.~~		Remove	Combined with Anchor Standard 1 and Anchor Standard 5
~~Enduring Understanding: Theatre artists refine their work and practice their craft through rehearsal. Essential Question(s): How do theatre artists transform and edit their initial ideas?~~		Remove	Remove guidance
~~3.1.K.a. With prompting and support, ask and answer questions in dramatic play or a guided drama experience (e.g., process drama, story drama, creative drama).~~		Remove	Simplification
~~3.1.1.a. Contribute to the adaptation of the plot in a guided drama experience (e.g., process drama, story drama, creative drama).~~		Remove	Simplification

Current standard	Proposed Standard	Proposed revision (Keep, Revise, Move, Remove)	Rationale for the revision (please provide rationale for all that apply):
~~3.1.1.b. Identify similarities and differences in sounds and movements in a guided drama experience (e.g., process drama, story drama, creative drama).~~		Remove	Simplification
~~3.1.1.c. Collaborate to imagine multiple representations of a single object in a guided drama experience (e.g., process drama, story drama, creative drama).~~		Remove	Simplification
~~3.1.2.a. Contribute to the adaptation of dialogue in a guided drama experience (e.g., process drama, story drama, creative drama).~~		Remove	Simplification
~~3.1.2.b. Use and adapt sounds and movements in a guided drama experience (e.g., process drama, story drama, creative drama).~~		Remove	Simplification

Current standard	Proposed Standard	Proposed revision (Keep, Revise, Move, Remove)	Rationale for the revision (please provide rationale for all that apply):
~~3.1.2.c. Generate independently multiple representations of a single object in a guided drama experience (e.g., process drama, story drama, creative drama).~~		Remove	Simplification
~~3.1.3.a. Collaborate with peers to revise, refine, and adapt ideas to fit the given parameters of a drama theatre work.~~		Remove	Simplification
~~3.1.3.b. Participate and contribute to physical and vocal exploration in an improvised or scripted drama/theatre work.~~		Remove	Simplification
6-8.TTH.2.1~~3.1.3.c.~~ Practice and refine design and technical choices to support a devised or scripted drama/theatre work.		Keep and move to Technical Theatre	Simplification and clarification
~~3.1.4.a. Revise and improve an improvised or scripted drama/theatre work through repetition and collaborative review.~~		Remove	Simplification

Current standard	Proposed Standard	Proposed revision (Keep, Revise, Move, Remove)	Rationale for the revision (please provide rationale for all that apply):
~~3.1.4.b. Develop physical and vocal exercise techniques for an improvised or scripted drama/theatre work.~~		Remove	Simplification
~~3.1.4.c. Collaborate on solutions to design and technical problems that arise in rehearsal for a drama/theatre work.~~		Remove	Simplification
~~3.1.5.a. Revise and improve an improvised or scripted drama/theatre work through repetition and self-review.~~		Remove	Simplification
~~3.1.5.b. Use physical and vocal exploration for character development in an improvised or scripted drama/theatre work.~~		Remove	Simplification
~~3.1.5.c. Create innovative solutions to design and technical problems that arise in rehearsal for a drama/theatre work.~~		Remove	Simplification

Current standard	Proposed Standard	Proposed revision (Keep, Revise, Move, Remove)	Rationale for the revision (please provide rationale for all that apply):
~~3.1.6.a.~~ 4-5.TH.2.1 Articulate and implement ~~examine~~ choices to refine a theatre work using effect physical and vocal traits.~~devised or scripted drama/theatre work.~~	4-5.TH.2.1 Articulate and implement choices to refine a drama work using effective physical and vocal traits.	Move and Revise	Clarification and grade level appropriateness
~~3.1.6.a.~~ 6.TH.2.1 Articulate and implement ~~examine~~ choices to refine a theatre work using effect physical and vocal traits.~~devised or scripted drama/theatre work.~~	6.TH.2.1 Articulate and implement choices to refine a theatre work using effective physical and vocal traits.	Move and Revise	Appropriate for grade level
~~3.1.6.b. Identify effective physical and vocal traits of characters in an improvised or scripted drama/theatre work.~~		Remove	Simplification
HS-I.TTH.2.1~~3.1.6.c.~~ Explore a planned technical design during the rehearsal process for a devised or scripted drama/theatre work.		Keep and move to Technical Theatre	Simplification and clarification

Current standard	Proposed Standard	Proposed revision (Keep, Revise, Move, Remove)	Rationale for the revision (please provide rationale for all that apply):
~~3.1.7.a~~ 7.TH.2.1 Demonstrate focus ~~and concentration~~ in the rehearsal process to develop effective physical and vocal traits of characters in a ~~analyze and refine choices in a devised or~~ scripted ~~drama/~~theatre work.	7.TH.2.1 Demonstrate focus in the rehearsal process to develop effective physical and vocal traits of characters in a scripted theatre work.	Move and Revise	Clarification and grade level appropriateness
~~3.1.7.b. Develop effective physical and vocal traits of characters in an improvised or scripted drama/theatre work.~~		Remove	Simplification
~~3.1.7.c. Consider multiple planned technical design elements during the rehearsal process for a devised or scripted drama/theatre work.~~		Remove	Simplification
~~3.1.8.a.~~ 8.TH.2.1 Use repetition and analysis in order to revise devised or scripted ~~drama/~~theatre work.	8.TH.2.1 Use repetition and analysis in order to revise devised or scripted theatre work.	Move and Revise	Clarification

Current standard	Proposed Standard	Proposed revision (Keep, Revise, Move, Remove)	Rationale for the revision (please provide rationale for all that apply):
~~3.1.8.b.~~ HS-I.TH.2.1 Refine effective physical~~,~~ and vocal~~, and physiological~~ traits of characters in an improvised or scripted ~~drama/~~theatre work.	HS1.TH.2.1 Refine effective physical and vocal traits of characters in an improvised or scripted theatre work.	Move and Revise	Grade level appropriateness
HS-II.TTH.2.1~~3.1.8.c.~~ Implement and refine a planned technical design using simple technology during the rehearsal process for devised or scripted ~~drama/~~theatre work.	See Technical Theater Redline Document	Revise and move	Moved to Technical Theater Strand HS-II.TTH.2.1
~~3.1.I.a. Practice and revise a devised or scripted drama/theatre work using theatrical staging conventions.~~		Remove	Simplification
~~3.1.I.b. Explore physical, vocal and physiological choices to develop a performance that is believable, authentic, and relevant to a drama/theatre work.~~		Remove	Simplification

Current standard	Proposed Standard	Proposed revision (Keep, Revise, Move, Remove)	Rationale for the revision (please provide rationale for all that apply):
HS-III.TTH.2.1~~3.1.I.c.~~ Refine technical design choices to support the story and emotional impact of a devised or scripted ~~drama/~~theatre work.	See Technical Theater Redline Document	Revise and move	Moved to Technical Theater Strand HS-III.TTH.2.1
~~3.1.II.a.~~ HS-II.TH.2.1 Use the rehearsal process to ~~analyze~~refine the dramatic concept ~~and technical design elements~~ of a ~~devised or~~ scripted ~~drama/~~theatre work.	HS2.TH.2.1 Use the rehearsal process to refine the dramatic concept of a scripted theatre work.	Move and Revise	Grade level appropriateness
~~3.1.II.b. Use research and script analysis to revise physical, vocal and physiological choices impacting the believability and relevance of a drama/theatre work.~~		Remove	Simplification
~~3.1.II.c. Re-imagine and revise technical design choices during the course of a rehearsal process to enhance the story and emotional impact of a devised or scripted drama/theatre work.~~		Remove	Simplification

Current standard	Proposed Standard	Proposed revision (Keep, Revise, Move, Remove)	Rationale for the revision (please provide rationale for all that apply):
~~3.1.III.a. Refine, transform, and re-imagine a devised or scripted drama/theatre work using the rehearsal process to invent or re-imagine style, genre, form, and conventions.~~ HS-III.TH.2.1 Demonstrate the ability to consistently maintain the given reality of a scripted theater work during the rehearsal process.	HS3.TH.2.1 Demonstrate the ability to consistently maintain the given reality of a scripted theater work during the rehearsal process.	Revise	Clarification
~~3.1.III.b. Synthesize ideas from research, script analysis, and context to create a performance that is believable, authentic, and relevant in a drama/theatre work.~~		Remove	Simplification
~~3.1.III.c. Apply a high level of technical proficiencies to the rehearsal process to support the story and emotional impact of a devised or scripted drama/theatre work.~~		Remove	Simplification

Current standard	Proposed Standard	Proposed revision (Keep, Revise, Move, Remove)	Rationale for the revision (please provide rationale for all that apply):
Anchor Standard 34: ~~Select, analyze, and interpret artistic work for presentation.~~ Perform and/or present artistic work.		Revise	Simplification of language
~~Enduring Understanding: Theatre artists make strong choices to effectively convey meaning. Essential Question(s): Why are strong choices essential to interpreting a drama or theatre piece?~~		Remove	Remove guidance
~~4.1.K.a. With prompting and support, identify characters and setting in dramatic play or a guided drama experience (e.g., process drama, story drama, creative drama).~~		Remove	Combined with Anchor Standard 2
~~4.1.1.a. Describe a story's character actions and dialogue in a guided drama experience (e.g., process drama, story drama, creative drama).~~		Remove	Combined with Anchor Standard 2

Current standard	Proposed Standard	Proposed revision (Keep, Revise, Move, Remove)	Rationale for the revision (please provide rationale for all that apply):
~~4.1.1.b. Use body, face, gestures, and voice to communicate character traits and emotions in a guided drama experience (e.g., process drama, story drama, creative drama).~~		Remove	Combined with Anchor Standard 2
~~4.1.2.a. Interpret story elements in a guided drama experience (e.g., process drama, story drama, creative drama).~~		Remove	Combined with Anchor Standard 2
~~4.1.2.b. Alter voice and body to expand and articulate nuances of a character in a guided drama experience (e.g., process drama, story drama, creative drama).~~		Remove	Combined with Anchor Standard 2
~~4.1.3.a. Apply the elements of dramatic structure to a story and create a drama/theatre work.~~		Remove	Combined with Anchor Standard 2
~~4.1.3.b. Investigate how movement and voice are incorporated into drama/theatre work.~~		Remove	Combined with Anchor Standard 2

Current standard	Proposed Standard	Proposed revision (Keep, Revise, Move, Remove)	Rationale for the revision (please provide rationale for all that apply):
~~4.1.4.a. Modify the dialogue and action to change the story in a drama/theatre work.~~		Remove	Combined with Anchor Standard 2
~~4.1.4.b. Make physical choices to develop a character in a drama/theatre work.~~		Remove	Combined with Anchor Standard 2
~~4.1.5.a. Describe the underlying thoughts and emotions that create dialogue and action in a drama/theatre work.~~		Remove	Combined with Anchor Standard 2
~~4.1.5.b. Use physical choices to create meaning in a drama/theatre work.~~		Remove	Combined with Anchor Standard 2
~~4.1.6.a. Identify the essential events in a story or script that make up the dramatic structure in a drama/theatre work.~~		Remove	Combined with Anchor Standard 2
~~4.1.6.b. Experiment with various physical choices to communicate character in a drama/theatre work.~~		Remove	Combined with Anchor Standard 2

Current standard	Proposed Standard	Proposed revision (Keep, Revise, Move, Remove)	Rationale for the revision (please provide rationale for all that apply):
~~4.1.7.a. Consider various staging choices to enhance the story in a drama/theatre work.~~		Remove	Combined with Anchor Standard 2
~~4.1.7.b. Use various character objectives in a drama/theatre work.~~		Remove	Combined with Anchor Standard 2
~~4.1.8.a. Explore different pacing to better communicate the story in a drama/theatre work.~~		Remove	Combined with Anchor Standard 2
~~4.1.8.b. Use various character objectives and tactics in a drama/theatre work to overcome an obstacle.~~		Remove	Combined with Anchor Standard 2
~~4.1.I.a. Examine how character relationships assist in telling the story of a drama/theatre work.~~		Remove	Combined with Anchor Standard 2
~~4.1.I.b. Shape character choices using given circumstances in a drama/theatre work.~~		Remove	Combined with Anchor Standard 2

Current standard	Proposed Standard	Proposed revision (Keep, Revise, Move, Remove)	Rationale for the revision (please provide rationale for all that apply):
~~4.1.II.a. Discover how unique choices shape believable and sustainable drama/theatre work.~~		Remove	Combined with Anchor Standard 2
~~4.1.II.b. Identify essential text information, research from various sources, and the director's concept that influence character choices in a drama/theatre work.~~		Remove	Combined with Anchor Standard 2
~~4.1.III.a. Apply reliable research of director's styles to form unique choices for a directorial concept in a drama/theatre work.~~		Remove	Combined with Anchor Standard 2
~~4.1.III.b. Apply a variety of researched acting techniques as an approach to character choices in a drama/theatre work.~~		Remove	Combined with Anchor Standard 2
Anchor Standard ~~5~~2: Develop and refine artistic techniques~~ and work for presentation~~.		Revise	Clarify and focus on technique

Current standard	Proposed Standard	Proposed revision (Keep, Revise, Move, Remove)	Rationale for the revision (please provide rationale for all that apply):
~~Enduring Understanding: Theatre artists develop personal processes and skills for a performance or design.~~ ~~Essential Question(s): What can I do to fully prepare a performance or technical design?~~		Remove	Remove guidance
~~5.1.K.a. With prompting and support, understand that voice and sound are fundamental to dramatic play and guided drama experiences (e.g., process drama, story drama, creative drama).~~		Remove	Combined with Anchor Standard 2
~~5.1.K.b. With prompting and support, explore and experiment with various technical elements in dramatic play and guided drama experiences (e.g., process drama, story drama, creative drama).~~		Remove	Simplification

Current standard	Proposed Standard	Proposed revision (Keep, Revise, Move, Remove)	Rationale for the revision (please provide rationale for all that apply):
~~5.1.1.a. With prompting and support, identify and understand that physical movement is fundamental to guided drama experiences (e.g., process drama, story drama, creative drama).~~		Remove	Combined with Anchor Standard 2
~~5.1.1.b. With prompting and support, identify technical elements that can be used in a guided drama experience (e.g., process drama, story drama, creative drama).~~		Remove	Simplification
~~5.1.2.a. Demonstrate the relationship between and among body, voice, and mind in a guided drama experience (e.g., process drama, story drama, creative drama).~~		Remove	Combined with Anchor Standard 2
~~5.1.2.b. Explore technical elements in a guided drama experience (e.g., process drama, story drama, creative drama).~~		Remove	Simplification

Current standard	Proposed Standard	Proposed revision (Keep, Revise, Move, Remove)	Rationale for the revision (please provide rationale for all that apply):
~~5.1.3.a. Participate in a variety of physical, vocal, and cognitive exercises that can be used in a group setting for drama/theatre work.~~		Remove	Combined with Anchor Standard 2
6-8.TTH.1.1~~5.1.3.b.~~ Identify the basic technical elements that can be used in ~~drama/~~theatre work.	See Technical Theater Redline Document	Keep and move to technical theater	Moved to Technical Theater Strand 6-8.TTH.1.1
~~5.1.4.a. Practice selected exercises that can be used in a group setting for drama/theatre work.~~		Remove	Combined with Anchor Standard 2
~~5.1.4.b. Propose the use of technical elements in a drama/theatre work.~~		Remove	Simplification
~~5.1.5.a. Choose acting exercises that can be applied to a drama/theatre work.~~		Remove	Combined with Anchor Standard 2
~~5.1.5.b. Demonstrate the use of technical elements in a drama/theatre work.~~		Remove	Simplification

Current standard	Proposed Standard	Proposed revision (Keep, Revise, Move, Remove)	Rationale for the revision (please provide rationale for all that apply):
~~5.1.6.a. Recognize how acting exercises and techniques can be applied to a drama/theatre work.~~		Remove	Combined with Anchor Standard 2
~~5.1.6.b. Articulate how technical elements are integrated into a drama/theatre work.~~		Remove	Simplification
~~5.1.7.a. Participate in a variety of acting exercises and techniques that can be applied in a rehearsal or drama/theatre performance.~~		Remove	Combined with Anchor Standard 2
~~5.1.7.b. Choose a variety of technical elements that can be applied to a design in a drama/theatre work.~~		Remove	Simplification
~~5.1.8.a. Use a variety of acting techniques to increase skills in a rehearsal or drama/theatre performance.~~		Remove	Combined with Anchor Standard 2
~~5.1.8.b. Use a variety of technical elements to create a design for a rehearsal or drama/theatre production.~~		Remove	Simplification

Current standard	Proposed Standard	Proposed revision (Keep, Revise, Move, Remove)	Rationale for the revision (please provide rationale for all that apply):
~~5.1.I.a. Practice various acting techniques to expand skills in a rehearsal or drama/theatre performance.~~		Remove	Combined with Anchor Standard 2
HS-I.TTH.1.1~~5.1.I.b.~~ Use researched technical elements to increase the impact of design for a ~~drama/~~theatre production.	See Technical Theater redline document	Revise and move to technical theater	Moved to Technical Theater Strand HS-I.TTH.1.1
~~5.1.II.a. Refine a range of acting skills to build a believable and sustainable drama/theatre performance.~~		Remove	Combined with Anchor Standard 2
HS-II.TTH.1.1~~5.1.II.b.~~ Apply technical elements and research to create a design that communicates the concept of a ~~drama/~~theatre production.	See Technical Theater redline document	Revise and move to technical theater	Moved to Technical Theater Strand HS-II.TTH.1.1
~~5.1.III.a. Use and justify a collection of acting exercises from reliable resources to prepare a believable and sustainable performance.~~		Remove	Combined with Anchor Standard 2

Current standard	Proposed Standard	Proposed revision (Keep, Revise, Move, Remove)	Rationale for the revision (please provide rationale for all that apply):
HS-III.TTH.1.1~~5.1.III.b.~~ Explain and justify the selection of technical elements used to build a design that communicates the concept of a ~~drama/~~theatre production.	See Technical Theater redline document	Keep and move to technical theater	Moved to Technical Theater Strand HS-III.TTH.1.1
~~Anchor Standard 6: Convey meaning through the presentation of artistic work.~~		Remove	Redundant with Anchor Standard 4
~~Enduring Understanding: Theatre artists share and present stories, ideas, and envisioned worlds to explore the human experience. Essential Question(s): What happens when theatre artists and audiences share a creative experience?~~		Remove	Remove guidance
K-1.TH.3.1.~~6.1.K.a. With prompting and support, use voice and sound in a dramatic play or a~~ Use movement and gestures to communicate emotions in a guided drama experience ~~(e.g., process drama, story drama, creative drama)~~.	K-1.TH.3.1 Use movement and gestures to communicate emotions in a guided drama experience.	Revise	Clarify language

Current standard	Proposed Standard	Proposed revision (Keep, Revise, Move, Remove)	Rationale for the revision (please provide rationale for all that apply):
K-1.TH.3.2 Demonstrate proper rehearsal and audience etiquette appropriate for venue, purpose, context, and style.	K-1.TH.3.2 Demonstrate proper rehearsal and audience etiquette appropriate for venue, purpose, context, and style.	Added based on stakeholder feedback	Clarification on what students should know and be able to do.
~~6.1.1.a. With prompting and support, use movement and gestures to communicate emotions in a guided drama experience (e.g., process drama, story drama, creative drama).~~ 2-3.TH.3.1 Share drama work with peers.	2-3.TH.3.1 Share drama work with peers.	Revise	Simplification of language
2-3.TH.3.2 Demonstrate proper rehearsal and audience etiquette appropriate for venue, purpose, context, and style.	2-3.TH.3.2 Demonstrate proper rehearsal and audience etiquette appropriate for venue, purpose, context, and style.	Added based on stakeholder feedback	Clarification on what students should know and be able to do
~~6.1.2.a. Contribute to group guided drama experiences (e.g., process drama, story drama, creative drama) and informally share with peers.~~		Remove	Combined with grade level

Current standard	Proposed Standard	Proposed revision (Keep, Revise, Move, Remove)	Rationale for the revision (please provide rationale for all that apply):
~~6.1.3.a. Practice~~ 4-5.TH.3.1 Present drama~~/theatre~~ work ~~and share reflections individually and in small groups.~~ Present drama work for an audience.	4-5.TH.3.1 Present drama work for an audience.	Revise	Clarity and simplification
4-5.TH.3.2 Demonstrate proper rehearsal and audience etiquette appropriate for venue, purpose, context, and style.	4-5.TH.3.2 Demonstrate proper rehearsal and audience etiquette appropriate for venue, purpose, context, and style.	Added based on stakeholder feedback	Clarification on what students should know and be able to do
~~6.1.4.a. Share small group drama/theatre work, with peers as audience.~~		Remove	Combined with Anchor Standard 3
~~6.1.5.a. Present drama/theatre work informally to an audience.~~		Remove	Combined with Anchor Standard 3
~~6.1.~~6.TH.3.1~~.a.~~ Present a scripted ~~Adapt a drama/~~theatre work ~~and present it informally~~ for an audience.	6.TH.3.1 Present a scripted theatre work for an audience.	Revise	Simplification

Current standard	Proposed Standard	Proposed revision (Keep, Revise, Move, Remove)	Rationale for the revision (please provide rationale for all that apply):
6.TH.3.2 Demonstrate rehearsal decorum (such as being prompt, prepared, and professional) and audience etiquette appropriate for venue, purpose, context, and style.	6.TH.3.2 Demonstrate rehearsal decorum (such as being prompt, prepared, and professional) and audience etiquette appropriate for venue, purpose, context, and style.	Added based on stakeholder feedback	Clarification on what students should know and be able to do
~~6.1.~~7.TH.3.1~~.a.~~ Present a scripted ~~Perform a rehearsed drama/~~theatre work ~~that will be shared with~~ for an audience.	7.TH.3.1 Present a scripted theatre work for an audience.	Revise	Simplification
7.TH.3.2 Demonstrate rehearsal decorum (such as being prompt, prepared, and professional) and audience etiquette appropriate for venue, purpose, context, and style.	7.TH.3.2 Demonstrate rehearsal decorum (such as being prompt, prepared, and professional) and audience etiquette appropriate for venue, purpose, context, and style.	Added based on stakeholder feedback	Clarification on what students should know and be able to do
~~6.1.~~8.TH.3.1~~.a.~~ Present a scripted ~~Perform a rehearsed drama/~~theatre work for an audience.	8.TH.3.1 Present a scripted theatre work for an audience.	Revise	Simplification

Current standard	Proposed Standard	Proposed revision (Keep, Revise, Move, Remove)	Rationale for the revision (please provide rationale for all that apply):
8.TH.3.2 Demonstrate rehearsal decorum (such as being prompt, prepared, and professional) and audience etiquette appropriate for venue, purpose, context, and style.	8.TH.3.2 Demonstrate rehearsal decorum (such as being prompt, prepared, and professional) and audience etiquette appropriate for venue, purpose, context, and style.	Added based on stakeholder feedback	Clarification on what students should know and be able to do
HS-I.TH.3.1~~6.1.I.a.~~ Perform a scripted ~~drama/~~theatre work for an ~~specific~~ audience.	HS1.TH.3.1 Present a scripted theatre work for an audience.	Revise	Simplification
HS1.TH.3.2 Demonstrate rehearsal decorum (such as being prompt, prepared, and professional) and audience etiquette appropriate for venue, purpose, context, and style.	HS1.TH.3.2 Demonstrate rehearsal decorum (such as being prompt, prepared, and professional) and audience etiquette appropriate for venue, purpose, context, and style.	Added based on stakeholder feedback	Clarification on what students should know and be able to do
HS-II.TH.3.1.~~6.1.II.a.~~ Perform varied styles of ~~Present a drama/~~theatre work ~~using creative processes that shape the production~~ for an ~~specific~~ audience.	HS2.TH.3.1 Perform varied styles of theatre work for an audience.	Revise	Simplification

Current standard	Proposed Standard	Proposed revision (Keep, Revise, Move, Remove)	Rationale for the revision (please provide rationale for all that apply):
HS2.TH.3.2 Demonstrate rehearsal decorum (such as being prompt, prepared, and professional) and audience etiquette appropriate for venue, purpose, context, and style.	HS2.TH.3.2 Demonstrate rehearsal decorum (such as being prompt, prepared, and professional) and audience etiquette appropriate for venue, purpose, context, and style.	Added based on stakeholder feedback	Clarification on what students should know and be able to do
~~6.1.III.a. Present a drama/theatre production for a specific audience that employs research and analysis grounded in the creative perspectives of the playwright, director, designer, and dramaturg.~~ HS-III.TH.3.1 Perform a fully staged production for an audience.	HS3.TH.3.1 Perform a fully staged production for an audience.	Revise	Simplification and clarity
HS3.TH.3.2 Demonstrate rehearsal decorum (such as being prompt, prepared, and professional) and audience etiquette appropriate for venue, purpose, context, and style.	HS3.TH.3.2 Demonstrate rehearsal decorum (such as being prompt, prepared, and professional) and audience etiquette appropriate for venue, purpose, context, and style.	Added based on stakeholder feedback	Clarification on what students should know and be able to do

Current standard	Proposed Standard	Proposed revision (Keep, Revise, Move, Remove)	Rationale for the revision (please provide rationale for all that apply):
~~Anchor Standard 7: Perce and analyze artistic work.~~		Remove	Combined with Anchor Standard 4
~~Enduring Understanding: Theatre artists reflect to understand the impact of drama processes and theatre experiences.~~ ~~Essential Question(s): How do theatre artists comprehend the essence of drama processes and theatre experiences?~~		Remove	Remove guidance
~~7.1.K.a. With prompting and support, express an emotional response to characters in dramatic play or a guided drama experience (e.g., process drama, story drama, creative drama).~~		Remove	Combined with Anchor Standard 4
~~7.1.1.a. Recall choices made in a guided drama experience (e.g., process drama, story drama, creative drama).~~		Remove	Combined with Anchor Standard 4

Current standard	Proposed Standard	Proposed revision (Keep, Revise, Move, Remove)	Rationale for the revision (please provide rationale for all that apply):
~~7.1.2.a. Recognize when artistic choices are made in a guided drama experience (e.g., process drama, story drama, creative drama).~~		Remove	Combined with Anchor Standard 4
~~7.1.3.a. Understand why artistic choices are made in a drama/theatre work.~~		Remove	Combined with Anchor Standard 4
~~7.1.4.a. Identify artistic choices made in a drama/theatre work through participation and observation.~~		Remove	Combined with Anchor Standard 4
~~7.1.5.a. Explain personal reactions to artistic choices made in a drama/theatre work through participation and observation.~~		Remove	Combined with Anchor Standard 4
~~7.1.6.a. Describe and record personal reactions to artistic choices in a drama/theatre work.~~		Remove	Combined with Anchor Standard 4

Current standard	Proposed Standard	Proposed revision (Keep, Revise, Move, Remove)	Rationale for the revision (please provide rationale for all that apply):
~~7.1.7.a. Compare recorded personal and peer reactions to artistic choices in a drama/theatre work.~~		Remove	Combined with Anchor Standard 4
~~7.1.8.a. Apply criteria to the evaluation of artistic choices in a drama/theatre work.~~		Remove	Combined with Anchor Standard 4
~~7.1.I.a. Respond to what is seen, felt, and heard in a drama/theatre work to develop criteria for artistic choices.~~		Remove	Combined with Anchor Standard 4
~~7.1.II.a. Demonstrate an understanding of multiple interpretations of artistic criteria and how each might be used to influence future artistic choices of a drama/theatre work.~~		Remove	Combined with Anchor Standard 4
~~7.1.III.a. Use historical and cultural context to structure and justify personal responses to a drama/theatre work.~~		Remove	Combined with Anchor Standard 4

Current standard	Proposed Standard	Proposed revision (Keep, Revise, Move, Remove)	Rationale for the revision (please provide rationale for all that apply):
Anchor Standard 4~~8~~: Respond to ~~Interpret intent and meaning in~~ artistic work.		Revise	Simplify language to encompass Anchor Standard 8 and Anchor Standard 9
~~Enduring Understanding: Theatre artists' interpretations of drama/theatre work are influenced by personal experiences and aesthetics. Essential Question(s): How can the same work of art communicate different messages to different people?~~		Remove	Remove guidance
~~8.1.K.a. With prompting and support, identify preferences in dramatic play, a guided drama experience (e.g., process drama, story drama, creative drama), or age-appropriate theatre performance.~~		Remove	Simplification

Current standard	Proposed Standard	Proposed revision (Keep, Revise, Move, Remove)	Rationale for the revision (please provide rationale for all that apply):
~~8.1.K.b. With prompting and support, name and describe settings in dramatic play or a guided drama experience (e.g., process drama, story drama, creative drama).~~		Remove	Simplification
~~8.1.1.a. Explain preferences and emotions in a guided drama experience (e.g., process drama, story drama, creative drama), or age-appropriate theatre performance.~~		Remove	Simplification
~~8.1.1.b. Identify causes of character actions in a guided drama experience (e.g., process drama, story drama, or creative drama).~~		Remove	Simplification
~~8.1.1.c. Explain or use text and pictures to describe how personal emotions and choices compare to the emotions and choices of characters in a guided drama experience (e.g., process drama, story drama, or creative drama).~~		Remove	Simplification

Current standard	Proposed Standard	Proposed revision (Keep, Revise, Move, Remove)	Rationale for the revision (please provide rationale for all that apply):
~~8.1.2.a. Explain how personal preferences and emotions affect an observer's response in a guided drama experience (e.g., process drama, story drama, or creative drama), or age-appropriate theatre performance.~~		Remove	Simplification
~~8.1.2.b. Identify causes and consequences of character actions in a guided drama experience (e.g., process drama, story drama, or creative drama).~~		Remove	Simplification
~~8.1.2.c. Explain or use text and pictures to describe how others' emotions and choices may compare to the emotions and choices of characters in a guided drama experience (e.g., process drama, story drama, or creative drama).~~		Remove	Simplification
~~8.1.3.a. Consider multiple personal experiences when participating in or observing a drama/theatre work.~~		Remove	Simplification

Current standard	Proposed Standard	Proposed revision (Keep, Revise, Move, Remove)	Rationale for the revision (please provide rationale for all that apply):
~~8.1.3.b. Consider multiple ways to develop a character using physical characteristics and prop or costume design choices that reflect cultural perspectives in drama/theatre work.~~		Remove	Simplification
~~8.1.3.c. Examine how connections are made between oneself and a character's emotions in a drama/theatre work.~~		Remove	Simplification
~~8.1.4.a. Compare and contrast multiple personal experiences when participating in or observing a drama/theatre work.~~		Remove	Simplification
~~8.1.4.b. Compare and contrast the qualities of characters in a drama/theatre work through physical characteristics and prop or costume design choices that reflect cultural perspectives.~~		Remove	Simplification

Current standard	Proposed Standard	Proposed revision (Keep, Revise, Move, Remove)	Rationale for the revision (please provide rationale for all that apply):
~~8.1.4.c. Identify and discuss physiological changes connected to emotions in drama/theatre work.~~		Remove	Simplification
~~8.1.5.a. Justify responses based on personal experiences when participating in or observing a drama/theatre work.~~		Remove	Simplification
~~8.1.5.b. Explain responses to characters based on cultural perspectives when participating in or observing drama/theatre work.~~		Remove	Redundant with Anchor Standard 5
~~8.1.5.c. Investigate the effects of emotions on posture, gesture, breathing, and vocal intonation in a drama/theatre work.~~		Remove	Simplification
~~8.1.6.a. Explain how artists make choices based on personal experience in a drama/theatre work.~~		Remove	Simplification

Current standard	Proposed Standard	Proposed revision (Keep, Revise, Move, Remove)	Rationale for the revision (please provide rationale for all that apply):
~~8.1.6.b. Identify cultural perspectives that may influence the evaluation of a drama/theatre work.~~		Remove	Redundant with Anchor Standard 5
~~8.1.6.c. Identify personal aesthetics, preferences, and beliefs through participation in or observation of drama/theatre work.~~		Remove	Simplification
~~8.1.7.a. Identify the artistic choices made based on personal experience in a drama/theatre work.~~		Remove	Simplification
~~8.1.7.b. Describe how cultural perspectives can influence the evaluation of drama/theatre work.~~		Remove	Redundant with Anchor Standard 5
~~8.1.7.c. Interpret how the use of personal aesthetics, preferences, and beliefs can be used to discuss drama/theatre work.~~		Remove	Simplification

Current standard	Proposed Standard	Proposed revision (Keep, Revise, Move, Remove)	Rationale for the revision (please provide rationale for all that apply):
~~8.1.8.a. Recognize and share artistic choices when participating in or observing a drama/theatre work.~~		Remove	Simplification
~~8.1.8.b. Analyze how cultural perspectives influence the evaluation of a drama/theatre work.~~		Remove	Redundant with Anchor Standard 5
~~8.1.8.c. Apply personal aesthetics, preferences, and beliefs to evaluate a drama/theatre work.~~		Remove	Simplification
~~8.1.I.a. Analyze and compare artistic choices developed from personal experiences in multiple drama/theatre works.~~		Remove	Simplification
~~8.1.I.b. Identify and compare cultural perspectives and contexts that may influence the evaluation of a drama/theatre work.~~		Remove	Redundant with Anchor Standard 5

Current standard	Proposed Standard	Proposed revision (Keep, Revise, Move, Remove)	Rationale for the revision (please provide rationale for all that apply):
~~8.1.I.c. Justify personal aesthetics, preferences, and beliefs through participation in and observation of a drama/theatre work.~~		Remove	Simplification
~~8.1.II.a. Develop detailed supporting evidence and criteria to reinforce artistic choices, when participating in or observing a drama/theatre work.~~		Remove	Simplification
~~8.1.II.b. Apply concepts from a drama/theatre work for personal realization about cultural perspectives and understanding.~~		Remove	Redundant with Anchor Standard 5
~~8.1.II.c. Debate and distinguish multiple aesthetics, preferences, and beliefs through participation in and observation of drama/theatre work.~~		Remove	Simplification

Current standard	Proposed Standard	Proposed revision (Keep, Revise, Move, Remove)	Rationale for the revision (please provide rationale for all that apply):
~~8.1.III.a. Use detailed supporting evidence and appropriate criteria to revise personal work and interpret the work of others when participating in or observing a drama/theatre work.~~		Remove	Simplification
~~8.1.III.b. Use new understandings of cultures and contexts to shape personal responses to drama/theatre work.~~		Remove	Redundant with Anchor Standard 5
~~8.1.III.c. Support and explain aesthetics, preferences, and beliefs to create a context for critical research that informs artistic decisions in a drama/theatre work.~~		Remove	Simplification
~~Anchor Standard 9: Apply criteria to evaluate artistic work.~~		Remove	Combined with Anchor Standard 7

Current standard	Proposed Standard	Proposed revision (Keep, Revise, Move, Remove)	Rationale for the revision (please provide rationale for all that apply):
~~Enduring Understanding: Theatre artists apply criteria to investigate, explore, and assess drama and theatre work. Essential Question(s): How are the theatre artist's processes and the audience's perspectives impacted by analysis and synthesis?~~		Remove	Remove guidance
~~9.1.~~K-1.TH.4.1~~.a. With prompting and support, actively engage with others~~ Respond to a scene in ~~dramatic play or~~ a guided drama experience based on teacher given prompting/criteria~~(e.g., process drama, story drama, creative drama)~~.	K-1.TH.4.1 Respond to a scene in a guided drama experience based on teacher given prompting/criteria.	Revise	Simplify language to encompass Anchor Standard 4
~~9.1.1.a. Build on others' ideas in a guided drama experience (e.g., process drama, story drama, creative drama).~~		Remove	Combined with Anchor Standard 4

Current standard	Proposed Standard	Proposed revision (Keep, Revise, Move, Remove)	Rationale for the revision (please provide rationale for all that apply):
~~9.1.1.b. Identify props and costumes that might be used in a guided drama experience (e.g., process drama, story drama, creative drama).~~		Remove	Combined with Anchor Standard 4
~~9.1.1.c. Compare and contrast the experiences of characters in a guided drama experience (e.g., process drama, story drama, creative drama).~~		Remove	Combined with Anchor Standard 4
~~9.1.2.a. Collaborate on a scene in a guided drama experience (e.g., process drama, story drama, creative drama).~~		Remove	Combined with Anchor Standard 4
~~9.1.2.b. Use a prop or costume in a guided drama experience (e.g., process drama, story drama, creative drama) to describe characters, settings, or events.~~		Remove	Combined with Anchor Standard 4

Current standard	Proposed Standard	Proposed revision (Keep, Revise, Move, Remove)	Rationale for the revision (please provide rationale for all that apply):
~~9.1.~~2-3.TH.4.1~~.c. Describe~~ Observe how a character's ~~respond~~ choices impact an audience's perspective of a ~~to challenges in a guided~~ drama work~~experience (e.g., process drama, story drama, creative drama)~~.	2-3.TH.4.1 Observe how a character's choices impact an audience's perspective of a drama work.	Revise	Simplify and reflect grade level change
~~9.1.3.a. Understand how and why groups evaluate drama/theatre work.~~		Remove	Combined with Anchor Standard 4
~~9.1.3.b. Consider and analyze technical elements from multiple drama/theatre works.~~		Remove	Combined with Anchor Standard 4
~~9.1.3.c. Evaluate and analyze problems and situations in a drama/theatre work from an audience perspective.~~		Remove	Combined with Anchor Standard 4
~~9.1.4.a. Propose a plan to evaluate drama/theatre work.~~		Remove	Combined with Anchor Standard 4

Current standard	Proposed Standard	Proposed revision (Keep, Revise, Move, Remove)	Rationale for the revision (please provide rationale for all that apply):
~~9.1.4.b. Investigate how technical elements may support a theme or idea in a drama/theatre work.~~		Remove	Combined with Anchor Standard 4
~~9.1.4.c. Observe how a character's choices impact an audience's perspective in a drama/theatre work.~~		Remove	Combined with Anchor Standard 4
~~9.1.~~4-5.TH.4.1~~.a. Develop and implement a plan~~ Use supporting evidence and criteria to evaluate drama~~/theatre~~ work.	4-5.TH.4.1 Use supporting evidence and criteria to evaluate drama work.	Revise	Clarify for changed grade level
~~9.1.5.b. Assess how technical elements represent the theme of a drama/theatre work.~~		Remove	Combined with Anchor Standard 4
~~9.1.5.c. Recognize how a character's circumstances impact an audience's perspective in a drama/theatre work.~~		Remove	Combined with Anchor Standard 4
~~9.1.~~6.TH.4.1~~.a.~~ Use supporting evidence and criteria to evaluate drama~~/theatre~~ work.	6.TH.4.1 Use supporting evidence and criteria to evaluate drama work.	Revise	Clarify language

Current standard	Proposed Standard	Proposed revision (Keep, Revise, Move, Remove)	Rationale for the revision (please provide rationale for all that apply):
~~9.1.6.b. Apply the production elements used in a drama/theatre work to assess aesthetic choices.~~		Remove	Combined with Anchor Standard 4
~~9.1.6.c. Identify a specific audience or purpose for a drama/theatre work.~~		Remove	Combined with Anchor Standard 4
~~9.1.~~7.TH.4.1~~.a. Explain~~ Defend preferences when responding to a theatre work, using supporting evidence~~ and criteria to evaluate drama/theatre work~~.	7.TH.4.1 Defend preferences when responding to a theatre work, using supporting evidence.	Revise	Simplify
~~9.1.7.b. Consider the aesthetics of the production elements in a drama/theatre work.~~		Remove	Combined with Anchor Standard 4
~~9.1.7.c. Identify how the intended purpose of a drama/theatre work appeals to a specific audience.~~		Remove	Combined with Anchor Standard 4

Current standard	Proposed Standard	Proposed revision (Keep, Revise, Move, Remove)	Rationale for the revision (please provide rationale for all that apply):
~~9.1.~~8.TH.4.1~~.a. Respond to a drama/theatre work using supporting evidence, person aesthetics, and~~ Defend preferences when responding to a theatre work using supporting evidence artistic criteria.	8.TH.4.1 Defend preferences when responding to a theatre work using supporting evidence and artistic criteria.	Revise	Simplify
~~9.1.8.b. Apply the production elements used in a drama/theatre work to assess aesthetic choices.~~		Remove	Combined with Anchor Standard 4
~~9.1.8.c. Assess the impact of a drama/theatre work on a specific audience.~~		Remove	Combined with Anchor Standard 4
HS-I.TH.4.1~~9.1.I.a.~~ Examine a ~~drama/~~theatre work using supporting evidence ~~and criteria, while considering art forms, history, culture, and other disciplines~~based on teacher generated criteria.	HS1.TH.4.1 Examine a theatre work using supporting evidence based on teacher generated criteria.	Revise	Clarify language

Current standard	Proposed Standard	Proposed revision (Keep, Revise, Move, Remove)	Rationale for the revision (please provide rationale for all that apply):
6-8.TTH.4.1 &HS-I.TTH.4.1~~9.1.I.b.~~ Consider the aesthetics of the production elements in a ~~drama/~~theatre work.	See Technical Theater redline document	Move and Revise	Move to Technical Theater Strand 6-8.TTH.4.1 and HS-I.TTH.4.1
~~9.1.I.c. Formulate a deeper understanding and appreciation of a drama/theatre work by considering its specific purpose or intended audience.~~		Remove	Combined with Anchor Standard 4
HS-II.TTH.4.1~~9.1.II.a.~~ Analyze and assess a ~~drama/~~theatre work ~~by connecting it to art forms, history, culture, and other disciplines~~ using supporting evidence and criteria created through teacher and student collaboration.	HS2.TH.4.1 Analyze and assess a theatre work using supporting evidence and criteria created through teacher and student collaboration.	Revise	Simplified language
HS-II.TTH.4.1~~9.1.II.b.~~ Construct meaning in a ~~drama/~~theatre work, considering personal aesthetics and knowledge of production elements while respecting others' interpretations.	See Technical Theater redline document	Move and Revise	Move to Technical Theater Strand HS-II.TTH.4.1

Current standard	Proposed Standard	Proposed revision (Keep, Revise, Move, Remove)	Rationale for the revision (please provide rationale for all that apply):
~~9.1.II.c. Verify how a drama/theatre work communicates for a specific purpose and audience.~~		Remove	Combined with Anchor Standard 4
HS-III.TH.4.1. ~~9.1.III.a. Research and synthesize cultural and historical information related to a drama/theatre work to support or e~~Evaluate artistic choices through student generated performance criteria.	HS3.TH.4.1 Evaluate artistic choices through student generated performance criteria.	Revise	Simplified language
HS-III.TTH.4.1~~9.1.III.b.~~ Analyze and evaluate varied aesthetic interpretations of production elements for the same ~~drama/~~theatre work.	See Technical Theater redline document	Keep and move	Move to Technical Theater Strand HS-III.TTH.4.1
~~9.1.III.c. Compare and debate the connection between a drama/theatre work and contemporary issues that may impact audiences.~~		Remove	Combined with Anchor Standard 4

Current standard	Proposed Standard	Proposed revision (Keep, Revise, Move, Remove)	Rationale for the revision (please provide rationale for all that apply):
~~Anchor Standard 10: Synthesize and relate knowledge and personal experiences to make art.~~		Remove	Combined with Anchor Standard 5
~~Enduring Understanding: Theatre artists allow awareness of interrelationships between self and others to influence and inform their work.~~ ~~Essential Question(s): What happens when theatre artists foster understanding between self and others through critical awareness, social responsibility, and the exploration of empathy?~~		Remove	Remove guidance language
~~10.1.K.a. With prompting and support, i~~K-1.TH.5.1 Identify similarities between characters and oneself in dramatic play or a guided drama experience ~~(e.g., process drama, story drama, creative drama)~~.	K-1.TH.5.1 Identify similarities between characters and oneself in dramatic play or a guided drama experience.	Revise and Move	Move to Anchor Standard 5 Move to K-1.TH.5.1

Current standard	Proposed Standard	Proposed revision (Keep, Revise, Move, Remove)	Rationale for the revision (please provide rationale for all that apply):
~~10.1.1.a. Identify character emotions in a guided drama experience (e.g., process drama, story drama, creative drama) and relate it to personal experience.~~		Remove	Redundant
~~10.1.2.a.~~ 2-3.TH.5.1 Relate character experiences to personal experiences in a guided drama ~~experience~~ work~~(e.g., process drama, story drama, creative drama)~~.	2-3.TH.5.1 Relate character experiences to personal experiences in a guided drama work.	Revise and Move	Move to Anchor Standard 5 Move to 2-3.TH.5.1
~~10.1.3.a. Use personal experiences and knowledge to make~~ 4-5.TH.5.1 Explain how drama connect~~ion~~s oneself to a community ~~and~~or culture ~~in a drama/theatre work~~.	4-5.TH.5.1 Explain how drama connects oneself to a community or culture.	Revise and Move	Move to Anchor Standard 5 Move to 4-5.TH.5.1
~~10.1.4.a. Identify the ways drama/theatre work reflects the perspectives of a community or culture.~~		Remove	Simplification

Current standard	Proposed Standard	Proposed revision (Keep, Revise, Move, Remove)	Rationale for the revision (please provide rationale for all that apply):
~~10.1.5.a. Explain how drama/theatre connects oneself to a community or culture.~~		Remove	Simplification
~~10.1.6.a.~~ 6.TH.5.1 Explain how the actions and motivations of characters in a ~~drama/~~theatre work impacts the perspectives of ~~a community or culture~~ the audience.	6.TH.5.1 Explain how the actions and motivations of characters in a theatre work impact the perspectives of the audience.	Revise and Move	Move to Anchor Standard 5 Move to 6.TH.5.1
~~10.1.7.a. Incorporate~~7.TH.5.1 Explore multiple perspectives and ~~diverse community~~ ideas in a ~~drama/~~theatre work.	7.TH.5.1 Explore multiple perspectives and ideas in a theatre work.	Revise and Move	Move to Anchor Standard 5 Move to 7.TH.5.1
~~10.1.8.a.~~ 8.TH.5.1 Examine a community issue through multiple perspectives in a ~~drama/~~theatre work.	8.TH.5.1 Examine a community issue through multiple perspectives in a theatre work.	Revise and Move	Move to Anchor Standard 5 Move to 8.TH.5.1
HS-I.TH.5.1 ~~10.1.I.a.~~ Investigate how cultural perspectives, community ideas and personal beliefs impact a ~~drama/~~theatre work.	HS1.TH.5.1 Investigate how cultural perspectives, community ideas and personal beliefs impact a theatre work.	Revise and Move	Move to Anchor Standard 5 Move to HS-I.TH.5.1

Current standard	Proposed Standard	Proposed revision (Keep, Revise, Move, Remove)	Rationale for the revision (please provide rationale for all that apply):
HS-II.TH.5.1 ~~10.1.II.a.~~ Choose and interpret a ~~drama/~~theatre work to reflect ~~or question~~on personal beliefs.	HS2.TH.5.1 Choose and interpret a theatre work to reflect personal beliefs.	Revise and Move	Move to Anchor Standard 5 Move to HS-II.TH.5.1
HS-III.TH.5.1~~10.1.III.a.~~ Collaborate on a ~~drama/~~theatre work that explores~~examines a critical global issue using~~ multiple ~~personal, community, and cultural~~ perspectives.	HS3.TH.5.1 Collaborate on a theatre work that explores multiple perspectives.	Revise and Move	Move to Anchor Standard 5 Move to HS-III.TH.5.1 Simplify language
Anchor Standard 5~~11~~: Relate artistic ideas and works with societal, cultural, and/or historical contexts to deepen ~~understanding~~comprehension.	Anchor Standard 5: Relate artistic ideas and works with societal, cultural, and/or historical contexts to deepen comprehension.	Revise	Clarify what students should know or be able to do

Current standard	Proposed Standard	Proposed revision (Keep, Revise, Move, Remove)	Rationale for the revision (please provide rationale for all that apply):
~~Enduring Understanding: Theatre artists understand and can communicate their creative process as they analyze the way the world may be understood.~~ ~~Essential Question(s): What happens when theatre artists allow an understanding of themselves and the world to inform perceptions about theatre and the purpose of their work?~~		Remove	Remove guidance
~~11.1.K.a. With prompting and support, identify skills and knowledge from other areas in dramatic play or a guided drama experience (e.g., process drama, story drama, creative drama).~~		Remove	Combined with Anchor Standard 5
~~11.1.K.b. With prompting and support, identify stories that are different from one another in dramatic play or a guided drama experience (e.g., process drama, story drama, creative drama).~~		Remove	Combined with Anchor Standard 5

Current standard	Proposed Standard	Proposed revision (Keep, Revise, Move, Remove)	Rationale for the revision (please provide rationale for all that apply):
~~11.1.K.c. With prompting and support, tell a short story in a dramatic play or a guided drama experience (e.g., process drama, story drama, creative drama).~~		Remove	Combined with Anchor Standard 5
~~11.1.1.a. Apply skills and knowledge from different art forms and content areas in a guided drama experience (e.g., process drama, story drama, creative drama).~~		Remove	Combined with Anchor Standard 5
~~11.1.1.b. Apply skills and knowledge from different art forms and content areas in a guided drama experience (e.g., process drama, story drama, creative drama).~~		Remove	Combined with Anchor Standard 5
~~11.1.1.c. Collaborate on the creation of a short scene based on a fictional literary source in a guided drama experience (e.g., process drama, story drama, creative drama).~~		Remove	Combined with Anchor Standard 5

Current standard	Proposed Standard	Proposed revision (Keep, Revise, Move, Remove)	Rationale for the revision (please provide rationale for all that apply):
~~11.1.2.a. Determine appropriate skills and knowledge from different art forms and content areas to apply in a guided drama experience (e.g., process drama, story drama, creative drama).~~		Remove	Combined with Anchor Standard 5
~~11.1.2.b. Identify similarities and differences in stories from multiple cultures in a guided drama experience (e.g., process drama, story drama, creative drama).~~		Remove	Combined with Anchor Standard 5
~~11.1.2.c. Collaborate on the creation of a short scene based on a non-fiction literary source in a guided drama experience (e.g., process drama, story drama, creative drama).~~		Remove	Combined with Anchor Standard 5
~~11.1.3.a. Identify connections to community, social issues and other content areas in drama/theatre work.~~		Remove	Combined with Anchor Standard 5

Current standard	Proposed Standard	Proposed revision (Keep, Revise, Move, Remove)	Rationale for the revision (please provide rationale for all that apply):
~~11.1.3.b. Explore how stories are adapted from literatures to drama/theatre work.~~		Remove	Combined with Anchor Standard 5
~~11.1.3c. Examine how artists have historically presented the same stories using different art forms, genres, or drama/theatre conventions.~~		Remove	Combined with Anchor Standard 5
~~11.1.4.a. Respond to community and social issues and incorporate other content areas in drama/theatre work.~~		Remove	Combined with Anchor Standard 5
~~11.1.4.b. Investigate crosscultural approaches to storytelling in drama/theatre work.~~		Remove	Combined with Anchor Standard 5
~~11.1.4.c. Compare the drama/theatre conventions of a given time period with those of the present.~~		Remove	Combined with Anchor Standard 5
6-8.TTH.5.1~~11.1.5.a.~~ Investigate historical, global and social issues expressed in ~~drama/~~theatre work.	See Technical Theater redline document	Move and Revise	Moved to Technical Theater Strand 6-8.TTH.5.1

Current standard	Proposed Standard	Proposed revision (Keep, Revise, Move, Remove)	Rationale for the revision (please provide rationale for all that apply):
~~11.1.5.b. Analyze commonalities and differences between stories set in different cultures in preparation for a drama/theatre work.~~		Remove	Combined with Anchor Standard 5
~~11.1.5.c. Identify historical sources that explain drama/theatre terminology and conventions.~~		Remove	Combined with Anchor Standard 5
HS-I.TTH.5.1~~11.1.6.a~~ Identify universal themes or common social issues and express them through a ~~drama/~~theatre work.	See Technical Theater redline document	Move and Revise	Moved to Technical Theater Strand HS-I.TTH.5.1
~~11.1.6.b. Research and analyze two different versions of the same drama/theatre story to determine differences and similarities in the visual and aural world of each story.~~		Remove	Combined with Anchor Standard 5

Current standard	Proposed Standard	Proposed revision (Keep, Revise, Move, Remove)	Rationale for the revision (please provide rationale for all that apply):
~~11.1.6.c. Investigate the time period and place of a drama/theatre work to better understand performance and design choices.~~		Remove	Combined with Anchor Standard 5
~~11.1.7.a. Incorporate music, dance, art, and/or media to strengthen the meaning and conflict in a drama/theatre work with a particular cultural, global, or historic context.~~		Remove	Combined with Anchor Standard 5
~~11.1.7.b. Research and discuss how a playwright might have intended a drama/theatre work to be produced.~~		Remove	Combined with Anchor Standard 5
~~11.1.7.c. Examine artifacts from a time period and geographic location to better understand performance and design choices in a drama/theatre work.~~		Remove	Combined with Anchor Standard 5

Current standard	Proposed Standard	Proposed revision (Keep, Revise, Move, Remove)	Rationale for the revision (please provide rationale for all that apply):
~~11.1.8.a. Use different forms of drama/theatre work to examine contemporary social, cultural, or global issues.~~		Remove	Combined with Anchor Standard 5
~~11.1.8.b. Research the story elements of a staged drama/theatre work and compare them to another production of the same work.~~		Remove	Combined with Anchor Standard 5
~~11.1.8.c. Identify and use artifacts from a time period and place to develop performance and design choices in a drama/theatre work.~~		Remove	Combined with Anchor Standard 5
HS-II.TTH.5.1~~11.1.I.a.~~ Explore how cultural, global, and historic belief systems affect creative choices in a ~~drama/~~theatre work.	See Technical Theater redline document	Move and Revise	Moved to Technical Theater Strand HS-II.TTH.5.1
~~11.1.I.b. Research how other theatre artists apply creative processes to tell stories in a devised or scripted drama/theatre work, using theatre research methods.~~		Remove	Combined with Anchor Standard 5

Current standard	Proposed Standard	Proposed revision (Keep, Revise, Move, Remove)	Rationale for the revision (please provide rationale for all that apply):
~~11.1.I.c. Use basic theatre research methods to better understand the social and cultural background of a drama/theatre work.~~		Remove	Combined with Anchor Standard 5
HS-III.TTH.5.1~~11.1.II.a.~~ Integrate conventions and knowledge from different art forms and other disciplines to develop a cross-cultural ~~drama/~~theatre work.	See Technical Theater redline document	Revise and move	Moved to Technical Theater Strand HS-III.TTH.5.1
~~11.1.II.b. Formulate creative choices for a devised or scripted drama/theatre work based on theatre research about the selected topic.~~		Remove	Combined with Anchor Standard 5
~~11.1.II.c. Explore how personal beliefs and biases can affect the interpretation of research data applied in drama/theatre work.~~		Remove	Combined with Anchor Standard 5

Current standard	Proposed Standard	Proposed revision (Keep, Revise, Move, Remove)	Rationale for the revision (please provide rationale for all that apply):
~~11.1.III.a. Develop a drama/theatre work that identifies and questions cultural, global, and historic belief systems.~~		Remove	Combined with Anchor Standard 5
~~11.1.III.b. Justify the creative choices made in a devised or scripted drama/theatre work, based on a critical interpretation of specific data from theatre research.~~		Remove	Combined with Anchor Standard 5
~~11.1.III.c. Present and support an opinion about the social, cultural, and historical understandings of a drama/theatre work, based on critical research.~~		Remove	Combined with Anchor Standard 5

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CREATED O4/29/2024

The K-12 arts and humanities standards were up for review in 2023 as per the Idaho code, Board of Education Governing Policies & Procedures, Section IV.C. Section 33-1612; IDAPA 08.02.004.01, Idaho Code. The Idaho Department of Education worked with a variety of stakeholders to accept nominations for committee members. The final committee was comprised of twenty-six members representing a cross-section of grade levels and roles. This committee included community members, parents, educators from a variety of grade levels, and post-secondary content experts. The time and effort put into this revision was invaluable. Throughout the process of the revision of the standards, the working group received both stakeholder feedback and public comments that the revision committee took into consideration. The committee appreciates those who took the time to share their thoughts on the revisions. We hope that the changes to these standards allow them to be useful for all stakeholders, including educators, families, students, and community members. We hope that they bring Idaho into a new chapter of statewide success in arts and humanities education.

Respectfully,

The Arts and Humanities Standards Revision Committee

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PREAMBLE

What the Idaho Content Standards in Arts & Humanities Do

The standards define what all students are expected to know and be able to do, not how teachers should teach. While the standards focus on what is most essential, they do not describe all that can or should be taught. A great deal is left to the discretion of local school districts, teachers, and curriculum developers. No set of grade-level standards can reflect the great variety of abilities, needs, learning rates, and achievement levels in any given classroom. The standards define neither the support materials that some students may need nor the advanced materials that others may need access to. It is also beyond the scope of the standards to define the full range of support appropriate for English language learners and for students with disabilities. All students must have the opportunity to learn rigorous grade-level standards if they are to access the knowledge and skills that will be necessary in their post-secondary lives.

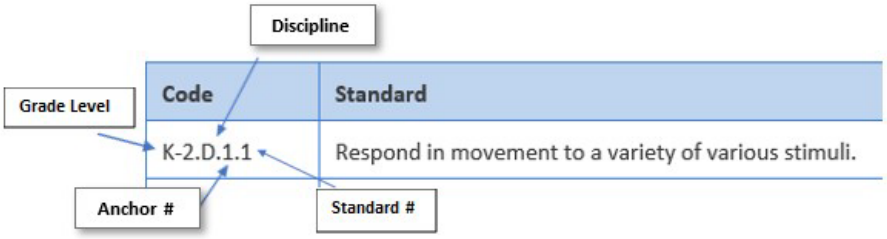
Standards vs. Curriculum

No specific curriculum or strategies are required by the State of Idaho to be used to teach the Idaho Content Standards in Arts and Humanities. Local schools and districts make decisions about what resources will be used to teach the standards.

ORGANIZATION OF STANDARDS

Each grade band of the K-12 arts standards are organized into 5 Arts Anchor Standards:

- Anchor Standard 1: Develop and create artistic ideas and work.
- Anchor Standard 2: Develop and refine artistic techniques.
- Anchor Standard 3: Perform and/or present artistic work.
- Anchor Standard 4: Respond to artistic work.
- Anchor Standard 5: Relate artistic ideas and works with societal, cultural, and/or historical contexts to deepen comprehension.



ANCHOR STANDARD 1: DEVELOP AND CREATE ARTISTIC IDEAS AND WORK.

Code	Standard
K-1.TH.1.1	With prompting and support, invent and inhabit an imaginary elsewhere in dramatic play.
2-3.TH.1.1	Create roles, imagined worlds, and improvised stories.
4-5.TH.1.1	Describe the visual details of imagined worlds, and improvised stories that support the given circumstances in a drama/theatre work.
6.TH.1.1	Explore a scripted or improvised character through imagination.
7.TH.1.1	Explore a scripted or improvised character through imagination.
8.TH.1.1	Investigate multiple perspectives of scripted or improvised characters.
HS1.TH.1.1	Articulate a character's inner thoughts, objectives, and motivations through character analysis.
HS2.TH.1.1	Use script analysis to generate ideas about a character that is believable in a theatre work.
HS3.TH.1.1	Use personal experiences and knowledge to develop a character that is believable in a theatre work.

ANCHOR STANDARD 2: DEVELOP AND REFINE ARTISTIC TECHNIQUES.

Code	Standard
K-1.TH.2.1	Contribute to the adaptation of the plot in a drama experience.
2-3.TH.2.1	Collaborate with peers to employ physical and vocal techniques for an improvised drama experience.
4-5.TH.2.1	Articulate and implement choices to refine a theatre work using effective physical and vocal traits.
6.TH.2.1	Articulate and implement choices to refine a theatre work using effective physical and vocal traits.
7.TH.2.1	Demonstrate focus in the rehearsal process to develop effective physical and vocal traits of characters in a scripted theatre work.

Code	Standard
8.TH.2.1	Use repetition and analysis in order to revise devised or scripted theatre work.
HS1.TH.2.1	Refine effective physical and vocal traits of characters in an improvised or scripted theatre work.
HS2.TH.2.1	Use the rehearsal process to refine the dramatic concept of a scripted theatre work.
HS3.TH.2.1	Demonstrate the ability to consistently maintain the given reality of a scripted theater work during the rehearsal process.

ANCHOR STANDARD 3: PERFORM AND/OR PRESENT ARTISTIC WORK.

Code	Standard
K-1.TH.3.1	Use movement and gestures to communicate emotions in a guided drama experience.
K-1.TH.3.2	Demonstrate proper rehearsal and audience etiquette appropriate for venue, purpose, context, and style.
2-3.TH.3.1	Share drama work with peers.
2-3.TH.3.2	Demonstrate proper rehearsal and audience etiquette appropriate for venue, purpose, context, and style.
4-5.TH.3.1	Present drama work for an audience.
4-5.TH.3.2	Demonstrate proper rehearsal and audience etiquette appropriate for venue, purpose, context, and style.
6.TH.3.1	Present a scripted theatre work for an audience.
6.TH.3.2	Demonstrate rehearsal decorum (such as being prompt, prepared, and professional) and audience etiquette appropriate for venue, purpose, context, and style.
7.TH.3.1	Present a scripted theatre work for an audience.

Code	Standard
7.TH.3.2	Demonstrate rehearsal decorum (such as being prompt, prepared, and professional) and audience etiquette appropriate for venue, purpose, context, and style.
8.TH.3.1	Present a scripted theatre work for an audience.
8.TH.3.2	Demonstrate rehearsal decorum (such as being prompt, prepared, and professional) and audience etiquette appropriate for venue, purpose, context, and style.
HS1.TH.3.1	Perform a scripted theatre work for an audience.
HS1.TH.3.2	Demonstrate rehearsal decorum (such as being prompt, prepared, and professional) and audience etiquette appropriate for venue, purpose, context, and style.
HS2.TH.3.1	Perform varied styles of theatre work for an audience.
HS2.TH.3.2	Demonstrate rehearsal decorum (such as being prompt, prepared, and professional) and audience etiquette appropriate for venue, purpose, context, and style.
HS3.TH.3.1	Perform a fully staged production for an audience.
HS3.TH.3.2	Demonstrate rehearsal decorum (such as being prompt, prepared, and professional) and audience etiquette appropriate for venue, purpose, context, and style.

ANCHOR STANDARD 4: RESPOND TO ARTISTIC WORK.

Code	Standard
K-1.TH.4.1	Respond to a scene in a guided drama experience based on teacher given prompting/criteria.
2-3.TH.4.1	Observe how a character's choices impact an audience's perspective of a drama work.
4-5.TH.4.1	Use supporting evidence and criteria to evaluate drama work.
6.TH.4.1	Use supporting evidence and criteria to evaluate drama work.

Code	Standard
7.TH.4.1	Defend preferences when responding to a theatre work, using supporting evidence.
8.TH.4.1	Defend preferences when responding to a theatre work using supporting evidence and artistic criteria.
HS1.TH.4.1	Examine a theatre work using supporting evidence based on teacher generated criteria.
HS2.TH.4.1	Analyze and assess a theatre work using supporting evidence and criteria created through teacher and student collaboration.
HS3.TH.4.1	Evaluate artistic choices through student generated performance criteria.

ANCHOR STANDARD 5: RELATE ARTISTIC IDEAS AND WORKS WITH SOCIETAL, CULTURAL, AND/OR HISTORICAL CONTEXTS TO DEEPEN COMPREHENSION.

Code	Standard
K-1.TH.5.1	Identify similarities between characters and oneself in dramatic play or a guided drama experience.
2-3.TH.5.1	Relate character experiences to personal experiences in a guided drama work.
4-5.TH.5.1	Explain how drama connects oneself to a community or culture.
6.TH.5.1	Explain how the actions and motivations of characters in a theatre work impact the perspectives of the audience.
7.TH.5.1	Explore multiple perspectives and ideas in a theatre work.
8.TH.5.1	Examine a community issue through multiple perspectives in a theatre work.
HS1.TH.5.1	Investigate how cultural perspectives, community ideas and personal beliefs impact a theatre work.
HS2.TH.5.1	Choose and interpret a theatre work to reflect personal beliefs.
HS3.TH.5.1	Collaborate on a theatre work that explores multiple perspectives.

STANDARDS REVISIONS AND RATIONALE – TECHNICAL THEATER

Current standard	Recommended Standard	Proposed revision (Keep, Revise, Move, Remove)	Rationale for the revision (please provide rationale for all that apply):
	Anchor Standard 1		
6-8-TTH-1.1. Identify the basic technical elements that can be used in ~~drama/~~theatre work.	6-8.TTH.1.1 Identify the basic technical elements that can be used in theatre work.	Revise	Adopted from 5.1.3.b
HSI-TTH-1.1 Demonstrate and explore the elements and principles of design as applied to theatre productions. ~~Use researched technical elements to increase the impact of design for a drama/theatre production~~	HS1.TTH.1.1 Demonstrate and explore the elements and principles of design as applied to theatre productions.	Revise	Adopted from 5.1.HSI.b Revised for clarity
HSII-TTH-1.1 Understand, refine and apply technology to design solutions for theatre productions. ~~Apply technical elements and research to create a design that communicates the concept of a drama/theatre production.~~	HS2.TTH.1.1 Understand, refine, and apply technology to design solutions for theatre productions.	Revise	Adopted from 5.1.HSII.b Revised for clarity
HSIII-TTH-1.1 Create a complete design for a theatre work that incorporates all elements of	HS3.TTH.1.1 Create a complete design for a theatre	Revise	Adopted from 5.1.HSIII.b Revised for clarity

Current standard	Recommended Standard	Proposed revision (Keep, Revise, Move, Remove)	Rationale for the revision (please provide rationale for all that apply):
technology. ~~Explain and justify the selection of technical elements used to build a design that communicates the concept of a drama/theatre production.~~	work that incorporates all elements of technology.		
	Anchor Standard 2		
6-8-TTH-2.1 . Identify ~~Practice and refine~~ design and technical choices that ~~to~~ support a ~~devised or scripted drama/~~theatre work.	6-8.TTH.2.1 Identify design and technical choices that support a theatre work.	Revise	Adopted from 3.1.3.c Revised for clarity
HSI-TTH-2.1 Explore and practice aspects of theatre technology to enhance design choices for theatre productions. ~~Explore a planned technical design during the rehearsal process for a devised or scripted drama/theatre work~~	HS1.TTH.2.1 Explore and practice aspects of theatre technology to enhance design choices for theatre productions.	Revise	Adopted from 3.1.6.c Revised for clarity
HSII-TTH-2.1 Demonstrate theatre technology practices for safely building and striking theatre productions ~~Implement and refine a planned technical design using simple technology during the rehearsal process for~~	HS2.TTH.2.1 Explore and practice aspects of theatre technology to enhance design choices for theatre productions.	Revise	Adopted from 3.1.8.c Revised for clarity and to incorporate good safety practices.

Current standard	Recommended Standard	Proposed revision (Keep, Revise, Move, Remove)	Rationale for the revision (please provide rationale for all that apply):
~~devised or scripted drama/ theatre work.~~			
HSIII-TTH-2.1 Refine theatre technology practices for safely building and striking theatre productions ~~Refine technical design choices to support the story and emotional impact of a devised or scripted drama/ theatre work.~~	HS3.TTH.2.1 Refine theatre technology practices for safely building and striking theatre productions.	Revise	Adopted from 3.1.HSI.c Revised for clarity and to incorporate good safety practices.
	Anchor Standard 3		
6-8-TTH-3.1 Present ~~drama/~~theatre work informally to an audience.	6-8.TTH.3.1 Present a theatre work informally to an audience.	Revised	Adopted from 6.1.5.a
HSI-TTH-3.1 Present ~~drama/~~theatre work informally to an audience.	HS1.TTH.3.1 Present a theatre work informally to an audience.	Revised	Adopted from 6.1.5.a
HSII-TTH-3.1 Present a ~~drama/~~theatre work formally to an audience using creative processes ~~that~~ to shape the production ~~for a specific audience.~~	HS2.TTH.3.1 Present a theatre work formally to an audience using creative processes to shape the production.	Revised	Adopted from 6.1.HSII.a

Current standard	Recommended Standard	Proposed revision (Keep, Revise, Move, Remove)	Rationale for the revision (please provide rationale for all that apply):
HSIII-TTH-3.1 Present specific ~~a drama/~~theatre works ~~production for a specific audience that employs research and analysis~~ grounded in the creative ~~perspectives of the playwright, director, designer, and dramaturg~~ process of the artistic team.	HS3.TTH.3.1 Present specific theatre works grounded in the creative process of the artistic team.	Revised	Adopted from 6.1.HSIII.a
	Anchor Standard 4		
6-8-TTH-4.1 Identify design elements and areas of theatre technology used in a theater work. ~~Consider the aesthetics of the production elements in a drama/theatre work~~	6-8.TTH.4.1 Identify design elements and areas of theatre technology used in a theater work.	Revise	Adopted from 9.1.HSI.b
HSI-TTH-4.1 Identify design elements and areas of theatre technology used in a theater work. ~~Consider the aesthetics of the production elements in a drama/theatre work~~	HS1.TTH.4.1 Identify design elements and areas of theatre technology used in a theater work.	Revise	Adopted from 9.1.HSI.b
HSII-TTH-4.1 Evaluate how design elements and theatre technology support a theatre	HS2.TTH.4.1 Evaluate how design elements and theatre technology support a theatre	Revise	Adopted from 9.1.HSII.b

Current standard	Recommended Standard	Proposed revision (Keep, Revise, Move, Remove)	Rationale for the revision (please provide rationale for all that apply):
production while respecting others' interpretations. ~~Construct meaning in a drama/theatre work, considering personal aesthetics and knowledge of production elements while respecting others' interpretations.~~	production while respecting others' interpretations.		
HSIII-TTH-4.1 Using artistic criteria, provide supporting evidence in your evaluation and response of a theater production. ~~Analyze and evaluate varied aesthetic interpretations of production elements for the same drama/theatre work.~~	HS3.TTH.4.1 Using artistic criteria, provide supporting evidence in your evaluation and response of a theater production.	Revise	Adopted from 9.1.HSIII.b
	Anchor Standard 5		
6-8-TTH-5.1. ~~Investigate~~ Identify historical, global and social issues expressed in ~~drama/~~theatre work.	6-8.TTH.5.1 Identify historical, global, and social issues expressed in theatre work.	Revise	Adopted from 11.1.5.a Revised for simplicity
HSI-TTH-5.1. ~~Identify~~ Investigate universal themes or common social issues ~~and express them~~	HS1.TTH.5.1 Investigate universal themes or common social issues in a theatre work.	Revise	Adopted from 11.1.6.a Revised for clarity

Current standard	Recommended Standard	Proposed revision (Keep, Revise, Move, Remove)	Rationale for the revision (please provide rationale for all that apply):
~~through~~ in a ~~drama/~~theatre work.			
HSII-TTH-5.1. Explore how cultural, global, and historic belief systems affect creative choices in a ~~drama/~~theatre work.	HS2.TTH.5.1 Explore how cultural, global, and historic belief systems affect creative choices in a theatre work.	Revise	Adopted from 11.1.HSI.a Revised for simplicity
HSIII-TTH-5.1. Integrate ~~conventions and knowledge from~~ different art forms and ~~other~~ technical theater elements ~~disciplines~~ to develop a cross-cultural ~~drama/~~theatre work.	HS3.TTH.5.1 Integrate different art forms and technical theatre elements to develop a cross-cultural drama/theatre work.	Revised	Adopted from 11.1.HSII.a Revised for clarity

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Idaho Content Standards
Technical Theater

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CREATED O4/29/2024

The K-12 arts and humanities standards were up for review in 2023 as per the Idaho code, Board of Education Governing Policies & Procedures, Section IV.C. Section 33-1612; IDAPA 08.02.004.01, Idaho Code. The Idaho Department of Education worked with a variety of stakeholders to accept nominations for committee members. The final committee was comprised of twenty-six members representing a cross-section of grade levels and roles. This committee included community members, parents, educators from a variety of grade levels, and post-secondary content experts. The time and effort put into this revision was invaluable. Throughout the process of the revision of the standards, the working group received both stakeholder feedback and public comments that the revision committee took into consideration. The committee appreciates those who took the time to share their thoughts on the revisions. We hope that the changes to these standards allow them to be useful for all stakeholders, including educators, families, students, and community members. We hope that they bring Idaho into a new chapter of statewide success in arts and humanities education.

Respectfully,

The Arts and Humanities Standards Revision Committee

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PREAMBLE

What the Idaho Content Standards in Arts & Humanities Do

The standards define what all students are expected to know and be able to do, not how teachers should teach. While the standards focus on what is most essential, they do not describe all that can or should be taught. A great deal is left to the discretion of local school districts, teachers, and curriculum developers. No set of grade-level standards can reflect the great variety of abilities, needs, learning rates, and achievement levels in any given classroom. The standards define neither the support materials that some students may need nor the advanced materials that others may need access to. It is also beyond the scope of the standards to define the full range of support appropriate for English language learners and for students with disabilities. All students must have the opportunity to learn rigorous grade-level standards if they are to access the knowledge and skills that will be necessary in their post-secondary lives.

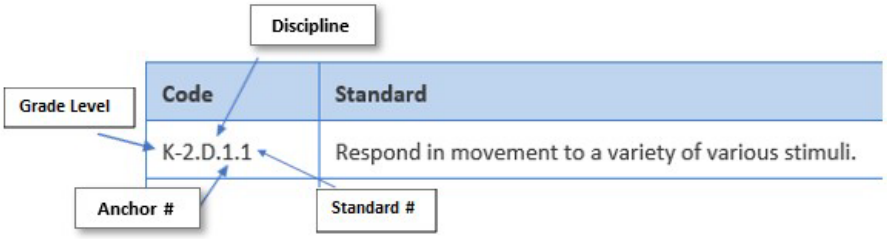
Standards vs. Curriculum

No specific curriculum or strategies are required by the State of Idaho to be used to teach the Idaho Content Standards in Arts and Humanities. Local schools and districts make decisions about what resources will be used to teach the standards.

ORGANIZATION OF STANDARDS

Each grade band of the K-12 arts standards are organized into 5 Arts Anchor Standards:

- Anchor Standard 1: Develop and create artistic ideas and work.
- Anchor Standard 2: Develop and refine artistic techniques.
- Anchor Standard 3: Perform and/or present artistic work.
- Anchor Standard 4: Respond to artistic work.
- Anchor Standard 5: Relate artistic ideas and works with societal, cultural, and/or historical contexts to deepen comprehension.



ANCHOR STANDARD 1: DEVELOP AND CREATE ARTISTIC IDEAS AND WORK.

Code	Standard
6-8.TTH.1.1	Identify the basic technical elements that can be used in theatre work.
HS1.TTH.1.1	Demonstrate and explore the elements and principles of design as applied to theatre productions.
HS2.TTH.1.1	Understand, refine, and apply technology to design solutions for theatre productions.
HS3.TTH.1.1	Create a complete design for a theatre work that incorporates all elements of technology.

ANCHOR STANDARD 2: DEVELOP AND REFINE ARTISTIC TECHNIQUES.

Code	Standard
6-8.TTH.2.1	Identify design and technical choices that support a theatre work.
HS1.TTH.2.1	Explore and practice aspects of theatre technology to enhance design choices for theatre productions.
HS2.TTH.2.1	Demonstrate theatre technology practices for safely building and striking theatre productions.
HS3.TTH.2.1	Refine theatre technology practices for safely building and striking theatre productions.

ANCHOR STANDARD 3: PERFORM AND/OR PRESENT ARTISTIC WORK.

Code	Standard
6-8.TTH.3.1	Present a theatre work informally to an audience.
HS1.TTH.3.1	Present a theatre work informally to an audience.
HS2.TTH.3.1	Present a theatre work formally to an audience using creative processes to shape the production.
HS3.TTH.3.1	Present specific theatre works grounded in the creative process of the artistic team.

ANCHOR STANDARD 4: RESPOND TO ARTISTIC WORK.

Code	Standard
6-8.TTH.4.1	Identify design elements and areas of theatre technology used in a theater work.
HS1.TTH.4.1	Identify design elements and areas of theatre technology used in a theater work.
HS2.TTH.4.1	Evaluate how design elements and theatre technology support a theatre production while respecting others' interpretations.
HS3.TTH.4.1	Using artistic criteria, provide supporting evidence in your evaluation and response of a theater production.

ANCHOR STANDARD 5: RELATE ARTISTIC IDEAS AND WORKS WITH SOCIETAL, CULTURAL, AND/OR HISTORICAL CONTEXTS TO DEEPEN COMPREHENSION.

Code	Standard
6-8.TTH.5.1	Identify historical, global, and social issues expressed in theatre work.
HS1.TTH.5.1	Investigate universal themes or common social issues in a theatre work.
HS2.TTH.5.1	Explore how cultural, global, and historic belief systems affect creative choices in a theatre work.
HS3.TTH.5.1	Integrate different art forms and technical theatre elements to develop a cross-cultural drama/theatre work.

STANDARDS REVISIONS AND RATIONALE - VISUAL ARTS ELEMENTARY

Current standard	Recommended Standard	Proposed revision (Keep, Revise, Move, Remove)	Rationale for the revision (please provide rationale for all that apply):
Anchor Standard 1: ~~Generate and conceptualize~~ Develop and create artistic ideas and work.	Anchor Standard 1: Develop and create artistic ideas and work.	Revise	Remove complex verbiage, prioritize clarity
~~Enduring Understanding: Creativity and innovative thinking are essential life skills that can be developed.~~ ~~Essential Question: What conditions, attitudes and behaviors support creativity and innovative thinking? What factors prevent or encourage people to take creative risks? How does collaboration expand the creative process?~~		Remove	Remove guidance
~~Cr1.1.Ka~~ ~~Engage in exploration and imaginative play with materials.~~		Remove standard	Redundant; clarified and simplified. Removed guidance.
~~Cr1.1.1a~~ ~~Engage collaboratively in exploration and imaginative play with materials.~~		Remove standard	Redundant; clarified and simplified. Removed guidance.
~~Enduring Understanding: Artists and designers shape artistic investigations, following or~~		Remove	Remove guidance

Current standard	Recommended Standard	Proposed revision (Keep, Revise, Move, Remove)	Rationale for the revision (please provide rationale for all that apply):
~~breaking with traditions in pursuit of creative artmaking goals.~~ ~~Essential Question(s): How does knowing the contexts histories, and traditions of art forms help us create works of art and design? Why do artists follow or break from established traditions? How do artists determine what resources and criteria are needed to formulate artistic investigations?~~			
~~Cr1.2.Ka~~ ~~Engage collaboratively in creative art-making in response to an artistic problem.~~		Remove standard	Redundant; clarified and simplified. Removed guidance.
~~Cr1.2.1a~~ K-2.VA.1.1 Use observation and investigation in preparation for making a work of art.	K-2.VA.1.1 Use observation and investigation in preparation for making a work of art.	Keep and Move to K-2 grade level Anchor 1	Moved to wider grade band for age/grade level appropriateness. Removed guidance.
~~Cr1.2.2a~~ ~~Make art or design with various materials and tools to explore personal interests, questions, and curiosity.~~		Remove standard	Redundant; clarified and simplified. Removed guidance.

STANDARDS REVISIONS AND RATIONALE - VISUAL ARTS ELEMENTARY

Current standard	Recommended Standard	Proposed revision (Keep, Revise, Move, Remove)	Rationale for the revision (please provide rationale for all that apply):
~~Anchor Standard 2: Organize and develop artistic ideas and work.~~		Remove	Combined with Anchor Standard 1
~~Enduring Understanding: Artists and designers experiment with forms, structures, materials, concepts, media, and art-making approaches~~ ~~Essential Question(s): How do artists work? How do artists and designers determine whether a particular direction in their work is effective? How do artists and designers learn from trial and error?~~		Remove	Removed Guidance
~~Cr2.1.Ka~~ ~~Through experimentation, build skills in various media and approaches to art-making.~~		Remove standard	Redundant; clarified and simplified. Removed guidance.
~~Cr2.1.1a~~ K-2.VA.1.2 Explore uses of materials and tools to create works of art or design.	K-2.VA.1.2 Explore uses of materials and tools to create works of art or design.	Keep and Move to K-2 grade level Anchor 1	Moved to wider grade band for age/grade level appropriateness. Removed guidance.

Current standard	Recommended Standard	Proposed revision (Keep, Revise, Move, Remove)	Rationale for the revision (please provide rationale for all that apply):
~~Cr2.1.2a~~K-2.VA.2.1 Experiment with various materials and tools to ~~explore~~ create ~~personal interests in~~ a work of art or design.	K-2.VA.2.1 Experiment with various materials and tools to create a work of art or design.	Revise and move to k-2 grade level anchor 2	Moved to wider grade band for age/grade level appropriateness. Removed guidance.
~~Enduring Understanding: Artists and designers balance experimentation and safety, freedom and responsibility while developing and creating artworks.~~ ~~Essential Question(s): How do artists and designers care for and maintain materials, tools, and equipment? Why is it important for safety and health to understand and follow correct procedures in handling materials, tools, and equipment? What responsibilities come with the freedom to create?~~		Remove	Removed guidance
~~Cr2.2.Ka~~ ~~Identify safe and non-toxic art materials, tools, and equipment.~~		Remove standard	Redundant; clarified and simplified. Removed guidance.
~~Cr2.2.1a~~ ~~Demonstrate safe and proper procedures for using materials,~~		Remove standard	Redundant; clarified and simplified. Removed guidance.

Current standard	Recommended Standard	Proposed revision (Keep, Revise, Move, Remove)	Rationale for the revision (please provide rationale for all that apply):
~~tools, and equipment while making art.~~			
~~Cr2.2.2a~~ ~~Demonstrate safe procedures for using and cleaning art tools, equipment, and studio spaces.~~		Remove standard	Redundant; clarified and simplified. Removed guidance.
~~Enduring Understanding: People create and interact with objects, places, and design that define, shape, enhance, and empower their lives.~~ ~~Essential Question(s): How do objects, places, and design shape lives and communities? How do artists and designers determine goals for designing or redesigning objects, places, or systems? How do artists and designers create works of art or design that effectively communicate?~~			
~~Cr2.3.Ka~~ ~~Create art that represents natural and constructed environments.~~		Remove standard	Redundant; clarified and simplified. Removed guidance.
~~Anchor Standard 3: Refine and complete artistic work.~~		Remove	Removed guidance

Current standard	Recommended Standard	Proposed revision (Keep, Revise, Move, Remove)	Rationale for the revision (please provide rationale for all that apply):
~~Enduring Understanding: Artist and designers develop excellence through practice and constructive critique, reflecting on, revising, and refining work over time.~~ ~~Essential Question(s): What role does persistence play in revising, refining, and developing work? How do artists grow and become accomplished in art forms? How does collaboratively reflecting on a work help us experience it more completely?~~			
~~Cr2.3.1a~~ ~~Identify and classify uses of everyday objects through drawings, diagrams, sculptures, or other visual means.~~		Remove standard	Redundant; clarified and simplified. Removed guidance.
~~Cr2.3.2a~~ ~~Repurpose objects to make something new.~~		Remove standard	Redundant; clarified and simplified. Removed guidance.
~~Cr3.1.Ka~~ ~~Explain the process of making art while creating.~~		Remove standard	Redundant; clarified and simplified. Removed guidance.

Current standard	Recommended Standard	Proposed revision (Keep, Revise, Move, Remove)	Rationale for the revision (please provide rationale for all that apply):
~~Cr3.1.1a~~ ~~Use art vocabulary to describe choices while creating art.~~		Remove standard	Redundant; clarified and simplified. Removed guidance.
~~Cr3.1.2a~~ ~~Discuss and reflect with peers about choices made in creating artwork.~~		Remove standard	Redundant; clarified and simplified. Removed guidance.
Anchor Standard 3~~4~~: ~~Select, analyze, and interpret~~ Perform and/or present artistic work. ~~for presentation.~~	Anchor Standard 3: Perform and/or present artistic work.	Revise and Move	Simplification of language Change from Anchor Standard 4 to Anchor Standard 3
~~Enduring Understanding: Artists and other presenters consider various techniques, methods, venues, and criteria when analyzing, selecting, and curating objects artifacts, and artworks for preservation and presentation.~~ ~~Essential Question(s): How are artworks cared for and by whom? What criteria, methods, and processes are used to select work for preservation or presentation? Why do people value objects, artifacts, and artworks, and select them for presentation?~~		Remove	Remove guidance

Current standard	Recommended Standard	Proposed revision (Keep, Revise, Move, Remove)	Rationale for the revision (please provide rationale for all that apply):
~~Pr4.1.Ka~~ ~~Select art objects for personal portfolio and display, explaining why they were chosen.~~		~~Revise and move to K-2 grade level Anchor 3~~ Removed after stakeholder feedback	~~Moved to wider grade band for age/grade level appropriateness. Removed guidance.~~ Redundant to K-2.VA.4.1
~~Pr4.1.1a~~ ~~Explain why some objects, artifacts, and artwork are valued over others.~~		Remove standard	Redundant; clarified and simplified. Removed guidance.
~~Pr4.1.2a~~ ~~Categorize artwork based on a theme or concept for an exhibit.~~		Remove standard	Redundant; clarified and simplified. Removed guidance.
Anchor Standard 2~~5~~: Develop and refine artistic techniques. ~~and work for presentation.~~	Anchor Standard 2: Develop and refine artistic techniques.	Revise and Move	Clarify focus on technique. Change from Anchor Standard 5 to Anchor Standard 2
~~Enduring Understanding: Artists, curators and others consider a variety of factors and methods including evolving technologies when preparing and refining artwork for display and or when deciding if and how to preserve and protect it.~~		Remove	Remove guidance

Current standard	Recommended Standard	Proposed revision (Keep, Revise, Move, Remove)	Rationale for the revision (please provide rationale for all that apply):
~~Essential Question(s): What methods and processes are considered when preparing artwork for presentation or preservation? How does refining artwork affect its meaning to the viewer? What criteria are considered when selecting work for presentation, a portfolio, or a collection?~~			
~~Pr5.1.Ka~~ ~~Explain the purpose of a portfolio or collection.~~		Remove standard	Redundant; clarified and simplified. Removed guidance.
~~Pr5.1.1a~~ ~~Ask and answer questions such as where, when, why, and how artwork should be prepared for presentation or preservation.~~		Remove standard	Redundant; clarified and simplified. Removed guidance.
~~Pr5.1.2a~~ K-2.VA.3.1 ~~Distinguish between different materials or artistic techniques for preparing artwork for presentation.~~ Demonstrate proper procedures for caring for and presenting artwork.	K-2.VA.3.1 Demonstrate proper procedures for caring for and presenting artwork.	Revise and move to K-2 grade level Anchor 3	Moved to wider grade band for age/grade level appropriateness. Removed guidance. Changed the standard number after stakeholder feedback

Current standard	Recommended Standard	Proposed revision (Keep, Revise, Move, Remove)	Rationale for the revision (please provide rationale for all that apply):
~~Anchor Standard 6: Convey meaning through the presentation of artistic work.~~ ~~Enduring Understanding: Objects, artifacts, and artworks collected, preserved, or presented either by artists, museums, or other venues communicate meaning and a record of social, cultural, and political experiences resulting in the cultivating of appreciation and understanding.~~ ~~Essential Question(s): What is an art museum? How does the presenting and sharing of objects, artifacts, and artworks influence and shape ideas, beliefs, and experiences? How do objects, artifacts, and artworks collected, preserved, or presented, cultivate appreciation and understanding?~~		Remove	Removed Guidance
~~Pr6.1.Ka~~ ~~Explain what an art museum is and distinguish how an art museum is different from other buildings.~~		Remove standard	Redundant; clarified and simplified. Removed guidance.

Current standard	Recommended Standard	Proposed revision (Keep, Revise, Move, Remove)	Rationale for the revision (please provide rationale for all that apply):
~~Pr6.1.1a~~ ~~Identify the roles and responsibilities of people who work in and visit museums and other art venues.~~		Remove standard	Redundant; clarified and simplified. Removed guidance.
~~Pr6.1.2a~~ K-2.VA.5.1 ~~Analyze how art exhibited inside and outside of schools (such as in museums, galleries, virtual spaces, and other venues) contributes to communities.~~ Explore the purpose of art and/or how it contributes to the community.	K-2.VA.5.1 Explore the purpose of art and/or how it contributes to the community.	Revise and move to K-2 grade level Anchor 5	Moved to wider grade band for age/grade level appropriateness. Removed guidance.
Anchor Standard 4~~7~~: ~~Perceive and analyze~~ Respond to artistic work.	Anchor Standard 4: Respond to artistic work.	Revise and Move	Simplify language to encompass Anchor Standard 8 and Anchor Standard 9 Change from Anchor Standard 7 to Anchor Standard 4.
~~Enduring Understanding: Individual aesthetic and empathetic awareness developed through engagement with art can lead to understanding and appreciation of self, others, the~~		Remove	Remove guidance

Current standard	Recommended Standard	Proposed revision (Keep, Revise, Move, Remove)	Rationale for the revision (please provide rationale for all that apply):
~~natural world, and constructed environments.~~ ~~Essential Question(s): How do life experiences influence the way you relate to art? How does learning about art impact how we perceive the world? What can we learn from our responses to art?~~			
~~Re7.1.Ka~~ ~~Identify uses of art within one's personal environment.~~		Remove standard	Redundant; clarified and simplified. Removed guidance.
~~Re7.1.1a~~ ~~Select and describe works of art that illustrate daily life experiences of one's self and others.~~		Remove standard	Redundant; clarified and simplified. Removed guidance.
~~Re7.1.2a~~ ~~Perceive and describe aesthetic characteristics of one's natural world and constructed environments.~~		Remove standard	Redundant; clarified and simplified. Removed guidance.

Current standard	Recommended Standard	Proposed revision (Keep, Revise, Move, Remove)	Rationale for the revision (please provide rationale for all that apply):
~~Enduring Understanding: Visual imagery influences understanding of and responses to the world.~~ ~~Essential Question(s): What is an image? Where and how do we encounter images in our world? How do images influence our views of the world?~~		Remove	Remove guidance
~~Re7.2.Ka~~K-2.VA.4.1 When looking at a work of art, describe what an image represents.	K-2.VA.4.1 When looking at a work of art, describe what an image represents.	Keep and move to K-2 grade level Anchor 4 Revised after stakeholder feedback	Moved to wider grade band for age/grade level appropriateness. Removed guidance. Revised for clarity after stakeholder feedback
~~Re7.2.1a~~ ~~Compare images that represent the same subject.~~		Remove standard	Redundant; clarified and simplified. Removed guidance.
~~Re7.2.2a~~ ~~Categorize images based on expressive properties.~~		Remove standard	Redundant; clarified and simplified. Removed guidance.
~~Anchor Standard 8: Interpret intent and meaning in artistic work.~~		Remove	Remove guidance

Current standard	Recommended Standard	Proposed revision (Keep, Revise, Move, Remove)	Rationale for the revision (please provide rationale for all that apply):
~~Enduring Understanding: People gain insights into meanings of artworks by engaging in the process of art criticism.~~ ~~Essential Question(s): What is the value of engaging in the process of art criticism? How can the viewer "read" a work of art as text? How does knowing and using visual art vocabularies help us understand and interpret works of art?~~			
~~Re8.1.Ka~~K-2.VA.4.2 Interpret art by identifying subject matter and describing relevant details.	K-2.VA.4.2 Interpret art by identifying subject matter and describing relevant details.	Keep and move to K-2 grade level Anchor 4	Moved to wider grade band for age/grade level appropriateness. Removed guidance.
~~Re8.1.1a~~ ~~Interpret art by categorizing subject matter and identifying the characteristics of form.~~		Remove standard	Redundant; clarified and simplified. Removed guidance.
~~Re8.1.2a~~ ~~Interpret art by identifying the mood suggested by a work of art and describing relevant subject matter and characteristics of form.~~		Remove standard	Redundant; clarified and simplified. Removed guidance.

Current standard	Recommended Standard	Proposed revision (Keep, Revise, Move, Remove)	Rationale for the revision (please provide rationale for all that apply):
~~Anchor Standard 9: Apply criteria to evaluate artistic work. Enduring Understanding: People evaluate art based on various criteria. Essential Question(s): How does one determine criteria to evaluate a work of art? How and why might criteria vary? How is a personal preference different from an evaluation?~~		Remove	Remove guidance
~~Re9.1.Ka~~ ~~Explain reasons for selecting a preferred artwork.~~		Remove standard	Redundant; clarified and simplified. Removed guidance.
~~Re9.1.1a~~ ~~Classify artwork based on different reasons for preferences.~~		Remove standard	Redundant; clarified and simplified. Removed guidance.
~~Re9.1.2a~~ ~~Use learned art vocabulary to express preferences about artwork.~~		Remove standard	Redundant; clarified and simplified. Removed guidance.
~~Anchor Standard 10: Synthesize and relate knowledge and personal experiences to make art.~~ ~~Enduring Understanding: Through art-making, people make meaning by investigating and~~		Remove	Remove guidance

Current standard	Recommended Standard	Proposed revision (Keep, Revise, Move, Remove)	Rationale for the revision (please provide rationale for all that apply):
~~developing awareness of perceptions, knowledge, and experiences.~~ ~~Essential Question(s): How does engaging in creating art enrich people's lives? How does making art attune people to their surroundings? How do people contribute to awareness and understanding of their lives and the lives of their communities through art-making?~~			
~~Cn10.1.Ka~~ ~~Create art that tells a story about a life experience.~~		Remove standard	Redundant; clarified and simplified. Removed guidance.
~~Cn10.1.1a~~ ~~Identify times, places, and reasons by which students make art outside of school.~~		Remove standard	Redundant; clarified and simplified. Removed guidance.
~~Cn10.1.2a~~ ~~Create works of art about events in home, school, or community life.~~		Remove standard	Redundant; clarified and simplified. Removed guidance.
Anchor Standard 5~~11~~: Relate artistic ideas and works with societal, cultural, and/or historical	Anchor Standard 5: Relate artistic ideas and works with societal, cultural, and/or	Revise and Move	Clarify what students should know or be able to do.

Current standard	Recommended Standard	Proposed revision (Keep, Revise, Move, Remove)	Rationale for the revision (please provide rationale for all that apply):
contexts to deepen comprehension ~~understanding~~.	historical contexts to deepen comprehension.		Change from Anchor Standard 11 to Anchor Standard 5
~~Cn11.1.Ka~~ ~~Identify a purpose of an artwork.~~		Remove standard	Redundant; clarified and simplified. Removed guidance.
~~Cn11.1.1a~~ ~~Understand that people from different places and times have made art for a variety of reasons.~~		Remove standard	Redundant; clarified and simplified. Removed guidance.
~~Cn11.1.2a~~ ~~Compare and contrast cultural uses of artwork from different times and places.~~		Remove standard	Redundant; clarified and simplified. Removed guidance.
~~Cr1.1.3a~~ ~~Elaborate on an imaginative idea.~~		Remove standard	Redundant; clarified and simplified. Removed guidance.
~~Cr1.1.4a~~ 3-5.VA.1.1 Brainstorm multiple approaches to ~~a creative art or design problem.~~ create a work of art.	3-5.VA.1.1 Brainstorm multiple approaches to create a work of art.	Revise and move to 3-5 grade level Anchor 1	Moved to wider grade band for age/grade level appropriateness. Removed guidance.
~~Cr1.1.5a~~ ~~Combine ideas to generate an innovative idea for art-making.~~		Remove standard	Redundant; clarified and simplified. Removed guidance.
~~Cr1.2.3a~~		Remove standard	Redundant; clarified and simplified. Removed guidance.

Current standard	Recommended Standard	Proposed revision (Keep, Revise, Move, Remove)	Rationale for the revision (please provide rationale for all that apply):
~~Apply knowledge of available resources, tools, and technologies to investigate personal ideas through the art-making process.~~			
~~Cr1.2.4a~~ ~~Collaboratively set goals and create artwork that is meaningful and has purpose to the makers.~~		Remove standard	Redundant; clarified and simplified. Removed guidance.
~~Cr1.2.5a~~ ~~Identify and demonstrate diverse methods of artistic investigation to choose an approach for beginning a work of art.~~		Remove standard	Redundant; clarified and simplified. Removed guidance.
~~Cr2.1.3a~~3-5.VA.2.1 Create ~~personally satisfying~~ artwork using a variety of artistic processes and materials.	3-5.VA.2.1 Create artwork using a variety of artistic processes and materials.	Revise and move to 3-5 grade level Anchor 2	Moved to wider grade band for age/grade level appropriateness. Removed guidance.
~~Cr2.1.4a~~ ~~Explore and invent art-making techniques and approaches.~~		Remove standard	Redundant; clarified and simplified. Removed guidance.
~~Cr2.2.3a~~ ~~Demonstrate an understanding of the safe and proficient use of materials, tools, and equipment for a variety of artistic processes.~~		Remove standard	Redundant; clarified and simplified. Removed guidance.

Current standard	Recommended Standard	Proposed revision (Keep, Revise, Move, Remove)	Rationale for the revision (please provide rationale for all that apply):
~~Cr2.2.4a~~ ~~When making works of art, utilize and care for materials, tools, and equipment in a manner that prevents danger to oneself and others.~~		Remove standard	Redundant; clarified and simplified. Removed guidance.
~~Cr2.2.5a~~ ~~Demonstrate quality craftsmanship through care for and use of materials, tools, and equipment.~~		Remove standard	Redundant; clarified and simplified. Removed guidance.
~~Cr2.3.3a~~ ~~Individually or collaboratively construct representations, diagrams, or maps of places that are part of everyday life.~~		Remove standard	Redundant; clarified and simplified. Removed guidance.
~~Cr2.3.4a~~ ~~Document, describe, and represent regional constructed environments.~~		Remove standard	Redundant; clarified and simplified. Removed guidance.
~~Cr2.3.5a~~ ~~Identify, describe, and visually document places and/or objects of personal significance~~		Remove standard	Redundant; clarified and simplified. Removed guidance.

Current standard	Recommended Standard	Proposed revision (Keep, Revise, Move, Remove)	Rationale for the revision (please provide rationale for all that apply):
~~Cr3.1.3a~~ ~~Elaborate visual information by adding details in an artwork to enhance emerging meaning.~~		Remove standard	Redundant; clarified and simplified. Removed guidance.
~~Cr3.1.4a~~ 3-5.VA.2.2 ~~Revise artwork in progress on the basis of insights gained through peer discussion.~~Refine or revise artwork in response to constructive feedback.	3-5.VA.2.2 Refine or revise artwork in response to constructive feedback.	Revise and move to 3-5 grade level Anchor 2 Revised after stakeholder feedback	Moved to wider grade band for age/grade level appropriateness. Removed guidance.
~~Cr3.1.5a~~ ~~Create artist statements using art vocabulary to describe personal choices in art-making.~~		Remove standard	Redundant; clarified and simplified. Removed guidance.
~~Pr4.1.3a~~ ~~Investigate and discuss possibilities and limitations of spaces, including electronic, for exhibiting artwork.~~		Remove standard	Redundant; clarified and simplified. Removed guidance.
~~Pr4.1.4a~~ ~~Analyze how past, present, and emerging technologies have impacted the preservation and presentation of artwork.~~		Remove standard	Redundant; clarified and simplified. Removed guidance.

Current standard	Recommended Standard	Proposed revision (Keep, Revise, Move, Remove)	Rationale for the revision (please provide rationale for all that apply):
~~Pr4.1.5a~~ ~~Define the roles and responsibilities of a curator, explaining the skills and knowledge needed in preserving, maintaining, and presenting objects, artifacts, and artwork.~~		Remove standard	Redundant; clarified and simplified. Removed guidance.
~~Pr5.1.3a~~ ~~Identify exhibit space and prepare works of art including artists' statements, for presentation.~~		Remove standard	Redundant; clarified and simplified. Removed guidance.
~~Pr5.1.4a~~ ~~Analyze the various considerations for presenting and protecting art in various locations, indoor or outdoor settings, in temporary or permanent forms, and in physical or digital formats.~~		Remove standard	Redundant; clarified and simplified. Removed guidance.
~~Pr5.1.5a~~ ~~Develop a logical argument for safe and effective use of materials and techniques for preparing and presenting artwork.~~		Remove standard	Redundant; clarified and simplified. Removed guidance.
~~Pr6.1.3a~~		Remove standard	Redundant; clarified and simplified. Removed guidance.

Current standard	Recommended Standard	Proposed revision (Keep, Revise, Move, Remove)	Rationale for the revision (please provide rationale for all that apply):
~~Identify and explain how and where different cultures record and illustrate stories and history of life through art.~~			
~~Pr6.1.4a~~ ~~Compare and contrast purposes of art museums, art galleries, and other venues, as well as the types of personal experiences they provide.~~		Remove standard	Redundant; clarified and simplified. Removed guidance.
~~Pr6.1.5a~~ ~~Cite evidence about how an exhibition in a museum or other venue presents ideas and provides information about a specific concept or topic.~~		Remove standard	Redundant; clarified and simplified. Removed guidance.
~~Re7.1.3a~~ 3-5.VA.3.1 ~~Speculate about processes an artist uses to create a work of art.~~ Demonstrate proper procedures for caring for and presenting artwork.	3-5.VA.3.1 Demonstrate proper procedures for caring for and presenting artwork.	Revise and move to 3-5 grade level Anchor 3	Moved to wider grade band for age/grade level appropriateness. Removed guidance.
~~Re7.1.4a~~ ~~Compare responses to a work of art before and after working in similar media.~~		Remove standard	Redundant; clarified and simplified. Removed guidance.

Current standard	Recommended Standard	Proposed revision (Keep, Revise, Move, Remove)	Rationale for the revision (please provide rationale for all that apply):
~~Re7.1.5a~~ ~~Compare one's own interpretation of a work of art with the interpretation of others.~~		Remove standard	Redundant; clarified and simplified. Removed guidance.
~~Re7.2.3a~~ ~~Determine messages communicated by an image.~~		Remove standard	Redundant; clarified and simplified. Removed guidance.
~~Re7.2.4a~~ 3-5.VA.4.1 Analyze or evaluate components in visual imagery that convey messages, ideas, and mood.	3-5.VA.4.1 Analyze or evaluate components in visual imagery that convey messages, ideas, and mood.	Revise and move to 3-5 grade level Anchor 4	Moved to wider grade band for age/grade level appropriateness. Removed guidance.
~~Re7.2.5a~~ ~~Identify and analyze cultural associations suggested by visual imagery.~~		Remove standard	Redundant; clarified and simplified. Removed guidance.
~~Re8.1.3a~~ ~~Interpret art by analyzing use of media to create subject matter, characteristics of form, and mood.~~		Remove standard	Redundant; clarified and simplified. Removed guidance.
~~Re8.1.4a~~ ~~Interpret art by referring to contextual information and analyzing relevant subject matter,~~		Remove standard	Redundant; clarified and simplified. Removed guidance.

Current standard	Recommended Standard	Proposed revision (Keep, Revise, Move, Remove)	Rationale for the revision (please provide rationale for all that apply):
~~characteristics of form, and use of media.~~			
~~Re8.1.5a~~ ~~Interpret art by analyzing characteristics of form and structure, contextual information, subject matter, visual elements, and use of media to identify ideas and mood conveyed.~~		Remove standard	Redundant; clarified and simplified. Removed guidance.
~~Re9.1.3a~~ ~~Evaluate an artwork based on given criteria.~~		Remove standard	Redundant; clarified and simplified. Removed guidance.
~~Re9.1.4a~~ ~~Apply one set of criteria to evaluate more than one work of art.~~		Remove standard	Redundant; clarified and simplified. Removed guidance.
~~Re9.1.5a~~ ~~Recognize differences in criteria used to evaluate works of art depending on styles, genres, and media as well as historical and cultural contexts.~~		Remove standard	Redundant; clarified and simplified. Removed guidance.
~~Cn10.1.3a~~ ~~Develop a work of art based on observations of surroundings.~~		Remove standard	Redundant; clarified and simplified. Removed guidance.

Current standard	Recommended Standard	Proposed revision (Keep, Revise, Move, Remove)	Rationale for the revision (please provide rationale for all that apply):
~~Cn10.1.4a~~ ~~Create works of art that reflect community cultural traditions.~~		Remove standard	Redundant; clarified and simplified. Removed guidance.
~~Cn10.1.5a~~ ~~Apply formal and conceptual vocabularies of art and design to view surroundings in new ways through art-making.~~		Remove standard	Redundant; clarified and simplified. Removed guidance.
~~Cn11.1.3a~~ ~~Recognize that responses to art change depending on knowledge of the time and place in which it was made.~~		Remove standard	Redundant; clarified and simplified. Removed guidance.
~~Cn11.1.4a~~ ~~Through observation, infer information about time, place, and culture in which a work of art was created.~~		Remove standard	Redundant; clarified and simplified. Removed guidance.
~~Cn11.1.5a~~ 3-5.VA.5.1 Identify how art is used to inform or change beliefs, values, or behaviors of an individual or society.	3-5.VA.5.1 Identify how art is used to inform or change beliefs, values, or behaviors of an individual or society.	Keep and move to 3-5 grade level Anchor 5	Moved to wider grade band for age/grade level appropriateness. Removed guidance.

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STANDARDS REVISIONS AND RATIONALE – VISUAL ART SECONDARY

Current standard	Recommended Standard	Proposed revision (Keep, Revise, Move, Remove)	Rationale for the revision (please provide rationale for all that apply):
6-8 Grade Band			
~~Cr1.1.6a~~ ~~Combine concepts collaboratively to generate innovative ideas for creating art.~~		Remove standard	Redundant; clarified and simplified. Removed guidance.
~~Cr1.1.7a~~ ~~Apply methods to overcome creative blocks.~~		Remove standard	Redundant; clarified and simplified. Removed guidance.
~~Cr1.1.8a~~ 6-8.VA.1.1 ~~Document~~ Utilize~~early stages of~~ the creative process to design a work of art. ~~visually and/or verbally in traditional or new media.~~	6-8.VA.1.1 Utilize the creative process to design a work of art.	Revise and move to 6-8 grade level Anchor 1	Moved to wider grade band for age/grade level appropriateness. Removed guidance.
~~Cr1.2.6a~~ ~~Formulate an artistic investigation of personally relevant content for creating art.~~		Remove standard	Redundant; clarified and simplified. Removed guidance.
~~Cr1.2.7a~~		Remove standard	Redundant; clarified and simplified. Removed guidance.

Current standard	Recommended Standard	Proposed revision (Keep, Revise, Move, Remove)	Rationale for the revision (please provide rationale for all that apply):
~~Develop criteria to guide making a work of art or design to meet an identified goal.~~			
~~Cr1.2.8a Collaboratively shape an artistic investigation of an aspect of present-day life using a contemporary practice of art and design.~~		Remove standard	Redundant; clarified and simplified. Removed guidance.
~~Cr2.1.6a Demonstrate openness in trying new ideas, materials, methods, and approaches in making works of art and design.~~		Remove standard	Redundant; clarified and simplified. Removed guidance.
~~Cr2.1.7a~~ 6-8.VA.2.1 ~~Demonstrate persistence in d~~Develop~~ing~~ skills with various materials, methods, and approaches in creating works of art or design.	6-8.VA.2.1 Develop skills with various materials, methods, and approaches in creating works of art or design.	Revise and move to 6-8 grade level Anchor 2	Moved to wider grade band for age/grade level appropriateness. Removed guidance.
~~Cr2.1.8a Demonstrate willingness to experiment, innovate, and take risks to pursue ideas, forms, and meanings that emerge in the~~		Remove standard	Redundant; clarified and simplified. Removed guidance.

Current standard	Recommended Standard	Proposed revision (Keep, Revise, Move, Remove)	Rationale for the revision (please provide rationale for all that apply):
~~process of artmaking or designing.~~			
~~Cr2.2.6a Explain environmental implications of conservation, care, and clean-up of art materials, tools, and equipment.~~		Remove standard	Redundant; clarified and simplified. Removed guidance.
~~Cr2.2.7a Demonstrate awareness of ethical responsibility to oneself and others when posting and sharing images and other materials through the internet, social media, and other communication formats.~~		Remove standard	Redundant; clarified and simplified. Removed guidance.
~~Cr2.2.8a Demonstrate awareness of practices, issues, and the ethics of appropriation, fair use, copyright, open source, and creative commons as they apply to creating works of art and design.~~		Remove standard	Redundant; clarified and simplified. Removed guidance.
~~Cr2.3.6a~~		Remove standard	Redundant; clarified and simplified. Removed guidance.

Current standard	Recommended Standard	Proposed revision (Keep, Revise, Move, Remove)	Rationale for the revision (please provide rationale for all that apply):
~~Design or redesign objects, places, or systems that meet the identified needs of diverse users.~~			
~~Cr2.3.7a~~ 6-8.VA.2.2 Apply visual organizational strategies to design and produce a work of art~~, design, or media~~ that ~~clearly~~ communicates information or ideas.	6-8.VA.2.2 Apply visual organizational strategies to design and produce a work of art that communicates information or ideas.	Revise and move to 6-8 grade level Anchor 2	Moved to wider grade band for age/grade level appropriateness. Removed guidance.
~~Cr2.3.8a~~ ~~Select, organize, and design images and words to make visually clear and compelling presentations.~~		Remove standard	Redundant; clarified and simplified. Removed guidance.
~~Cr3.1.6a~~ 6-8.VA.2.3 Reflect on whether ~~personal~~ artwork conveys the intended meaning and revise accordingly.	6-8.VA.2.3 Reflect on whether artwork conveys the intended meaning and revise accordingly.	Revise and move to 6-8 grade level Anchor 2	Moved to wider grade band for age/grade level appropriateness. Removed guidance.
~~Cr3.1.7a~~ ~~Reflect on and explain important information about personal artwork in an artist statement or another format.~~		Remove standard	Redundant; clarified and simplified. Removed guidance.

Current standard	Recommended Standard	Proposed revision (Keep, Revise, Move, Remove)	Rationale for the revision (please provide rationale for all that apply):
~~Pr4.1.6a~~ ~~Analyze similarities and differences associated with preserving and presenting two-dimensional, three-dimensional, and digital artwork.~~		Remove standard	Redundant; clarified and simplified. Removed guidance.
~~Pr4.1.7a~~ ~~Compare and contrast how technologies have changed the way artwork is preserved, presented, and experienced.~~		Remove standard	Redundant; clarified and simplified. Removed guidance.
~~Pr4.1.8a~~ ~~Develop and apply criteria for evaluating a collection of artworks for presentation.~~		Remove standard	Redundant; clarified and simplified. Removed guidance.
~~Pr5.1.6a~~ ~~Individually or collaboratively, develop a visual plan for displaying works of art, analyzing exhibit space, the needs of the viewer, and the layout of the exhibit.~~		Remove standard	Redundant; clarified and simplified. Removed guidance.

Current standard	Recommended Standard	Proposed revision (Keep, Revise, Move, Remove)	Rationale for the revision (please provide rationale for all that apply):
~~Pr5.1.7a~~ 6-8.VA.3.1 Discuss, reflect on, or investigate~~Based on criteria, analyze, and evaluate~~ methods for preparing and presenting art.	6-8.VA.3.1 Discuss, reflect on, or investigate methods for preparing and presenting art.	Revise and move to 6-8 grade level Anchor 3	Moved to wider grade band for age/grade level appropriateness. Removed guidance.
6-8.VA.3.2 Reflect on and explain important information about personal artwork.	6-8.VA.3.2 Reflect on and explain important information about personal artwork.	Added based on stakeholder feedback.	Clarification on what students need to know and be able to do.
~~Pr5.1.8a~~ ~~Collaboratively prepare and present selected theme-based artwork for display and formulate exhibition narratives for the viewer.~~		Remove standard	Redundant; clarified and simplified. Removed guidance.
~~Pr6.1.6a~~ ~~Assess, explain, and provide evidence of how museums or other venues reflect history and values of a community.~~		Remove standard	Redundant; clarified and simplified. Removed guidance.
~~Pr6.1.7a~~ ~~Compare viewing and experiencing collections and exhibitions in different venues.~~		Remove standard	Redundant; clarified and simplified. Removed guidance.

Current standard	Recommended Standard	Proposed revision (Keep, Revise, Move, Remove)	Rationale for the revision (please provide rationale for all that apply):
~~Pr6.1.8a~~ ~~Analyze why and how an exhibition or collection may influence ideas, beliefs, and experiences.~~		Remove standard	Redundant; clarified and simplified. Removed guidance.
~~Re7.1.6a~~ 6-8.VA.4.1 ~~Identify and interpret~~Analyze and/or interpret works of art, and/or how art influences viewers. ~~or design that reveal how people live around the world and what they value.~~	6-8.VA.4.1 Analyze or evaluate components in visual imagery that convey messages, ideas, and mood.	Revise and move to 6-8 grade level Anchor 4	Moved to wider grade band for age/grade level appropriateness. Removed guidance.
~~Re7.1.7a~~ ~~Explain how the method of display, the location, and the experience of an artwork influence how it is perceived and valued.~~		Remove standard	Redundant; clarified and simplified. Removed guidance.
~~Re7.1.8a~~ ~~Explain how a person's aesthetic choices are influenced by culture and environment and impact the visual images that one conveys to others.~~		Remove standard	Redundant; clarified and simplified. Removed guidance.

Current standard	Recommended Standard	Proposed revision (Keep, Revise, Move, Remove)	Rationale for the revision (please provide rationale for all that apply):
~~Re7.2.6a~~ ~~Analyze ways that visual components and cultural associations suggested by images influence ideas, emotions, and actions.~~		Remove standard	Redundant; clarified and simplified. Removed guidance.
~~Re7.2.7a~~ ~~Analyze multiple ways that images influence specific audiences.~~		Remove standard	Redundant; clarified and simplified. Removed guidance.
~~Re7.2.8a~~ ~~Compare contexts and media in which viewers encounter images that influence ideas, emotions, and actions.~~		Remove standard	Redundant; clarified and simplified. Removed guidance.
~~Re8.1.6a~~ ~~Interpret art by distinguishing between relevant and non-relevant contextual information and analyzing subject matter, characteristics of form and structure, and use of media to identify ideas and mood conveyed.~~		Remove standard	Redundant; clarified and simplified. Removed guidance.

Current standard	Recommended Standard	Proposed revision (Keep, Revise, Move, Remove)	Rationale for the revision (please provide rationale for all that apply):
~~Re8.1.7a~~ ~~Interpret art by analyzing artmaking approaches, the characteristics of form and structure, relevant contextual information, subject matter, and use of media to identify ideas and mood conveyed.~~		Remove standard	Redundant; clarified and simplified. Removed guidance.
~~Re8.1.8a~~ ~~Interpret art by analyzing how the interaction of subject matter, characteristics of form and structure, use of media, artmaking approaches, and relevant contextual information contributes to understanding messages or ideas and mood conveyed.~~		Remove standard	Redundant; clarified and simplified. Removed guidance.
~~Re9.1.6a~~ ~~Develop and apply relevant criteria to evaluate a work of art.~~		Remove standard	Redundant; clarified and simplified. Removed guidance.
~~Re9.1.7a~~ ~~Compare and explain the difference between an evaluation of an artwork based on personal~~		Remove standard	Redundant; clarified and simplified. Removed guidance.

Current standard	Recommended Standard	Proposed revision (Keep, Revise, Move, Remove)	Rationale for the revision (please provide rationale for all that apply):
~~criteria and an evaluation of an artwork based on a set of established criteria.~~			
~~Cn10.1.6a~~ ~~Generate a collection of ideas reflecting current interests and concerns that could be investigated in artmaking.~~		Remove standard	Redundant; clarified and simplified. Removed guidance.
~~Cn10.1.7a~~ ~~Individually or collaboratively create visual documentation of places and times in which people gather to make and experience art or design in the community.~~		Remove standard	Redundant; clarified and simplified. Removed guidance.
~~Cn10.1.8a~~ ~~Make art collaboratively to reflect on and reinforce positive aspects of group identity.~~		Remove standard	Redundant; clarified and simplified. Removed guidance.
~~Cn11.1.6a~~ 6-8.VA.5.1 Analyze and/or demonstrate how art reflects changing times, traditions, resources, and cultural uses.	6-8.VA.5.1 Analyze and/or demonstrate how art reflects changing times, traditions, resources, and cultural uses.	Revise and move to 6-8 grade level Anchor 5	Moved to wider grade band for age/grade level appropriateness

Current standard	Recommended Standard	Proposed revision (Keep, Revise, Move, Remove)	Rationale for the revision (please provide rationale for all that apply):
~~Cn11.1.7a~~ ~~Analyze how response to art is influenced by understanding the time and place in which it was created, the available resources, and cultural uses.~~		Remove standard	Redundant; clarified and simplified. Removed guidance.
~~Cn11.1.8a~~ ~~Distinguish different ways art is used to represent, establish, reinforce, and reflect group identity.~~		Remove standard	Redundant; clarified and simplified. Removed guidance.
END Grades 6-8 Grouped			
~~Cr1.1.la~~ 9-12.VA.1.1 Use multiple approaches to begin planning a work of art~~creative endeavors~~.	9-12.VA.1.1 Use multiple approaches to begin planning a work of art.	Revise and move to High School Anchor 1	Moved to wider grade band for age/grade level appropriateness. Removed guidance.
~~Cr1.1.lla~~ ~~Individually or collaboratively formulate new creative problems based on student's existing artwork.~~		Remove standard	Redundant; clarified and simplified. Removed guidance.

Current standard	Recommended Standard	Proposed revision (Keep, Revise, Move, Remove)	Rationale for the revision (please provide rationale for all that apply):
~~Cr1.1.IIIa~~ ~~Visualize and hypothesize to generate plans for ideas and directions for creating art and design that can affect social change.~~		Remove standard	Redundant; clarified and simplified. Removed guidance.
~~Cr1.2.Ia~~ ~~Shape an artistic investigation of an aspect of present-day life using a contemporary practice of art or design.~~		Remove standard	Redundant; clarified and simplified. Removed guidance.
~~Cr1.2.IIa~~ ~~Choose from a range of materials and methods of traditional and contemporary artistic practices to plan works of art and design.~~		Remove standard	Redundant; clarified and simplified. Removed guidance.
~~Cr1.2.IIIa~~ ~~Choose from a range of materials and methods of traditional and contemporary artistic practices, following or breaking established conventions, to plan the making of multiple works of art and design based on a theme, idea, or concept.~~		Remove standard	Redundant; clarified and simplified. Removed guidance.

Current standard	Recommended Standard	Proposed revision (Keep, Revise, Move, Remove)	Rationale for the revision (please provide rationale for all that apply):
~~Cr2.1.Ia~~ ~~Engage in making a work of art or design without having a preconceived plan.~~		Remove standard	Redundant; clarified and simplified. Removed guidance.
~~Cr2.1.IIa~~ ~~Through experimentation, practice, and persistence, demonstrate acquisition of skills and knowledge in a chosen art form.~~		Remove standard	Redundant; clarified and simplified. Removed guidance.
9-12.VA.2.1 Develop skills with various materials, methods, and approaches in creating works of art or design.	9-12.VA.2.1 Develop skills with various materials, methods, and approaches in creating works of art or design.	Added based on stakeholder feedback.	Clarification on what students need to know and be able to do.
~~Cr2.1.IIIa~~ 9-12.VA.2.2 Through experimentation and practice of techniques,~~Experiment, plan, and~~ make multiple works of art ~~and design~~ that explore a ~~personally~~ meaningful theme, idea, or concept.	9-12.VA.2.2 Through experimentation and practice of techniques, make multiple works of art that explore a meaningful theme, idea, or concept.	Revise and move to High School Anchor 2	Moved to wider grade band for age/grade level appropriateness. Removed guidance.

Current standard	Recommended Standard	Proposed revision (Keep, Revise, Move, Remove)	Rationale for the revision (please provide rationale for all that apply):
~~Cr2.2.Ia~~ ~~Explain how traditional and nontraditional materials may impact human health and the environment and demonstrate safe handling of materials, tools, and equipment.~~		Remove standard	Redundant; clarified and simplified. Removed guidance.
~~Cr2.2.IIa~~ ~~Demonstrate awareness of ethical implications of making and distributing creative work.~~		Remove standard	Redundant; clarified and simplified. Removed guidance.
~~Cr2.2.IIIa~~ ~~Demonstrate understanding of the importance of balancing freedom and responsibility in the use of images, materials, tools, and equipment in the creation and circulation of creative work.~~		Remove standard	Redundant; clarified and simplified. Removed guidance.
~~Cr2.3.Ia~~ ~~Collaboratively develop a proposal for an installation, artwork, or space design that transforms the perception and experience of a particular place.~~		Remove standard	Redundant; clarified and simplified. Removed guidance.

Current standard	Recommended Standard	Proposed revision (Keep, Revise, Move, Remove)	Rationale for the revision (please provide rationale for all that apply):
~~Cr2.3.lla~~ ~~Redesign an object, system, place, or design in response to contemporary issues.~~		Remove standard	Redundant; clarified and simplified. Removed guidance.
~~Cr2.3.llla~~ ~~Demonstrate in works of art or design how visual and material culture defines, shapes, enhances, inhibits, and/or empowers people's lives.~~		Remove standard	Redundant; clarified and simplified. Removed guidance.
~~Cr3.1.la~~ 9-12.VA.2.3 Apply relevant criteria ~~from traditional and contemporary cultural contexts~~ to examine, reflect on, and plan revisions for works of art and design in progress.	9-12.VA.2.3 Apply relevant criteria to examine, reflect on, and plan revisions for works of art and design in progress.	Move to High School Anchor 2	Moved to wider grade band for age/grade level appropriateness. Removed guidance.
~~Cr3.1.lla~~ ~~Engage in constructive critique with peers, then reflect on, reengage, revise, and refine works of art and design in response to personal artistic vision.~~		Remove standard	Redundant; clarified and simplified. Removed guidance.

Current standard	Recommended Standard	Proposed revision (Keep, Revise, Move, Remove)	Rationale for the revision (please provide rationale for all that apply):
~~Cr3.1.IIIa~~ ~~Reflect on, reengage, revise, and refine works of art or design considering relevant traditional and contemporary criteria as well as personal artistic vision.~~		Remove standard	Redundant; clarified and simplified. Removed guidance.
9-12-VA-3.1 Demonstrate proper procedures for caring for and presenting artwork.	9-12-VA-3.1 Demonstrate proper procedures for caring for and presenting artwork.	Added based on stakeholder feedback	Clarification on what students need to know and be able to do
~~Pr4.1.Ia~~ 9-12.VA.3.2 ~~Analyze, select, and curate artifacts and/or artworks for presentation and preservation.~~ Reflect on and explain important information about personal artwork.	9-12.VA.3.2 Reflect on and explain important information about personal artwork.	Move to High School Anchor 3	Moved to wider grade band for age/grade level appropriateness. Removed guidance.
~~Pr4.1.IIa~~ ~~Analyze, select, and critique personal artwork for a collection or portfolio presentation.~~		Remove standard	Redundant; clarified and simplified. Removed guidance.
~~Pr4.1.IIIa~~ ~~Critique, justify, and present choices in the process of analyzing, selecting, curating, and~~		Remove standard	Redundant; clarified and simplified. Removed guidance.

Current standard	Recommended Standard	Proposed revision (Keep, Revise, Move, Remove)	Rationale for the revision (please provide rationale for all that apply):
~~presenting artwork for a specific exhibit or event.~~			
~~Pr5.1.la~~ ~~Analyze and evaluate the reasons and ways an exhibition is presented.~~		Remove standard	Redundant; clarified and simplified. Removed guidance.
~~Pr5.1.lla~~ ~~Evaluate, select, and apply methods or processes appropriate to display artwork in a specific place.~~		Remove standard	Redundant; clarified and simplified. Removed guidance.
~~Pr5.1.llla~~ ~~Investigate, compare, and contrast methods for preserving and protecting art.~~		Remove standard	Redundant; clarified and simplified. Removed guidance.
~~Pr6.1.la~~ ~~Analyze and describe the impact that an exhibition or collection has on personal awareness of social, cultural, or political beliefs and understandings.~~		Remove standard	Redundant; clarified and simplified. Removed guidance.
~~Pr6.1.lla~~ ~~Make, explain, and justify connections between artists or~~		Remove standard	Redundant; clarified and simplified. Removed guidance.

Current standard	Recommended Standard	Proposed revision (Keep, Revise, Move, Remove)	Rationale for the revision (please provide rationale for all that apply):
~~artwork and social, cultural, and political history.~~			
~~Pr6.1.IIIa~~ ~~Curate a collection of objects, artifacts, or artwork to impact the viewer's understanding of social, cultural, and/or political experiences.~~		Remove standard	Redundant; clarified and simplified. Removed guidance.
~~Re7.1.Ia~~ ~~Hypothesize ways in which art influences perception and understanding of human experiences.~~		Remove standard	Redundant; clarified and simplified. Removed guidance.
~~Re7.1.IIa~~ ~~Recognize and describe personal aesthetic and empathetic responses to the natural world and constructed environments.~~		Remove standard	Redundant; clarified and simplified. Removed guidance.
~~Re7.1.IIIa~~ ~~Analyze how responses to art develop over time based on knowledge of and experience with art and life.~~		Remove standard	Redundant; clarified and simplified. Removed guidance.

Current standard	Recommended Standard	Proposed revision (Keep, Revise, Move, Remove)	Rationale for the revision (please provide rationale for all that apply):
~~Re7.2.Ia~~ 9-12.VA.4.1 Analyze and/or demonstrate how one's understanding of the world is affected by ~~experiencing visual imagery~~art.	9-12.VA.4.1 Analyze and/or demonstrate how one's understanding of the world is affected by art.	Move to High School Anchor 4	Moved to wider grade band for age/grade level appropriateness
~~Re7.2.IIa~~ ~~Evaluate the effectiveness of an image or images to influence ideas, feelings, and behaviors of specific audiences.~~		Remove standard	Redundant; clarified and simplified. Removed guidance.
~~Re7.2.IIIa~~ ~~Determine the commonalities within a group of artists or visual images attributed to a particular type of art, timeframe, or culture.~~		Remove standard	Redundant; clarified and simplified. Removed guidance.
~~Re8.1.Ia~~ 9-12.VA.4.2 Analyze and/or ~~I~~interpret an artwork or collection of works~~,~~ using~~supported by relevant and sufficient~~ criteria and evidence found in the work and its various contexts.	9-12.VA.4.2 Analyze and/or interpret an artwork or collection of works using criteria and evidence found in the work and its various contexts.	Move to High School Anchor 4	Moved to wider grade band for age/grade level appropriateness
~~Re8.1.IIa~~		Remove standard	Redundant; clarified and simplified.

Current standard	Recommended Standard	Proposed revision (Keep, Revise, Move, Remove)	Rationale for the revision (please provide rationale for all that apply):
~~Identify types of contextual information useful in the process of constructing interpretations of an artwork or collection of works.~~			
~~Re8.1.lla~~ ~~Analyze differing interpretations of an artwork or collection of works in order to select and defend a plausible critical analysis.~~		Remove standard	Redundant; clarified and simplified.
~~Re9.1.la~~ ~~Establish relevant criteria in order to evaluate a work of art or collection of works.~~		Remove standard	Redundant; clarified and simplified.
~~Re9.1.lla~~ ~~Determine the relevance of criteria used by others to evaluate a work of art or collection of works.~~		Remove standard	Redundant; clarified and simplified.
~~Re9.1.llla~~ ~~Construct evaluations of a work of art or collection of works based on differing sets of criteria.~~		Remove standard	Redundant; clarified and simplified.

Current standard	Recommended Standard	Proposed revision (Keep, Revise, Move, Remove)	Rationale for the revision (please provide rationale for all that apply):
~~Cn10.1.Ia~~ ~~Document the process of developing ideas from early stages to fully elaborated ideas.~~		Remove standard	Redundant; clarified and simplified.
~~Cn10.1.IIa~~ ~~Utilize inquiry methods of observation, research, and experimentation to explore unfamiliar subjects through artmaking.~~		Remove standard	Redundant; clarified and simplified.
~~Cn10.1.IIIa~~ ~~Synthesize knowledge of social, cultural, historical, and personal life with art-making approaches to create meaningful works of art or design.~~		Remove standard	Redundant; clarified and simplified.
~~Cn11.1.Ia~~ 9-12.VA.5.1 Describe how knowledge of culture, traditions, and history may influence personal responses to art.	9-12.VA.5.1 Describe how knowledge of culture, traditions, and history may influence personal responses to art.	Keep and move to High School Anchor 5	Moved to wider grade band for age/grade level appropriateness
~~Cn11.1.IIa~~ ~~Compare uses of art in a variety of societal, cultural, and historical~~		Remove standard	Redundant; clarified and simplified.

Current standard	Recommended Standard	Proposed revision (Keep, Revise, Move, Remove)	Rationale for the revision (please provide rationale for all that apply):
~~contexts and make connections to uses of art in contemporary and local contexts.~~			
~~Cn11.1.IIIa Appraise the impact of an artist or a group of artists on the beliefs, values, and behaviors of a society.~~		Remove standard	Redundant; clarified and simplified.

For Questions Contact

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Idaho Content Standards
Visual Arts

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CREATED O4/29/2024

The K-12 arts and humanities standards were up for review in 2023 as per the Idaho code, Board of Education Governing Policies & Procedures, Section IV.C. Section 33-1612; IDAPA 08.02.004.01, Idaho Code. The Idaho Department of Education worked with a variety of stakeholders to accept nominations for committee members. The final committee was comprised of twenty-six members representing a cross-section of grade levels and roles. This committee included community members, parents, educators from a variety of grade levels, and post-secondary content experts. The time and effort put into this revision was invaluable. Throughout the process of the revision of the standards, the working group received both stakeholder feedback and public comments that the revision committee took into consideration. The committee appreciates those who took the time to share their thoughts on the revisions. We hope that the changes to these standards allow them to be useful for all stakeholders, including educators, families, students, and community members. We hope that they bring Idaho into a new chapter of statewide success in arts and humanities education.

Respectfully,

The Arts and Humanities Standards Revision Committee

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PREAMBLE

What the Idaho Content Standards in Arts & Humanities Do

The standards define what all students are expected to know and be able to do, not how teachers should teach. While the standards focus on what is most essential, they do not describe all that can or should be taught. A great deal is left to the discretion of local school districts, teachers, and curriculum developers. No set of grade-level standards can reflect the great variety of abilities, needs, learning rates, and achievement levels in any given classroom. The standards define neither the support materials that some students may need nor the advanced materials that others may need access to. It is also beyond the scope of the standards to define the full range of support appropriate for English language learners and for students with disabilities. All students must have the opportunity to learn rigorous grade-level standards if they are to access the knowledge and skills that will be necessary in their post-secondary lives.

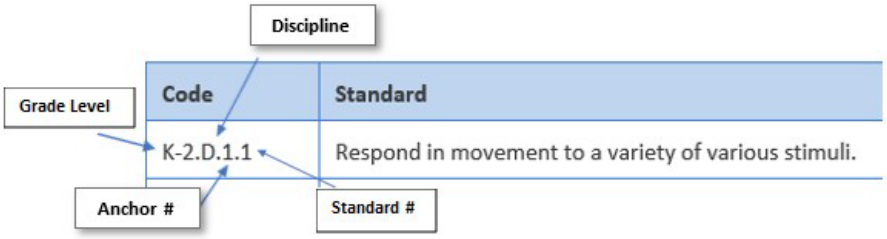
Standards vs. Curriculum

No specific curriculum or strategies are required by the State of Idaho to be used to teach the Idaho Content Standards in Arts and Humanities. Local schools and districts make decisions about what resources will be used to teach the standards.

ORGANIZATION OF STANDARDS

Each grade band of the K-12 arts standards are organized into 5 Arts Anchor Standards:

- Anchor Standard 1: Develop and create artistic ideas and work.
- Anchor Standard 2: Develop and refine artistic techniques.
- Anchor Standard 3: Perform and/or present artistic work.
- Anchor Standard 4: Respond to artistic work.
- Anchor Standard 5: Relate artistic ideas and works with societal, cultural, and/or historical contexts to deepen comprehension.



ANCHOR STANDARD 1: DEVELOP AND CREATE ARTISTIC IDEAS AND WORK.

Code	Standard
K-2.VA.1.1	Use observation and investigation in preparation for making a work of art.
K-2.VA.1.2	Explore uses of materials and tools to create works of art or design.
3-5.VA.1.1	Brainstorm multiple approaches to create a work of art.
6-8.VA.1.1	Utilize the creative process to design a work of art.
9-12.VA.1.1	Use multiple approaches to begin planning a work of art.

ANCHOR STANDARD 2: DEVELOP AND REFINE ARTISTIC TECHNIQUES.

Code	Standard
K-2.VA.2.1	Experiment with various materials and tools to create a work of art or design.
3-5.VA.2.1	Create artwork using a variety of artistic processes and materials.
3-5.VA.2.2	Refine or revise artwork in response to constructive feedback.
6-8.VA.2.1	Develop skills with various materials, methods, and approaches in creating works of art or design.
6-8.VA.2.2	Apply visual organizational strategies to design and produce a work of art that communicates information or ideas.
6-8.VA.2.3	Reflect on whether artwork conveys the intended meaning and revise accordingly.
9-12.VA.2.1	Develop skills with various materials, methods, and approaches in creating works of art or design.
9-12.VA.2.2	Through experimentation and practice of techniques, make multiple works of art that explore a meaningful theme, idea, or concept.
9-12.VA.2.3	Apply relevant criteria to examine, reflect on, and plan revisions for works of art and design in progress.

ANCHOR STANDARD 3: PERFORM AND/OR PRESENT ARTISTIC WORK.

Code	Standard
K-2.VA.3.1	Demonstrate proper procedures for caring for and presenting artwork.
3-5.VA.3.1	Demonstrate proper procedures for caring for and presenting artwork.
6-8.VA.3.1	Discuss, reflect on, or investigate methods for preparing and presenting art.
6-8.VA.3.2	Reflect on and explain important information about personal artwork.
9-12.VA.3.1	Demonstrate proper procedures for caring for and presenting artwork.
9-12.VA.3.2	Reflect on and explain important information about personal artwork.

ANCHOR STANDARD 4: RESPOND TO ARTISTIC WORK.

Code	Standard
K-2.VA.4.1	When looking at a work of art, describe what an image represents.
K-2.VA.4.2	Interpret art by identifying subject matter and describing relevant details.
3-5.VA.4.1	Analyze or evaluate components in visual imagery that convey messages, ideas, and mood.
6-8.VA.4.1	Analyze and/or interpret works of art, and/or how art influences viewers.
9-12.VA.4.1	Analyze and/or demonstrate how one's understanding of the world is affected by art.
9-12.VA.4.2	Analyze and/or interpret an artwork or collection of works using criteria and evidence found in the work and its various contexts.

ANCHOR STANDARD 5: RELATE ARTISTIC IDEAS AND WORKS WITH SOCIETAL, CULTURAL, AND/OR HISTORICAL CONTEXTS TO DEEPEN COMPREHENSION.

Code	Standard
K-2.VA.5.1	Explore the purpose of art and/or how it contributes to the community.
3-5.VA.5.1	Identify how art is used to inform or change beliefs, values, or behaviors of an individual or society.
6-8.VA.5.1	Analyze and/or demonstrate how art reflects changing times, traditions, resources, and cultural uses.
9-12.VA.5.1	Describe how knowledge of culture, traditions, and history may influence personal responses to art.

STANDARDS REVISIONS AND RATIONALE – MEDIA ARTS

Current standard	Proposed Standard	Proposed revision (Keep, Revise, Move, Remove)	Rationale for the revision (please provide rationale for all that apply):
Anchor Standard 1: ~~Generate and conceptualize~~ Develop and create artistic ideas and work.	Anchor Standard 1: Develop and create artistic ideas and work.	Revise	Remove complex verbiage, prioritize clarity
~~Enduring Understanding: Media arts ideas, works, and processes are shaped by the imagination, creative processes, and by experiences, both within and outside of the arts.~~ ~~Essential Question(s): How do media artists generate ideas? How can ideas for media arts productions be formed and developed to be effective and original?~~		Remove	Remove guidance
~~(MA:Cr1.1.1) Discover and share ideas for media artworks using play and experimentation.~~		Remove standard	Redundant; clarified and simplified.
~~MA:Cr1.1.2 Express and share ideas for media artworks through sketching and modeling.~~		Remove standard	Redundant; clarified and simplified.

Current standard	Proposed Standard	Proposed revision (Keep, Revise, Move, Remove)	Rationale for the revision (please provide rationale for all that apply):
~~(MA:Cr1.1.3 Discover multiple ideas for media artworks through brainstorming and improvising.~~		Remove standard	Redundant; clarified and simplified.
~~MA:Cr1.1.4~~ K-5.MA.1.1 Develop multiple ideas for media artworks using a variety of tools, methods and/or materials.	K-5.MA.1.1 Develop multiple ideas for media artworks using a variety of tools, methods and/or materials.	Keep standard; move to K-5 Anchor Standard 1	Moved to wider grade band for age/grade level appropriateness
~~(MA:Cr1.1.5) Conceive of original artistic goals for media artworks using a variety of creative methods, such as brainstorming and modeling.~~		Remove standard	Redundant; clarified and simplified.
~~(MA:Cr1.1.6) Envision original ideas and innovations for media artworks using personal experiences and/or the work of others.~~		Remove standard	Redundant; clarified and simplified.
~~Anchor Standard 2: Organize and develop artistic ideas and work.~~		Remove	Combined with Anchor Standard 1
~~Enduring Understanding: Media artists plan, organize, and develop creative ideas, plans, and models into process structures~~		Remove	Remove guidance

Current standard	Proposed Standard	Proposed revision (Keep, Revise, Move, Remove)	Rationale for the revision (please provide rationale for all that apply):
~~that can effectively realize the artistic idea.~~ ~~Essential Question(s): How do media artists organize and develop ideas and models into process structures to achieve the desired end product?~~			
~~(MA:Cr2.1.K With guidance, use ideas to form plans or models for media arts productions.~~		Remove standard	Redundant; clarified and simplified.
~~(MA:Cr2.1.1 With guidance, use identified ideas to form plans and models for media arts productions.~~		Remove standard	Redundant; clarified and simplified.
~~(MA:Cr2.1.2 Choose ideas to create plans and models for media arts productions.~~		Remove standard	Redundant; clarified and simplified.
~~(MA:Cr2.1.3 Form, share, and test ideas, plans, and models to prepare for media arts productions.~~		Remove standard	Redundant; clarified and simplified.
~~(MA:Cr2.1.4 Discuss, test, and assemble ideas, plans, and models for media arts~~		Remove standard	Redundant; clarified and simplified.

Current standard	Proposed Standard	Proposed revision (Keep, Revise, Move, Remove)	Rationale for the revision (please provide rationale for all that apply):
~~productions, considering the artistic goals and the presentation.~~			
~~(MA:Cr2.1.5 Develop, present, and test ideas, plans, models, and proposals for media arts productions, considering the artistic goals and audience.~~		Remove standard	Redundant; clarified and simplified.
~~Anchor Standard 3: Refine and complete artistic work.~~		Remove	Combined with Anchor Standard 1 and Anchor Standard 5
~~MA:Cr3.1.K a. Form and capture media arts content for expression and meaning in media arts productions.~~ ~~b. Make changes to the content, form, or presentation of media artworks and share results.~~		Remove standard	Redundant; clarified and simplified.
~~MA:Cr3.1.1) a. Create, capture, and assemble media arts content for media arts productions, identifying basic principles, such as pattern and repetition.~~		Remove standard	Redundant; clarified and simplified.

Current standard	Proposed Standard	Proposed revision (Keep, Revise, Move, Remove)	Rationale for the revision (please provide rationale for all that apply):
~~b. Practice and identify the effects of making changes to the content, form, or presentation, in order to refine and finish media artworks.~~			
~~(MA:Cr3.1.2 a. Construct and assemble content for unified media arts productions, identifying and applying basic principles, such as positioning and attention~~ ~~b. Test and describe expressive effects in altering, refining, and completing media artworks.~~		Remove standard	Redundant; clarified and simplified.
~~(MA:Cr3.1.3 a. Construct and order various content into unified, purposeful media arts productions, describing and applying a defined set of principles, such as movement and force.~~ ~~b. Practice and analyze how the emphasis of elements alters effect and purpose in refining and completing media artworks.~~ K-5.MA.1.2 Express and convey meaning in productions,	K-5.MA.1.2 Express and convey meaning in productions, identifying and applying the elements of art and/or principles of design.	Revise: move to K-5 grade level, anchor standard 1	Simplified and clarified language. Moved to wider grade band for age/grade appropriateness.

Current standard	Proposed Standard	Proposed revision (Keep, Revise, Move, Remove)	Rationale for the revision (please provide rationale for all that apply):
identifying and applying the elements of art and/or principles of design.			
~~(MA:Cr3.1.4 a. Structure and arrange various content and components to convey purpose and meaning in different media arts productions, applying sets of associated principles, such as balance and contrast.~~ ~~b. Demonstrate intentional effect in refining media artworks, emphasizing elements for a purpose.~~		Remove standard	Redundant; clarified and simplified.
~~(MA:Cr3.1.5) a. Create content and combine components to convey expression, purpose, and meaning in a variety of media arts productions, utilizing sets of associated principles, such as emphasis and exaggeration.~~ ~~b. Determine how elements and components can be altered for clear communication and intentional effects, and refine~~		Remove standard	Redundant; clarified and simplified.

Current standard	Proposed Standard	Proposed revision (Keep, Revise, Move, Remove)	Rationale for the revision (please provide rationale for all that apply):
~~media artworks to improve clarity and purpose.~~			
Anchor Standard 3~~4~~: ~~Select, analyze, and interpret~~ Perform and/or present artistic work. ~~for presentation.~~	Anchor Standard 3: Perform and/or present artistic work.	Revise and Move	Simplification of language Change from Anchor Standard 4 to Anchor Standard 3
~~Enduring Understanding: Media artists integrate various forms and contents to develop complex, unified artworks.~~ ~~Essential Question(s): How are complex media arts experiences constructed?~~		Remove	Remove guidance
~~(MA:Pr4.1.K With guidance, combine arts forms and media content, such as dance and video, to form media artworks.~~		Remove standard	Redundant; clarified and simplified.
~~(MA:Pr4.1.1) Combine varied academic, arts, and media content in media artworks, such as an illustrated story.~~		Remove standard	Redundant; clarified and simplified.
~~(MA:Pr4.1.2) Practice combining varied academic, arts, and media content into unified media~~		Remove standard	Redundant; clarified and simplified.

Current standard	Proposed Standard	Proposed revision (Keep, Revise, Move, Remove)	Rationale for the revision (please provide rationale for all that apply):
~~artworks, such as a narrated science animation.~~			
~~(MA:Pr4.1.3) Practice c~~K-5.MA.2.1 Combine~~ing~~ varied academic, arts, and media forms and content into unified media artworks.~~, such as animation, music, and dance.~~	K-5.MA.2.1 Combine varied academic, arts, and media forms and content into unified media artworks.	Revise: K-5 Move to anchor standard 2	Simplified and clarified language. Moved to wider grade band for age/grade appropriateness.
~~(MA:Pr4.1.4) Demonstrate how a variety of academic, arts, and media forms and content may be mixed and coordinated into media artworks, such as narrative, dance, and media.~~		Remove standard	Redundant; clarified and simplified.
~~(MA:Pr4.1.5) Create media artworks through the integration of multiple contents and forms, such as a media broadcast.~~		Remove standard	Redundant; clarified and simplified.
Anchor Standard 2~~5~~: Develop and refine artistic techniques. ~~and work for presentation.~~	Anchor Standard 2: Develop and refine artistic techniques.	Revise and Move	Clarify focus on technique. Change from Anchor Standard 5 to Anchor Standard 2
~~Enduring Understanding: Media artists require a range of skills and abilities to creatively solve~~		Remove	Remove guidance

Current standard	Proposed Standard	Proposed revision (Keep, Revise, Move, Remove)	Rationale for the revision (please provide rationale for all that apply):
~~problems within and through media arts productions.~~ ~~Essential Question(s): What skills are required for creating effective media artworks and how are they improved? How are creativity and innovation developed within and through media arts productions? How do media artists use various tools and techniques?~~			
~~(MA:Pr5.1.K a. Identify and demonstrate basic skills, such as handling tools, making choices, and cooperating in creating media artworks.~~ ~~b. Identify and demonstrate creative skills, such as performing, within media arts productions.~~ ~~c. Practice, discover, and share how media arts creation tools work.~~		Remove standard	Redundant; clarified and simplified.
~~(MA:Pr5.1.1 a. Describe and demonstrate various artistic skills and roles, such as technical steps,~~		Remove standard	Redundant; clarified and simplified.

Current standard	Proposed Standard	Proposed revision (Keep, Revise, Move, Remove)	Rationale for the revision (please provide rationale for all that apply):
~~planning, and collaborating in media arts productions~~ ~~b. Describe and demonstrate basic creative skills within media arts productions, such as varying techniques.~~ ~~c. Experiment with and share different ways to use tools and techniques to construct media artworks.~~			
~~(MA:Pr5.1.2) a. Enact roles to demonstrate basic ability in various identified artistic, design, technical, and soft skills, such as tool use and collaboration in media arts productions~~ ~~b. Demonstrate use of experimentation skills, such as playful practice, and trial and error, within and through media arts productions.~~ ~~c. Demonstrate and explore identified methods to use tools to capture and form media artworks.~~		Remove standard	Redundant; clarified and simplified.

Current standard	Proposed Standard	Proposed revision (Keep, Revise, Move, Remove)	Rationale for the revision (please provide rationale for all that apply):
~~(MA:Pr5.1.3 a. Exhibit developing ability in a variety of artistic, design, technical, and organizational roles, such as making compositional decisions, manipulating tools, and group planning in media arts productions.~~ ~~b. Exhibit basic creative skills to invent new content and solutions within and through media arts productions.~~ ~~c. Exhibit standard use of tools and techniques while constructing media artworks.~~K-5.MA.3.1 Publish or present impactful expressions in media artworks tailored for specific purposes, audiences, and/or contexts.	K-5.MA.3.1 Publish or present impactful expressions in media artworks tailored for specific purposes, audiences, and/or contexts.	Revise: K-5 Move to anchor standard 3	Simplified and clarified language. Moved to wider grade band for age/grade appropriateness.
~~(MA:Pr5.1.4) a. Enact identified roles to practice foundational artistic, design, technical, and soft skills, such as formal technique, equipment usage, production,~~		Remove standard	Redundant; clarified and simplified.

Current standard	Proposed Standard	Proposed revision (Keep, Revise, Move, Remove)	Rationale for the revision (please provide rationale for all that apply):
~~and collaboration in media arts productions.~~ ~~b. Practice foundational innovative abilities, such as design thinking, in addressing problems within and through media arts productions.~~ ~~c. Demonstrate use of tools and techniques in standard and novel ways while constructing media artworks.~~			
~~(MA:Pr5.1.5) a. Enact various roles to practice fundamental ability in artistic, design, technical, and soft skills, such as formal technique, production, and collaboration in media arts productions.~~ ~~b. Practice fundamental creative and innovative abilities, such as expanding conventions, in addressing problems within and through media arts productions.~~ ~~c. Examine how tools and techniques could be used in~~		Remove standard	Redundant; clarified and simplified.

Current standard	Proposed Standard	Proposed revision (Keep, Revise, Move, Remove)	Rationale for the revision (please provide rationale for all that apply):
~~standard and experimental ways in constructing media artworks.~~			
~~Anchor Standard 6: Convey meaning through the presentation of artistic work.~~		Remove	Redundant with Anchor Standard 4
~~Enduring Understanding: Media artists purposefully present, share, and distribute media artworks for various contexts. Essential Question(s): How does time, place, audience, and context affect presenting or performing choices for media artworks? How can presenting or sharing media artworks in a public format help a media artist learn and grow?~~		Remove	Remove guidance
~~(MA:Pr6.1.K) a. With guidance, identify and share roles and the situation in presenting media artworks.~~ ~~b. With guidance, identify and share reactions to the presentation of media artworks.~~		Remove standard	Redundant; clarified and simplified.

Current standard	Proposed Standard	Proposed revision (Keep, Revise, Move, Remove)	Rationale for the revision (please provide rationale for all that apply):
~~(MA:Pr6.1.1) a. With guidance, discuss presentation conditions and perform a task in presenting media artworks.~~ ~~b. With guidance, discuss the experience of the presentation of media artworks~~		Remove standard	Redundant; clarified and simplified.
~~(MA:Pr6.1.2)~~ ~~a. Identify and describe presentation conditions and perform task(s) in presenting media artworks.~~ ~~b. Identify and describe the experience and share results of presenting media artworks.~~		Remove standard	Redundant; clarified and simplified.
~~(MA:Pr6.1.3) a. Identify and describe the presentation conditions, and take on roles and processes in presenting or distributing media artworks.~~ ~~b. Identify and describe the experience, and share results of and improvements for presenting media artworks.~~		Remove standard	Redundant; clarified and simplified.

Current standard	Proposed Standard	Proposed revision (Keep, Revise, Move, Remove)	Rationale for the revision (please provide rationale for all that apply):
~~(MA:Pr6.1.4) a. Explain the presentation conditions, and fulfill a role and processes in presenting or distributing media artworks.~~ ~~b. Explain results of and improvements for presenting media artworks.~~		Remove standard	Redundant; clarified and simplified.
~~(MA:Pr6.1.5) a. Compare qualities and purposes of presentation formats, and fulfill a role and associated processes in presentation and/or distribution of media artworks.~~ ~~b. Compare results of and improvements for presenting media artworks.~~		Remove standard	Redundant; clarified and simplified.
Anchor Standard 4~~7~~: ~~Perceive and analyze~~ Respond to artistic work.	Anchor Standard 4: Respond to artistic work.	Revise and Move	Simplify language to encompass Anchor Standard 8 and Anchor Standard 9 Change from Anchor Standard 7 to Anchor Standard 4.
~~Enduring Understanding: Identifying the qualities and~~		Remove	Remove guidance

Current standard	Proposed Standard	Proposed revision (Keep, Revise, Move, Remove)	Rationale for the revision (please provide rationale for all that apply):
~~characteristics of media artworks improves one's artistic appreciation and production. Essential Question(s): How do we 'read' media artworks and discern their relational components? How do media artworks function to convey meaning and manage audience experience?~~			
~~(MA:Re7.1.K a. Recognize and share components and messages in media artworks.~~ ~~b. Recognize and share how a variety of media artworks create different experiences.~~		Remove standard	Redundant; clarified and simplified.
~~(MA:Re7.1.1) a. Identify components and messages in media artworks.~~ ~~b. With guidance, identify how a variety of media artworks create different experiences.~~		Remove standard	Redundant; clarified and simplified.
~~(MA:Re7.1.2) a. Identify and describe the components and messages in media artworks.~~		Remove standard	Redundant; clarified and simplified.

Current standard	Proposed Standard	Proposed revision (Keep, Revise, Move, Remove)	Rationale for the revision (please provide rationale for all that apply):
~~b. Identify and describe how a variety of media artworks create different experiences.~~			
~~MA:Re7.1.3) a. Identify and describe how messages are created by components in media artworks.~~ ~~b. Identify and describe how various forms, methods, and styles in media artworks manage audience experience.~~K-5.MA.4.1 Evaluate the role of different forms, methods, and/or styles in shaping audience experience.	K-5.MA.4.1 Evaluate the role of different forms, methods, and/or styles in shaping audience experience.	Revise: K-5 Move to anchor standard 4	Simplified and clarified language. Moved to wider grade band for age/grade appropriateness.
~~(MA:Re7.1.4) a. Identify, describe, and explain how messages are created by components in media artworks.~~ ~~b. Identify, describe, and explain how various forms, methods, and styles in media artworks manage audience experience.~~		Remove standard	Redundant; clarified and simplified.
~~(MA:Re7.1.5) a. Identify, describe, and differentiate how message~~		Remove standard	Redundant; clarified and simplified.

Current standard	Proposed Standard	Proposed revision (Keep, Revise, Move, Remove)	Rationale for the revision (please provide rationale for all that apply):
~~and meaning are created by components in media artworks.~~ ~~b. Identify, describe, and differentiate how various forms, methods, and styles in media artworks manage audience experience.~~			

Idaho Content Standards
Media Arts

IDAHO DEPARTMENT OF EDUCATION
CONTENT AND CURRICULUM | MEDIA ARTS

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CREATED O4/29/2024

The K-12 arts and humanities standards were up for review in 2023 as per the Idaho code, Board of Education Governing Policies & Procedures, Section IV.C. Section 33-1612; IDAPA 08.02.004.01, Idaho Code. The Idaho Department of Education worked with a variety of stakeholders to accept nominations for committee members. The final committee was comprised of twenty-six members representing a cross-section of grade levels and roles. This committee included community members, parents, educators from a variety of grade levels, and post-secondary content experts. The time and effort put into this revision was invaluable. Throughout the process of the revision of the standards, the working group received both stakeholder feedback and public comments that the revision committee took into consideration. The committee appreciates those who took the time to share their thoughts on the revisions. We hope that the changes to these standards allow them to be useful for all stakeholders, including educators, families, students, and community members. We hope that they bring Idaho into a new chapter of statewide success in arts and humanities education.

Respectfully,

The Arts and Humanities Standards Revision Committee

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PREAMBLE

What the Idaho Content Standards in Arts & Humanities Do

The standards define what all students are expected to know and be able to do, not how teachers should teach. While the standards focus on what is most essential, they do not describe all that can or should be taught. A great deal is left to the discretion of local school districts, teachers, and curriculum developers. No set of grade-level standards can reflect the great variety of abilities, needs, learning rates, and achievement levels in any given classroom. The standards define neither the support materials that some students may need nor the advanced materials that others may need access to. It is also beyond the scope of the standards to define the full range of support appropriate for English language learners and for students with disabilities. All students must have the opportunity to learn rigorous grade-level standards if they are to access the knowledge and skills that will be necessary in their post-secondary lives.

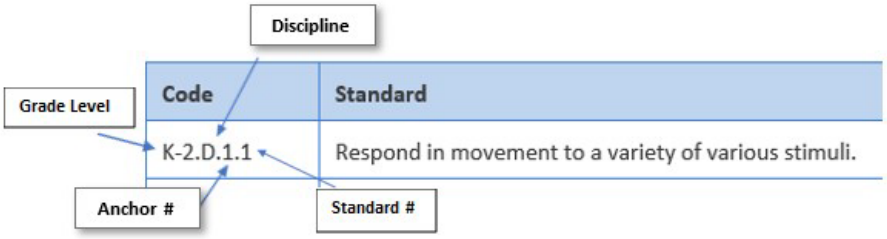
Standards vs. Curriculum

No specific curriculum or strategies are required by the State of Idaho to be used to teach the Idaho Content Standards in Arts and Humanities. Local schools and districts make decisions about what resources will be used to teach the standards.

ORGANIZATION OF STANDARDS

Each grade band of the K-12 arts standards are organized into 5 Arts Anchor Standards:

- Anchor Standard 1: Develop and create artistic ideas and work.
- Anchor Standard 2: Develop and refine artistic techniques.
- Anchor Standard 3: Perform and/or present artistic work.
- Anchor Standard 4: Respond to artistic work.
- Anchor Standard 5: Relate artistic ideas and works with societal, cultural, and/or historical contexts to deepen comprehension.



ANCHOR STANDARD 1: DEVELOP AND CREATE ARTISTIC IDEAS AND WORK.

Code	Standard
K-5.MA.1.1	Develop multiple ideas for media artworks using a variety of tools, methods and/or materials.
K-5.MA.1.2	Express and convey meaning in productions, identifying and applying the elements of art and/or principles of design.
6-8.MA.1.1	Generate creative ideas, goals, and solutions for media artworks using a variety of creative processes.
6-8.MA.1.2	Experiment and implement production processes to integrate content, elements of art, and/or principles of design for purpose in media arts production.
9-12.MA.1.1	Integrate aesthetic principles with a variety of generative methods to form original ideas, solutions, and innovations in media arts.
9-12.MA.1.2	Experiment and implement production processes to integrate content, elements of art, and/or principles of design for purpose in media arts production.

ANCHOR STANDARD 2: DEVELOP AND REFINE ARTISTIC TECHNIQUES.

Code	Standard
K-5.MA.2.1	Combine varied academic, arts, and media forms and content into unified media artworks.
6-8.MA.2.1	Combine varied academic, arts, and media forms and content into unified media artworks to convey specific themes or ideas.
6-8.MA.2.2	Revise, refine, and adapt in response to constructive feedback.
9-12.MA.2.1	Combine varied academic, arts, and media forms and content into unified media artworks to express compelling purpose, story, emotion, or ideas in complex media arts productions.
9-12.MA.2.2	Revise, refine, and adapt in response to constructive feedback.

ANCHOR STANDARD 3: PERFORM AND/OR PRESENT ARTISTIC WORK.

Code	Standard
K-5.MA.3.1	Publish or present impactful expressions in media artworks tailored for specific purposes, audiences, and/or contexts.
6-8.MA.3.1	Demonstrate various presentation or distribution formats in order to reach a target audience.
9-12.MA.3.1	Demonstrate various presentation or distribution formats in order to reach a target audience.
9-12.MA.3.2	Retain artistic fidelity across platforms.

ANCHOR STANDARD 4: RESPOND TO ARTISTIC WORK.

Code	Standard
K-5.MA.4.1	Evaluate the role of different forms, methods, and/or styles in shaping audience experience.
K-5.MA.4.2	Determine the purposes and meanings of media artworks, considering their context.
6-8.MA.4.1	Analyze how various forms, methods, and styles in media artworks interact and influence audience experience.
6-8.MA.4.2	Analyze the intent and meanings of a variety of media artworks, focusing on intentions, forms, and various contexts.
9-12.MA.4.1	Analyze and explain the intent, meanings, and impacts of diverse media artworks, considering complex factors of context and bias.

ANCHOR STANDARD 5: RELATE ARTISTIC IDEAS AND WORKS WITH SOCIETAL, CULTURAL, AND/OR HISTORICAL CONTEXTS TO DEEPEN COMPREHENSION.

Code	Standard
K-5.MA.5.1	Explore how media artworks and ideas relate to everyday and cultural life.
K-5.MA.5.2	Interact appropriately with media arts tools and environments, considering safety, rules, fairness, ethics, and media literacy.

Code	Standard
6-8.MA.5.1	Demonstrate how media artworks and ideas relate to everyday and cultural life.
6-8.MA.5.2	Engage responsibly with media arts tools and environments, considering safety, rules, fairness, ethics, and media literacy.
9-12.MA.5.1	a. Examine and demonstrate the relationships of media arts ideas and works to various contexts, purposes, and values, such as markets, systems, propaganda, and truth. b. Critically investigate and ethically interact with legal, technological, systemic, and vocational contexts of media arts, considering ethics, media literacy, and digital identity.

STANDARDS REVISIONS AND RATIONALE – ARTS ANCHOR STANDARDS

Current standard	Proposed standard	Proposed revision (Keep, Revise, Move, Remove)	Rationale for the revision (please provide rationale for all that apply):
Removed all enduring understanding and essential questions from each ARTS strand as it was guidance.			
Anchor Standard 1: ~~Generate and conceptualize~~ Develop and create artistic ideas and work.	Anchor Standard 1: Develop and create artistic ideas and work.	Revise	Remove complex verbiage, prioritize clarity
~~Anchor Standard 2: Organize and develop artistic ideas and work.~~		Remove	Combined with Anchor Standard 1
~~Anchor Standard 3: Refine and complete artistic work.~~		Remove	Combined with Anchor Standard 1 and Anchor Standard 5
Anchor Standard 3~~4~~: ~~Select, analyze, and interpret~~ Perform and/or present artistic work. ~~for presentation.~~	Anchor Standard 3: Perform and/or present artistic work.	Revise and Move	Simplification of language Change from Anchor Standard 4 to Anchor Standard 3
Anchor Standard 2~~5~~: Develop and refine artistic techniques. ~~and work for presentation.~~	Anchor Standard 2: Develop and refine artistic techniques.	Revise and Move	Clarify focus on technique. Change from Anchor Standard 5 to Anchor Standard 2
~~Anchor Standard 6: Convey meaning through the presentation of artistic work.~~		Remove	Redundant with Anchor Standard 4

STANDARDS REVISIONS AND RATIONALE – ARTS ANCHOR STANDARDS

Current standard	Proposed standard	Proposed revision (Keep, Revise, Move, Remove)	Rationale for the revision (please provide rationale for all that apply):
Anchor Standard 4~~7~~: ~~Perceive and analyze~~ Respond to artistic work.	Anchor Standard 4: Respond to artistic work.	Revise and Move	Simplify language to encompass Anchor Standard 8 and Anchor Standard 9 Change from Anchor Standard 7 to Anchor Standard 4.
~~Anchor Standard 8: Interpret intent and meaning in artistic work.~~		Remove	Combined with Anchor Standard 7
~~Anchor Standard 9: Apply criteria to evaluate artistic work.~~		Remove	Combined with Anchor Standard 7
~~Anchor Standard 10: Synthesize and relate knowledge and personal experiences to make art.~~		Remove	Redundant with Anchor Standard 11
Anchor Standard 5~~11~~: Relate artistic ideas and works with societal, cultural, and/or historical contexts to deepen comprehension ~~understanding~~.	Anchor Standard 5: Relate artistic ideas and works with societal, cultural, and/or historical contexts to deepen comprehension.	Revise and Move	Clarify what students should know or be able to do. Change from Anchor Standard 11 to Anchor Standard 5

For Questions Contact

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Idaho Arts Anchor Standards Explanation

ANCHORS (new 2023) [old 2015]
1. Develop and Create artistic ideas and work (Create) [Create]
2. Develop and Refine artistic techniques (Develop) [Create]
3. Perform and/or present artistic works (Present) [Present]
4. Respond to artistic works (Respond) [Respond]
5. Relate artistic ideas and works with societal, cultural, and/or historical contexts to deepen comprehension (Relate) [Connect]

STANDARDS REVISIONS AND RATIONALE – AMERICAN SIGN LANGUAGE

Current standard	Recommended Standard	Proposed revision (Keep, Revise, Move, Remove)	Rationale for the revision (please provide rationale for all that apply):
ASL Level 1			
(1) Communication. The student communicates in ASL using expressive and receptive communication skills without voice. The student can (A) engage in a variety of ASL exchanges of learned material to socialize and to provide and obtain information; (B) demonstrate an understanding of basic ASL such as simple stories, everyday commands, exchange of information via basic questions and answers, and brief instructions when dealing with familiar topics; (C) demonstrate and convey information in ASL by single signs, concepts, classifiers, phrases, and sentences to others without voice;	**(1) Communication**. **Goal:** The student communicates in ASL using expressive and receptive communication skills without voice. The student can: L1.ASL.1.1 engage in a variety of ASL exchanges of learned material to socialize and to provide and obtain information; L1.ASL.1.2 demonstrate an understanding of basic ASL such as simple stories, everyday commands, exchange of information via basic questions and answers, and brief instructions when dealing with familiar topics; L1.ASL.1.3 demonstrate comprehension and convey information in ASL by single signs, concepts, classifiers, phrases,	Keep Revised after public feedback	Suggestions came from the ASL community and ASL teachers for clarification

Current standard	Recommended Standard	Proposed revision (Keep, Revise, Move, Remove)	Rationale for the revision (please provide rationale for all that apply):
L1.ASL.1.4 demonstrate comprehension and convey information in ASL by number signs, alphabet, and single fingerspelled words to others without voice; L1.ASL.1.5 demonstrate and use present tense verbs, directional verbs, and personal and possessive pronouns. (D) demonstrate appropriate usage of ASL and changes in parameters of sign in phonology, morphology, syntax, semantics, and pragmatics; (E) be exposed to the various forms of ASL literature. Understand the variant classifiers in primary language: DCL- Descriptive CL (describe an object or person) LCL- Locative CL (representing an object in a specific place)	and sentences to others without voice; L1.ASL.1.4 demonstrate comprehension and convey information in ASL by number signs, alphabet, and single fingerspelled words to others without voice; L1.ASL.1.5 demonstrate and use present tense verbs, directional verbs, and personal and possessive pronouns. L1.ASL.1.6 demonstrate appropriate usage of ASL and changes in parameters of sign in phonology, morphology, syntax, semantics, and pragmatics; L1.ASL.1.7 be exposed to the various forms of ASL literature. Understand the variant classifiers in primary language: DCL- Descriptive CL (describe an object or person) LCL- Locative CL (representing an object in a specific place)		

Current standard	Recommended Standard	Proposed revision (Keep, Revise, Move, Remove)	Rationale for the revision (please provide rationale for all that apply):
SCL- Semantic CL (representing a category of nouns such as vehicle or a person) BCL- Body CL (body enacts the verb of a sentence, constructed action dialog is usually required) ICL- Instrument CL (hands usually manipulate an object) BPCL- Bodypart CL (representing specific parts of the body doing the action) PCL- Plural CL (many people, many cards, many houses, etc)	SCL- Semantic CL (representing a category of nouns such as vehicle or a person) BCL- Body CL (body enacts the verb of a sentence, constructed action dialog is usually required) ICL- Instrument CL (hands usually manipulate an object) BPCL- Bodypart CL (representing specific parts of the body doing the action) PCL- Plural CL (many people, many cards, many houses, etc)		
(2) Cultures. The student gains knowledge and understanding of American Deaf culture. The student is expected to: (A) recognize ~~and use~~ Deaf cultural norms to demonstrate an understanding of the perspectives of American Deaf culture; (B) show evidence of understanding ~~appreciation of~~ that ASL literature inpacts ~~created by the Deaf and how it applies to~~	**(2) Cultures.** **Goal:** The student gains knowledge and understanding of American Deaf culture. The student is expected to: L1.ASL.2.1 recognize Deaf cultural norms to demonstrate an understanding of the	Keep Revised after public comment	Clarification

Current standard	Recommended Standard	Proposed revision (Keep, Revise, Move, Remove)	Rationale for the revision (please provide rationale for all that apply):
~~the perspectives of~~ American Deaf culture; (C) show evidence of understanding ~~appreciation~~ of the contributions by the Deaf and how they are applied to the perspectives of American Deaf culture such as historical, geographical, political, artistic, and scientific avenues; ~~and~~ (D) demonstrate an understanding of Deaf history and how it applies to the perspectives of American Deaf culture.	perspectives of American Deaf culture; L1.ASL.2.2 show evidence of understanding that ASL literature impacts American Deaf culture. L1.ASL.2.3 show evidence of understanding of the contributions by the Deaf and how they are applied to the perspectives of American Deaf culture such as historical, geographical, political, artistic, and scientific avenues; L1.ASL.2.4 demonstrate an understanding of Deaf history and how it applies to the perspectives of American Deaf culture.		
(3) Connections. The student uses ASL to make connections with other subject areas and to acquire information.	**(3) Connections.** **Goal:** The student uses ASL to make connections with other	Keep	

Current standard	Recommended Standard	Proposed revision (Keep, Revise, Move, Remove)	Rationale for the revision (please provide rationale for all that apply):
The student ~~is expected to:~~ (A) use resources and digital technology to gain access to information about ASL and Deaf culture; ~~and~~ (B) use ASL to obtain, reinforce, or expand knowledge of other subject areas.	subject areas and to acquire information. The student can: L1.ASL.3.1 use resources and digital technology to gain access to information about ASL and Deaf culture; L1.ASL.3.2 use ASL to obtain, reinforce, or expand knowledge of other subject areas.		
(4) Comparisons. The student develops insight into the nature of language and culture by comparing the student's own language and culture to ASL and American Deaf culture. The student ~~is expected to:~~ (A) demonstrate an understanding of the nature of language through comparisons of the student's own language and ASL;	**(4) Comparisons.** **Goal:** The student develops insight into the nature of language and culture by comparing the student's own language and culture to ASL and American Deaf culture. The student can:	Keep	

Current standard	Recommended Standard	Proposed revision (Keep, Revise, Move, Remove)	Rationale for the revision (please provide rationale for all that apply):
(B) demonstrate an understanding of the nature of culture through comparisons of the student's own culture and the American Deaf culture; and (C) demonstrate an understanding of how one language and culture can influence another.	L1.ASL.4.1 demonstrate an understanding of the nature of language through comparisons of the student's own language and ASL; L1.ASL.4.2 demonstrate an understanding of the nature of culture through comparisons of the student's own culture and the American Deaf culture; L1.ASL.4.3 demonstrate an understanding of how one language and culture can influence another.		
(5) Communities. The student participates in the Deaf/ASL community by using ASL. The student is expected to: (A) apply ASL ~~at the novice proficiency level~~ in or out of the school setting through involvement in cultural activities such as attending Deaf events;	**(5) Communities.** **Goal:** The student participates in the Deaf/ASL community by using ASL. The student is expected to: L1.ASL.5.1 apply ASL in or out of the school setting through	Revise	Remove guidance language

Current standard	Recommended Standard	Proposed revision (Keep, Revise, Move, Remove)	Rationale for the revision (please provide rationale for all that apply):
(B) be aware of methods of technology to communicate with the Deaf/ASL community; and (C) show evidence of becoming a lifelong learner by using ASL ~~at the novice proficiency level~~ for personal enrichment and/or career development.	involvement in cultural activities such as attending Deaf events; L1.ASL.5.2 be aware of methods of technology to communicate with the Deaf/ASL community; L1.ASL.5.3 show evidence of becoming a lifelong learner by using ASL for personal enrichment and/or career development.		
ASL Level 2			
The student can ~~is expected to:~~ (A) engage in various ~~a variety of~~ ASL exchanges of learned material to socialize and to provide and obtain information either structured or spontaneous; (B) demonstrate an understanding of ASL such as stories, everyday commands, exchange of information via questions and answers, and	The student can: L2.ASL.1.1 Engage in various ASL exchanges of learned material to socialize and provide and obtain information either structured or spontaneous. L2.ASL.1.2 demonstrate an understanding of ASL such as stories, everyday commands,	Keep (1) Communication Revised after public comment	Clarification

Current standard	Recommended Standard	Proposed revision (Keep, Revise, Move, Remove)	Rationale for the revision (please provide rationale for all that apply):
instructions when dealing with familiar topics; (C) Understand and convey information in ASL by demonstrating comprehension of single signs, ~~using~~ concepts, classifiers, phrases, and sentences to others without voice; L2.ASL.1.4 demonstrate appropriate usage of ASL number signs and fingerspelling in context. (D) demonstrate appropriate usage of ASL phonology, morphology, syntax, semantics, and pragmatics; and pragmatics while discriminating between the parameters of ASL L1.ASL.1.6 demonstrate and use verbs and pronouns in context. (E) create and express the various forms of ASL literature, understanding the variant classifiers in primary language: ~~including handshape stories, that~~	exchange of information via questions and answers, and instructions when dealing with familiar topics; L2.ASL.1.3 Understand and convey information in ASL by demonstrating comprehension of single signs, concepts, classifiers, phrases, and sentences to others without voice; L2.ASL.1.4 demonstrate appropriate usage of ASL number signs and fingerspelling in context. L2.ASL.1.5 demonstrate appropriate usage of ASL phonology, morphology, syntax, semantics, and pragmatics while discriminating between the parameters of ASL.		

Current standard	Recommended Standard	Proposed revision (Keep, Revise, Move, Remove)	Rationale for the revision (please provide rationale for all that apply):
~~follows traditional cultural features.~~ DCL- Descriptive CL (describe an object or person) LCL- Locative CL (representing an object in a specific place) SCL- Semantic CL (representing a category of nouns such as vehicle or a person) BCL- Body CL (body enacts the verb of a sentence, constructed action dialog is usually required) ICL- Instrument CL (hands usually manipulate an object) BPCL- Bodypart CL (representing specific parts of the body doing the action) PCL- Plural CL (many people, many cards, many houses, etc)	L1.ASL.1.6 demonstrate and use verbs and pronouns in context. L2.ASL.1.7 create and express the various forms of ASL literature understanding the variant classifiers in primary language: DCL- Descriptive CL (describe an object or person) LCL- Locative CL (representing an object in a specific place) SCL- Semantic CL (representing a category of nouns such as vehicle or a person) BCL- Body CL (body enacts the verb of a sentence, constructed action dialog is usually required) ICL- Instrument CL (hands usually manipulate an object) BPCL- Bodypart CL (representing specific parts of the body doing the action) PCL- Plural CL (many people, many cards, many houses, etc)		

Current standard	Recommended Standard	Proposed revision (Keep, Revise, Move, Remove)	Rationale for the revision (please provide rationale for all that apply):
The student can~~is expected to:~~ (A) recognize and use Deaf cultural norms to demonstrate, in writing or ASL, an understanding of the perspectives of American Deaf culture; (B) show evidence of understanding ~~evidence of appreciation~~ of ASL literature created by the Deaf and how it applies to the perspectives of American Deaf culture; (C) show evidence of appreciation of the contributions to arts and sciences by the Deaf and how they are applied to the perspectives of American Deaf culture; and (D) demonstrate an understanding of Deaf history and how it applies to the perspectives of American Deaf culture.	The student can: L2.ASL.2.1 recognize and use Deaf cultural norms to demonstrate, in writing or ASL, an understanding of the perspectives of American Deaf culture; L2.ASL.2.2 show evidence of understanding of ASL literature created by the Deaf and how it applies to the perspectives of American Deaf culture; L2.ASL.2.3 show evidence of appreciation of the contributions to arts and sciences by the Deaf and how they are applied to the perspectives of American Deaf culture; L2.ASL.2.4 demonstrate an understanding of Deaf history and how it applies to the perspectives of American Deaf culture.	Keep (2) Cultures Revised after stakeholder feedback	Clarification
The student can:	The student can:	Keep (3) Connections	

Current standard	Recommended Standard	Proposed revision (Keep, Revise, Move, Remove)	Rationale for the revision (please provide rationale for all that apply):
(A) use resources and digital technology to gain access to information about ASL and Deaf culture; and (B) use ASL to obtain, reinforce, or expand knowledge of other subject areas.	L2.ASL.3.1 use resources and digital technology to gain access to information about ASL and Deaf culture; L2.ASL.3.2 use ASL to obtain, reinforce, or expand knowledge of other subject areas.		
The student can ~~is expected to:~~ (A) demonstrate an understanding of the nature of language through comparisons of the student's own language and ASL; (B) demonstrate an understanding of the nature of culture through comparisons of the student's own culture and the American Deaf culture; and (C) demonstrate an understanding of how one language and culture can influence another.	The student can: L2.ASL.4.1 demonstrate an understanding of the nature of language through comparisons of the student's own language and ASL; L2.ASL.4.2 demonstrate an understanding of the nature of culture through comparisons of the student's own culture and the American Deaf culture; L2.ASL.4.3 demonstrate an understanding of how one language and culture can influence another.	Keep (4) Comparisons	
The student can:~~is expected to:~~	The student can:	Revise (5) Communities	Remove “guidance” language

Current standard	Recommended Standard	Proposed revision (Keep, Revise, Move, Remove)	Rationale for the revision (please provide rationale for all that apply):
(A) apply ASL ~~at the novice-to-intermediate proficiency level~~ in or out of the school setting through involvement in cultural activities such as attending Deaf events; (B) use technology to communicate with the Deaf/ASL community; ~~and~~ (C) show evidence of becoming a lifelong learner by using ASL ~~at the novice-to-intermediate proficiency level~~ for personal enrichment and career development.	L2.ASL.5.1 apply ASL in or out of the school setting through involvement in cultural activities such as attending Deaf events; L2.ASL.5.2 use technology to communicate with the Deaf/ASL community; L2.ASL.5.3 show evidence of becoming a lifelong learner by using ASL for personal enrichment and career development.		
ASL Level 3			
The student can: ~~is expected to:~~ (A) engage in a variety of ASL exchanges of learned material to socialize and to provide and obtain information ~~at an intermediate proficiency level~~; (B) demonstrate an understanding of ASL such as stories, commands, and	The student can: L3.ASL.1.1 engage in a variety of ASL exchanges of learned material to socialize and to provide and obtain information; L3.ASL.1.2 demonstrate an understanding of ASL such as stories, commands, and	Revise (1) Communication	Remove guidance language

Current standard	Recommended Standard	Proposed revision (Keep, Revise, Move, Remove)	Rationale for the revision (please provide rationale for all that apply):
instructions when dealing with familiar and less familiar topics; (C) convey information in ASL using concepts, classifiers, phrases, and sentences to others without voice ~~at the intermediate proficiency level~~; (D) demonstrate appropriate usage of ASL phonology, morphology, syntax, semantics, and pragmatics ~~at the intermediate proficiency level~~; ~~and~~ (E) create and express ASL literature, including handshape stories, that follows traditional cultural features.	instructions when dealing with familiar and less familiar topics; L3.ASL.1.3 convey information in ASL using concepts, classifiers, phrases, and sentences to others without voice; L3.ASL.1.4 demonstrate appropriate usage of ASL phonology, morphology, syntax, semantics, and pragmatics; and L3.ASL.1.5 create and express ASL literature, including handshape stories, that follows traditional cultural features.		
The student can: ~~is expected to:~~ (A) apply ASL to recognize and use Deaf cultural norms to demonstrate an understanding of the perspectives of American Deaf culture; (B) apply ASL to show evidence of appreciation of ASL literature created by the Deaf and how it	The student can: L3.ASL.2.1 apply ASL to recognize and use Deaf cultural norms to demonstrate an understanding of the perspectives of American Deaf culture; L3.ASL.2.2 apply ASL to show evidence of appreciation of ASL literature created by the Deaf	Keep (2) Cultures	

Current standard	Recommended Standard	Proposed revision (Keep, Revise, Move, Remove)	Rationale for the revision (please provide rationale for all that apply):
applies to the perspectives of American Deaf culture; (C) apply ASL to show evidence of appreciation of the contributions to arts and sciences by the Deaf and how they are applied to the perspectives of American Deaf culture; and (D) demonstrate an in-depth understanding of Deaf history and how it applies to the perspectives of American Deaf culture.	and how it applies to the perspectives of American Deaf culture; L3.ASL.2.3 apply ASL to show evidence of appreciation of the contributions to arts and sciences by the Deaf and how they are applied to the perspectives of American Deaf culture; L3.ASL.2.4 demonstrate an in-depth understanding of Deaf history and how it applies to the perspectives of American Deaf culture.		
The student can ~~is expected to:~~ (A) use resources and digital technology to gain access to in-depth information about ASL and Deaf culture; and (B) apply ASL at the intermediate proficiency level to obtain, reinforce, or expand knowledge of other subject areas.	The student can L3.ASL.3.1 use resources and digital technology to gain access to in-depth information about ASL and Deaf culture; L3.ASL.3.2 apply ASL at the intermediate proficiency level to obtain, reinforce, or expand knowledge of other subject areas.	Keep (3) Connections	

Current standard	Recommended Standard	Proposed revision (Keep, Revise, Move, Remove)	Rationale for the revision (please provide rationale for all that apply):
The student can:~~is expected to:~~ (A) apply ASL ~~at the intermediate proficiency level~~ to demonstrate an understanding of the nature of language through comparisons of the student's own language and ASL; (B) apply ASL ~~at the intermediate proficiency level~~ to demonstrate an understanding of the nature of culture through comparisons of the student's own culture and the American Deaf culture; and (C) apply ASL ~~at the intermediate proficiency level~~ to demonstrate an understanding of how one language and culture can influence another.	The student can: L3.ASL.4.1 apply ASL to demonstrate an understanding of the nature of language through comparisons of the student's own language and ASL; L3.ASL.4.2 apply ASL to demonstrate an understanding of the nature of culture through comparisons of the student's own culture and the American Deaf culture; L3.ASL.4.3 apply ASL to demonstrate an understanding of how one language and culture can influence another.	Revise (4) Comparisons	Removal of guidance language
The student can:~~is expected to:~~ (A) apply ASL ~~at the intermediate proficiency level~~ in or out of the school setting through involvement in cultural activities such as attending Deaf events;	The student can: L3.ASL.5.1 apply ASL in or out of the school setting through involvement in cultural activities such as attending Deaf events;	Revise (5) Communities	Removal of guidance language

Current standard	Recommended Standard	Proposed revision (Keep, Revise, Move, Remove)	Rationale for the revision (please provide rationale for all that apply):
(B) use technology to communicate with the Deaf/ASL community; and (C) show evidence of becoming a lifelong learner by using ASL ~~at the intermediate proficiency level~~ for personal enrichment and career development.	L3.ASL.5.2 use technology to communicate with the Deaf/ASL community; L3.ASL.5.3 show evidence of becoming a lifelong learner by using ASL for personal enrichment and career development.		
ASL Level 4			
The student can:~~is expected to:~~ (A) engage in a variety of ASL exchanges of learned material to socialize and to provide and obtain ~~information at an intermediate-to-advanced proficiency level~~; (B) demonstrate an understanding of ASL such as stories, commands, and instructions when dealing with familiar and unfamiliar topics; (C) convey information in ASL using concepts, classifiers, phrases, and sentences to others without voice ~~at the~~	The student can: L4.WL.1.1 engage in a variety of ASL exchanges of learned material to socialize and to provide and obtain; L4.WL.1.2 demonstrate an understanding of ASL such as stories, commands, and instructions when dealing with familiar and unfamiliar topics; L4.WL.1.3 convey information in ASL using concepts, classifiers, phrases, and sentences to others without voice;	Revise (1) Communication	Removal of guidance language

Current standard	Recommended Standard	Proposed revision (Keep, Revise, Move, Remove)	Rationale for the revision (please provide rationale for all that apply):
~~intermediate-to-advanced proficiency level~~; (D) demonstrate appropriate usage of ASL phonology, morphology, syntax, semantics, and pragmatics ~~at the intermediate-to-advanced proficiency level~~; (E) create and express ASL literature, including handshape stories, that follows traditional cultural features.	L4.WL.1.4 demonstrate appropriate usage of ASL phonology, morphology, syntax, semantics, and pragmatics L4.WL.1.5 create and express ASL literature, including handshape stories, that follows traditional cultural features.		
The student can: (A) apply ASL to recognize and use Deaf cultural norms to demonstrate an understanding of the perspectives of American Deaf culture; (B) apply ASL to show evidence of appreciation of ASL literature created by the Deaf and how it applies to the perspectives of American Deaf culture; (C) apply ASL to show evidence of appreciation of the contributions to arts and sciences	The student can: L4.ASL.2.1 apply ASL to recognize and use Deaf cultural norms to demonstrate an understanding of the perspectives of American Deaf culture; L4.ASL.2.2 apply ASL to show evidence of appreciation of ASL literature created by the Deaf and how it applies to the perspectives of American Deaf culture;	Keep (2) Cultures.	

Current standard	Recommended Standard	Proposed revision (Keep, Revise, Move, Remove)	Rationale for the revision (please provide rationale for all that apply):
by the Deaf and how they are applied to the perspectives of American Deaf culture; and (D) demonstrate an in-depth understanding of Deaf history and how it applies to the perspectives of American Deaf culture.	L4.ASL.2.3 apply ASL to show evidence of appreciation of the contributions to arts and sciences by the Deaf and how they are applied to the perspectives of American Deaf culture; and L4.ASL.2.4 demonstrate an in-depth understanding of Deaf history and how it applies to the perspectives of American Deaf culture.		
The student can:~~is expected to:~~ (A) use resources and digital technology to gain access to extensive information on ASL and Deaf culture; (B) apply ASL ~~at the intermediate-to-advanced proficiency level~~ to obtain, reinforce, or expand knowledge of other subject areas.	The student can: L4.ASL.3.1 use resources and digital technology to gain access to extensive information on ASL and Deaf culture; and L4.ASL.3.2 apply ASL to obtain, reinforce, or expand knowledge of other subject areas.	Revise (3) Connections.	Removal of guidance language
The student can:~~is expected to:~~ (A) apply ~~ASL at the intermediate-to-advanced~~	The student can:	Revise (4) Comparisons	Removal of guidance language

Current standard	Recommended Standard	Proposed revision (Keep, Revise, Move, Remove)	Rationale for the revision (please provide rationale for all that apply):
~~proficiency level~~ to demonstrate an understanding of the nature of language through comparisons of the student's own language and ASL; (B) apply ASL ~~at the intermediate-to-advanced proficiency level~~ to demonstrate an understanding of the nature of culture through comparisons of the student's own culture and the American Deaf culture; and (C) apply ASL ~~at the intermediate-to-advanced proficiency level~~ to demonstrate an understanding of how one language and culture can influence another.	L4.ASL.4.1 apply ASL to demonstrate an understanding of the nature of language through comparisons of the student's own language and ASL; L4.ASL.4.2 apply ASL to demonstrate an understanding of the nature of culture through comparisons of the student's own culture and the American Deaf culture; and L4.ASL.4.3 apply ASL to demonstrate an understanding of how one language and culture can influence another.		
The student can:~~is expected to:~~ (A) apply ASL ~~at the intermediate-to-advanced proficiency level~~ in or out of the school setting through involvement in cultural activities such as attending Deaf events;	L4.ASL.5.1 apply ASL in or out of the school setting through involvement in cultural activities such as attending Deaf events; L4.ASL.5.2 use technology to communicate with the Deaf/ASL community; and	Revise (5) Communities	Removal of guidance language

Current standard	Recommended Standard	Proposed revision (Keep, Revise, Move, Remove)	Rationale for the revision (please provide rationale for all that apply):
(B) use technology to communicate with the Deaf/ASL community; and (C) show evidence of becoming a lifelong learner by using ASL ~~at the intermediate-to-advanced proficiency level~~ for personal enrichment and career development.	L4.ASL.5.3 show evidence of becoming a lifelong learner by using ASL for personal enrichment and career development.		

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Idaho Content Standards American Sign Language

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CREATED O4/29/2024

The World Language standards were up for review in 2023 as per the Idaho code, Board of Education Governing Policies & Procedures, Section IV.C. Section 33-1612; IDAPA 08.02.004.01, Idaho Code. The Idaho Department of Education worked with a variety of stakeholders to accept nominations for committee members. The final committee was comprised of nine members representing a cross-section of grade levels and roles. This committee included community members, parents, educators from a variety of grade levels, and post-secondary content experts. The time and effort put into this revision was invaluable. Throughout the process of the revision of the standards, the working group received both stakeholder feedback and public comments that the revision committee took into consideration. The committee appreciates those who took the time to share their thoughts on the revisions. We hope that the changes to these standards allow them to be useful for all stakeholders, including educators, families, students, and community members. We hope that they bring Idaho into a new chapter of statewide success in world languages education.

Respectfully,

The World Language Standards Revision Committee

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PREAMBLE

What the Idaho Content Standards in World Languages Do

The standards define what all students are expected to know and be able to do, not how teachers should teach. While the standards focus on what is most essential, they do not describe all that can or should be taught. A great deal is left to the discretion of local school districts, teachers, and curriculum developers. No set of grade-level standards can reflect the great variety of abilities, needs, learning rates, and achievement levels in any given classroom. The standards define neither the support materials that some students may need nor the advanced materials that others may need access to. It is also beyond the scope of the standards to define the full range of support appropriate for English language learners and for students with disabilities. All students must have the opportunity to learn rigorous grade-level standards if they are to access the knowledge and skills that will be necessary in their post-secondary lives.

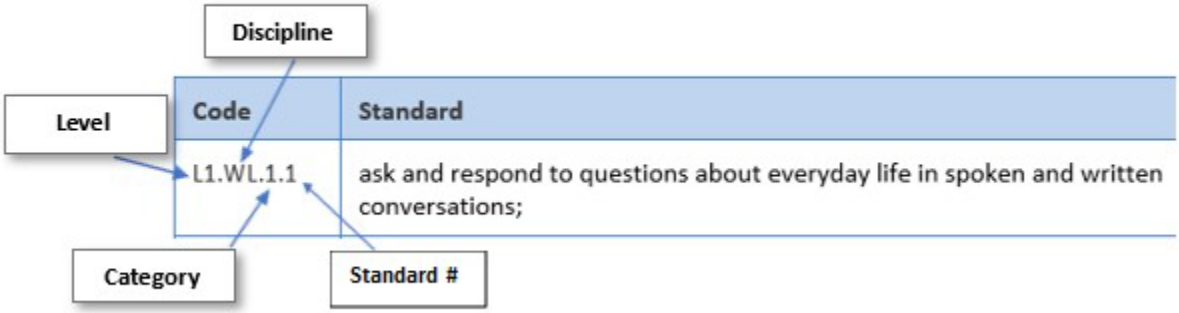
Standards vs. Curriculum

No specific curriculum or strategies are required by the State of Idaho to be used to teach the Idaho Content Standards in World Languages. Local schools and districts make decisions about what resources will be used to teach the standards.

ORGANIZATION OF STANDARDS

Levels were chosen to better represent World Language education in Idaho because LEA's start the study of languages at all different grade levels. The American Sign Language standards are organized into five categories:

- Communication: The student communicates in ASL using expressive and receptive communication skills without voice.
- Cultures: The student gains knowledge and understanding of American Deaf culture
- Connections: The student uses ASL to make connections with other subject areas and to acquire information.
- Comparisons: The student develops insight into the nature of language and culture by comparing the student's own language and culture to ASL and American Deaf culture.
- Communities: The student participates in the Deaf/ASL community by using ASL.



ASL LEVEL 1

Communication

The student can:

Code	Standard
L1.ASL.1.1	engage in a variety of ASL exchanges of learned material to socialize and to provide and obtain information;
L1.ASL.1.2	demonstrate an understanding of basic ASL such as simple stories, everyday commands, exchange of information via basic questions and answers, and brief instructions when dealing with familiar topics;
L1.ASL.1.3	demonstrate comprehension and convey information in ASL by single signs, concepts, classifiers, phrases, and sentences to others without voice;
L1.ASL.1.4	demonstrate comprehension and convey information in ASL by number signs, alphabet, and single fingerspelled words to others without voice;
L1.ASL.1.5	demonstrate and use present tense verbs, directional verbs, and personal and possessive pronouns;
L1.ASL.1.6	demonstrate appropriate usage of ASL and changes in parameters of sign in phonology, morphology, syntax, semantics, and pragmatics;

Code	Standard
L1.ASL.1.7	demonstrate an understanding of the variant classifiers in primary language: DCL- Descriptive CL (describe an object or person) LCL- Locative CL (representing an object in a specific place) SCL- Semantic CL (representing a category of nouns such as vehicle or a person) BCL- Body CL (body enacts the verb of a sentence, constructed action dialog is usually required) ICL- Instrument CL (hands usually manipulate an object) BPCL- Bodypart CL (representing specific parts of the body doing the action) PCL- Plural CL (many people, many cards, many houses, etc).

Cultures

The student can:

Code	Standard
L1.ASL.2.1	recognize Deaf cultural norms to demonstrate an understanding of the perspectives of American Deaf culture;
L1.ASL.2.2	show evidence of understanding that ASL literature impacts American Deaf culture;
L1.ASL.2.3	show evidence of understanding of the contributions by the Deaf and how they are applied to the perspectives of American Deaf culture such as historical, geographical, political, artistic, and scientific avenues;
L1.ASL.2.4	demonstrate an understanding of Deaf history and how it applies to the perspectives of American Deaf culture.

Connections

The student can:

Code	Standard
L1.ASL.3.1	use resources and digital technology to gain access to information about ASL and Deaf culture;

Code	Standard
L1.ASL.3.2	use ASL to obtain, reinforce, or expand knowledge of other subject areas.

Comparisons

The student can:

Code	Objective
L1.ASL.4.1	demonstrate an understanding of the nature of language through comparisons of the student's own language and ASL;
L1.ASL.4.2	demonstrate an understanding of the nature of culture through comparisons of the student's own culture and the American Deaf culture;
L1.ASL.4.3	demonstrate an understanding of how one language and culture can influence another.

Communities

The student can:

Code	Objective
L1.ASL.5.1	apply ASL in or out of the school setting through involvement in cultural activities such as attending Deaf events;
L1.ASL.5.2	be aware of methods of technology to communicate with the Deaf/ASL community;
L1.ASL.5.3	show evidence of becoming a lifelong learner by using ASL for personal enrichment and/or career development.

ASL LEVEL 2

Communication

The student can:

Code	Standard
L2.ASL.1.1	engage in various ASL exchanges of learned material to socialize and provide and obtain information either structured or spontaneous;
L2.ASL.1.2	demonstrate an understanding of ASL such as stories, everyday commands, exchange of information via questions and answers, and instructions when dealing with familiar topics;
L2.ASL.1.3	understand and convey information in ASL by demonstrating comprehension of single signs, concepts, classifiers, phrases, and sentences to others without voice;
L2.ASL.1.4	demonstrate appropriate usage of ASL number signs and fingerspelling in context;
L2.ASL.1.5	demonstrate appropriate usage of ASL phonology, morphology, syntax, semantics, and pragmatics while discriminating between the parameters of ASL;
L2.ASL.1.6	demonstrate and use verbs and pronouns in context;
L2.ASL.1.7	create and express the various forms of ASL literature understanding the variant classifiers in primary language: DCL- Descriptive CL (describe an object or person) LCL- Locative CL (representing an object in a specific place) SCL- Semantic CL (representing a category of nouns such as vehicle or a person) BCL- Body CL (body enacts the verb of a sentence, constructed action dialog is usually required) ICL- Instrument CL (hands usually manipulate an object) BPCL- Bodypart CL (representing specific parts of the body doing the action) PCL- Plural CL (many people, many cards, many houses, etc)

Cultures

The student can:

Code	Standard
L2.ASL.2.1	recognize and use Deaf cultural norms to demonstrate, in writing or ASL, an understanding of the perspectives of American Deaf culture;
L2.ASL.2.2	show evidence of understanding of ASL literature created by the Deaf and how it applies to the perspectives of American Deaf culture;
L2.ASL.2.3	show evidence of appreciation of the contributions to arts and sciences by the Deaf and how they are applied to the perspectives of American Deaf culture;
L2.ASL.2.4	demonstrate an understanding of Deaf history and how it applies to the perspectives of American Deaf culture.

Connections

The student can:

Code	Standard
L2.ASL.3.1	use resources and digital technology to gain access to information about ASL and Deaf culture;
L2.ASL.3.2	use ASL to obtain, reinforce, or expand knowledge of other subject areas.

Comparisons

The student can:

Code	Objective
L2.ASL.4.1	demonstrate an understanding of the nature of language through comparisons of the student's own language and ASL;
L2.ASL.4.2	demonstrate an understanding of the nature of culture through comparisons of the student's own culture and the American Deaf culture;
L2.ASL.4.3	demonstrate an understanding of how one language and culture can influence another.

Communities

The student can:

Code	Objective
L2.ASL.5.1	apply ASL in or out of the school setting through involvement in cultural activities such as attending Deaf events;
L2.ASL.5.2	use technology to communicate with the Deaf/ASL community;
L2.ASL.5.3	show evidence of becoming a lifelong learner by using ASL personal enrichment and career development.

ASL LEVEL 3

Communication

The student can:

Code	Standard
L3.ASL.1.1	engage in a variety of ASL exchanges of learned material to socialize and to provide and obtain information
L3.ASL.1.2	demonstrate an understanding of ASL such as stories, commands, and instructions when dealing with familiar and less familiar topics;
L3.ASL.1.3	convey information in ASL using concepts, classifiers, phrases, and sentences to others without voice;
L3.ASL.1.4	demonstrate appropriate usage of ASL phonology, morphology, syntax, semantics, and pragmatics;
L3.ASL.1.5	create and express ASL literature, including handshape stories, that follows traditional cultural features.

Cultures

The student can:

Code	Standard
L3.ASL.2.1	apply ASL to recognize and use Deaf cultural norms to demonstrate an understanding of the perspectives of American Deaf culture;
L3.ASL.2.2	apply ASL to show evidence of appreciation of ASL literature created by the Deaf and how it applies to the perspectives of American Deaf culture;
L3.ASL.2.3	apply ASL to show evidence of appreciation of the contributions to arts and sciences by the Deaf and how they are applied to the perspectives of American Deaf culture;
L3.ASL.2.4	demonstrate an in-depth understanding of Deaf history and how it applies to the perspectives of American Deaf culture.

Connections

The student can:

Code	Standard
L3.ASL.3.1	use resources and digital technology to gain access to in-depth information about ASL and Deaf culture;
L3.ASL.3.2	apply ASL at the intermediate proficiency level to obtain, reinforce, or expand knowledge of other subject areas.

Comparisons

The student can:

Code	Standard
L3.ASL.3.1	use resources and digital technology to gain access to in-depth information about ASL and Deaf culture;
L3.ASL.3.2	apply ASL at the intermediate proficiency level to obtain, reinforce, or expand knowledge of other subject areas.

Communities

The student can:

Code	Objective
L3.ASL.5.1	apply ASL in or out of the school setting through involvement in cultural activities such as attending Deaf events;
L3.ASL.5.2	use technology to communicate with the Deaf/ASL community;
L3.ASL.5.3	show evidence of becoming a lifelong learner by using ASL for personal enrichment and career development.

ASL LEVEL 4

Communication

The student can:

Code	Standard
L4.ASL.1.1	engage in a variety of ASL exchanges of learned material to socialize and to provide and obtain information.
L4.ASL.1.2	demonstrate an understanding of ASL such as stories, commands, and instructions when dealing with familiar and unfamiliar topics;
L4.ASL.1.3	convey information in ASL using concepts, classifiers, phrases, and sentences to others without voice;
L4.ASL.1.4	demonstrate appropriate usage of ASL phonology, morphology, syntax, semantics, and pragmatics;
L4.ASL.1.5	create and express ASL literature, including handshape stories, that follows traditional cultural features.

Cultures

The student can:

Code	Standard
L4.ASL.2.1	apply ASL to recognize and use Deaf cultural norms to demonstrate an understanding of the perspectives of American Deaf culture;
L4.ASL.2.2	apply ASL to show evidence of appreciation of ASL literature created by the Deaf and how it applies to the perspectives of American Deaf culture;
L4.ASL.2.3	apply ASL to show evidence of appreciation of the contributions to arts and sciences by the Deaf and how they are applied to the perspectives of American Deaf culture;
L4.ASL.2.4	demonstrate an in-depth understanding of Deaf history and how it applies to the perspectives of American Deaf culture.

Connections

The student can:

Code	Standard
L4.ASL.3.1	use resources and digital technology to gain access to extensive information on ASL and Deaf culture;
L4.ASL.3.2	apply ASL to obtain, reinforce, or expand knowledge of other subject areas.

Comparisons

The student can:

Code	Objective
L4.ASL.4.1	apply to demonstrate an understanding of the nature of language through comparisons of the student's own language and ASL;
L4.ASL.4.2	apply ASL to demonstrate an understanding of the nature of culture through comparisons of the student's own culture and the American Deaf culture;
L4.ASL.4.3	apply ASL to demonstrate an understanding of how one language and culture can influence another.

Communities

The student can:

Code	Objective
L4.ASL.5.1	apply ASL in or out of the school setting through involvement in cultural activities such as attending Deaf events;
L4.ASL.5.2	use technology to communicate with the Deaf/ASL community;
L4.ASL.5.3	show evidence of becoming a lifelong learner by using ASL for personal enrichment and career development.

~~IDAHO CONTENT STANDARDS~~

~~ARTS AND HUMANITIES~~

~~WORLD LANGUAGE~~

STATE SUPERINTENDENT OF PUBLIC INSTRUCTION
SHERRI YBARRA
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~~Idaho State World Language Standards 2015~~

~~Communication~~

~~Communicate effectively in multiple languages and utilize the target language to function in a variety of social/work related situations.~~

~~Enduring Understanding: Communication and collaboration in more than one language is vital for success in an interconnected world.~~

~~Essential Question(s)?~~
~~What is the purpose of language?~~
~~What do humans do with language and to what end?~~
~~How does an increasingly interconnected world impact language learning?~~

~~Interpersonal communication COMM 1: Interact with others in the target language and gain meaning from interactions in the target language.~~	~~Objective: COMM 1.1~~ ~~Interact and negotiate meaning (spoken, signed, written conversation) to share information, reactions, feelings, and opinions~~
~~Interpretive communication COMM 2: Discover meaning from what is heard, read or viewed on a variety of topics in the target language.~~	~~Objective: COMM 2.1~~ ~~Understand, interpret, and analyze what is heard, read, or viewed on a variety of topics.~~
~~Presentational communication COMM 3: Utilize appropriate media to present an idea to an audience~~	~~Objective: COMM 3.1~~ ~~Present information, concepts, and ideas to inform, explain, persuade, and narrate on a variety of topics using appropriate media in the target language.~~
	~~Objective: COMM 3.2~~ ~~Adapt presentation to various audiences of listeners, readers, or viewers.~~

~~CULTURES~~

~~Interact with cultural competence and understanding in an interconnected world.~~

~~**Enduring Understanding:** The study of culture is deeply intertwined with the study of other languages. Developing an understanding and awareness of other cultures' perspectives is critical in the development of global competence.~~

~~**Essential Question(s):**~~
~~How do a variety of cultures impact our daily lives?~~
~~Why is cultural sensitivity an important part of gaining global competence?~~
~~What is their perspective?~~
~~How does their perspective influence what people do/create?~~

~~Relating cultural practices to perspective~~ ~~Standard CLTR 1: Investigate, explain and reflect on the relationship between the **practices** and perspectives of the cultures studied in the target language.~~	~~Objective: CLTR 1.1~~ ~~Analyze the cultural practices/patterns of behavior accepted as the societal norm in the target culture.~~
	~~Objective: CLTR 1.2~~ ~~Explain the relationship between cultural practices/behaviors and the perspectives that represent the target culture's view of the world.~~
	~~Objective: CLTR 1.3~~ ~~Function appropriately in diverse contexts within the target culture.~~
~~Relating cultural products to perspective~~ ~~Standard CLTR 2: Investigate, explain and reflect on the relationship between the **products** and perspectives of the cultures studied in the target language.~~	~~Objective: CLTR 2.1~~ ~~Analyze the significance of a product (art, music, literature, etc…) in a target culture.~~
	~~Objective: CLTR 2.2~~ ~~Describe the connections of products from the target culture with the practices and perspectives of the culture.~~
	~~Objective: CLTR 2.3~~ ~~Justify the underlying beliefs or values of the target culture that resulted in the creation of the product.~~

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Connections

Acquire information and diverse perspectives in order to use the target language to connect to other disciplines and to function in academic and career related situations.

Enduring Understanding: Interdisciplinary learning is a critical component in the educational experience of all students. Connecting multiple disciplines builds and reinforces the content knowledge of those disciplines and develops critical thinking/problem solving skills.

Essential Question(s):
What role does language learning play in the educational experience of students?
How does connecting to other disciplines make students well-informed global citizens?
How does extending student access to variety of information and diverse perspectives influence their ability to perform in academic and career related settings?

Making connections Standard CONN 1: Build, reinforce, and expand knowledge of other disciplines while using the target language to develop critical thinking/creative problem solving skills.	Objective: CONN 1.1 Compare and contrast information acquired from other content areas.
	Objective: CONN 1.2 Relate information studied in other subjects to the target language and culture.
Acquiring information and diverse perspectives Standard CONN 2: Access and evaluate information and diverse perspectives that are available through the target language and its cultures.	Objective: CONN 2.1 Access authentic materials prepared in the target language by or for native speakers.
	Objective: CONN 2.2 Analyze the content and cultural perspectives of authentic materials prepared in the target language by or for native speakers
	Objective: CONN 2.3 Compare and contrast cultural similarities and differences in authentic materials.

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~~COMPARISONS~~ ~~Develop insight and understanding of target culture and language in order to interact with cultural competence.~~	
~~Enduring Understanding: Languages and cultures are multi-faceted, the diverse patterns and perspectives inherent to language systems/cultures express meaning in culturally appropriate ways.~~ ~~Essential Question(s):~~ ~~How does the target language differ from the learner's first language?~~ ~~How do the target culture's perspectives compare to the learner's perspective?~~	
~~Language Comparisons~~ ~~Standard COMP 1: Investigate, explain, and reflect on the nature of language through comparisons of the language studied and their own.~~	~~Objective: COMP 1.1~~ ~~Observe formal and informal forms of language.~~
	~~Objective: COMP 1.2~~ ~~Identify patterns and explain discrepancies the sounds and the writing system in the target language.~~
	~~Objective: COMP 1.3~~ ~~Compare and analyze idiomatic expressions in the target language.~~
~~Cultural Comparisons~~ ~~Standard COMP 2: Investigate, explain, and reflect on the concept of culture through the comparisons of the cultures studied and their own.~~	~~Objective: COMP 2.1~~ ~~Identify, describe and compare/contrast products and their use in the target culture with the learner's culture.~~
	~~Objective: COMP 2.2~~ ~~Compare and contrast appropriate gestures and oral expressions in the target culture with the learner's culture.~~
	~~Objective: COMP 2.3~~ ~~Compare and contrast authentic materials from the target culture with the learner's culture.~~

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~~COMMUNITIES~~ ~~Communicate and interact with cultural competence in multilingual communities at home and around the world.~~	
~~Enduring Understanding: The increasing interconnectedness of the world's economy requires that United States citizens continue to become proficient in other languages and adept at understanding and communicating appropriately in cultural contexts.~~ ~~Essential Question(s):~~ ~~How are language proficiency and cultural competence developed?~~ ~~How do continued opportunities to learn and use language increase language proficiency over a period of time?~~ ~~What personal benefits are there to becoming a lifelong language learner?~~	
~~School and Global Communities Standard COMT 1: Interact and collaborate in communities and the globalized world both within and beyond the classroom.~~	~~Objective: COMT 1.1~~ ~~Participate in multilingual communities at home and around the world.~~
	~~Objective: COMT 1.2~~ ~~Discuss personal preferences in activities and events both within and beyond the classroom.~~
	~~Objective: COMT 1.3~~ ~~Utilize knowledge of the target language to tutor English language learners that know the target language.~~
~~Lifelong learning~~ ~~Standard COMT 2: Reflect on progress using languages for enjoyment, enrichment, and advancement.~~	~~Objective: COMT 2.1~~ ~~Interpret materials and/or use media from the language and culture for enjoyment.~~
	~~Objective: COMT 2.2~~ ~~Explore opportunities to use the target language for personal enrichment/professional advancement/communication skills.~~

STANDARDS REVISIONS AND RATIONALE – WORLD LANGUAGES

Current standard	Recommended Standard	Proposed revision (Keep, Revise, Move, Remove)	Rationale for the revision (please provide rationale for all that apply):
~~Discovering Languages~~			
~~(c) Knowledge and skills.~~ ~~(1) **The student demonstrates an understanding of the elements of language(s).** The student is expected to:~~ ~~(A) engage in different types of language learning activities;~~ ~~(B) compare and contrast aspects of other languages to English and the student's native language; and~~ ~~(C) apply basic communication skills in the target language(s), including listening, speaking, reading, and writing.~~		Revise Removed after stakeholder feedback	Remove guidance language
~~**(2) The student demonstrates an understanding of cultures.** The student is expected to:~~ ~~(A) identify and describe cultural practices in selected regions or countries;~~		Keep Removed after stakeholder feedback	

Current standard	Recommended Standard	Proposed revision (Keep, Revise, Move, Remove)	Rationale for the revision (please provide rationale for all that apply):
~~(B) recognize the cultural products such as art, music, food, clothing, or other culturally related examples in selected regions or countries; and~~ ~~(C) compare and contrast aspects of other cultures to the student's own culture.~~			
~~**(3) The student develops effective language study skills.** The student is expected to:~~ ~~(A) engage in a variety of language learning strategies such as identifying cognates and recognizing word origins; and~~ ~~(B) demonstrate an awareness of language patterns such as word/character order, grammatical structures, and symbols.~~		Keep Removed after stakeholder feedback	
World Languages Level 1			
~~Knowledge and Skills~~ (1) Interpersonal communication: speaking and writing. ~~The student negotiates meaning through the spoken and written exchange of~~	Interpersonal Communication: Speaking and Writing The student can:	Revise	Complex verbiage, prioritize clarity Remove “guidance” language

Current standard	Recommended Standard	Proposed revision (Keep, Revise, Move, Remove)	Rationale for the revision (please provide rationale for all that apply):
~~information in rehearsed and unrehearsed situations in a variety of contexts. The student uses a mixture of words and phrases and some simple sentences with appropriate and applicable grammar structures and processes. at the specified proficiency levels.~~ The student can ~~is expected to:~~ (A) ask and respond to questions about everyday life in spoken and written conversation; (B) express and exchange personal opinions or preferences in spoken and written conversation; (C) ask and tell others what they need to, should, or must do in spoken and written conversation; (D) articulate requests, offer alternatives, or develop simple plans in spoken and written conversation;	L1.WL.1.1 ask and respond to questions about everyday life in spoken and written conversations; L1.WL.1.2 express and exchange personal opinions or preferences in spoken and written conversation; L1.WL.1.3 ask and tell others what they need to, should, or must do in spoken and written conversation; L1.WL.1.4 articulate requests, offer alternatives, or develop simple plans in spoken and written conversation; L1.WL.1.5 participate in formal and informal spoken conversation using culturally appropriate expressions and gestures; L1.WL.1.6 participate in formal and informal written conversation using culturally appropriate expressions and style.		To clarify "register" as it pertains to formal and informal address

Current standard	Recommended Standard	Proposed revision (Keep, Revise, Move, Remove)	Rationale for the revision (please provide rationale for all that apply):
(E) participate in formal and informal spoken conversation using culturally appropriate expressions, ~~register~~, and gestures; ~~and~~ (F) participate in formal and informal written conversation using culturally appropriate expressions, ~~register,~~ and style.			
(2) Interpretive communication: reading and listening. ~~The student comprehends sentence-length information from culturally authentic print, digital, audio, and audiovisual materials as appropriate within highly contextualized situations and sources. The student uses the interpretive mode in communication with appropriate and applicable grammatical structures. and processes at the specified proficiency levels. The student is expected to:~~ (A) demonstrate an understanding of culturally	Interpretive communication: reading and listening. The student can: L1.WL.2.1 demonstrate an understanding of culturally authentic print, digital, audio, and audiovisual materials in everyday contexts; L1.WL.2.2 identify key words and details from fiction and nonfiction texts and audio and audiovisual materials; L1.WL.2.3 infer meaning of unfamiliar words or phrases in highly contextualized texts,	Revise Move under anchor standard 2	Remove “guidance” language *All levels under Anchor Standards

Current standard	Recommended Standard	Proposed revision (Keep, Revise, Move, Remove)	Rationale for the revision (please provide rationale for all that apply):
authentic print, digital, audio, and audiovisual materials in everyday contexts; (B) identify key words and details from fiction and nonfiction texts and audio and audiovisual materials; (C) infer meaning of unfamiliar words or phrases in highly contextualized texts, audio, and audiovisual materials; ~~and~~ (D) identify cultural practices from authentic print, digital, audio, and audiovisual materials.	audio, and audiovisual materials; L1.WL.2.4 identify cultural practices from authentic print, digital, audio, and audiovisual materials.		
(3) Presentational communication: speaking and writing. ~~The student presents information orally and in writing using a mixture of words and phrases and some simple sentences with appropriate and applicable grammar structures. and processes at the specified proficiency levels.~~ The student can ~~is expected to:~~	Presentational communication: speaking and writing. The student can: L1.WL.3.1 state and support an opinion or preference orally and in writing; L1.WL.3.2 describe people, objects, and simple situations orally and in writing using a	Revise	Remove "guidance" language Clarity *All levels under anchor standards

Current standard	Recommended Standard	Proposed revision (Keep, Revise, Move, Remove)	Rationale for the revision (please provide rationale for all that apply):
(A) state and support an opinion or preference orally and in writing; ~~and~~ (B) describe people, objects, and simple situations orally and in writing using a mixture of words, phrases, and simple sentences.	mixture of words, phrases, and simple sentences.		
World Languages Level 2			
~~Knowledge and Skills~~ ~~(1) Interpersonal communication: speaking and writing. The student negotiates meaning through the spoken and written exchange of information in rehearsed and unrehearsed situations in a variety of contexts. The student uses a mixture of short statements and sentences with appropriate and applicable grammar structures and processes the specified proficiency levels.~~ The student can ~~is expected to~~: (A) ask and respond to questions about everyday life	The student can: L2.WL.1.1 ask and respond to questions about everyday life with simple elaboration in spoken and written conversation; L2.WL.1.2 express and exchange personal opinions or preferences with simple supporting statements in spoken and written conversation; L2.WL.1.3 ask and tell others what they need to do, should do, or must do with simple	Revise	Prioritize clarity Remove guidance Clarify "register" to formal and informal *All levels moved to Anchor Standards

Current standard	Recommended Standard	Proposed revision (Keep, Revise, Move, Remove)	Rationale for the revision (please provide rationale for all that apply):
with simple elaboration in spoken and written conversation; (B) express and exchange personal opinions or preferences with simple supporting statements in spoken and written conversation; (C) ask and tell others what they need to do, should do, or must do with simple supporting reasons in spoken and written conversation; (D) articulate requests, offer alternatives, and develop plans with simple supporting statements in spoken and written conversation; (E) interact and react in formal and informal spoken conversation using culturally appropriate expressions, ~~register~~ and gestures; and (F) interact and react in formal and informal writing using culturally appropriate expressions, ~~register~~ and style.	supporting reasons in spoken and written conversation; L2.WL.1.4 articulate requests, offer alternatives, and develop plans with simple supporting statements in spoken and written conversation; L2.WL.1.5 interact and react in formal and informal spoken conversation using culturally appropriate expressions, and gestures; and L2.WL.1.6 interact and react in formal and informal writing using culturally appropriate expressions, and style.		

Current standard	Recommended Standard	Proposed revision (Keep, Revise, Move, Remove)	Rationale for the revision (please provide rationale for all that apply):
~~2) Interpretive communication: reading and listening. The student comprehends simple connected statements from culturally authentic print, digital, audio, and audiovisual materials as appropriate within contextualized situations and sources. The student uses the interpretive mode in communication with appropriate and applicable grammatical structures and processes at the specified proficiency levels~~. The student can: ~~is expected to:~~ (A) demonstrate an understanding of culturally authentic print, digital, audio, and audiovisual materials in everyday contexts; (B) identify the main idea, theme, and supporting details from fiction and nonfiction texts and audio and audiovisual materials;	The student can: L2.WL.2.1 demonstrate an understanding of culturally authentic print, digital, audio, and audiovisual materials in everyday contexts; L2.WL.2.2 identify the main idea, theme, and supporting details from fiction and nonfiction texts and audio and audiovisual materials; L2.WL.2.3 infer meaning of unfamiliar words or phrases in highly contextualized texts, audio, and audiovisual materials; and L2.WL.2.4 identify cultural practices from authentic print, digital, audio, and audiovisual materials.	Revise Under Interpretive communication	Remove guidance

Current standard	Recommended Standard	Proposed revision (Keep, Revise, Move, Remove)	Rationale for the revision (please provide rationale for all that apply):
(C) infer meaning of unfamiliar words or phrases in highly contextualized texts, audio, and audiovisual materials; and (D) identify cultural practices from authentic print, digital, audio, and audiovisual materials.			
(3) Presentational communication: speaking and writing. The student presents information orally and in writing using a mixture of phrases and sentences with appropriate and applicable grammar structures and processes ~~at the specified proficiency levels~~. The student is expected to: (A) express and support an opinion or preference orally and in writing with supporting statements; and (B) describe people, objects, and situations orally and in writing using a series of sequenced sentences with	The student can: L2.WL.3.1 express and support an opinion or preference orally and in writing with supporting statements; and L2.WL.3.2 describe people, objects, and situations orally and in writing using a series of sequenced sentences with essential details and simple elaboration.	Revise Under Presentational Communication	Remove guidance

Current standard	Recommended Standard	Proposed revision (Keep, Revise, Move, Remove)	Rationale for the revision (please provide rationale for all that apply):
essential details and simple elaboration.			
World Languages Level 3			
~~(c) Knowledge and skills.~~ ~~Interpersonal communication: speaking and negotiates meaning through the spoken and written exchange of information in rehearsed and unrehearsed situations in a variety of contexts. The student uses a mixture of short statements, sentences, and strings of sentences with appropriate and applicable grammar structures and processes at the specified proficiency levels~~. The student can~~is expected to:~~ (A) ask and respond to questions about ~~and beyond the scope of~~ everyday life with simple elaboration in spoken and written conversation; (B) express and exchange personal opinions, preferences,	The student can: L3.WL.1.1 ask and respond to questions about everyday life with simple elaboration in spoken and written conversation; L3.WL.1.2 express and exchange personal opinions, preferences, and recommendations with supporting statements in spoken and written conversation; L3.WL.1.3 ask and tell others what they need to, should, and must do with supporting reasons in spoken and written conversation; L3.WL.1.4 articulate requests, offer alternatives, and develop plans with supporting statements in	Revise Under Interpersonal communication L3.WL.1.1 revised based on stakeholder feedback	Prioritize clarity Remove guidance Provide clarity “register” to “informal and formal”

Current standard	Recommended Standard	Proposed revision (Keep, Revise, Move, Remove)	Rationale for the revision (please provide rationale for all that apply):
and recommendations with supporting statements in spoken and written conversation; (C) ask and tell others what they need to, should, and must do with supporting reasons in spoken and written conversation; (D) articulate requests, offer alternatives ~~suggestions~~, and develop plans with supporting statements in spoken and written conversation; (E) interact and react in formal and informal spoken conversation using culturally appropriate expressions, ~~register,~~ and gestures; and (F) interact and react in formal and informal writing using culturally appropriate expressions, ~~register~~ and style.	spoken and written conversation; L3.WL.1.5 interact and react in formal and informal spoken conversation using culturally appropriate expressions, and gestures; L3.WL.1.6 interact and react in formal and informal writing using culturally appropriate expressions, and style.		
~~The student comprehends connected statements from culturally authentic print, digital, audio, and audiovisual materials as appropriate within~~	The student can: L3.WL.2.1 demonstrate an understanding of culturally authentic print, digital, audio,	Revise Interpretive communication: reading and listening.	Remove guidance

Current standard	Recommended Standard	Proposed revision (Keep, Revise, Move, Remove)	Rationale for the revision (please provide rationale for all that apply):
~~contextualized situations and sources. The student uses the interpretive mode in communication with appropriate and applicable grammatical structures and processes at the specified proficiency levels~~. The student can ~~is expected to:~~ (A) demonstrate an understanding of culturally authentic print, digital, audio, and audiovisual materials in a variety of contexts; (B) paraphrase the main idea, theme, and supporting details from fiction and nonfiction texts and audio and audiovisual materials; (C) infer meaning of unfamiliar words or phrases in contextualized texts, audio, and audiovisual materials; and (D) compare and contrast cultural practices from authentic print, digital, audio, and audiovisual materials.	and audiovisual materials in a variety of contexts; L3.WL.2.2 paraphrase the main idea, theme, and supporting details from fiction and nonfiction texts and audio and audiovisual materials; L3.WL.2.3 infer meaning of unfamiliar words or phrases in contextualized texts, audio, and audiovisual materials; and L3.WL.2.4 compare and contrast cultural practices from authentic print, digital, audio, and audiovisual materials.		

Current standard	Recommended Standard	Proposed revision (Keep, Revise, Move, Remove)	Rationale for the revision (please provide rationale for all that apply):
~~Presentational communication: speaking and writing. The student presents information orally and in writing using a mixture of phrases, sentences, and strings of sentences with appropriate and applicable grammar structures and processes at the specified proficiency levels~~. The student can~~is expected to:~~ (A) express and defend an opinion or preference orally and in writing with supporting statements and with recommendations; (B) narrate situations and events orally and in writing using connected sentences with details and elaboration; and (C) inform others orally and in writing about a variety of topics using connected sentences with details and elaboration.	L3.WL.3.1 express and defend an opinion or preference orally and in writing with supporting statements and with recommendations; L3.WL.3.2 narrate situations and events orally and in writing using connected sentences with details and elaboration; L3.WL.3.3 inform others orally and in writing about a variety of topics using connected sentences with details and elaboration.	Revise Presentational communication: speaking and writing.	Remove guidance
World Languages Level 4			

Current standard	Recommended Standard	Proposed revision (Keep, Revise, Move, Remove)	Rationale for the revision (please provide rationale for all that apply):
~~(c) Knowledge and skills.~~ ~~The student negotiates meaning through the spoken and written exchange of information in rehearsed and unrehearsed situations in a variety of contexts. The student uses a mixture of sentences and connected discourse with appropriate and applicable grammar structures and processes at the specified proficiency levels~~. The student can: (A) ask and respond to questions about and beyond the scope of everyday life with elaboration in spoken and written conversation; (B) ask and respond to questions in unfamiliar contexts in spoken and written conversation with limited details; (C) express and exchange personal opinions, preferences, and recommendations with supporting elaborative	The student can: L4.WL.1.1 ask and respond to questions about and beyond the scope of everyday life with elaboration in spoken and written conversation; L4.WL.1.2 ask and respond to questions in unfamiliar contexts in spoken and written conversation with limited details; L4.WL.1.3 express and exchange personal opinions, preferences, and recommendations with supporting elaborative statements in spoken and written conversation; L4.WL.1.4 ask and tell others what they need to, should, and must do using detailed rationale in spoken and written conversation; L4.WL.1.5 articulate requests, offer suggestions, and develop plans with	Revise Interpersonal Communicatin	Prioritize clarity Remove guidance

Current standard	Recommended Standard	Proposed revision (Keep, Revise, Move, Remove)	Rationale for the revision (please provide rationale for all that apply):
statements in spoken and written conversation; (D) ask and tell others what they need to, should, and must do using detailed rationale in spoken and written conversation; (E) articulate requests, offer suggestions, and develop plans with supporting elaborative statements in spoken and written conversation; (F) interact and react in in formal and informal spoken conversation using culturally appropriate expressions, ~~register~~ and gestures; and (G) interact and react in formal and informal writing using culturally appropriate expressions, ~~register~~ and style.	supporting elaborative statements in spoken and written conversation; L4.WL.1.6 interact and react in in formal and informal spoken conversation using culturally appropriate expressions, and gestures; L4.WL.1.7 interact and react in formal and informal writing using culturally appropriate expressions, and style.		
~~The student comprehends connected statements from culturally authentic print, digital, audio, and audiovisual materials as appropriate within contextualized situations and~~	L4.WL.2.1 analyze culturally authentic print, digital, audio, and audiovisual materials in a variety of contexts;	Revise (2) Interpretive communication: reading and listening.	Remove guidance

Current standard	Recommended Standard	Proposed revision (Keep, Revise, Move, Remove)	Rationale for the revision (please provide rationale for all that apply):
~~sources. The student uses the interpretive mode in communication with appropriate and applicable grammatical structures and processes at the specified proficiency levels~~. The student can ~~is expected to:~~ (A) analyze culturally authentic print, digital, audio, and audiovisual materials in a variety of contexts; (B) paraphrase and analyze the main idea, theme, and supporting details from fiction and nonfiction texts and audio and audiovisual materials; (C) infer meaning of unfamiliar words or phrases in texts, audio, and audiovisual materials; and (D) compare and contrast cultural practices and perspectives from authentic print, digital, audio, and audiovisual materials.	L4.WL.2.2 paraphrase and analyze the main idea, theme, and supporting details from fiction and nonfiction texts and audio and audiovisual materials; L4.WL.2.3 infer meaning of unfamiliar words or phrases in texts, audio, and audiovisual materials; and L4.WL.2.4 compare and contrast cultural practices and perspectives from authentic print, digital, audio, and audiovisual materials.		

Current standard	Recommended Standard	Proposed revision (Keep, Revise, Move, Remove)	Rationale for the revision (please provide rationale for all that apply):
~~The student presents information orally and in writing using a mixture of sentences and connected discourse with appropriate and applicable grammar structures and processes at the specified proficiency levels~~. The student can ~~is expected to:~~ (A) express and defend an opinion or persuade others orally and in writing with supporting elaborative statements and with recommendations; (B) narrate situations and events orally and in writing using connected sentences and some connected discourse with details and elaboration; and C) inform others orally and in writing about a variety of topics using connected sentences and some connected discourse with details and elaboration.	The student can: L4.WL.3.1 express and defend an opinion or persuade others orally and in writing with supporting elaborative statements and with recommendations; L4.WL.3.2 narrate situations and events orally and in writing using connected sentences and some connected discourse with details and elaboration; and L4.WL.3.3 inform others orally and in writing about a variety of topics using connected sentences and some connected discourse with details and elaboration.	Revise (3) Presentational communication: speaking and writing.	Remove guidance
World Languages Level 5			

Current standard	Recommended Standard	Proposed revision (Keep, Revise, Move, Remove)	Rationale for the revision (please provide rationale for all that apply):
~~(c) Knowledge and skills.~~ ~~The student communicates in the interpersonal mode using appropriate and applicable grammatical structures and processes in the target language at the specified proficiency levels. The interpersonal mode is the ability to understand and exchange information in the target language.~~ The student can ~~is expected to:~~ (A) engage in ~~formal and informal~~ conversations both formally and informally with general~~ly~~ ~~consistent~~consistency ~~use of register~~ on a variety of geographic, scientific, historical, artistic, social, or political features of target culture communities; (C) write with general~~ly~~ ~~consistentcy~~consistency ~~use of register~~ and in all time frames, formal and informal items such as correspondence, narratives,	The student can: L5.WL.1.1 engage in conversations both formally and informally with general consistency on a variety of geographic, scientific, historical, artistic, social, or political features of target culture communities; L5.WL.1.2 write with general consistency and in all time frames, formal and informal items such as correspondence, narratives, descriptions, and summaries of a factual nature; L5.WL.1.3 produce with general consistency, formal and informal written exchanges that provide information on a variety of geographic, scientific, historical, artistic, social, or political features of target culture communities.	Revise (1) Interpersonal communication: speaking and writing. Revised again after stakeholder feedback	Remove guidance Clarify "register" to formal and informal Prioritize clarity

Current standard	Recommended Standard	Proposed revision (Keep, Revise, Move, Remove)	Rationale for the revision (please provide rationale for all that apply):
descriptions, and summaries of a factual nature; ~~and~~ (D) produce with general~~ly consistent~~consistency ~~use of register,~~ formal and informal written exchanges that provide information on a variety of geographic, scientific, historical, artistic, social, or political features of target culture communities.			
The student uses the interpretive mode in communication with appropriate and applicable grammatical structures and processes in the target language. ~~at the specified proficiency levels. The interpretive mode focuses on comprehending main ideas and identifying some supporting details in the target language.~~ The student is expected to: (A) read and analyze information from a variety of authentic print and electronic resources such as artwork,	The student can: L5.WL.2.1 read and analyze information from a variety of authentic print and electronic resources such as artwork, graphs, media, narratives, and descriptions in various literary genres, including texts about past, present, and future events that communicate information on a variety of geographic, scientific, historical, artistic, social, or political features of target culture communities;	Revise (2) Interpretive communication: reading and listening.	Prioritize clarity Remove guidance

Current standard	Recommended Standard	Proposed revision (Keep, Revise, Move, Remove)	Rationale for the revision (please provide rationale for all that apply):
graphs, media, narratives, and descriptions in various literary genres, including texts about past, present, and future events that communicate information on a variety of geographic, scientific, historical, artistic, social, or political features of target culture communities; (B) compare, contrast, and analyze cultural practices and perspectives from authentic print and electronic resources; (C) listen to and analyze information from a variety of authentic audio and audiovisual resources from the target culture that communicate information in the past, present, and future on a variety of geographic, scientific, historical, artistic, social, or political features of target culture communities; ~~and~~ (D) compare, contrast, and analyze cultural practices and	L5.WL.2.2 compare, contrast, and analyze cultural practices and perspectives from authentic print and electronic resources; L5.WL.2.3 listen to and analyze information from a variety of authentic audio and audiovisual resources from the target culture that communicate information in the past, present, and future on a variety of geographic, scientific, historical, artistic, social, or political features of target culture communities; L5.WL.2.4 compare, contrast, and analyze cultural practices and perspectives from authentic audio and audiovisual resources.		

Current standard	Recommended Standard	Proposed revision (Keep, Revise, Move, Remove)	Rationale for the revision (please provide rationale for all that apply):
perspectives from authentic audio and audiovisual resources.			
~~The student communicates using appropriate and applicable grammatical structures and processes in the target language at the specified proficiency levels. The presentational mode refers to the creation of oral and written messages in the target language. The student's presentation is comprehensible to an audience unaccustomed to interacting with language learners.~~ The student can ~~is expected to:~~ (A) plan, produce, and present, with some ease and clarity of expression, spoken presentational communications that are supported with cited examples in multiple paragraph length discourse to explain, express opinions, describe, and narrate on topics that communicate information on a	The student can: L5.WL.3.1 plan, produce, and present, with some ease and clarity of expression, spoken presentational communications that are supported with cited examples in multiple paragraph length discourse to explain, express opinions, describe, and narrate on topics that communicate information on a variety of geographic, scientific, historical, artistic, social, or political features of target culture communities; ~~and~~ L5.WL.3.2 plan and produce, with some ease and clarity of expression, written presentational communications that are supported with cited	Revise (3) Presentational communication: speaking and writing.	Remove guidance Prioritize clarity

Current standard	Recommended Standard	Proposed revision (Keep, Revise, Move, Remove)	Rationale for the revision (please provide rationale for all that apply):
variety of geographic, scientific, historical, artistic, social, or political features of target culture communities; ~~and~~ (B) plan and produce, with some ease and clarity of expression, written presentational communications that are supported with cited examples in multiple paragraph length discourse to explain, express opinions, describe, and narrate on topics that communicate information on a variety of geographic, scientific, historical, artistic, social, or political features of target culture communities.	examples in multiple paragraph length discourse to explain, express opinions, describe, and narrate on topics that communicate information on a variety of geographic, scientific, historical, artistic, social, or political features of target culture communities.		
World Languages Level 6			
~~The student communicates in the interpersonal mode using appropriate and applicable grammatical structures and processes in the target language at the specified proficiency levels. The interpersonal mode is the~~	L6.WL.1.1 engage in conversations with predominantly consistent use of formal and informal register in all time frames; L6.WL.1.2 verbally exchange information with	Revise (1) Interpersonal Communication: speaking and writing. Revised again due to stakeholder feedback	Remove guidance Clarify "register" to informal and formal

Current standard	Recommended Standard	Proposed revision (Keep, Revise, Move, Remove)	Rationale for the revision (please provide rationale for all that apply):
~~ability to understand and exchange information in the target language.~~ The student can ~~is expected to:~~ (A) engage in ~~formal and informal~~ conversations with predominantly ~~mostly~~ consistent use of formal and informal register in all time frames; (B) verbally exchange information with predominantly ~~mostly~~ consistent use of register on a variety of geographic, scientific, historical, artistic, social, or political features of target culture communities; (C) write with predominantly ~~mostly~~ consistent use of formal and informal register in all time frames and with some elaboration items such as correspondence, narratives, descriptions, and summaries of a factual nature; and (D) produce, with predominantly ~~mostly~~ consistent	predominantly consistent use of register on a variety of geographic, scientific, historical, artistic, social, or political features of target culture communities; L6.WL.1.3 write with predominantly consistent use of formal and informal register in all time frames and with some elaboration items such as correspondence, narratives, descriptions, and summaries of a factual nature; L6.WL.1.4 produce, with predominantly consistent use of formal and informal register, written exchanges that provide information on a variety of geographic, scientific, historical, artistic, social, or political features of target culture communities.		

Current standard	Recommended Standard	Proposed revision (Keep, Revise, Move, Remove)	Rationale for the revision (please provide rationale for all that apply):
use of formal and informal register, written exchanges that provide information on a variety of geographic, scientific, historical, artistic, social, or political features of target culture communities.			
~~The student uses the interpretive mode in communication using appropriate and applicable grammatical structures and processes in the target language at the specified proficiency levels. The interpretive mode focuses on comprehending main ideas and identifying some supporting details in the target language.~~ The student can~~is expected to:~~ (A) read and appraise information from a variety of authentic print and electronic resources such as artwork, graphs, media, narratives, and descriptions in various literary genres, including texts about past, present, and future events that communicate information on	The student can: L6.WL.2.1 read and appraise information from a variety of authentic print and electronic resources such as artwork, graphs, media, narratives, and descriptions in various literary genres, including texts about past, present, and future events that communicate information on a variety of geographic, scientific, historical, artistic, social, or political features of target culture communities; L6.WL.2.2 compare, contrast, and appraise cultural practices and perspectives from authentic print and electronic resources;	Revise (2) Interpretive communication: reading and listening.	Remove guidance

Current standard	Recommended Standard	Proposed revision (Keep, Revise, Move, Remove)	Rationale for the revision (please provide rationale for all that apply):
a variety of geographic, scientific, historical, artistic, social, or political features of target culture communities; (B) compare, contrast, and appraise cultural practices and perspectives from authentic print and electronic resources; (C) listen to and appraise information from a variety of authentic audio and audiovisual resources from the target culture that communicate information in the past, present, and future on a variety of geographic, scientific, historical, artistic, social, or political features of target culture communities; and (D) compare, contrast, and appraise cultural practices and perspectives from authentic audio and audiovisual resources.	L6.WL.2.3 listen to and appraise information from a variety of authentic audio and audiovisual resources from the target culture that communicate information in the past, present, and future on a variety of geographic, scientific, historical, artistic, social, or political features of target culture communities; and L6.WL.2.4 compare, contrast, and appraise cultural practices and perspectives from authentic audio and audiovisual resources.		
~~The student communicates using appropriate and applicable grammatical structures and processes in the target language~~	The student can: L6.WL.3.1 plan, produce, and present, with predominantly consistent ease and clarity of	Revise (3) Presentational communication: speaking and writing.	Remove guidance Clarify "register" as it pertains to formal and informal

Current standard	Recommended Standard	Proposed revision (Keep, Revise, Move, Remove)	Rationale for the revision (please provide rationale for all that apply):
~~at the specified proficiency levels. The presentational mode refers to the creation of oral and written messages in the target language. The student's presentation is comprehensible to an audience unaccustomed to interacting with language learners.~~ The student can ~~is expected to:~~ (A) plan, produce, and present, with predominantly~~mostly~~ consistent ease and clarity of expression, spoken presentational communications that are supported with cited examples in multiple paragraph length discourse to explain, express opinions, describe, and narrate on topics that communicate information on a variety of geographic, scientific, historical, artistic, social, or political features of target culture communities; and (B) plan and produce, with predominantly ~~mostly~~ consistent ease and clarity of expression,	expression, spoken presentational communications that are supported with cited examples in multiple paragraph length discourse to explain, express opinions, describe, and narrate on topics that communicate information on a variety of geographic, scientific, historical, artistic, social, or political features of target culture communities; and L6.WL.3.2 plan and produce, with predominantly consistent ease and clarity of expression, written presentational communications that are supported with cited examples in multiple paragraph length discourse to explain, express opinions, describe, and narrate on topics that communicate information on a variety of geographic, scientific,		

Current standard	Recommended Standard	Proposed revision (Keep, Revise, Move, Remove)	Rationale for the revision (please provide rationale for all that apply):
written presentational communications that are supported with cited examples in multiple paragraph length discourse to explain, express opinions, describe, and narrate on topics that communicate information on a variety of geographic, scientific, historical, artistic, social, or political features of target culture communities.	historical, artistic, social, or political features of target culture communities.		
World Languages Level 7			
~~(c) Knowledge and skills.~~ ~~The student communicates in the interpersonal mode using appropriate and applicable grammatical structures and processes in the target language at the specified proficiency levels. The interpersonal mode is the ability to understand and exchange information in the target language.~~	L7.WL.1.1 engage in conversations with consistent use of formal and informal register in all time frames; L7.WL.1.2 verbally exchange information with consistent use of formal and informal register on a variety of geographic, scientific, historical, artistic, social, or political features of target culture communities;	Revise (1) Interpersonal communication: speaking and writing. Revised again due to stakeholder feedback	Complex verbiage, prioritize clarity Remove “guidance” language Complex verbiage, prioritize clarity

Current standard	Recommended Standard	Proposed revision (Keep, Revise, Move, Remove)	Rationale for the revision (please provide rationale for all that apply):
The student can~~is expected to:~~ (A) engage in ~~formal and informal~~ conversations with consistent use of formal and informal register in all time frames; (B) verbally exchange information with consistent use of formal and informal register on a variety of geographic, scientific, historical, artistic, social, or political features of target culture communities; (C) write with consistent use of formal and informal register in all time frames and with elaboration items such as correspondence, narratives, descriptions, and summaries of a factual nature; and (D) produce, with consistent use of formal and informal register, written exchanges that provide information on a variety of geographic, scientific, historical, artistic, social, or	L7.WL.1.3 write with consistent use of formal and informal register in all time frames and with elaboration items such as correspondence, narratives, descriptions, and summaries of a factual nature; and L7.WL.1.4 produce, with consistent use of formal and informal register, written exchanges that provide information on a variety of geographic, scientific, historical, artistic, social, or political features of target culture communities.		

Current standard	Recommended Standard	Proposed revision (Keep, Revise, Move, Remove)	Rationale for the revision (please provide rationale for all that apply):
political features of target culture communities.			
~~The student uses the interpretive mode in communication using appropriate and applicable grammatical structures and processes in the target language at the specified proficiency levels. The interpretive mode focuses on comprehending main ideas and identifying some supporting details in the target language.~~ The student can~~is expected to:~~ (A) read and synthesize information from a variety of authentic print and electronic resources such as artwork, graphs, media, narratives, and descriptions in various literary genres, including texts about past, present, and future events that communicate information on a variety of geographic, scientific, historical, artistic, social, or political features of target culture communities;	L7.WL.2.1 read and synthesize information from a variety of authentic print and electronic resources such as artwork, graphs, media, narratives, and descriptions in various literary genres, including texts about past, present, and future events that communicate information on a variety of geographic, scientific, historical, artistic, social, or political features of target culture communities; L7.WL.2.2 compare, contrast, and synthesize cultural practices and perspectives from authentic print and electronic resources; L7.WL.2.3 listen to and synthesize information from a variety of authentic audio and audiovisual resources from the target culture that communicate information in	Revise (2) Interpretive communication: reading and listening.	Remove “guidance” language

Current standard	Recommended Standard	Proposed revision (Keep, Revise, Move, Remove)	Rationale for the revision (please provide rationale for all that apply):
(B) compare, contrast, and synthesize cultural practices and perspectives from authentic print and electronic resources; (C) listen to and synthesize information from a variety of authentic audio and audiovisual resources from the target culture that communicate information in the past, present, and future on a variety of geographic, scientific, historical, artistic, social, or political features of target culture communities; (D) compare, contrast, and synthesize cultural practices and perspectives from authentic audio and audiovisual resources.	the past, present, and future on a variety of geographic, scientific, historical, artistic, social, or political features of target culture communities; L7.WL.2.4 compare, contrast, and synthesize cultural practices and perspectives from authentic audio and audiovisual resources.		
~~The student communicates using appropriate and applicable grammatical structures and processes in the target language at the specified proficiency levels. The presentational mode refers~~	L7.WL.3.1 plan, produce, and present, with consistent ease and clarity of expression, spoken presentational communications that are supported with cited	Revise (3) Presentational communication: speaking and writing.	Remove “guidance” language

Current standard	Recommended Standard	Proposed revision (Keep, Revise, Move, Remove)	Rationale for the revision (please provide rationale for all that apply):
~~to the creation of oral and written messages in the target language. The student's presentation is comprehensible to an audience unaccustomed to interacting with language learners.~~ The student can ~~is expected to:~~ (A) plan, produce, and present, with consistent ease and clarity of expression, spoken presentational communications that are supported with cited examples in multiple paragraph length discourse to explain, express opinions, describe, and narrate on topics that communicate information on a variety of geographic, scientific, historical, artistic, social, or political features of target culture communities; (B) plan and produce, with consistent ease and clarity of expression, written presentational communications that are supported with cited examples in multiple paragraph	examples in multiple paragraph length discourse to explain, express opinions, describe, and narrate on topics that communicate information on a variety of geographic, scientific, historical, artistic, social, or political features of target culture communities; L7.WL.3.2 plan and produce, with consistent ease and clarity of expression, written presentational communications that are supported with cited examples in multiple paragraph length discourse to explain, express opinions, describe, and narrate on topics that communicate information on a variety of geographic, scientific, historical, artistic, social, or political features of target culture communities.		

Current standard	Recommended Standard	Proposed revision (Keep, Revise, Move, Remove)	Rationale for the revision (please provide rationale for all that apply):
length discourse to explain, express opinions, describe, and narrate on topics that communicate information on a variety of geographic, scientific, historical, artistic, social, or political features of target culture communities.			
Advanced Seminar in World Languages			
ADVANCED SEMINAR in ~~LAGUAGES OTHER THAN ENGLISH~~World Languages ~~(c) Knowledge and skills.~~ Goal (1) The student inquires through assigned topics and research in the target language. The student can~~is expected to~~: (A) generate relevant and researchable questions with instructor guidance and approval; (B) communicate with accuracy and fluency in order to participate fully and effectively in conversations on a variety of effectively in conversations on a	Goal 1: The student inquires through assigned topics and research in the target language. L8.WL.1.1 generate relevant and researchable questions with instructor guidance and approval; L8.WL.1.2 communicate with accuracy and fluency in order to participate fully and effectively in conversations on a variety of effectively in conversations on a variety of topics in formal and informal	Revise	Remove guidance language

Current standard	Recommended Standard	Proposed revision (Keep, Revise, Move, Remove)	Rationale for the revision (please provide rationale for all that apply):
variety of topics in formal and informal settings from multiple perspectives; (C) comprehend language from within the cultural framework, including the use of nuance and subtlety; (D) produce formal and informal correspondence on a variety of social, academic, or professional topics; (E) produce in-depth summaries, reports, or research papers on a variety of social, academic, or professional topics; (F) pose relevant questions from the research findings or conclusions for further study. (2) The student applies critical-thinking skills to build a portfolio that organizes and uses information acquired from a variety of sources, including technology. The student is expected to: (A) collect a variety of visual images such as photographs,	settings from multiple perspectives; L8.WL.1.3 comprehend language from within the cultural framework, including the use of nuance and subtlety; L8.WL.1.4 produce formal and informal correspondence on a variety of social, academic, or professional topics; L8.WL.1.5 produce in-depth summaries, reports, or research papers on a variety of social, academic, or professional topics; L8.WL.1.6 pose relevant questions from the research findings or conclusions for further study. Goal 2: The student applies critical-thinking skills to build a portfolio that organizes and uses information acquired from a variety of sources, including technology.		

Current standard	Recommended Standard	Proposed revision (Keep, Revise, Move, Remove)	Rationale for the revision (please provide rationale for all that apply):
paintings, political cartoons, and other media; (B) compile written ideas and representations; (C) interpret information and draw conclusions from a wide range of sources; (D) identify bias in written, oral, and visual material; (E) use writing and speaking skills for reflection and exploration; (F) cite sources appropriately; (G) present a portfolio.	The student can: L8.WL.2.1 collect a variety of visual images such as photographs, paintings, political cartoons, and other media; L8.WL.2.2 compile written ideas and representations; L8.WL.2.3 interpret information and draw conclusions from a wide range of sources; L8.WL.2.4 identify bias in written, oral, and visual material; L8.WL.2.5 use writing and speaking skills for reflection and exploration; L8.WL.2.6 cite sources appropriately; L8.WL.2.7 present a portfolio.		

Idaho Content Standards World Languages

IDAHO DEPARTMENT OF EDUCATION
CONTENT AND CURRICULUM | WORLD LANGUAGES

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CREATED O4/29/2024

The World Language standards were up for review in 2023 as per the Idaho code, Board of Education Governing Policies & Procedures, Section IV.C. Section 33-1612; IDAPA 08.02.004.01, Idaho Code. The Idaho Department of Education worked with a variety of stakeholders to accept nominations for committee members. The final committee was comprised of nine members representing a cross-section of grade levels and roles. This committee included community members, parents, educators from a variety of grade levels, and post-secondary content experts. The time and effort put into this revision was invaluable. Throughout the process of the revision of the standards, the working group received both stakeholder feedback and public comments that the revision committee took into consideration. The committee appreciates those who took the time to share their thoughts on the revisions. We hope that the changes to these standards allow them to be useful for all stakeholders, including educators, families, students, and community members. We hope that they bring Idaho into a new chapter of statewide success in world languages education.

Respectfully,

The World Language Standards Revision Committee

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PREAMBLE

What the Idaho Content Standards in World Languages Do

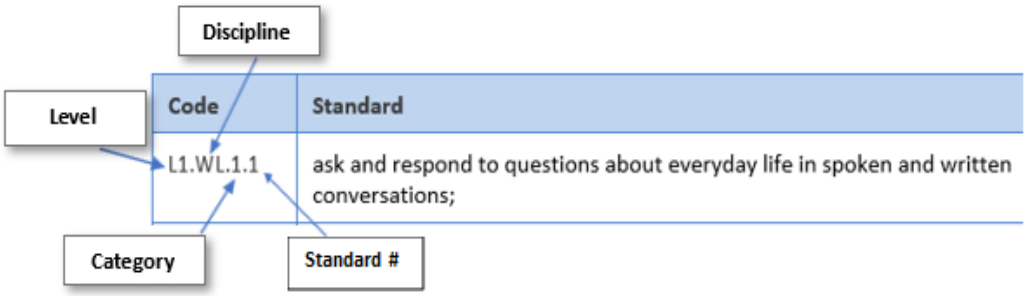
The standards define what all students are expected to know and be able to do, not how teachers should teach. While the standards focus on what is most essential, they do not describe all that can or should be taught. A great deal is left to the discretion of local school districts, teachers, and curriculum developers. No set of grade-level standards can reflect the great variety of abilities, needs, learning rates, and achievement levels in any given classroom. The standards define neither the support materials that some students may need nor the advanced materials that others may need access to. It is also beyond the scope of the standards to define the full range of support appropriate for English language learners and for students with disabilities. All students must have the opportunity to learn rigorous grade-level standards if they are to access the knowledge and skills that will be necessary in their post-secondary lives.

Standards vs. Curriculum

No specific curriculum or strategies are required by the State of Idaho to be used to teach the Idaho Content Standards in World Languages. Local schools and districts make decisions about what resources will be used to teach the standards.

ORGANIZATION OF STANDARDS

The World Languages standards are organized into three categories: interpersonal communication, interpretive communication, and presentational communication. Levels were chosen to better represent World Language education in Idaho because LEA's start the study of languages at all different grade levels.



WORLD LANGUAGES LEVEL 1

Interpersonal Communication: Speaking and Writing

The student can:

Code	Standard
L1.WL.1.1	ask and respond to questions about everyday life in spoken and written conversations;
L1.WL.1.2	express and exchange personal opinions or preferences in spoken and written conversation;
L1.WL.1.3	ask and tell others what they need to, should, or must do in spoken and written conversation;
L1.WL.1.4	articulate requests, offer alternatives, or develop simple plans in spoken and written conversation;
L1.WL.1.5	participate in formal and informal spoken conversation using culturally appropriate expressions and gestures;
L1.WL.1.6	participate in formal and informal written conversation using culturally appropriate expressions and style.

Interpretive Communication: Reading and Listening

The student can:

Code	Standard
L1.WL.2.1	demonstrate an understanding of culturally authentic print, digital, audio, and audiovisual materials in everyday contexts;
L1.WL.2.2	identify key words and details from fiction and nonfiction texts and audio and audiovisual materials;
L1.CL.2.3	infer meaning of unfamiliar words or phrases in highly contextualized texts, audio, and audiovisual materials;
L1.WL.2.4	identify cultural practices from authentic print, digital, audio, and audiovisual materials.

Presentational Communication: Speaking and Writing

The student can:

Code	Standard
L1.WL.3.1	state and support an opinion or preference orally and in writing;
L1.WL.3.2	describe people, objects, and simple situations orally and in writing using a mixture of words, phrases, and simple sentences.

WORLD LANGUAGES LEVEL 2

Interpersonal Communication: Speaking and Writing

The student can:

Code	Standard
L2.WL.1.1	ask and respond to questions about everyday life with simple elaboration in spoken and written conversation;
L2.WL.1.2	express and exchange personal opinions or preferences with simple supporting statements in spoken and written conversation;
L2.WL.1.3	ask and tell others what they need to do, should do, or must do with simple supporting reasons in spoken and written conversation;
L2.WL.1.4	articulate requests, offer alternatives, and develop plans with simple supporting statements in spoken and written conversation;
L2.WL.1.5	interact and react in formal and informal spoken conversation using culturally appropriate expressions and gestures;
L2.WL.1.6	interact and react in formal and informal writing using culturally appropriate expressions, formally and informally, and style.

Interpretive Communication: Reading and Listening

The student can:

Code	Standard
L2.WL.2.1	demonstrate an understanding of culturally authentic print, digital, audio, and audiovisual materials in everyday contexts;
L2.WL.2.2	identify the main idea, theme, and supporting details from fiction and nonfiction texts and audio and audiovisual materials;
L2.WL.2.3	infer meaning of unfamiliar words or phrases in highly contextualized texts, audio, and audiovisual materials;
L2.WL.2.4	identify cultural practices from authentic print, digital, audio, and audiovisual materials.

Presentational Communication: Speaking and Writing

The student can:

Code	Standard
L2.WL.3.1	express and support an opinion or preference orally and in writing with supporting statements;
L2.WL.3.2	describe people, objects, and situations orally and in writing using a series of sequenced sentences with essential details and simple elaboration.

WORLD LANGUAGES LEVEL 3

Interpersonal Communication: Speaking and Writing

The student can:

Code	Standard
L3.WL.1.1	ask and respond to questions about everyday life with simple elaboration in spoken and written conversation;
L3.WL.1.2	express and exchange personal opinions or preferences with simple supporting statements or strings of sentences in spoken and written conversation;

Code	Standard
L3.WL.1.3	ask and tell others what they need to do, should do, or must do with simple supporting reasons in spoken and written conversation;
L3.WL.1.4	articulate requests, offer alternatives, and develop plans with simple supporting statements in spoken and written conversation;
L3.WL.1.5	interact and react in formal and informal spoken conversation using culturally appropriate expressions and gestures;
L3.WL.1.6	interact and react in formal and informal writing using culturally appropriate expressions and style.

Interpretive Communication: Reading and Listening

The student can:

Code	Standard
L3.WL.2.1	demonstrate an understanding of culturally authentic print, digital, audio, and audiovisual materials in a variety of contexts;
L3.WL.2.2	paraphrase the main idea, theme, and supporting details from fiction and nonfiction texts and audio and audiovisual materials;
L3.WL.2.3	infer meaning of unfamiliar words or phrases in contextualized texts, audio, and audiovisual materials;
L3.WL.2.4	compare and contrast cultural practices from authentic print, digital, audio, and audiovisual materials.

Presentational Communication: Speaking and Writing

The student can:

Code	Standard
L3.WL.3.1	express and defend an opinion or preference orally and in writing with supporting statements and with recommendations;
L3.WL.3.2	narrate situations and events orally and in writing using connected sentences with details and elaboration;

Code	Standard
L3.WL.3.3	inform others orally and in writing about a variety of topics using connected sentences with details and elaboration.

WORLD LANGUAGES LEVEL 4

Interpersonal Communication: Speaking and Writing

The student can:

Code	Standard
L4.WL.1.1	ask and respond to questions about and beyond the scope of everyday life with elaboration in spoken and written conversation;
L4.WL.1.2	ask and respond to questions in unfamiliar contexts in spoken and written conversation with limited details;
L4.WL.1.3	express and exchange personal opinions, preferences, and recommendations with supporting elaborative statements in spoken and written conversation;
L4.WL.1.4	ask and tell others what they need to, should, and must do using detailed rationale in spoken and written conversation;
L4.WL.1.5	articulate requests, offer suggestions, and develop plans with supporting elaborative statements in spoken and written conversation;
L4.WL.1.6	interact and react in formal and informal spoken conversation using culturally appropriate expressions and gestures;
L4.WL.1.7	interact and react in formal and informal writing using culturally appropriate expressions and style.

Interpretive Communication: Reading and Listening

The student can:

Code	Standard
L4.WL.2.1	analyze culturally authentic print, digital, audio, and audiovisual materials in a variety of contexts;

Code	Standard
L4.WL.2.2	paraphrase and analyze the main idea, theme, and supporting details from fiction and nonfiction texts and audio and audiovisual materials;
L4.WL.2.3	infer meaning of unfamiliar words or phrases in texts, audio, and audiovisual materials;
L4.WL.2.4	compare and contrast cultural practices and perspectives from authentic print, digital, audio, and audiovisual materials.

Presentational Communication: Speaking and Writing

The student can:

Code	Standard
L4.WL.3.1	express and defend an opinion or persuade others orally and in writing with supporting elaborative statements and with recommendations;
L4.WL.3.2	narrate situations and events orally and in writing using connected sentences and some connected discourse with details and elaboration;
L4.WL.3.3	inform others orally and in writing about a variety of topics using connected sentences and some connected discourse with details and elaboration.

WORLD LANGUAGES LEVEL 5

Interpersonal Communication: Speaking and Writing

The student can:

Code	Standard
L5.WL.1.1	engage in conversations both formally and informally with general consistency on a variety of geographic, scientific, historical, artistic, social, or political features of target culture communities;
L5.WL.1.2	write with general consistency and in all time frames, formal and informal items such as correspondence, narratives, descriptions, and summaries of a factual nature;

Code	Standard
L5.WL.1.3	produce with general consistency, formal and informal written exchanges that provide information on a variety of geographic, scientific, historical, artistic, social, or political features of target culture communities.

Interpretive Communication: Reading and Listening

The student can:

Code	Standard
L5.WL.2.1	read and analyze information from a variety of authentic print and electronic resources such as artwork, graphs, media, narratives, and descriptions in various literary genres, including texts about past, present, and future events that communicate information on a variety of geographic, scientific, historical, artistic, social, or political features of target culture communities;
L5.WL.2.2	compare, contrast, and analyze cultural practices and perspectives from authentic print and electronic resources;
L5.WL.2.3	listen to and analyze information from a variety of authentic audio and audiovisual resources from the target culture that communicate information in the past, present, and future on a variety of geographic, scientific, historical, artistic, social, or political features of target culture communities;
L5.WL.2.4	compare, contrast, and analyze cultural practices and perspectives from authentic audio and audiovisual resources.

Presentational Communication: Speaking and Writing

The student can:

Code	Standard
L5.WL.3.1	plan, produce, and present, with some ease and clarity of expression, spoken presentational communications that are supported with cited examples in multiple paragraph length discourse to explain, express opinions, describe, and narrate on topics that communicate information on a variety of geographic, scientific, historical, artistic, social, or political features of target culture communities;

Code	Standard
L5.WL.3.2	plan and produce, with some ease and clarity of expression, written presentational communications that are supported with cited examples in multiple paragraph length discourse to explain, express opinions, describe, and narrate on topics that communicate information on a variety of geographic, scientific, historical, artistic, social, or political features of target culture communities.

WORLD LANGUAGES LEVEL 6

Interpersonal Communication: Speaking and Writing

The student can:

Code	Standard
L6.WL.1.1	engage in conversations with predominantly consistent use of formal and informal register in all time frames;
L6.WL.1.2	verbally exchange information with predominantly consistent use of register on a variety of geographic, scientific, historical, artistic, social, or political features of target culture communities;
L6.WL.1.3	write with predominantly consistent use of formal and informal register in all time frames and with some elaboration items such as correspondence, narratives, descriptions, and summaries of a factual nature;
L6.WL.1.4	produce, with predominantly consistent use of formal and informal register, written exchanges that provide information on a variety of geographic, scientific, historical, artistic, social, or political features of target culture communities.

Interpretive Communication: Reading and Listening

The student can:

Code	Standard
L6.WL.2.1	read and appraise information from a variety of authentic print and electronic resources such as artwork, graphs, media, narratives, and descriptions in various literary genres, including texts about past, present, and future events that communicate information on a variety of geographic, scientific, historical, artistic, social, or political features of target culture communities;
L6.WL.2.2	compare, contrast, and appraise cultural practices and perspectives from authentic print and electronic resources;
L6.WL.2.3	listen to and appraise information from a variety of authentic audio and audiovisual resources from the target culture that communicate information in the past, present, and future on a variety of geographic, scientific, historical, artistic, social, or political features of target culture communities;
L6.WL.2.4	compare, contrast, and appraise cultural practices and perspectives from authentic audio and audiovisual resources.

Presentational Communication: Speaking and Writing

The student can:

Code	Standard
L6.WL.3.1	plan, produce, and present, with predominantly consistent ease and clarity of expression, spoken presentational communications that are supported with cited examples in multiple paragraph length discourse to explain, express opinions, describe, and narrate on topics that communicate information on a variety of geographic, scientific, historical, artistic, social, or political features of target culture communities;
L6.WL.3.2	plan and produce, with predominantly consistent ease and clarity of expression, written presentational communications that are supported with cited examples in multiple paragraph length discourse to explain, express opinions, describe, and narrate on topics that communicate information on a variety of geographic, scientific, historical, artistic, social, or political features of target culture communities.

WORLD LANGUAGES LEVEL 7

Interpersonal Communication: Speaking and Writing

The student can:

Code	Standard
L7.WL.1.1	engage in conversations with consistent use of formal and informal register in all time frames;
L7.WL.1.2	verbally exchange information with consistent use of formal and informal register on a variety of geographic, scientific, historical, artistic, social, or political features of target culture communities;
L7.WL.1.3	write with consistent use of formal and informal register in all time frames and with some elaboration items such as correspondence, narratives, descriptions, and summaries of a factual nature; and
L7.WL.1.4	produce, with consistent use of formal and informal register, written exchanges that provide information on a variety of geographic, scientific, historical, artistic, social, or political features of target culture communities.

Interpretive Communication: Reading and Listening

The student can:

Code	Standard
L7.WL.2.1	read and synthesize information from a variety of authentic print and electronic resources such as artwork, graphs, media, narratives, and descriptions in various literary genres, including texts about past, present, and future events that communicate information on a variety of geographic, scientific, historical, artistic, social, or political features of target culture communities;
L7.WL.2.2	compare, contrast, and synthesize cultural practices and perspectives from authentic print and electronic resources;
L7.WL.2.3	listen to and synthesize information from a variety of authentic audio and audiovisual resources from the target culture that communicate information in the past, present, and future on a variety of geographic, scientific, historical, artistic, social, or political features of target culture communities;

Code	Standard
L7.WL.2.4	compare, contrast, and synthesize cultural practices and perspectives from authentic audio and audiovisual resources.

Presentational Communication: Speaking and Writing

The student can:

Code	Standard
L7.WL.3.1	plan, produce, and present, with consistent ease and clarity of expression, spoken presentational communications that are supported with cited examples in multiple paragraph length discourse to explain, express opinions, describe, and narrate on topics that communicate information on a variety of geographic, scientific, historical, artistic, social, or political features of target culture communities;
L7.WL.3.2	plan and produce, with consistent ease and clarity of expression, written presentational communications that are supported with cited examples in multiple paragraph length discourse to explain, express opinions, describe, and narrate on topics that communicate information on a variety of geographic, scientific, historical, artistic, social, or political features of target culture communities.

ADVANCED SEMINAR IN WORLD LANGUAGES

Goal 1: The student inquires through assigned topics and research in the target language.

The student can:

Code	Standard
L8.WL.1.1	generate relevant and researchable questions with instructor guidance and approval;
L8.WL.1.2	communicate with accuracy and fluency in order to participate fully and effectively in conversations on a variety of topics in formal and informal settings from multiple perspectives;
L8.WL.1.3	comprehend language from within the cultural framework, including the use of nuance and subtlety;

Code	Standard
L8.WL.1.4	produce formal and informal correspondence on a variety of social, academic, or professional topics;
L8.WL.1.5	produce in-depth summaries, reports, or research papers on a variety of social, academic, or professional topics;
L8.WL.1.6	pose relevant questions from the research findings or conclusions for further study.

Goal 2: The student applies critical-thinking skills to build a portfolio that organizes and uses information acquired from a variety of sources, including technology.

The student can:

Code	Standard
L8.WL.2.1	collect a variety of visual images such as photographs, paintings, political cartoons, and other media;
L8.WL.2.2	compile written ideas and representations;
L8.WL.2.3	interpret information and draw conclusions from a wide range of sources;
L8.WL.2.4	identify bias in written, oral, and visual material;
L8.WL.2.5	use writing and speaking skills for reflection and exploration;
L8.WL.2.6	cite sources appropriately;
L8.WL.2.7	present a portfolio.

STANDARDS REVISIONS AND RATIONALE – CLASSICAL LANGUAGES

Current standard	Recommended Standard	Proposed revision (Keep, Revise, Move, Remove)	Rationale for the revision (please provide rationale for all that apply):
Classical Languages Level I			
~~(c) Knowledge and skills.~~ ~~The student negotiates meaning through the spoken and written exchange of information in a variety of contexts. The student uses a mixture of words and phrases with appropriate and applicable grammar structures and processes at the specified proficiency levels.~~ The student can ~~is expected to~~: (A) ask and respond to questions, such as yes/no questions, either/or questions, or who/what/where/when questions, in spoken or written conversation in classroom contexts; and (B) articulate memorized requests, greetings, and introductions in spoken or written conversation.	The student can: L1.CL.1.1 ask and respond to questions, such as yes/no questions, either/or questions, or who/what/where/when questions, in spoken or written conversation in classroom contexts; and L1.CL.1.2 articulate memorized requests, greetings, and introductions in spoken or written conversation.	Revise Interpersonal communication: speaking and writing.	Age/grade level appropriateness Remove "guidance" language
~~The student comprehends sentence-length information from culturally relevant print, digital,~~	The student can: L1.CL.2.1 demonstrate an understanding of culturally	Revise	Age/grade level appropriateness Remove "guidance" language

Current standard	Recommended Standard	Proposed revision (Keep, Revise, Move, Remove)	Rationale for the revision (please provide rationale for all that apply):
~~audio, and audiovisual materials as appropriate within highly contextualized situations and sources. The student uses the interpretive mode in communication with appropriate and applicable grammatical structures and processes at the specified proficiency levels~~. The student can ~~is expected to:~~ (A) demonstrate an understanding of culturally relevant print, digital, audio, or audiovisual materials in classroom contexts; (B) identify key words and details from fiction or nonfiction texts or audio or audiovisual materials; (C) infer meaning of unfamiliar words or phrases in highly contextualized texts, audio, or audiovisual materials; and (D) identify cultural practices from authentic print, digital, audio, or audiovisual materials.	relevant print, digital, audio, or audiovisual materials in classroom contexts; L1.CL.2.2 identify key words and details from fiction or nonfiction texts or audio or audiovisual materials; L1.CL.2.3 infer meaning of unfamiliar words or phrases in highly contextualized texts, audio, or audiovisual materials; and L1.CL.2.4 identify cultural practices from authentic print, digital, audio, or audiovisual materials.	Interpretive communication: reading and listening	
~~The student presents information orally or in writing using a~~	The student can:	Revise	Age/grade level appropriateness

Current standard	Recommended Standard	Proposed revision (Keep, Revise, Move, Remove)	Rationale for the revision (please provide rationale for all that apply):
~~mixture of words and phrases with appropriate and applicable grammar structures and processes at the specified proficiency levels~~. The student can~~is expected to~~: (A) express a simple~~n~~ opinion or preference orally or in writing; and (B) describe people, objects, or simple situations orally or in writing using a mixture of words, phrases, or simple sentences.	L1.CL.3.1 express a simple opinion or preference orally or in writing; and L1.CL.3.2 describe people, objects, or simple situations orally or in writing using a mixture of words, phrases, or simple sentences.	Presentational communication: speaking and writing.	Remove "guidance" language Clarification on what students need to know and be able to do
Classical Languages Level II			
~~The student negotiates meaning through the spoken and written exchange of information in a variety of contexts. The student uses a mixture of words, phrases, and simple sentences with appropriate and applicable grammar structures and processes at the specified proficiency levels~~. The student can~~is expected to:~~ (A) ask and respond to questions with simple elaboration in spoken or written conversation; (B) express and exchange personal opinions or preferences	The student can: L2.CL.1.1 ask and respond to questions with simple elaboration in spoken or written conversation; L2.CL.1.2 express and exchange personal opinions or preferences in spoken or written conversation using simple constructions such as impersonal verbs; and L2.CL.1.3 ask and tell others what they need to, should, or	Revise Interpersonal communication: speaking and writing.	Age/grade level appropriateness Remove "guidance" language

Current standard	Recommended Standard	Proposed revision (Keep, Revise, Move, Remove)	Rationale for the revision (please provide rationale for all that apply):
in spoken or written conversation using simple constructions such as impersonal verbs; and (C) ask and tell others what they need to, should, or must do in spoken or written conversation using appropriate constructions such as the imperative mood or~~,~~ impersonal verbs ~~or the subjunctive mood.~~	must do in spoken or written conversation using appropriate constructions such as the imperative mood impersonal verbs		
~~The student comprehends simple connected statements from culturally relevant print, digital, audio, and audiovisual materials as appropriate within contextualized situations and sources. The student uses the interpretive mode in communication with appropriate and applicable grammatical structures and processes at the specified proficiency levels.~~ The student can ~~is expected to:~~ (A) demonstrate an understanding of culturally authentic ~~culturally~~ relevant print, digital, audio, or audiovisual materials in classroom contexts;	The student can: L2.CL.2.1 demonstrate an understanding of culturally authentic print, digital, audio, or audiovisual materials in classroom contexts; L2.CL.2.2 identify the main idea, theme, and supporting details from fiction or nonfiction texts or audio or audiovisual materials; L2.CL.2.3 infer meaning of unfamiliar words or phrases in highly contextualized texts, audio, or audiovisual materials; and L2.CL.2.4 identify cultural practices from relevant print,	Revise Interpretive communication: reading and listening.	Age/grade level appropriateness Remove "guidance" language"

Current standard	Recommended Standard	Proposed revision (Keep, Revise, Move, Remove)	Rationale for the revision (please provide rationale for all that apply):
(B) identify the main idea, theme, and supporting details from fiction or nonfiction texts or audio or audiovisual materials; (C) infer meaning of unfamiliar words or phrases in highly contextualized texts, audio, or audiovisual materials; and (D) identify cultural practices from relevant print, digital, audio, or audiovisual materials.	digital, audio, or audiovisual materials.		
~~The student presents information orally or in writing using a mixture of phrases and simple sentences with appropriate and applicable grammar structures and processes at the specified proficiency levels~~. The student can~~is expected to:~~ (A) express and support an opinion or preference orally or in writing; and (B) describe people, objects, or situations orally or in writing with essential details.	The student can: L2.CL.3.1 express and support an opinion or preference orally or in writing; and L2.CL.3.2 describe people, objects, or situations orally or in writing with essential details.	Revise Presentational communication: speaking and writing.	Age/grade level appropriateness Remove "guidance" language
Classical Languages Level III			

Current standard	Recommended Standard	Proposed revision (Keep, Revise, Move, Remove)	Rationale for the revision (please provide rationale for all that apply):
~~The student negotiates meaning through the spoken and written exchange of information in a variety of contexts. The student uses a mixture of words, phrases, and simple sentences with appropriate and applicable grammar structures and processes at the specified proficiency levels~~. The student can~~is expected to:~~ (A) ask and respond to questions with simple elaboration in spoken or written conversation; (B) express and exchange personal opinions or preferences in spoken or written conversation using simple constructions such as impersonal verbs; and (C) ask and tell others what they need to, should, or must do in spoken or written conversation using appropriate constructions such as the imperative mood, impersonal verbs, or the subjunctive mood.	The student can: L3.CL.1.1 ask and respond to questions with simple elaboration in spoken or written conversation; L3.CL.1.2 express and exchange personal opinions or preferences in spoken or written conversation using simple constructions such as impersonal verbs; and L3.CL.1.3 ask and tell others what they need to, should, or must do in spoken or written conversation using appropriate constructions such as the imperative mood, impersonal verbs, or the subjunctive mood.	Revise Interpersonal communication: speaking and writing	Age/grade appropriate Removed guidance Subjunctive mood was redlined from Level 2, kept in level 3 for age appropriateness
~~The student comprehends connected statements from culturally authentic print, digital,~~	The student can: L3.CL.2.1 demonstrate an understanding of culturally	Revise	Age/grade level appropriateness Remove guidance language

Current standard	Recommended Standard	Proposed revision (Keep, Revise, Move, Remove)	Rationale for the revision (please provide rationale for all that apply):
~~audio, and audiovisual materials as appropriate within contextualized situations and sources. The student uses the interpretive mode in communication with appropriate and applicable grammatical structures and processes at the specified proficiency levels~~. The student can ~~is expected to:~~ (A) demonstrate an understanding of culturally authentic print, digital, audio, or audiovisual materials in a variety of contexts; (B) paraphrase the main idea, theme, and supporting details from fiction or nonfiction texts or audio or audiovisual materials; (C) analyze authentic literature with respect to stylistic topics such as elements of genre, literary devices, audience, or metrics; (D) infer meaning of unfamiliar words or phrases in contextualized texts, audio, or audiovisual materials; and (E) compare and contrast cultural practices from authentic	authentic print, digital, audio, or audiovisual materials in a variety of contexts; L3.CL.2.2 paraphrase the main idea, theme, and supporting details from fiction or nonfiction texts or audio or audiovisual materials; L3.CL.2.3 analyze authentic literature with respect to stylistic topics such as elements of genre, literary devices, audience, or metrics; L3.CL.2.4 infer meaning of unfamiliar words or phrases in contextualized texts, audio, or audiovisual materials; and L3.CL.2.5 compare and contrast cultural practices from authentic print, digital, audio, or audiovisual materials.	Interpretive communication: reading and listening.	

Current standard	Recommended Standard	Proposed revision (Keep, Revise, Move, Remove)	Rationale for the revision (please provide rationale for all that apply):
print, digital, audio, or audiovisual materials.			
~~The student presents information orally or in writing using a mixture of phrases and sentences with appropriate and applicable grammar structures and processes at the specified proficiency levels~~. The student can ~~is expected to:~~ (A) cite the justification for an opinion or preference orally or in writing using textual evidence; and (B) read prose or poetry aloud with attention to features of declamation such as metrical structure, meaningful phrase grouping, and appropriate voice inflection.	The student can: L3.CL.3.1 cite the justification for an opinion or preference orally or in writing using textual evidence; and L3.CL.3.2 read prose or poetry aloud with attention to features of declamation such as metrical structure, meaningful phrase grouping, and appropriate voice inflection.	Revise Presentational communication: speaking and writing.	Age/grade level appropriateness Remove Guidance Language
Classical Languages Level IV			
~~The student negotiates meaning through the spoken and written exchange of information in a variety of contexts. The student uses a mixture of words, phrases, and simple sentences with appropriate and applicable~~	The student can: L4.CL.1.1 ask and respond to questions with simple elaboration in spoken or written conversation;	Revise Interpersonal communication: speaking and writing	Remove guidance Prioritize Clarity

Current standard	Recommended Standard	Proposed revision (Keep, Revise, Move, Remove)	Rationale for the revision (please provide rationale for all that apply):
~~grammar structures and processes at the specified proficiency levels~~. The student can~~is expected to:~~ (A) ask and respond to questions with simple elaboration in spoken or written conversation; (B) express and exchange personal opinions or preferences, in spoken or written conversation, using constructions such as impersonal verbs; and (C) ask and tell others what they need to, should, and must do in spoken or written conversation using constructions such as the imperative mood, impersonal verbs, or the subjunctive mood.	L4.CL.1.2 express and exchange personal opinions or preferences, in spoken or written conversation, using constructions such as impersonal verbs; and L4.CL.1.3 ask and tell others what they need to, should, and must do in spoken or written conversation using constructions such as the imperative mood, impersonal verbs, or the subjunctive mood.		
~~The student comprehends connected statements from culturally authentic print, digital, audio, or audiovisual materials as appropriate within contextualized situations and sources. The student uses the interpretive mode in communication with appropriate and applicable grammatical structures and processes at the specified~~	The student can: L4.CL.2.1 analyze culturally authentic print, digital, audio, or audiovisual materials in a variety of contexts; L4.CL.2.2 paraphrase and analyze the main idea, theme, and supporting details from fiction or nonfiction texts, prepared or unprepared, or	Revise Interpretive communication: reading and listening.	Remove guidance

Current standard	Recommended Standard	Proposed revision (Keep, Revise, Move, Remove)	Rationale for the revision (please provide rationale for all that apply):
~~proficiency levels~~. The student can ~~is expected to:~~ (A) analyze culturally authentic print, digital, audio, or audiovisual materials in a variety of contexts; (B) paraphrase and analyze the main idea, theme, and supporting details from fiction or nonfiction texts, prepared or unprepared, or from audio or audiovisual materials; (C) analyze authentic literature in depth with respect to topics such as elements of genre, literary devices, audience, or metrics; (D) infer meaning of unfamiliar words or phrases in texts, audio, or audiovisual materials; and (E) compare and contrast cultural practices and perspectives from authentic print, digital, audio, or audiovisual materials.	from audio or audiovisual materials; L4.CL.2.3 analyze authentic literature in depth with respect to topics such as elements of genre, literary devices, audience, or metrics; L4.CL.2.4 infer meaning of unfamiliar words or phrases in texts, audio, or audiovisual materials; and L4.CL.2.5 compare and contrast cultural practices and perspectives from authentic print, digital, audio, or audiovisual materials.		
~~The student presents information orally or in writing using a mixture of phrases and sentences with appropriate and applicable~~	The student can: L4.CL.3.1 cite the justification for an opinion or an argument	Keep Presentational communication: speaking and writing.	Changed standard number

Current standard	Recommended Standard	Proposed revision (Keep, Revise, Move, Remove)	Rationale for the revision (please provide rationale for all that apply):
~~grammar structures.~~ The student can ~~is expected to:~~ (A) cite the justification for an opinion or an argument orally or in writing utilizing textual evidence; and (B) read prose or poetry aloud with attention to features such as metrical structure, meaningful phrase grouping, and appropriate voice inflection.	orally or in writing utilizing textual evidence; and L4.CL.3.2 read prose or poetry aloud with attention to features such as metrical structure, meaningful phrase grouping, and appropriate voice inflection.		
Classical Languages Level V			
~~(c) Knowledge and skills.~~ ~~The student communicates in the interpersonal mode using appropriate and applicable grammatical structures and processes in the target language at the specified proficiency levels. The interpersonal mode is the ability to understand and exchange information in the target language.~~ The student can~~is expected to:~~ (A) engage in simple exchanges with generally consistent use of	The student can: L5.CL.1.1 engage in simple exchanges with generally consistent use of syntax in any time frame and respond appropriately to questions, statements, commands, or other stimuli such as pictures, gestures, or the surrounding environment; and L5.CL.1.2 produce written exchanges that provide information on a variety of geographic, scientific, historical, artistic, social, or	Revise Interpersonal communication: speaking and writing.	Remove guidance language

Current standard	Recommended Standard	Proposed revision (Keep, Revise, Move, Remove)	Rationale for the revision (please provide rationale for all that apply):
syntax in any time frame and respond appropriately to questions, statements, commands, or other stimuli such as pictures, gestures, or the surrounding environment; and (B) produce written exchanges ~~at the appropriate proficiency level~~ that provide information on a variety of geographic, scientific, historical, artistic, social, or political features of target culture communities.	political features of target culture communities.		
~~The student uses the interpretive mode in communication with appropriate and applicable grammatical structures and processes in the target language at the specified proficiency levels. The interpretive mode focuses on comprehending main ideas and identifying some supporting details in the target language.~~ The student can~~is expected to:~~ (A) analyze information from a variety of prepared or unprepared authentic texts in various literary genres and relevant print,	The student can: L5.CL.2.1 analyze information from a variety of prepared or unprepared authentic texts in various literary genres and relevant print, electronic, audio, or audiovisual resources that communicate information on a variety of geographic, scientific, historical, artistic, social, or political features of target culture communities; L5.CL.2.2 compare, contrast, and analyze cultural practices	Revise Interpretive communication: reading and listening.	Remove guidance language

Current standard	Recommended Standard	Proposed revision (Keep, Revise, Move, Remove)	Rationale for the revision (please provide rationale for all that apply):
electronic, audio, or audiovisual resources that communicate information on a variety of geographic, scientific, historical, artistic, social, or political features of target culture communities; (B) compare, contrast, and analyze cultural practices and perspectives from authentic texts or relevant print, electronic, audio, or audiovisual resources; and (C) analyze authentic literature in depth with respect to stylistic topics such as elements of genre, literary devices, audience, or metrics.	and perspectives from authentic texts or relevant print, electronic, audio, or audiovisual resources; and L5.CL.2.3 analyze authentic literature in depth with respect to stylistic topics such as elements of genre, literary devices, audience, or metrics.		
~~The student communicates using appropriate and applicable grammatical structures and processes in the target language at the specified proficiency levels. The presentational mode refers to the creation of oral and written messages in the target language.~~ The student can~~is expected to:~~ (A) cite the justification for an opinion or an argument orally or	The student can: L5.CL.3.1 cite the justification for an opinion or an argument orally or in writing using textual evidence to explain, express opinions, describe, or narrate on topics that communicate information on a variety of geographic, scientific, historical, artistic, social, or political features of	Revise Presentational communication: speaking and writing.	Remove guidance language

Current standard	Recommended Standard	Proposed revision (Keep, Revise, Move, Remove)	Rationale for the revision (please provide rationale for all that apply):
in writing using textual evidence to explain, express opinions, describe, or narrate on topics that communicate information on a variety of geographic, scientific, historical, artistic, social, or political features of target culture communities; and (B) read prose or poetry aloud with attention to features of declamation such as metrical structure, meaningful phrase grouping, and appropriate voice inflection and gestures.	target culture communities; and L5.CL.3.2 read prose or poetry aloud with attention to features of declamation such as metrical structure, meaningful phrase grouping, and appropriate voice inflection and gestures.		

For Questions Contact

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Idaho Content Standards
Classical Languages

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CREATED O4/29/2024

The World Language standards were up for review in 2023 as per the Idaho code, Board of Education Governing Policies & Procedures, Section IV.C. Section 33-1612; IDAPA 08.02.004.01, Idaho Code. The Idaho Department of Education worked with a variety of stakeholders to accept nominations for committee members. The final committee was comprised of nine members representing a cross-section of grade levels and roles. This committee included community members, parents, educators from a variety of grade levels, and post-secondary content experts. The time and effort put into this revision was invaluable. Throughout the process of the revision of the standards, the working group received both stakeholder feedback and public comments that the revision committee took into consideration. The committee appreciates those who took the time to share their thoughts on the revisions. We hope that the changes to these standards allow them to be useful for all stakeholders, including educators, families, students, and community members. We hope that they bring Idaho into a new chapter of statewide success in world languages education.

Respectfully,

The World Language Standards Revision Committee

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Andrew Horning
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PREAMBLE

What the Idaho Content Standards in World Languages Do

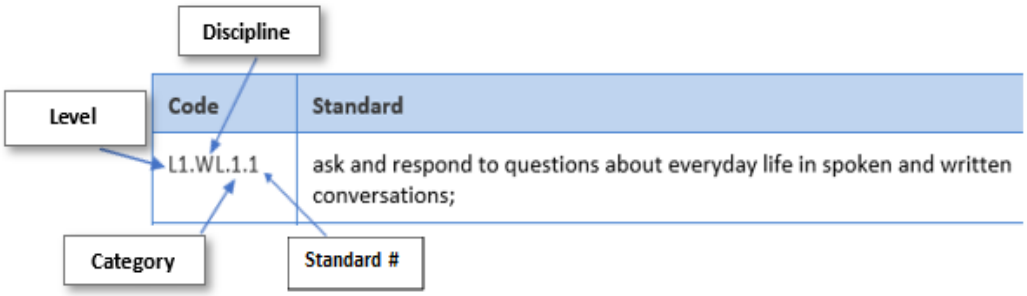
The standards define what all students are expected to know and be able to do, not how teachers should teach. While the standards focus on what is most essential, they do not describe all that can or should be taught. A great deal is left to the discretion of local school districts, teachers, and curriculum developers. No set of grade-level standards can reflect the great variety of abilities, needs, learning rates, and achievement levels in any given classroom. The standards define neither the support materials that some students may need nor the advanced materials that others may need access to. It is also beyond the scope of the standards to define the full range of support appropriate for English language learners and for students with disabilities. All students must have the opportunity to learn rigorous grade-level standards if they are to access the knowledge and skills that will be necessary in their post-secondary lives.

Standards vs. Curriculum

No specific curriculum or strategies are required by the State of Idaho to be used to teach the Idaho Content Standards in World Languages. Local schools and districts make decisions about what resources will be used to teach the standards.

ORGANIZATION OF STANDARDS

The Classical Languages standards are organized into three categories: interpersonal communication, interpretive communication, and presentational communication. Levels were chosen to better represent World Language education in Idaho because LEA's start the study of languages at all different grade levels.



CLASSICAL LANGUAGES LEVEL 1

Interpersonal Communication: Speaking and Writing

The student can:

Code	Standard
L1.CL.1.1	ask and respond to questions, such as yes/no questions, either/or questions, or who/what/where/when questions, in spoken or written conversation in classroom contexts;
L1.CL.1.2	articulate memorized requests, greetings, and introductions in spoken or written conversation.

Interpretive Communication: Reading and Listening

The student can:

Code	Standard
L1.CL.2.1	demonstrate an understanding of culturally relevant print, digital, audio, or audiovisual materials in classroom contexts;
L1.CL.2.2	identify key words and details from fiction or nonfiction texts or audio or audiovisual materials;
L1.CL.2.3	infer meaning of unfamiliar words or phrases in highly contextualized texts, audio, or audiovisual materials;
L1.CL.2.4	identify cultural practices from authentic print, digital, audio, and audiovisual materials.

Presentational Communication: Speaking and Writing

The student can:

Code	Standard
L1.CL.3.1	express a simple opinion or preference orally or in writing;
L1.CL.3.2	describe people, objects, or simple situations orally or in writing using a mixture of words, phrases, or simple sentences.

CLASSICAL LANGUAGES LEVEL 2

Interpersonal Communication: Speaking and Writing

The student can:

Code	Standard
L2.CL.1.1	ask and respond to questions with simple elaboration in spoken or written conversation;
L2.CL.1.2	express and exchange personal opinions or preferences in spoken or written conversation using simple constructions such as impersonal verbs;
L2.CL.1.3	ask and tell others what they need to, should, or must do in spoken or written conversation using appropriate constructions such as the imperative mood impersonal verbs.

Interpretive Communication: Reading and Listening

The student can:

Code	Standard
L2.CL.2.1	demonstrate an understanding of culturally authentic print, digital, audio, and audiovisual materials in everyday contexts;
L2.CL.2.2	identify the main idea, theme, and supporting details from fiction and nonfiction texts and audio and audiovisual materials;
L2.CL.2.3	infer meaning of unfamiliar words or phrases in highly contextualized texts, audio, and audiovisual materials;
L2.CL.2.4	identify cultural practices from authentic print, digital, audio, and audiovisual materials.

Presentational Communication: Speaking and Writing

The student can:

Code	Standard
L2.CL.3.1	express and support an opinion or preference orally or in writing

Code	Standard
L2.CL.3.2	describe people, objects, or situations orally or in writing with essential details.

CLASSICAL LANGUAGES LEVEL 3

Interpersonal Communication: Speaking and Writing

The student can:

Code	Standard
L3.CL.1.1	ask and respond to questions with simple elaboration in spoken or written conversation;
L3.CL.1.2	express and exchange personal opinions or preferences in spoken or written conversation using simple constructions such as impersonal verbs;
L3.CL.1.3	ask and tell others what they need to, should, or must do in spoken or written conversation using appropriate constructions such as the imperative mood, impersonal verbs, or the subjunctive mood.

Interpretive Communication: Reading and Listening

The student can:

Code	Standard
L3.CL.2.1	demonstrate an understanding of culturally authentic print, digital, audio, and audiovisual materials in a variety of contexts;
L3.CL.2.2	paraphrase the main idea, theme, and supporting details from fiction and nonfiction texts and audio and audiovisual materials;
L3.CL.2.3	analyze authentic literature with respect to stylistic topics such as elements of genre, literary devices, audience, or metrics;
L3.CL.2.4	infer meaning of unfamiliar words or phrases in contextualized texts, audio, or audiovisual materials
L3.CL.2.5	compare and contrast cultural practices from authentic print, digital, audio, and audiovisual materials.

Presentational Communication: Speaking and Writing

The student can:

Code	Standard
L3.CL.3.1	cite the justification for an opinion or preference orally or in writing using textual evidence;
L3.CL.3.2	read prose or poetry aloud with attention to features of declamation such as metrical structure, meaningful phrase grouping, and appropriate voice inflection.

CLASSICAL LANGUAGES LEVEL 4

Interpersonal Communication: Speaking and Writing

The student can:

Code	Standard
L4.CL.1.1	ask and respond to questions with simple elaboration in spoken or written conversation;
L4.CL.1.2	express and exchange personal opinions or preferences, in spoken or written conversation, using constructions such as impersonal verbs;
L4.CL.1.3	ask and tell others what they need to, should, and must do in spoken or written conversation using constructions such as the imperative mood, impersonal verbs, or the subjunctive mood.

Interpretive Communication: Reading and Listening

The student can:

Code	Standard
L4.CL.2.1	analyze culturally authentic print, digital, audio, and audiovisual materials in a variety of contexts;
L4.CL.2.2	paraphrase and analyze the main idea, theme, and supporting details from fiction or nonfiction texts, prepared or unprepared, or from audio or audiovisual materials;

Code	Standard
L4.CL.2.3	analyze authentic literature in depth with respect to topics such as elements of genre, literary devices, audience, or metrics;
L4.CL.2.4	infer meaning of unfamiliar words or phrases in texts, audio, and audiovisual materials;
L4.CL.2.5	compare and contrast cultural practices and perspectives from authentic print, digital, audio, and audiovisual materials.

Presentational Communication: Speaking and Writing

The student can:

Code	Standard
L4.CL.3.1	cite the justification for an opinion or an argument orally or in writing utilizing textual evidence
L4.CL.3.2	read prose or poetry aloud with attention to features such as metrical structure, meaningful phrase grouping, and appropriate voice inflection.

CLASSICAL LANGUAGES LEVEL 5

Interpersonal Communication: Speaking and Writing

The student can:

Code	Standard
L5.CL.1.1	engage in simple exchanges with generally consistent use of syntax in any time frame and respond appropriately to questions, statements, commands, or other stimuli such as pictures, gestures, or the surrounding environment;
L5.CL.1.2	produce written exchanges provide information on a variety of geographic, scientific, historical, artistic, social, or political features of target culture communities.

Interpretive Communication: Reading and Listening

The student can:

Code	Standard
L5.CL.2.1	analyze information from a variety of prepared or unprepared authentic texts in various literary genres and relevant print, electronic, audio, or audiovisual resources that communicate information on a variety of geographic, scientific, historical, artistic, social, or political features of target culture communities;
L5.CL.2.2	compare, contrast, and analyze cultural practices and perspectives from authentic texts or relevant print, electronic, audio, or audiovisual resources;
L5.CL.2.3	analyze authentic literature in depth with respect to stylistic topics such as elements of genre, literary devices, audience, or metrics.

Presentational Communication: Speaking and Writing

The student can:

Code	Standard
L5.CL.3.1	cite the justification for an opinion or an argument orally or in writing using textual evidence to explain, express opinions, describe, or narrate on topics that communicate information on a variety of geographic, scientific, historical, artistic, social, or political features of target culture communities;
L5.CL.3.2	read prose or poetry aloud with attention to features of declamation such as metrical structure, meaningful phrase grouping, and appropriate voice inflection and gestures.

Idaho Content Standards
Advanced Language for Career Applications

IDAHO DEPARTMENT OF EDUCATION
CONTENT AND CURRICULUM | ADVANCED LANGUAGE FOR CAREER APPLICATIONS

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CREATED O4/29/2024

The World Language standards were up for review in 2023 as per the Idaho code, Board of Education Governing Policies & Procedures, Section IV.C. Section 33-1612; IDAPA 08.02.004.01, Idaho Code. The Idaho Department of Education worked with a variety of stakeholders to accept nominations for committee members. The final committee was comprised of nine members representing a cross-section of grade levels and roles. This committee included community members, parents, educators from a variety of grade levels, and post-secondary content experts. The time and effort put into this revision was invaluable. Throughout the process of the revision of the standards, the working group received both stakeholder feedback and public comments that the revision committee took into consideration. The committee appreciates those who took the time to share their thoughts on the revisions. We hope that the changes to these standards allow them to be useful for all stakeholders, including educators, families, students, and community members. We hope that they bring Idaho into a new chapter of statewide success in world languages education.

Respectfully,

The World Language Standards Revision Committee

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Danyelle Quincy Davis
Andrew Horning
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PREAMBLE

What the Idaho Content Standards in World Languages Do

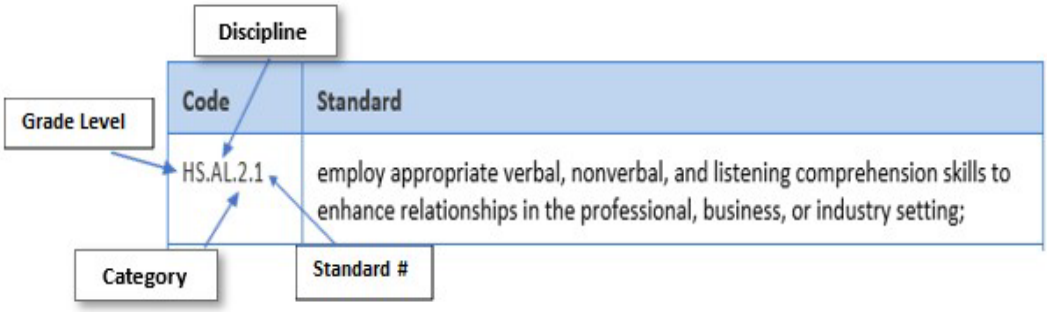
The standards define what all students are expected to know and be able to do, not how teachers should teach. While the standards focus on what is most essential, they do not describe all that can or should be taught. A great deal is left to the discretion of local school districts, teachers, and curriculum developers. No set of grade-level standards can reflect the great variety of abilities, needs, learning rates, and achievement levels in any given classroom. The standards define neither the support materials that some students may need nor the advanced materials that others may need access to. It is also beyond the scope of the standards to define the full range of support appropriate for English language learners and for students with disabilities. All students must have the opportunity to learn rigorous grade-level standards if they are to access the knowledge and skills that will be necessary in their post-secondary lives.

Standards vs. Curriculum

No specific curriculum or strategies are required by the State of Idaho to be used to teach the Idaho Content Standards in World Languages. Local schools and districts make decisions about what resources will be used to teach the standards.

ORGANIZATION OF STANDARDS

The Advanced Language for Career Applications standards are organized into five categories: interpersonal communication, interpretive communication, presentational communication, professional terminology, and career applications.



INTERPERSONAL COMMUNICATION: SPEAKING AND WRITING

The student negotiates meaning through the spoken and written exchange of information in the target language in rehearsed and unrehearsed situations in a variety of contexts appropriate to the professional, business, or industry setting.

The student can:

Code	Standard
HS.AL.1.1	use professional etiquette and protocol such as making introductions, speaking on the telephone, and offering and receiving feedback appropriate to the professional, business, or industry setting;
HS.AL.1.2	participate appropriately in conversations and in informal written exchanges related to the professional, business, or industry setting;
HS.AL.1.3	identify and use appropriate strategies for communicating with diverse individuals;
HS.AL.1.4	evaluate the effectiveness of one's own and others' communication;
HS.AL.1.5	give and receive complex oral instructions to perform tasks specific to the professional, business, or industry setting;
HS.AL.1.6	interact and react in spoken conversation using culturally appropriate expressions, formally and informally, and gestures; and
HS.AL.1.7	interact and react in writing using culturally appropriate expressions, formally and informally, and style.

INTERPRETIVE COMMUNICATION: READING AND LISTENING

The student comprehends connected statements appropriate to the target language and the professional, business, or industry setting from culturally authentic print, digital, audio, and audiovisual materials.

The student can:

Code	Standard
HS.AL.2.1	employ appropriate verbal, nonverbal, and listening comprehension skills to enhance relationships in the professional, business, or industry setting;

Code	Standard
HS.AL.2.2	paraphrase the main idea and supporting details from professional, business, or industry-related texts, audio, and audiovisual materials;
HS.AL.2.3	compare and contrast practices and perspectives related to the professional, business, or industry setting from authentic print, digital, audio, and audiovisual materials;
HS.AL.2.4	use prior knowledge and experiences to understand and interpret meanings in oral and written print, digital, audio, and audiovisual materials appropriate to the professional, business, or industry setting;
HS.AL.2.5	apply data to evaluate performance or provide solutions to problems specific to the professional, business, or industry setting;
HS.AL.2.6	understand and follow directives and procedures within the context of the professional, business, or industry setting.

PRESENTATIONAL COMMUNICATION: SPEAKING AND WRITING

The student presents business or industry-related information in the target language both orally and in writing using a mixture of sentences and connected discourse with appropriate and applicable grammar structures and processes with an awareness of situational uses of language in cultural contexts.

The student can:

Code	Standard
HS.AL.3.1	apply spoken and written conventions and mechanics;
HS.AL.3.2	present analyzed data and communicate findings in a variety of formats specific to the professional, business, or industry setting;
HS.AL.3.3	design and present an effective professional, business, or industry-related product using appropriate register for the audience, occasion, and purpose;
HS.AL.3.4	create written, oral, and visual presentations of professional, business, or industry-related information to inform, persuade, or motivate an audience.

PROFESSIONAL, BUSINESS, OR INDUSTRY-SPECIFIC TERMINOLOGY

The student effectively communicates using the target language and cultural understanding in rehearsed and unrehearsed situations using professional, business, or industry-specific terminology.

The student can:

Code	Standard
HS.AL.4.1	use various strategies to infer the meaning of unfamiliar words or phrases in business or industry-specific texts, audio, and audiovisual materials such as trade publications, case studies, business journals, or conference presentations;
HS.AL.4.2	apply newly acquired basic and academic language related to the professional, business, or industry setting in meaningful ways that build concepts and language implementation;
HS.AL.4.3	demonstrate an understanding of different dialects used in communities served by the profession, business, or industry;
HS.AL.4.4	communicate using advanced technical vocabulary, jargon, and abbreviations business, or industry setting in meaningful ways that build concepts and language implementation;
HS.AL.4.5	communicate using advanced technical vocabulary, jargon, and abbreviations necessary for communicating with employers, clients, and other professionals in the target language.

CAREER APPLICATIONS

The student demonstrates professional standards/employability skills as required in the professional, business, or industry setting.

The student can:

Code	Standard
HS.AL.5.1	demonstrate appropriate communication for employers, clients, and coworkers in the target language through verbal, nonverbal, and digital means;
HS.AL.5.2	demonstrate professional etiquette appropriate to the professional, business, or industry setting;

Code	Standard
HS.AL.5.3	demonstrate an understanding of relevant ethical and legal issues such as confidentiality and fiduciary responsibility;
HS.AL.5.4	communicate effectively in the target language in career development activities such as mock interviews;
HS.AL.5.5	set goals and reflect on progress in using the target language for career development and advancement;
HS.AL.5.6	adhere to ethical codes of conduct by following copyright laws and restrictions and using technology responsibly.

Driver Education

Standards Revision and Rationale

1. Course Overview and Parent Orientation

Understanding Course Requirements

Current Standard	Recommended Change	Proposed Revision	Rationale for Revision
9-12.DE.1.1- The student and parent/guardian will be presented the Idaho public driver education and training program goals.			
9-12.DE.1.2- The student and parent/guardian will be presented the course structure, policies, and rules			
9-12.DE.1.3- The student and parent/guardian will be presented the Graduated Driver Licensing Law and procedures for compliance.			
9-12.DE.1.4- The student and parent/guardian will be presented the responsibilities of the instructor, parent, and student during the course.			

9-12.DE.1.5- The student and parent/guardian will be presented with the process of obtaining, maintaining, and renewing, an Idaho driver's license. 9-12.DE.1.6- The student and parent/guardian will be presented the types of driver's licenses and instruction permits.			
9-12.DE.1.7- The student and parent/guardian will be presented special information that may be placed on a driver license or instruction permit.			
9-12.DE.1.8- The student and parent/guardian will be presented licensing restrictions, suspensions, and revocations placed on driving privileges.			
9-12.DE.1.9- The student and parent/guardian will be presented the purpose of the Supervised Driving Guide or a comparable document.			

Understand the Nature of Driving

Current Standard	Recommended Change	Proposed Revision	Rationale for Revision
9-12.DE.1.10- The student will examine the behaviors resulting in driver errors and crashes in Idaho.			
9-12.DE.1.11- The student will examine crash statistics in Idaho and nationally.			
9-12.DE.1.12- The student will review the risks associated with poor driving habits and how risk can be minimized.			

2. Vehicle Awareness

Identifying Gauges and Warning Symbols Inside of a Vehicle

Current Standard	Recommended Change	Proposed Revision	Rationale for Revision
9-12.DE.2.1- The student will locate and describe the function of alert and warning symbols and gauges found in a vehicle.			

9-12.DE.2.2- The student will locate and describe the section of the owner's manual indicating the importance of safely and responsibly maintaining the vehicle.	Addition to the standards.		Updated to require the students to be aware of required maintenance of vehicles for their own safety.

Operating Vehicle Control Devices

Current Standard	Recommended Change	Proposed Revision	Rationale for Revision
9-12.DE.2.3- The student will describe and demonstrate the use of vehicle control devices found in a driver education vehicle.			
9-12.DE.2.4- The student will describe and demonstrate the use of safety, communication, and convenience devices found in a driver education vehicle.			

Understanding Advanced Driver-Assistance Systems (ADAS) Safety Features

Current Standard	Recommended Change	Proposed Revision	Rationale for Revision
9-12.DE.2.5- The student will identify vehicle safety technology.	No change but is an addition to the standards		Updates in vehicle technology require an update in standards in what the student drivers are required to know concerning these new technologies such as self-driving cars.

9-12.DE.2.6- The student will identify safety features within the categories of advanced driver-assistance system safety features.	No change but is an addition to the standards		Updates in vehicle technology require an update in standards in what the student drivers are required to know concerning these new technologies such as self-driving cars.
9-12.DE.2.7- The student will describe advanced driver-assistance systems (ADAS), including the benefits and concerns that enhance the safety of the driver and other users of the highway transportation system	No change but is an addition to the standards		Updates in vehicle technology require an update in standards in what the student drivers are required to know concerning these new technologies such as self-driving cars.
9-12.DE.2.8- The student will identify the performance abilities and limitations of current safety features.	No change but is an addition to the standards		Updates in vehicle technology require an update in standards in what the student drivers are required to know concerning these new technologies such as self-driving cars.
9-12.DE.2.9- The student will understand how to use safety features safely and effectively.	No change but is an addition to the standards		Updates in vehicle technology require an update in standards in what the student drivers are required to know concerning these new technologies such as self-driving cars.

Preparing to Drive

Current Standard	Recommended Change	Proposed Revision	Rationale for Revision
9-12.DE.2.10- The student will describe and demonstrate pre-entry tasks.			
9-12.DE.2.11- The student will describe and demonstrate entry tasks made prior to starting and moving a motor vehicle to accommodate air bags and maximize safety.			
9-12.DE.2.12- The student will describe and demonstrate check all passengers for safety restraint use.			
9-12.DE.2.13- The student will describe and demonstrate traditional and enhanced mirror adjustments to reduce blind spots and glare.			
9-12.DE.2.14- The student will describe and demonstrate the steps involved in securing a vehicle after it is stopped, and a drive is completed.			

Protecting Occupants

Current Standard	Recommended Change	Proposed Revision	Rationale for Revision
9-12.DE.2.15- The student will describe the three collisions of a crash and the effect on the restrained and unrestrained human body.			
9-12.DE.2.16- The student will identify and/or describe locations and purpose of airbags, belt adjusters, and head restraints and demonstrate proper adjustments and operation to provide crash survival protection.			

3. Traffic Control

Traffic Control Devices and Laws

Current Standard	Recommended Change	Proposed Revision	Rationale for Revision
9-12.DE.3.1- The student will describe the purposes for traffic control devices.			

9-12.DE.3.2- The student will list the colors and shapes and describe the functions of traffic signs, traffic signals, and traffic signal/sign combinations.			
9-12.DE.3.3- The student will list and explain the meanings of colors and meaning of roadway markings.			
9-12.DE.3.4- The student will describe and/or demonstrate appropriate driver responses to roadway signs, traffic signals, and roadway markings.			
9-12.DE.3.5- The student will apply traffic laws for operating a motor vehicle on public streets and highways.			

Right of Way Rules

Current Standard	Recommended Change	Proposed Revision	Rationale for Revision
9-12.DE.3.6- The student will define “right of way”.			

9-12.DE.3.7- The student will discuss the consequences for failure to yield the right of way.			
9-12.DE.3.8- The student will apply the rules of yielding the right of way at intersections.			
9-12.DE.3.9- The student will apply the rules of yielding the right of way when merging. 9-12.DE.3.10- The student will discuss reasons for and/or apply rules of yielding right of way to emergencies, vehicles, funerals, school buses, and pedestrians.			
9-12.DE.3.11- The student will discuss and/or apply rules of yielding in school zones and construction zones.			
9-12.DE.3.12- The student will discuss and/or apply rules of yielding right of way at intersections with highway-rail grade crossings.			
9-12.DE.3.13- The student will discuss and/or demonstrate procedures to safely			

navigate a center shared turn lane, turn lanes and roundabouts.			

4. Vehicle Control

Vehicle Positioning

Current Standard	Recommended Change	Proposed Revision	Rationale for Revision
9-12.DE.4.1- The student will identify, describe, and/or demonstrate the blind areas to the front, sides, and rear of a vehicle.			
9-12.DE.4.2- The student will identify, describe, and/or demonstrate a visual reference point that will place the front bumper at a line or curb when stopping.			
9-12.DE.4.3- The student will identify, describe, and/or demonstrate a visual reference point that will place the right-side tires 6-12 inches, 3 feet, and 6 feet from a line or curb.			
9-12.DE.4.4- The student will identify, describe, and/or demonstrate a visual			

reference point that will place the left side tires 6-12 inches from a line or curb.			
9-12.DE.4.5- The student will identify, describe, and/or demonstrate a visual reference point for placement of a vehicle in the center of a lane.			
9-12.DE.4.6- The student will identify, describe, and/or demonstrate visual reference points for placement of the rear bumper at a line or curb.			
9-12.DE.4.7- The student will identify, describe, and/or demonstrate lane placement and visual reference points for setup, entry to, and exiting from a turn.			

Performing Basic Control

Current Standard	Recommended Change	Proposed Revision	Rationale for Revision
9-12.DE.4.8- The student will describe and demonstrate proper starting procedures.			
9-12.DE.4.9- The student will describe and demonstrate steering wheel control techniques and when each is used.			

9-12.DE.4.10- The student will describe and demonstrate procedures for entering and leaving the roadway.			
9-12.DE.4.11- The student will describe and demonstrate acceleration control.			
9-12.DE.4.12- The student will describe and demonstrate controlled, threshold, and trail braking control.			
9-12.DE.4.13- The student will describe and demonstrate proper entry into and exit out of a 90-degree corner.			
9-12.DE.4.14- The student will describe and demonstrate procedures for left and right precision turns from a stopped and moving position.			
9-12.DE.4.15- The student will describe and demonstrate procedures for backing straight and while turning.			

Lane Changes and Passing

Current Standard	Recommended Change	Proposed Revision	Rationale for Revision
9-12.DE.4.16- The student will describe and demonstrate compliance with the legal requirements for a lane change.			
9-12.DE.4.17- The student will describe and demonstrate safe gap selection for a lane change. 9-12.DE.4.18- The student will describe and demonstrate appropriate lane positions prior to a lane change.			
9-12.DE.4.19- The student will describe and demonstrate effective speed adjustments for a lane change.			
9-12.DE.4.20- The student will describe and demonstrate effective blind area checks, and mirror use prior to making a lane change.			
9-12.DE.4.21- The student will describe the legal requirements for passing.			
9-12.DE.4.22- The student will describe safe gap selection and lane return for passing another vehicle.			

9-12.DE.4.23- The student will describe effective speed adjustments for passing another vehicle and lane return.			
9-12.DE.4.24- The student will describe appropriate lane positions prior to passing another vehicle.			

Performing Turnabouts

Current Standard	Recommended Change	Proposed Revision	Rationale for Revision
9-12.DE.4.25- The student will describe and demonstrate U-Turns.			
9-12.DE.4.26- The student will describe and demonstrate 2-Point Turns.			
9-12.DE.4.27- The student will describe and demonstrate 3-Point Turns.			

Parking Maneuvers

Current Standard	Recommended Change	Proposed Revision	Rationale for Revision
9-12.DE.4.28- The student will demonstrate angled parking			
9-12.DE.4.29- The student will demonstrate parallel parking			
9-12.DE.4.30- The student will demonstrate street/carb parking 9-12.DE.4.31- The student will demonstrate perpendicular forward parking			
9-12.DE.4.32- The student will demonstrate perpendicular backing-into parking			
9-12.DE.4.33- The student will demonstrate parking on a hill- uphill with a curb			
9-12.DE.4.34- The student will demonstrate parking on a hill- uphill without a curb			
9-12.DE.4.35- The student will demonstrate parking on a hill- downhill with a curb			

9-12.DE.4.36- The student will demonstrate parking on a hill- downhill without a curb			
9-12.DE.4.37- The student will demonstrate recognition of restricted parking areas			

5. Controlling the Area Around Your Vehicle

Using Vision for Vehicle Control

Current Standard	Recommended Change	Proposed Revision	Rationale for Revision
9-12.DE.5.1- The student will identify fields of vision and their use while operating a motor vehicle			
9-12.DE.5.2- The student will analyze the effect speed has on vision			
9-12.DE.5.3- The student will identify techniques to improve vision while driving			
9-12.DE.5.4- The student will Describe the vehicle control sequence of vision, motion, and steering control			
9-12.DE.5.5- The student will discuss how optical illusions can affect the driving task			

Time and Space Management Systems and Strategies

Current Standard	Recommended Change	Proposed Revision	Rationale for Revision
9-12.DE.5.6- The student will describe and/or demonstrate the components of a space management system.			
9-12.DE.5.7- The student will describe and/or demonstrate responses to changes in line-of-sight restrictions			
9-12.DE.5.8- The student will describe and/or demonstrate responses to changes in path of travel restrictions.			
9-12.DE.5.9- The student will describe and/or demonstrate the six zone locations around a vehicle.			
9-12.DE.5.10- The student will describe and/or demonstrate adjusting lane positions and speed to control space around a vehicle.			
9-12.DE.5.11- The student will describe and/or demonstrate how to select a safe gap for vehicle maneuvers.			
9-12.DE.5.12- The student will describe and/or demonstrate responses to traffic to the front, sides, and rear of the vehicle.			

9-12.DE.5.13- The student will describe and/or demonstrate safe following intervals.			
9-12.DE.5.14- The student will describe and/or demonstrate appropriate communication techniques to inform other roadways users of driver actions prior to a speed or lane position adjustment.			

Intersections

Current Standard	Recommended Change	Proposed Revision	Rationale for Revision
9-12.DE.5.15- The student will identify and/or describe appropriate responses to/for recognition of and responses to different intersection types.			
9-12.DE.5.16- The student will identify and/or describe appropriate responses to/for searching for and responding to traffic signs, signals, and markings at intersections.			
9-12.DE.5.17- The student will identify and/or describe appropriate responses to/for identification of and response to			

controlled and uncontrolled railroad crossings			
9-12.DE.5.18- The student will identify and/or describe appropriate responses to/for visual searching skills to the left, front, right, and rear of the vehicle at intersections.			
9-12.DE.5.19- The student will identify and/or describe appropriate responses to/for visual searching skills to identify and select the best lane position, best speed, and communication at intersections.			
9-12.DE.5.20- The student will identify and/or describe appropriate responses to/for recognition of and response to legal, staggered, and safety stop positions at intersections.			

6. The Physics of Driving

The Effects of Gravity and Energy of Motion on a Vehicle

Current Standard	Recommended Change	Proposed Revision	Rationale for Revision
9-12.DE.6.1- The student will describe and/or demonstrate definitions of gravity and energy of motion.			
9-12.DE.6.2- The student will describe and/or demonstrate the effects gravity and energy of motion have on friction and traction.			
9-12.DE.6.3- The student will describe and/or demonstrate the effect of speed on energy of motion.			
9-12.DE.6.4- The student will describe and/or demonstrate the forces of an impact.			
9-12.DE.6.5- The student will describe and/or demonstrate the impact of tire condition and air pressure on traction.			
9-12.DE.6.6- The student will describe and/or demonstrate the forces involved while in a curve.			

9-12.DE.6.7- The student will describe and/or demonstrate the factors that affect braking distance.			
9-12.DE.6.8- The student will describe and/or demonstrate the consequences of vehicle modifications on vehicle balance and traction.			
9-12.DE.6.9- The student will describe and/or demonstrate the forces of energy on vehicles of different weights and size.			
9-12.DE.6.10- The student will describe and/or demonstrate the effect of vehicle load on vehicle balance.			
9-12.DE.6.11- The student will describe and/or demonstrate the cause and effect of vehicle load changes from side to side, front to rear, and rear to front.			
9-12.DE.6.12- The student will describe and/or demonstrate how aggressive steering, braking, and acceleration affects vehicle balance and control.			
9-12.DE.6.13- The student will describe and/or demonstrate traction loss to both the front and rear wheels.			
9-12.DE.6.14- The student will describe and/or demonstrate how to manage			

traction loss on a front-wheel drive, rear-wheel drive, and all-wheel drive vehicle.			
9-12.DE.6.15- The student will describe and/or demonstrate conditions that can create traction loss and vehicle imbalance.			
9-12.DE.6.16- The student will describe and/or demonstrate how traction and vehicle balance are affected by steering, acceleration, deceleration, and roadway surfaces.			
9-12.DE.6.17- The student will describe and/or demonstrate the function, advantages, and proper braking techniques of two and four-wheel anti- lock braking systems.			
9-12.DE.6.18- The student will describe and/or demonstrate various steering, stability control, and traction control systems.			

Negotiating Hills and Curves

Current Standard	Recommended Change	Proposed Revision	Rationale for Revision
9-12.DE.6.19- The student will describe and/or demonstrate line of sight and path of travel restrictions on hills and curves			
9-12.DE.6.20- The student will describe and/or demonstrate proper approach to hills and curves			
9-12.DE.6.21- The student will describe and/or demonstrate proper speed for ascending and descending a hill			
9-12.DE.6.22- The student will describe and/or demonstrate proper stopping and starting on a hill			
9-12.DE.6.23- The student will describe and/or demonstrate proper speed and lane positions for approach, apex and exit on hills and curves			
9-12.DE.6.24- The student will describe and/or demonstrate conditions that can affect traction and procedures to maintain traction on hills and curves			

7. Driving Environments

Rural Driving

Current Standard	Recommended Change	Proposed Revision	Rationale for Revision
9-12.DE.7.1- The student will describe and/or demonstrate characteristics and hazards of rural driving environments			
9-12.DE.7.2- The student will describe and/or demonstrate recognition and response to signs, signals, and markings in rural environments			
9-12.DE.7.3- The student will describe and/or demonstrate responses to animals in rural areas and abide by Idaho's Open Range Law			
9-12.DE.7.4- The student will describe and/or demonstrate responses to road conditions and surfaces with proper lane selection, lane position, and speed in rural environments			
9-12.DE.7.5- The student will describe and/or demonstrate recognition of and responses to slow moving vehicles			

Urban Driving

Current Standard	Recommended Change	Proposed Revision	Rationale for Revision
9-12.DE.7.6- The student will describe and/or demonstrate characteristics and hazards of urban driving environments			
9-12.DE.7.7- The student will describe and/or demonstrate recognition and response to signs, signals, and markings in urban environments			
9-12.DE.7.8- The student will describe and/or demonstrate recognition of and response to problems due to congestion and plan alternate appropriate routes			
9-12.DE.7.9- The student will describe and/or demonstrate responses to road conditions and surfaces with proper lane selection, lane position, and speed in urban environments			
9-12.DE.7.10- The student will describe and/or demonstrate appropriate lane choice, lane changes and passing			

Driving with Limited Access Highways (Freeways)

Current Standard	Recommended Change	Proposed Revision	Rationale for Revision
9-12.DE.7.11- The student will describe and/or demonstrate the characteristics, advantages, and disadvantages of limited access highways (freeways)			
9-12.DE.7.12- The student will describe and/or demonstrate recognition of and responses to signs, signals, and markings on limited access highways (freeways)			
9-12.DE.7.13- The student will describe and/or demonstrate recognition of and responses to the types of expressway interchanges			
9-12.DE.7.14- The student will describe and/or demonstrate appropriate lane choice, lane changes and passing			
9-12.DE.7.15- The student will describe and/or demonstrate recognition of and responses to problems due to congestion and plan alternate appropriate routes			
9-12.DE.7.16- The student will describe and/or demonstrate appropriate entering and exiting limited access highways (freeways)			

9-12.DE.7.17- The student will describe and/or demonstrate recognition of how higher speeds affect vehicle control			

Driving at Night and in Other Reduced Visibility Conditions

Current Standard	Recommended Change	Proposed Revision	Rationale for Revision
9-12.DE.7.18- The student will describe and/or demonstrate sources of glare and procedures to protect from glare			
9-12.DE.7.19- The student will describe and/or demonstrate driving strategies during low light or darkness conditions			
9-12.DE.7.20- The student will describe and/or demonstrate the laws and the proper use of headlights			
9-12.DE.7.21- The student will describe and/or demonstrate limited visibility conditions and procedures to reduce risk			

Driving During Adverse Weather Conditions

Current Standard	Recommended Change	Proposed Revision	Rationale for Revision
9-12.DE.7.22- The student will describe and/or demonstrate adverse weather driving			
9-12.DE.7.23- The student will describe and/or demonstrate risks associated with and strategies to compensate for driving during adverse weather driving conditions			

8. Cooperating With Other Roadway Users

Driving Within the Highway Transportation System

Current Standard	Recommended Change	Proposed Revision	Rationale for Revision
9-12.DE.8.1- The student will describe the components of the Highway Transportation System.			
9-12.DE.8.2- The student will describe the impact and consequences of personal			

driving attitudes, choices, and behaviors on themselves and others.			
9-12.DE.8.3- The student will describe driver responsibilities for sharing the road with a variety of motorized and non-motorized roadway users and animals.			
9-12.DE.8.4- The student will describe procedures for traffic stops by a police officer.			
9-12.DE.8.5- The student will describe how to predict and anticipate the behaviors of other road-users.	No change but is an addition to the standards		Update to show students safe habits when sharing the road with other drivers.

Responding to Emergencies

Current Standard	Recommended Change	Proposed Revision	Rationale for Revision
9-12.DE.8.6- The student will identify and/or describe appropriate responses to/for sudden tire deflation, problems with the accelerator, engine, cooling system, steering, electrical system, lighting, brake failures, vehicle fire, etc.			

9-12.DE.8.7- The student will identify and/or describe appropriate responses to/for conditions resulting in skids. 9-12.DE.8.8- The student will identify and/or describe appropriate responses to/for conditions requiring emergency evasive steering.			
9-12.DE.8.9- The student will identify and/or describe appropriate responses to/for returning a vehicle to the roadway from an off-road condition.			

Responsibilities after a Crash

Current Standard	Recommended Change	Proposed Revision	Rationale for Revision
9-12.DE.8.10- The student will describe Idaho's Good Samaritan Law.			
9-12.DE.8.11- The student will describe what to do at the scene of a crash.			
9-12.DE.8.12- The student will describe the criteria for when law enforcement must be called after a crash.			

9-12.DE.8.13- The student will describe the importance of following emergency personnel's directions.			
9-12.DE.8.14- The student will describe Idaho's vehicle insurance requirements.			

9. Being a Responsible Driver

Effects of Emotions on Driving

Current Standard	Recommended Change	Proposed Revision	Rationale for Revision
9-12.DE.9.1- The student will describe and/or discuss emotions and their effect on driver attitudes, choices, and behaviors.			
9-12.DE.9.2- The student will describe and/or discuss ways to manage emotions while driving.			

Disabilities and Driving

Current Standard	Recommended Change	Proposed Revision	Rationale for Revision
9-12.DE.9.3- The student will describe and/or discuss temporary and permanent disabilities that may affect the driving task.			
9-12.DE.9.4- The student will describe and/or discuss actions drivers can take to compensate for disabilities while driving.			

Alcohol and Drugs

Current Standard	Recommended Change	Proposed Revision	Rationale for Revision
9-12.DE.9.5- The student will describe and/or discuss how legal and illegal alcohol and drugs affect people differently.			
9-12.DE.9.6- The student will describe and/or discuss the amount of alcohol in various drinks.			
9-12.DE.9.7- The student will describe and/or discuss the multiplying effects of alcohol and/or drugs.			
9-12.DE.9.8- The student will describe and/or discuss the effects of alcohol and			

drugs on driver perception, vision, reaction time, and risk-taking.			
9-12.DE.9.9- The student will describe and/or discuss the increased probability of being involved in a fatal traffic crash after drinking and/or using drugs.			

Alcohol/Drug Involved Crashes and Idaho Law

Current Standard	Recommended Change	Proposed Revision	Rationale for Revision
9-12.DE.9.10- The student will describe and/or discuss facts about teenage, impaired driving in Idaho and the United States.			
9-12.DE.9.11- The student will describe and/or discuss reasons and excuses for why people drive impaired.			
9-12.DE.9.12- The student will describe and/or discuss the effect impaired crashes have on families and communities.			
9-12.DE.9.13- The student will describe and/or discuss Idaho rules, regulations, and penalties for alcohol and drug use.			

9-12.DE.9.14- The student will describe and/or discuss ways to intervene when someone is impaired and intends to drive.			

Drowsy Driving

Current Standard	Recommended Change	Proposed Revision	Rationale for Revision
9-12.DE.9.15- The student will describe and/or discuss the physical and mental symptoms and effects of fatigue on driver behavior.			
9-12.DE.9.16- The student will describe and/or discuss strategies to prevent and/or reduce driving while fatigued and drowsy.			

Aggressive Driving

Current Standard	Recommended Change	Proposed Revision	Rationale for Revision
9-12.DE.9.17- The student will discuss aggressive driving behaviors.			
9-12.DE.9.18- The student will discuss strategies to reduce conflicts while driving.			

9-12.DE.9.19- The student will discuss how emotions and situations can lead to dangerous driving behaviors.			
9-12.DE.9.20- The student will discuss how aggressive driving behaviors can lead to road rage.			

Distracted Driving

Current Standard	Recommended Change	Proposed Revision	Rationale for Revision
9-12.DE.9.21- The student will identify and describe how mental, physical, and visual distractions affect driving.			
9-12.DE.9.22- The student will identify and describe how mobile devices and other technologies can create distractions while driving.			
9-12.DE.9.23- The student will identify and describe how passengers can create distractions while driving.			
9-12.DE.9.24- The student will identify and describe personal habits that can create distractions while driving.			
9-12.DE.9.25- The student will identify and describe conditions inside and outside the			

vehicle that can create distractions while driving.			
9-12.DE.9.26- The student will identify and describe strategies for reducing distractions while driving.			
9-12.DE.9.27- The student will identify and describe the relationship between distracted driving and vehicle crashes and fatalities in Idaho and nationally.			

For Questions Contact

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GRADES 9-12

Driver Education

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Driver Education
Grades 9-12

FINAL DRAFT

1. COURSE OVERVIEW AND PARENT ORIENTATION

Understanding Course Requirements

Code	Standard
9-12.DE.1.1	The student and parent/guardian will be presented the Idaho public driver education and training program goals.
9-12.DE.1.2	The student and parent/guardian will be presented the course structure, policies, and rules.
9-12.DE.1.3	The student and parent/guardian will be presented the Graduated Driver Licensing Law and procedures for compliance.
9-12.DE.1.4	The student and parent/guardian will be presented the responsibilities of the instructor, parent, and student during the course.
9-12.DE.1.5	The student and parent/guardian will be presented the process of obtaining, maintaining, and renewing, an Idaho driver's license.
9-12.DE.1.6	The student and parent/guardian will be presented the types of driver's licenses and instruction permits.
9-12.DE.1.7	The student and parent/guardian will be presented special information that may be placed on a driver license or instruction permit.
9-12.DE.1.8	The student and parent/guardian will be presented licensing restrictions, suspensions, and revocations placed on driving privileges.
9-12.DE.1.9	The student and parent/guardian will be presented the purpose of the Supervised Driving Guide or a comparable document.

Understand the Nature of Driving

Code	Standard
9-12.DE.1.10	The student will examine the behaviors resulting in driver errors and crashes in Idaho.
9-12.DE.1.11	The student will examine crash statistics in Idaho and nationally.
9-12.DE.1.12	The student will review the risks associated with poor driving habits and how risk can be minimized.

2. VEHICLE AWARENESS

Identifying Gauges and Warning Symbols Inside of a Vehicle

Code	Standard
9-12.DE.2.1	The student will locate and describe the function of alert and warning symbols and gauges found in a vehicle.
9-12.DE.2.2	The student will locate and describe the section of the owner's manual indicating the importance of safely and responsibly maintaining the vehicle.

Operating Vehicle Control Devices

Code	Standard
9-12.DE.2.3	The student will describe and demonstrate the use of vehicle control devices found in a driver education vehicle.
9-12.DE.2.4	The student will describe and demonstrate the use of safety, communication, and convenience devices found in a driver education vehicle.

Understanding Advanced Driver-Assistance Systems (ADAS) Safety Features

Code	Standard
9-12.DE.2.5	The student will identify vehicle safety technology.
9-12.DE.2.6	The student will describe advanced driver-assistance systems (ADAS), including the benefits and concerns that enhance the safety of the driver and other users of the highway transportation system.
9-12.DE.2.7	The student will identify safety features within the categories of advanced driver-assistance system safety features.
9-12.DE.2.8	The student will identify the performance abilities and limitations of current safety features.
9-12.DE.2.9	The student will understand how to use safety features safely and effectively.

Preparing to Drive

Code	Standard
9-12.DE.2.10	The student will describe and demonstrate pre-entry tasks.
9-12.DE.2.11	The student will describe and demonstrate entry tasks made prior to starting and moving a motor vehicle to accommodate air bags and maximize safety.
9-12.DE.2.12	The student will describe and demonstrate check all passengers for safety restraint use.
9-12.DE.2.13	The student will describe and demonstrate traditional and enhanced mirror adjustments to reduce blind spots and glare.
9-12.DE.2.14	The student will describe and demonstrate the steps involved in securing a vehicle after it is stopped, and a drive is completed.

Protecting Occupants

Code	Standard
9-12.DE.2.15	The student will describe the three collisions of a crash and the effect on the restrained and unrestrained human body.
9-12.DE.2.16	The student will identify and/or describe locations and purpose of airbags, belt adjusters, and head restraints and demonstrate proper adjustments and operation to provide crash survival protection.

3. TRAFFIC CONTROL

Traffic Control Devices and Laws

Code	Standard
9-12.DE.3.1	The student will describe the purposes for traffic control devices.
9-12.DE.3.2	The student will list the colors and shapes and describe the functions of traffic signs, traffic signals, and traffic signal/sign combinations.
9-12.DE.3.3	The student will list and explain meanings of colors and meaning of roadway markings.
9-12.DE.3.4	The student will describe and/or demonstrate appropriate driver responses to roadway signs, traffic signals, and roadway markings.
9-12.DE.3.5	The student will apply traffic laws for operating a motor vehicle on public streets and highways.

Right of Way Rules

Code	Standard
9-12.DE.3.6	The student will define “right of way”.
9-12.DE.3.7	The student will discuss the consequences for failure to yield the right of way.
9-12.DE.3.8	The student will apply the rules of yielding the right of way at intersections.
9-12.DE.3.9	The student will apply the rules of yielding the right of way when merging.
9-12.DE.3.10	The student will discuss reasons for and/or apply rules of yielding right of way to emergencies, vehicles, funerals, school buses, and pedestrians.
9-12.DE.3.11	The student will discuss and/or apply rules of yielding in school zones and construction zones.
9-12.DE.3.12	The student will discuss and/or apply rules of yielding right of way at intersections with highway-rail grade crossings.
9-12.DE.3.13	The student will discuss and/or demonstrate procedures to safely navigate a center shared turn lane, turn lanes and roundabouts.

4. VEHICLE CONTROL

Vehicle Positioning

Code	Standard
9-12.DE.4.1	The student will identify, describe, and/or demonstrate the blind areas to the front, sides, and rear of a vehicle.
9-12.DE.4.2	The student will identify, describe, and/or demonstrate a visual reference point that will place the front bumper at a line or curb when stopping.

Code	Standard
9-12.DE.4.3	The student will identify, describe, and/or demonstrate a visual reference point that will place the right-side tires 6-12 inches, 3 feet, and 6 feet from a line or curb.
9-12.DE.4.4	The student will identify, describe, and/or demonstrate a visual reference point that will place the left side tires 6-12 inches from a line or curb.
9-12.DE.4.5	The student will identify, describe, and/or demonstrate a visual reference point for placement of a vehicle in the center of a lane.
9-12.DE.4.6	The student will identify, describe, and/or demonstrate visual reference points for placement of the rear bumper at a line or curb.
9-12.DE.4.7	The student will identify, describe, and/or demonstrate lane placement and visual reference points for setup, entry to, and exiting from a turn.

Performing Basic Control

Code	Standard
9-12.DE.4.8	The student will describe and demonstrate proper starting procedures.
9-12.DE.4.9	The student will describe and demonstrate steering wheel control techniques and when each is used.
9-12.DE.4.10	The student will describe and demonstrate procedures for entering and leaving the roadway.
9-12.DE.4.11	The student will describe and demonstrate acceleration control.
9-12.DE.4.12	The student will describe and demonstrate controlled, threshold, and trail braking control.
9-12.DE.4.13	The student will describe and demonstrate proper entry into and exit out of a 90-degree corner.
9-12.DE.4.14	The student will describe and demonstrate procedures for left and right precision turns from a stopped and moving position.

Code	Standard
9-12.DE.4.15	The student will describe and demonstrate procedures for backing straight and while turning.

Lane Changes and Passing

Code	Standard
9-12.DE.4.16	The student will describe and demonstrate compliance with the legal requirements for a lane change.
9-12.DE.4.17	The student will describe and demonstrate safe gap selection for a lane change.
9-12.DE.4.18	The student will describe and demonstrate appropriate lane positions prior to a lane change.
9-12.DE.4.19	The student will describe and demonstrate effective speed adjustments for a lane change.
9-12.DE.4.20	The student will describe and demonstrate effective blind area checks, and mirror use prior to making a lane change.
9-12.DE.4.21	The student will describe the legal requirements for passing.
9-12.DE.4.22	The student will describe safe gap selection and lane return for passing another vehicle.
9-12.DE.4.23	The student will describe effective speed adjustments for passing another vehicle and lane return.
9-12.DE.4.24	The student will describe appropriate lane positions prior to passing another vehicle.

Performing Turnabouts

Code	Standard
9-12.DE.4.25	The student will describe and demonstrate U-Turns.
9-12.DE.4.26	The student will describe and demonstrate 2-Point Turns.
9-12.DE.4.27	The student will describe and demonstrate 3-Point Turns.

Parking Maneuvers

Code	Standard
9-12.DE.4.28	The student will demonstrate angled parking.
9-12.DE.4.29	The student will demonstrate parallel parking.
9-12.DE.4.30	The student will demonstrate street/carb parking.
9-12.DE.4.31	The student will demonstrate perpendicular forward parking.
9-12.DE.4.32	The student will demonstrate perpendicular backing-into parking.
9-12.DE.4.33	The student will demonstrate parking on a hill- uphill with a curb.
9-12.DE.4.34	The student will demonstrate parking on a hill- uphill without a curb.
9-12.DE.4.35	The student will demonstrate parking on a hill- downhill with a curb.
9-12.DE.4.36	The student will demonstrate parking on a hill- downhill without a curb.
9-12.DE.4.37	The student will demonstrate recognition of restricted parking areas.

5. CONTROLLING THE AREA AROUND YOUR VEHICLE

Using Vision for Vehicle Control

Code	Standard
9-12.DE.5.1	The student will identify fields of vision and their use while operating a motor vehicle.
9-12.DE.5.2	The student will analyze the effect speed has on vision.
9-12.DE.5.3	The student will identify techniques to improve vision while driving.
9-12.DE.5.4	The student will Describe the vehicle control sequence of vision, motion, and steering control.
9-12.DE.5.5	The student will discuss how optical illusions can affect the driving task.

Time and Space Management Systems and Strategies

Code	Standard
9-12.DE.5.6	The student will describe and/or demonstrate the components of a space management system.
9-12.DE.5.7	The student will describe and/or demonstrate responses to changes in line-of-sight restrictions.
9-12.DE.5.8	The student will describe and/or demonstrate responses to changes in path of travel restrictions.
9-12.DE.5.9	The student will describe and/or demonstrate the six zone locations around a vehicle.
9-12.DE.5.10	The student will describe and/or demonstrate adjusting lane positions and speed to control space around a vehicle.
9-12.DE.5.11	The student will describe and/or demonstrate how to select a safe gap for vehicle maneuvers.
9-12.DE.5.12	The student will describe and/or demonstrate responses to traffic to the front, sides, and rear of the vehicle.

Code	Standard
9-12.DE.5.13	The student will describe and/or demonstrate safe following intervals.
9-12.DE.5.14	The student will describe and/or demonstrate appropriate communication techniques to inform other roadways users of driver actions prior to a speed or lane position adjustment.

Intersections

Code	Standard
9-12.DE.5.15	The student will identify and/or describe appropriate responses to/for recognition of and responses to different intersection types.
9-12.DE.5.16	The student will identify and/or describe appropriate responses to/for searching for and responding to traffic signs, signals, and markings at intersections.
9-12.DE.5.17	The student will identify and/or describe appropriate responses to/for identification of and response to controlled and uncontrolled railroad crossings.
9-12.DE.5.18	The student will identify and/or describe appropriate responses to/for visual searching skills to the left, front, right, and rear of the vehicle at intersections.
9-12.DE.5.19	The student will identify and/or describe appropriate responses to/for visual searching skills to identify and select the best lane position, best speed, and communication at intersections.
9-12.DE.5.20	The student will identify and/or describe appropriate responses to/for recognition of and response to legal, staggered, and safety stop positions at intersections.

6. THE PHYSICS OF DRIVING

The Effects of Gravity and Energy of Motion on a Vehicle

Code	Standard
9-12.DE.6.1	The student will describe and/or demonstrate definitions of gravity and energy of motion.
9-12.DE.6.2	The student will describe and/or demonstrate the effects gravity and energy of motion have on friction and traction.
9-12.DE.6.3	The student will describe and/or demonstrate the effect of speed on energy of motion.
9-12.DE.6.4	The student will describe and/or demonstrate the forces of an impact.
9-12.DE.6.5	The student will describe and/or demonstrate the impact of tire condition and air pressure on traction.
9-12.DE.6.6	The student will describe and/or demonstrate the forces involved while in a curve.
9-12.DE.6.7	The student will describe and/or demonstrate the factors that affect braking distance.
9-12.DE.6.8	The student will describe and/or demonstrate the consequences of vehicle modifications on vehicle balance and traction.
9-12.DE.6.9	The student will describe and/or demonstrate the forces of energy on vehicles of different weights and size.
9-12.DE.6.10	The student will describe and/or demonstrate the effect of vehicle load on vehicle balance.
9-12.DE.6.11	The student will describe and/or demonstrate the cause and effect of vehicle load changes from side to side, front to rear, and rear to front.
9-12.DE.6.12	The student will describe and/or demonstrate how aggressive steering, braking, and acceleration affects vehicle balance and control.
9-12.DE.6.13	The student will describe and/or demonstrate traction loss to both the front and rear wheels.

Code	Standard
9-12.DE.6.14	The student will describe and/or demonstrate how to manage traction loss on a front-wheel drive, rear-wheel drive, and all-wheel drive vehicle.
9-12.DE.6.15	The student will describe and/or demonstrate conditions that can create traction loss and vehicle imbalance.
9-12.DE.6.16	The student will describe and/or demonstrate how traction and vehicle balance are affected by steering, acceleration, deceleration, and roadway surfaces.
9-12.DE.6.17	The student will describe and/or demonstrate the function, advantages, and proper braking techniques of two and four-wheel anti- lock braking systems.
9-12.DE.6.18	The student will describe and/or demonstrate various steering, stability control, and traction control systems.

Negotiating Hills and Curves

Code	Standard
9-12.DE.6.19	The student will describe and/or demonstrate line of sight and path of travel restrictions on hills and curves.
9-12.DE.6.20	The student will describe and/or demonstrate proper approach to hills and curves.
9-12.DE.6.21	The student will describe and/or demonstrate proper speed for ascending and descending a hill.
9-12.DE.6.22	The student will describe and/or demonstrate proper stopping and starting on a hill.
9-12.DE.6.23	The student will describe and/or demonstrate proper speed and lane positions for approach, apex and exit on hills and curves.
9-12.DE.6.24	The student will describe and/or demonstrate conditions that can affect traction and procedures to maintain traction on hills and curves.

7. DRIVING ENVIRONMENTS

Rural Driving

Code	Standard
9-12.DE.7.1	The student will describe and/or demonstrate characteristics and hazards of rural driving environments.
9-12.DE.7.2	The student will describe and/or demonstrate recognition and response to signs, signals, and markings in rural environments.
9-12.DE.7.3	The student will describe and/or demonstrate responses to animals in rural areas and abide by Idaho's Open Range Law.
9-12.DE.7.4	The student will describe and/or demonstrate responses to road conditions and surfaces with proper lane selection, lane position, and speed in rural environments.
9-12.DE.7.5	The student will describe and/or demonstrate recognition of and responses to slow moving vehicles.

Urban Driving

Code	Standard
9-12.DE.7.6	The student will describe and/or demonstrate characteristics and hazards of urban driving environments.
9-12.DE.7.7	The student will describe and/or demonstrate recognition and response to signs, signals, and markings in urban environments.
9-12.DE.7.8	The student will describe and/or demonstrate recognition of and response to problems due to congestion and plan alternate appropriate routes.
9-12.DE.7.9	The student will describe and/or demonstrate responses to road conditions and surfaces with proper lane selection, lane position, and speed in urban environments.
9-12.DE.7.10	The student will describe and/or demonstrate appropriate lane choice, lane changes and passing.

Driving with Limited Access Highways (Freeways)

Code	Standard
9-12.DE.7.11	The student will describe and/or demonstrate the characteristics, advantages, and disadvantages of limited access highways (freeways).
9-12.DE.7.12	The student will describe and/or demonstrate recognition of and responses to signs, signals, and markings on limited access highways (freeways).
9-12.DE.7.13	The student will describe and/or demonstrate recognition of and responses to the types of expressway interchanges.
9-12.DE.7.14	The student will describe and/or demonstrate appropriate lane choice, lane changes and passing.
9-12.DE.7.15	The student will describe and/or demonstrate recognition of and responses to problems due to congestion and plan alternate appropriate routes.
9-12.DE.7.16	The student will describe and/or demonstrate appropriate entering and exiting limited access highways (freeways).
9-12.DE.7.17	The student will describe and/or demonstrate recognition of how higher speeds affect vehicle control.

Driving at Night and in Other Reduced Visibility Conditions

Code	Standard
9-12.DE.7.18	The student will describe and/or demonstrate sources of glare and procedures to protect from glare.
9-12.DE.7.19	The student will describe and/or demonstrate driving strategies during low light or darkness conditions.
9-12.DE.7.20	The student will describe and/or demonstrate the laws and the proper use of headlights.
9-12.DE.7.21	The student will describe and/or demonstrate limited visibility conditions and procedures to reduce risk.

Driving During Adverse Weather Conditions

Code	Standard
9-12.DE.7.22	The student will describe and/or demonstrate adverse weather driving.
9-12.DE.7.23	The student will describe and/or demonstrate risks associated with and strategies to compensate for driving during adverse weather driving conditions.

8. COOPERATING WITH OTHER ROADWAY USERS

Driving Within the Highway Transportation System

Code	Standard
9-12.DE.8.1	The student will describe the components of the Highway Transportation System.
9-12.DE.8.2	The student will describe the impact and consequences of personal driving attitudes, choices, and behaviors on themselves and others.
9-12.DE.8.3	The student will describe driver responsibilities for sharing the road with a variety of motorized and non- motorized roadway users and animals.
9-12.DE.8.4	The student will describe procedures for traffic stops by a police officer.
9-12.DE.8.5	The student will describe how to predict and anticipate the behaviors of other road-users.

Responding to Emergencies

Code	Standard
9-12.DE.8.6	The student will identify and/or describe appropriate responses to/for sudden tire deflation, problems with the accelerator, engine, cooling system, steering, electrical system, lighting, brake failures, vehicle fire, etc.
9-12.DE.8.7	The student will identify and/or describe appropriate responses to/for conditions resulting in skids.
9-12.DE.8.8	The student will identify and/or describe appropriate responses to/for conditions requiring emergency evasive steering.
9-12.DE.8.9	The student will identify and/or describe appropriate responses to/for returning a vehicle to the roadway from an off-road condition.

Responsibilities after a Crash

Code	Standard
9-12.DE.8.10	The student will describe Idaho's Good Samaritan Law.
9-12.DE.8.11	The student will describe what to do at the scene of a crash.
9-12.DE.8.12	The student will describe the criteria for when law enforcement must be called after a crash.
9-12.DE.8.13	The student will describe the importance of following emergency personnel's directions.
9-12.DE.8.14	The student will describe Idaho's vehicle insurance requirements.

9. BEING A RESPONSIBLE DRIVER

Effects of Emotions on Driving

Code	Standard
9-12.DE.9.1	The student will describe and/or discuss emotions and their effect on driver attitudes, choices, and behaviors.
9-12.DE.9.2	The student will describe and/or discuss ways to manage emotions while driving.

Disabilities and Driving

Code	Standard
9-12.DE.9.3	The student will describe and/or discuss temporary and permanent disabilities that may affect the driving task.
9-12.DE.9.4	The student will describe and/or discuss actions drivers can take to compensate for disabilities while driving.

Alcohol and Drugs

Code	Standard
9-12.DE.9.5	The student will describe and/or discuss how legal and illegal alcohol and drugs affect people differently.
9-12.DE.9.6	The student will describe and/or discuss the amount of alcohol in various drinks.
9-12.DE.9.7	The student will describe and/or discuss the multiplying effects of alcohol and/or drugs.
9-12.DE.9.8	The student will describe and/or discuss the effects of alcohol and drugs on driver perception, vision, reaction time, and risk-taking.

Code	Standard
9-12.DE.9.9	The student will describe and/or discuss the increased probability of being involved in a fatal traffic crash after drinking and/or using drugs.

Alcohol/Drug Involved Crashes and Idaho Law

Code	Standard
9-12.DE.9.10	The student will describe and/or discuss facts about teenage, impaired driving in Idaho and the United States.
9-12.DE.9.11	The student will describe and/or discuss reasons and excuses for why people drive impaired.
9-12.DE.9.12	The student will describe and/or discuss the effect impaired crashes have on families and communities.
9-12.DE.9.13	The student will describe and/or discuss Idaho rules, regulations, and penalties for alcohol and drug use.
9-12.DE.9.14	The student will describe and/or discuss ways to intervene when someone is impaired and intends to drive.

Drowsy Driving

Code	Standard
9-12.DE.9.15	The student will describe and/or discuss the physical and mental symptoms and effects of fatigue on driver behavior.
9-12.DE.9.16	The student will describe and/or discuss strategies to prevent and/or reduce driving while fatigued and drowsy.

Aggressive Driving

Code	Standard
9-12.DE.9.17	The student will discuss aggressive driving behaviors.
9-12.DE.9.18	The student will discuss strategies to reduce conflicts while driving.
9-12.DE.9.19	The student will discuss how emotions and situations can lead to dangerous driving behaviors.
9-12.DE.9.20	The student will discuss how aggressive driving behaviors can lead to road rage.

Distracted Driving

Code	Standard
9-12.DE.9.21	The student will identify and describe how mental, physical, and visual distractions affect driving.
9-12.DE.9.22	The student will identify and describe how mobile devices and other technologies can create distractions while driving.
9-12.DE.9.23	The student will identify and describe how passengers can create distractions while driving.
9-12.DE.9.24	The student will identify and describe personal habits that can create distractions while driving.
9-12.DE.9.25	The student will identify and describe conditions inside and outside the vehicle that can create distractions while driving.
9-12.DE.9.26	The student will identify and describe strategies for reducing distractions while driving.
9-12.DE.9.27	The student will identify and describe the relationship between distracted driving and vehicle crashes and fatalities in Idaho and nationally.

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K-5 Social Studies

Kindergarten Social Studies

History - Students in Kindergarten will build an understanding of the cultural and social development of the United States.

Current standard	Recommended Standard	Proposed revision (Keep, revise, move, remove)	Rationale for the revision
~~K.SS.1.1.1 Share stories, pictures, and music of one's own personal life, family and culture.~~ K.SS.1.1 Describe how individuals have similarities and differences by sharing stories, pictures, and music of one's own personal life, family and culture.	K.SS.1.1 Describe how individuals have similarities and differences by sharing stories, pictures, and music of one's own personal life, family, and culture.	Revise	Consolidate due to redundancy
~~K.SS.1.1.2 Describe how families celebrate in many different ways.~~			Consolidate due to redundancy
~~K.SS.1.1.3 Describe how individuals have similarities and differences.~~		Remove	Consolidate due to redundancy
• ~~The student will~~ K.SS.1.1 Sequence events in the past and	K.SS.1.1 Sequence events in the past and present and	Remove	Provide clarity and increase rigor

present and begin to recognize that things change over time.	begin to recognize that things change over time.		
~~K.SS.1.1.4 Describe how each person is special and unique within the classroom~~			

Geography - Students in Kindergarten will analyze the spatial organizations of people, places, and environment on the earth's surface.

Current standard	Recommended Standard	Proposed revision (Keep, revise, move, remove)	Rationale for the revision
• ~~K.SS.2.1.1 Identify the globe as a model of the earth.~~ ~~The student will apply history and social science skills to~~ K.SS.2.1	K.SS.2.1 Demonstrate an understanding of maps and globes by: a. identifying the similarities and differences between a map and a globe; b. identifying basic map symbols; c. identifying land and bodies of water in the local community; and d. identifying the geographic location of the United States and Idaho on a map and globe.	Revise	Consolidate for clarity

Demonstrate an understanding of maps and globes by 1. a. identifying the similarities and differences between a map and a globe; 2. b. identifying basic map symbols; 3. c. identifying land and bodies of water in the local community; and 4. d. identifying the geographic location of the United States and Idaho on a map and globe.			
~~K.SS.2.1.2 Distinguish between land masses and water on a globe or map.~~		Revise	Consolidate for clarity
~~K.SS.2.1.3 Identify the north and south poles on a map or globe.~~		Revise	Consolidate for clarity
~~K.SS.2.1.4 Recognize a map of the United States of America and know it is the country in which we live.~~		Revise	Consolidate for clarity
~~K.SS.2.1.5 Make and use a map of a familiar area.~~		Revise	Consolidate for clarity

~~K.SS.2.1.6 Recognize a map of Idaho and know it is the state in which we live.~~		Revise	Consolidate for clarity
~~The student will describe~~K.SS.2.2 Describe the relative location of people, places, and objects by using positional words, including but not limited to, near/far, and over/under above/below, left/right, behind/in front, next to, in between.~~, over/under.~~	K.SS.2.2 Describe the relative location of people, places, and objects by using positional words, including but not limited to near/far, over/under, above/below, left/right, behind/in front, next to, and in between.	Addition	Increase clarity and rigor; remove repeated words

Economics - Students in Kindergarten will explain basic economic concepts.

Current standard	Recommended Standard	Proposed revision (Keep, revise, move, remove)	Rationale for the revision
~~K.SS.3.1.1 Observe that all people have needs and wants~~ K.SS.3.1 Distinguish between wants and needs	K.SS.3.1 Distinguish between wants and needs.	Revise	Clarity: measurability
~~K.SS.3.1.2 Recognize that people have limited resources.~~ K.SS.3.2 Explain the benefits of saving money and give examples of	K.SS.3.2 Explain the benefits of saving money and give examples of how people use money to make purchases.	Revise	Aligns with financial literacy intitiative

how people use money to make purchases.			
~~K.SS.3.1.3 Describe some jobs that people do to earn money/rewards~~. K.SS.3.3. Recognize and describe different types of jobs, including work done in the home, school, and community.	K.SS.3.3 Recognize and describe different types of jobs, including work done in the home, school, and community.	Revise	Clarity and measurability

Civics/Government - Students in Kindergarten will build an understanding of the foundational principles of the American political system, the organization and formation of the American system of government, and that all people in the United States have rights and assume responsibilities.

Current standard	Recommended Standard	Proposed revision (Keep, revise, move, remove)	Rationale for the revision
~~K.SS.4.1.1 Name some rules and the reasons for them~~ ~~The student will practice~~ K.SS.4.1 Practice citizenship in the classroom by **a)** taking responsibility for one's actions; **b)** practicing honesty and showing kindness to oneself and others;	K.SS.4.1 Practice citizenship in the classroom by: a) taking responsibility for one's actions; b) practicing honesty and showing kindness to oneself and others; c) recognizing the purpose of rules and practicing self-control;	Revise	Consolidation and combination of standards K.S.S.4.1.2-3 and K.S.S.4.3.1-2 for Clarity

c) recognizing the purpose of rules and practicing self-control; ~~—~~caring for one's personal property and respecting other students' property; and d) taking turns, sharing, and working well with others for the good of everyone else	d) caring for one's personal property and respecting other students' property; and e) taking turns, sharing, and working well with others for the good of everyone else.		
~~K.SS.4.1.2 Discuss how individuals and groups make decisions and solve problems.~~		Remove	Consolidation and clarity
~~K.SS.4.1.3 Identify personal traits, such as courage, honesty, and responsibility.~~		Remove	Consolidation and clarity
K.SS.4.2~~.1~~ Identify symbols of the United States including but not limited to~~such as~~ the flag, Pledge of Allegiance, Bald Eagle, red, white, and blue, and the Statue of Liberty~~, and the president.~~	K.SS.4.2 Identify symbols of the United States including but not limited to the flag, Pledge of Allegiance, Bald Eagle, red, white, and blue, and the Statue of Liberty.	Revise	For clarity and choice; removed president as it is not a symbol
K.SS.4.3~~2.2~~ ~~Recite~~ Understand the meaning of the Pledge of Allegiance.	K.SS.4.3 Understand the meaning and purpose of the Pledge of Allegiance.	Revise	For clarity
K.SS.4.~~2.3~~ 4Describe holidays, and tell why they are commemorated in the United States,~~ such as T~~including but not limited to Indigenous Peoples' Day, Thanksgiving, Martin Luther King,	K.SS.4.4 Describe holidays and tell why they are commemorated in the United States, including, Indigenous Peoples' Day, Thanksgiving, Martin Luther King, Jr. Day,	Revise	Revise: IIEC feedback, add Indigenous Peoples' Day

Jr. Day, Independence Day, and Presidents' Day	Independence Day, and Presidents' Day.		
~~K.SS.4.3.1 Identify individuals who are helpful to people in their everyday lives.~~		Remove	Consolidation and clarity
~~K.SS.4.3.2 Identify ways to be helpful to family and school.~~		Remove	Consolidation and clarity

Global Perspectives - Students in Kindergarten will build an understanding of multiple perspectives and global interdependence.

Current standard	Recommended Standard	Proposed revision (Keep, revise, move, remove)	Rationale for the revision
K.SS.5.1~~.1~~ Name ~~family~~ traditions that came to ~~America~~ the United States from other parts of the world.	K.SS.5.1 Name traditions that came to the United States from other parts of the world.	Revise	Broadened to meet all students' needs; for clarity

Grade 1 Social Studies

History - Students in Grade 1 will build an understanding of the cultural and social development of the United States.

Current standard	Recommended Standard	Proposed revision (Keep, revise, move, remove)	Rationale for the revision
~~1.SS.1.1.1 Recognize that each person belongs to many groups such as family, school, friends, and neighborhood.~~	K.SS.5.1 Name traditions that came to the United States from other parts of the world.	Moved to Global Perspectives	Better alignment
1.SS.1.1~~.2~~ Compare differences in the way families in the United States ~~differences in the ways American families~~ live today to how they lived in the past.	1.SS.1.1 Compare differences in the ways families in the United States live today to how they lived in the past.	Revise	Clarity; Revise: IIEC feedback ethno-centric statement that all families are American
1.SS.1.~~1.3~~2 Use timelines to show personal ~~and~~or ~~family~~ history.	1.SS.1.2 Use timelines to show personal or family history.	Revise	Broadened to meet all students' needs
1.SS.1.~~1.4~~3 Compare personal histories, pictures, and music of other selected times and places in America's past.	1.SS.1.3 Compare personal histories, pictures, and music of other selected times and places in America's past.	Keep	

Geography - Students ~~in Grade 1~~will analyze the spatial organizations of people, places and environment on the earth's surface and explain how human actions modify the physical environment and how physical systems affect human activity and living conditions.

Current standard	Recommended Standard	Proposed revision (Keep, revise, move, remove)	Rationale for the revision
~~1.SS.2.1.1 Explain what maps and globes represent and how they are used~~ ~~.The student will develop~~1.SS.2.1 Develop geographic skills by: **a.** using basic map symbols, including references to land, water, cities, and roads; **b.** using cardinal directions on maps; **c.** locating Idaho, the United States, continents, and oceans on maps and globes; and **d.** constructing simple maps and including a title, map legend or key, and compass rose.	1.SS.2.1 Develop geographic skills by: a) using basic map symbols, including references to land, water, cities, and roads; b) using cardinal directions on maps; c) locating Idaho, the United States, continents, and oceans on maps and globes; and constructing simple maps and including a title, map legend or key, and compass rose.	Revise	Combined standards 1.SS.2.1.2-5 for clarity
~~1.SS.2.1.2 Use directions on a map: East, West, South, and North.~~		Revise	Combined standards 1.SS.2.1.2-5 for clarity

~~1.SS.2.1.3 Identify legends and keys on maps.~~		Revise	Combined standards 1.SS.2.1.2-5 for clarity
~~1.SS.2.1.4 Identify continents and large bodies of water on a globe or a map~~		Revise	Consolidate for clarity
~~1.SS.2.1.5 Name and locate continent, country, state, and community in which the class lives.~~		Revise	Consolidate for clarity
1.SS.2.2~~.1 Describe~~ Identify ways people adjust to their environment as well as modify their environment.	1.SS.2.2 Identify ways people adjust to their environment as well as modify their environment.	Revise	Revise: Combine with 1.SS.2.3
~~1.SS.2.2.2 Identify the ways people modify their environment.~~		Revise	Revise: Combine with 1.SS.2.2

Economics - Students ~~in Grade 1~~will explain basic economic concepts and explain the concepts of personal finance.

Current standard	Recommended Standard	Proposed revision (Keep, revise, move, remove)	Rationale for the revision
~~1.SS.3.1.1 Identify the basic needs of people, such as food, clothing, and shelter.~~		Remove	Redundant, combined with 3.1.3

1.SS.3.1~~.2~~ Identify ways people meet their needs by sharing, trading, and using money to buy goods and services.	1.SS.3.1 Identify ways people meet their needs by sharing, trading, and using money to buy goods and services.	Keep	
1.SS.3.~~1.3~~2 ~~Name things that people may want but do not need and explain the difference.~~ Distinguish between wants and needs and provide examples of each.	1.SS.3.2 Distinguish between wants and needs and provide examples of each.	Revise	Clarity
1.SS.3.~~4.1~~ 3Identify ways to save money for future needs and wants.	1.SS.3.3 Identify ways to save money for future needs and wants.	Keep	

Civics/Government - Students will build an understanding of the foundational principles of the American political system, the organization and formation of the American system of government, and that all people in the United States have rights and assume responsibilities.

Current standard	Recommended Standard	Proposed revision (Keep, revise, move, remove)	Rationale for the revision
~~1.SS.4.1.1 Explain why rules are necessary at home and school.~~ 1.SS.4.1 Define citizenship, and recognize traits of good citizens, such as respecting the rights of others, voting, following laws, etc.	1.SS.4.1 Define citizenship, and recognize traits of good citizens, such as respecting the rights of others, voting, following laws, etc.	Revise	Combined 1.SS.4.1.1 -1.SS.4.1.4

~~1.SS.4.1.2 Create rules and explain why rules must be applied fairly.~~		Revise	Combined 1.SS.4.1.1 -1.SS.4.1.4
~~1.SS.4.1.3 Discuss how individuals and groups make decisions and solve problems, such as voting and consensus.~~		Revise	Combined 1.SS.4.1.1 -1.SS.4.1.4
~~1.SS.4.1.4 Identify personal traits, such as courage, honesty, and responsibility.~~		Revise	Combined 1.SS.4.1.1 -1.SS.4.1.4
~~1.SS.4.2.1 Identify the significance of symbols in the United States.~~ 1.SS.4.2 Explain the importance of patriotic traditions and symbols, including the Pledge of Allegiance and the National Anthem, and respectful behavior during both.	1.SS.4.2 Explain the importance of patriotic traditions and symbols, including the Pledge of Allegiance and the National Anthem, and respectful behavior during both.	Revise	Clarity
1.SS.4.~~2.2~~3 Provide all students the opportunity to be able to r~~R~~ecite the Pledge of Allegiance~~.~~	1.SS.4.3 Provide all students the opportunity to be able to recite the Pledge of Allegiance.	Revise	Stakeholder feedback
1.SS.4.~~2.3~~4 Describe holidays and events, and tell why they are commemorated in the United States.	1.SS.4.4 Describe holidays and events and tell why they are commemorated in the United States.	Keep	

1.SS.4.~~3.1~~5 Identify individuals who are helpful to people in their everyday lives.	1.SS.4.5 Identify individuals who are helpful to people in their everyday lives.	Keep	
1.SS.4.~~3.2~~6 Name some responsibilities that students have at home and school.	1.SS.4.6 Name some responsibilities that students have at home and school.	Keep	

Global Perspectives - Students ~~in Grade 1~~will build an understanding of multiple perspectives and global interdependence.

Current standard	Recommended Standard	Proposed revision (Keep, revise, move, remove)	Rationale for the revision
~~1.SS.5.1.1 Compare family life in other parts of the world.~~		Remove	Consolidated with standard 2 for clarity and broadened to meet all students' needs
1.SS.5.1~~.2 Discuss~~ Compare family life, ~~structures~~ and daily routines of various cultures around the world.	1.SS.5.1 Compare family life, structures, and daily routines of various cultures around the world.	Revise	Clarity
1.SS.~~1.1.1~~5.2 Recognize that each person belongs to many groups such as family, school, friends, and ~~neighborhood.~~community.	1.SS.5.2 Recognize that each person belongs to many groups such as family, school, friends, and community.	Moved	Broadened to meet all students' needs

Grade 2 Social Studies

History - Students ~~in Grade 2~~will build an understanding of the cultural and social development of the United States.

Current standard	Recommended Standard	Proposed revision (Keep, revise, move, remove)	Rationale for the revision
2.SS.1.1~~1.1~~ Discuss different groups that a person belongs to, such as family and ~~neighborhood,~~community, and how those roles and/or groups have changed or stayed the same.	2.SS.1.1 Identify different groups that a person belongs to, such as family and community, and how those roles and/or groups have changed or stayed the same.	Revise	Stakeholder feedback, more inclusive language
~~The student will compare~~ 2.SS.1.2 Compare the lives and contributions of two of the five federally recognized American Indian tribes in Idaho: the Coeur d'Alene Tribe, Kootenai Tribe of Idaho, Shoshone-Bannock Tribes, Nez Perce Tribe, and Shoshone-Paiute Tribes.	2.SS.1.2 Compare the lives and contributions of two of the five federally recognized American Indian tribes in Idaho: the Coeur d'Alene Tribe, Kootenai Tribe of Idaho, Shoshone Bannock Tribes, Nez Perce Tribe, and Shoshone-Paiute Tribes.	Add and revise	Grade level appropriate content which increases rigor and is in vertical alignment; Correct references for the tribes.
2.SS.1.3 Analyze and interpret events placed chronologically on a timeline.	2.SS.1.3 Analyze and interpret events placed chronologically on a timeline.	Add	Grade level appropriate content which increases rigor and is in vertical alignment

Geography - Students ~~in Grade 2~~ will analyze the spatial organizations of people, places, and environment on the earth's surface and explain how human actions modify the physical environment and how physical systems affect human activity and living conditions.

Current standard	Recommended Standard	Proposed revision (Keep, revise, move, remove)	Rationale for the revision
~~2.SS.2.1~~2.SS.2.1~~.1 Identify landforms, bodies of water, and human made features such as cities and dams on a map and globe.~~ ~~The student will develop~~Develop geographic mapping skills using maps and globes by: ~~a.~~ showing that map elements such as key, legend, and scale show how the map represents real objects or places; ~~b.~~a) applying knowledge of cardinal directions to use a compass rose; b) locating the countries of North America and the bordering oceans;	2.SS.2.1 Develop geographic mapping skills using maps and globes by a) showing that map elements such as key, legend, and scale show how the map represents natural objects or places; b) applying knowledge of cardinal directions to use a compass rose; c) locating the countries of North America and the bordering oceans; d) Identifying and locating the seven continents and the five oceans;	Revise and combine	Clarity: combined with standards: 2.SS.2.1.-4 and increased rigor

c) Identifying and locating the seven continents and the five oceans; d) identifying major rivers, mountain ranges, lakes, and other physical features; e) identifying boundary lines to separate states; and f) locating man made features.	e) identifying major rivers, mountain ranges, lakes, and other physical features; f) identifying boundary lines to separate states; and g) locating man-made features.		
~~2.SS.2.1.2 State the cardinal directions and how to use a compass rose.~~		Revise	Clarify using correct terminology and combined with standards: 2.SS.2.1.-4
~~2.SS2.1.3 Show that map symbols such as key, legend, and scale represent a real object or place.~~ ~~Show that map elements such as key, legend, and scale show how the map represents real objects or places~~		Revise and combine	Clarify using correct terminology and combined with standards: 2.SS.2.1.-4
~~2.SS.2.1.4 Illustrate that boundary lines separate states~~		Revise and combine	Clarify using correct terminology and combined with standards: 2.SS.2.1.-4
2.SS.2.2~~.1~~ Compare how environmental conditions affect living styles and clothing in different parts of the country.	2.SS.2.2 Compare how environmental conditions affect living styles and	Keep	

	clothing in different parts of the country.		
2.SS.2.~~2.2~~3 Describe how humans depend on the environment to meet their basic needs.	2.SS.2.3 Describe how humans depend on the environment to meet their basic needs.	Keep	
2.SS.2.4 Define city/suburb/town and urban/rural.	2.SS.2.4 Define city/suburb/town and urban/rural.	Add	Vertical alignment

Economics - Students ~~in Grade 2~~will explain basic economic concepts, identify different influences on economic systems, and explain the concepts of personal finance.

Current standard	Recommended Standard	Proposed revision (Keep, revise, move, remove)	Rationale for the revision
~~2.SS.3.1.1 Identify wants and needs of families.~~ 2.SS.3.1 Differentiate between the wants and needs of families and understand the purpose of a budget	2.SS.3.1 Differentiate between the wants and needs of families and understand the purpose of a budget.	Revise	Consolidate and combine with 2.SS.3.4.1
~~2.SS.3.1.2 Define income and identify different ways to earn and save.~~	2.SS.3.2 Explain what employment means and define income, wages, and salary.	Revise	Increased rigor and aligns with financial literacy

2.SS.3.2 Explain what it means to be employed and define income, wages and salary.			
~~2.SS.3.1.3 Identify the difference between goods and services.~~		Remove	Redundant
~~2.SS.3.1.4 Identify differences between producers and consumers.~~ 2.SS.3.3 Examine different types of producers and consumers as well as goods and services~~.~~	2.SS.3.3 Examine different types of producers and consumers as well as goods and services.	Revise	Rigor and public feedback
2.SS.3.~~2.1~~4 Explain how natural resources affect economic activities in the local community.	2.SS.3.4 Explain how natural resources affect economic activities in the local community.	Keep	
~~2.SS.3.4.1 Identify reasons people save money.~~		Revise and move	Increased rigor and aligns with financial literacy; combined with standard 2.SS.3.1.1

Civics/Government - Students ~~in Grade 2~~will build an understanding of the foundational principles of the American political system, the organization and formation of the American system of government, and that all people in the United States have rights and assume responsibilities.

Current standard	Recommended Standard	Proposed revision (Keep, revise, move, remove)	Rationale for the revision
~~2.SS.4.1.1 Explain why rules are necessary at home, school, and in the neighborhood.~~ ~~Students will explore~~2.SS.4.1 Explore the concept of democracy by understanding of the role of citizens and the U~~.S~~nited States~~.~~ government and connecting it to their role as citizens within their community where people can explore issues, create soluations, and make decisions together.~~.~~	2.SS.4.1 Explore the concept of democracy by understanding the role of citizens and the United States government and connecting it to their role as citizens within their community where people can explore issues, create solutions, and make decisions together.	Revise	Increase rigor and vertical alignment; public comment suggested revision
~~2.SS.4.1.2 Explain that there are benefits for following the rules and consequences for breaking the rules at home, school, and in the neighborhood.~~ 2.SS.4.2 Recognize that Idaho has a constitution, which is the basis for our state's laws and that there are	2.SS.4.2 Recognize that Idaho has a constitution, which is the basis for our state's laws, and that there are consequences for breaking those laws.	Revise	Clarity, rigor and vertical alignment

consequences for breaking those laws.			
2.SS.4.~~1.3~~3 Identify the people or groups that make, apply, and enforce rules and laws ~~at home, school, and in the neighborhood. In~~ in our communities, and our state.	2.SS.4.3 Identify the people or groups that make, apply, and enforce rules and laws at home, school, communities, and our state.	Revise	Clarity, rigor and vertical alignment, inclusive
~~2.SS.4.2.1 Explain important customs, symbols, and celebrations that represent the development of American beliefs and principles.~~ 2.SS.4.4 Identify and examine the significance of well-known national symbols and landmarks, including: The White House, the flag, the Statue of Liberty, and the bald eagle.	2.SS.4.4 Identify and examine the significance of well-known national symbols and landmarks, including The White House, the flag, the Statue of Liberty, and the bald eagle.	Revise	Clarity, rigor and vertical alignment
2.SS.4.~~2.2~~5 Examine the meaning of key words in the Pledge of Allegiance.	2.SS.4.5 Examine the meaning of keywords in the Pledge of Allegiance.	Keep	
2.SS.4.~~3.1~~6 Identify characteristics of good citizenship, such as courage, honesty, and responsibility and ~~-~~identify the responsibilities of being a United States ~~n American~~ citizen.	2.SS.4.6 Identify characteristics of good citizenship, such as courage, honesty, and responsibility, and identify the responsibilities of being a United States citizen.	Revise	Clarity, rigor and vertical alignment, stakeholder feedback

2.SS.4.~~3.2~~7 Identify historic and contemporary people who model characteristics of good citizenship.	2.SS.4.7 Identify historical and contemporary people who model characteristics of good citizenship.	Keep	

Global Perspectives - Students ~~in Grade 2~~will build an understanding of multiple perspectives and global interdependence. ~~identify the importance of respecting multiple perspectives and global interdependence.~~

Current standard	Recommended Standard	Proposed revision (Keep, revise, move, remove)	Rationale for the revision
2.SS.5.1~~.1~~ Compare your ~~neighborhood/~~community with others in various parts of the world.	2.SS.5.1 Compare your community with others in various parts of the world.	Revise	Consistency
2.SS.5.~~1.2~~2 Compare traditions in your ~~neighborhood/~~community with those practiced in other parts of the world.	2.SS.5.2 Compare traditions in your community with those practiced in other parts of the world.	Revise	Consistency

Grade 3 Social Studies

History - Students ~~in Grade~~ will ~~3~~ build an understanding of the cultural and social development of the United States, trace the role of migration and immigration of people in the development of the United States, and examine the various roles American Indians assumed in the development of the United States and discuss the concept of sovereignty and how federally recognized tribes exercised their sovereign status throughout the history of the United States and still do today.

Current standard	Recommended Standard	Proposed revision (Keep, revise, move, remove)	Rationale for the revision
~~3.SS.1.1.1 Explain that people in the United States share a national identity through patriotic symbols and holidays.~~		Move	Vertical alignment- moved to Civics
3.SS.1.1~~.2~~ Investigate the history of your community's history and determine the chronological importance of local events. ~~using a variety of primary and secondary sources and use it to build a timeline of local events.~~	3.SS.1.1 Investigate your community's history and determine the chronological importance of local events.	Revise	Increased rigor and vertical alignment; stakeholder feedback
3.SS.1.~~1.3~~2 ~~Compare different cultural groups in the community, including their distinctive~~Analyze contributions such as foods, clothing styles, and traditions of various cultural groups within the	3.SS.1.2 Analyze contributions such as foods, clothing styles, and traditions of various cultural groups within the community including, but not	Revise	Increased rigor; Public comment suggested revision

community ~~foods, clothing styles, and traditions~~including but not limited to the five federally recoginized tribes of Idaho.~~.~~	limited to the five federally recoginized tribes of Idaho.		
~~3.SS.1.1.4 Identify and describe ways families, groups, tribes and communities influence the individual's daily life and personal choices.~~		Remove	Redundant with 3.SS.1.1.3
~~3.SS.1.2.1 Share the origins of classmates' ancestors.~~ 3.SS.1.3 Conduct interviews with family members, neighbors, friends, or school staff to discover ~~where families came from and how and why they moved to where they live now.~~why they call Idaho home.	3.SS.1.3 Conduct interviews with family members, neighbors, friends, or school staff to discover why they call Idaho home.	Revise	Clarity and accessibility for all students; stakeholder feedback about removing assumption that everyone immigrated/moved here
3.SS.1.~~2.2~~4 Describe how migration and immigration are continuous processes and how they are influenced by voluntary and involuntary movement of people~~.~~	3.SS.1.4 Describe how migration and immigration are continuous processes and how they are influenced by voluntary and involuntary movement of people.	Revise	Combined with 3.SS.1.2.3
~~3.SS.1.2.3 Identify reasons for voluntary and involuntary movement of people to and from your community~~		Revise	Combined with 3.SS.1.2.2

~~3.SS.1.3.1 Identify characteristics of different cultural groups in your community including American Indians.~~		Remove	Redundant

Geography - Students ~~in Grade 3~~ will analyze the spatial organizations of people, places, and environment on the earth's surface and trace the migration and settlement of human populations on the earth's surface.

Current standard	Recommended Standard	Proposed revision (Keep, revise, move, remove)	Rationale for the revision
~~3.SS.2.1.1 Describe the concepts of globe, continent, country, state, county, city/town, and neighborhood.~~ ~~Students will develop~~3.SS.2.1 Develop an understanding of map reading by analyzing maps and globes using common terms, including: country, North Pole, Equator, Prime Meridian, hemisphere, region, latitude, South Pole, longitude, and time zones	3.SS.2.1 Develop an understanding of map reading by analyzing maps and globes using standard terms, including country, North Pole, Equator, Prime Meridian, hemisphere, region, latitude, South Pole, longitude, and time zones.	Revise	Rigor
~~3.SS.2.1.2 Find the United States, Washington, D.C., Idaho, the state capital Boise, and your own community on a map.~~	3.SS.2.2 Use cardinal directions, map scales, legends, and grids to locate the United States,	Revise	Clarity and rigor

~~Student will use~~3.SS.2.2 Use cardinal directions, ~~intermediate directions~~, map scales, legends, and grids to locate the United States, Washington, D.C., Idaho, the state capital Boise, and their own community on a map.	Washington D.C., Idaho, the state capital, Boise, and their own community on a map.		
~~3.SS.2.1.3 Locate on a map waterways, landforms, cities, states, and national boundaries, using standard map symbols.~~		Revise	Combine with 2.1 and 2.2
~~3.SS.2.1.4 Use a map title, map key, scale, cardinal directions, and symbols to interpret a map~~		Revise	Combine with 2.1 and 2.2
~~3.SS.2.1.5 Use a number/letter grid to find specific locations on a map.~~		Revise	Combine with 2.2
3.SS.2.~~3.1~~3 Analyze past and present settlement patterns of the community in which you live and how geographic features influenced those patterns~~.~~	3.SS.2.3 Analyze past and present settlement patterns of the community in which you live and how geographic features influenced those patterns.	Revise	Combined with 3.2.3 based on stakeholder feedback
~~3.SS.2.3.2 Identify geographic features influencing settlement patterns of the community.~~		Remove	Combine with 3.2.2 (see above)
3.SS.2.~~3.3~~4 Compare and contrast city/suburb/town and urban/rural	3.SS.2.4 Compare and contrast city/suburb/town and urban/rural farm/factory,	Revise	Vertical alignment with 4th grade

farm/factory, and agriculture/industry.~~.~~	as well as agriculture/industry.		

Economics - Students ~~in Grade 3~~will explain basic economic concepts, identify different influences on economic systems, analyze the different types of economic institutions, and explain the concepts of personal finance.

Current standard	Recommended Standard	Proposed revision (Keep, revise, move, remove)	Rationale for the revision
3.SS.3.1~~.1~~ Explain the concepts of supply and demand and the role of the consumer and producer.	3.SS.3.1 Explain the concepts of supply and demand and the role of the consumer and producer.	Keep	
3.SS.3.~~1.2~~2 Explain the difference between public and private property.	3.SS.3.2 Explain the difference between public and private property.	Keep	
3.SS.3.~~2.1~~3 Explain how land, natural resources, labor, trade, and/or technology affect economic activities in the local community.	3.SS.3.3 Explain how land, natural resources, labor, trade, and/or technology affect economic activities in the local community.	Keep	
~~3.SS.3.3.1 Explain the purpose of a bank.~~3.SS.3.4 Identify different examples of making an economic choice including consumption of goods and services, using a bank, investing and budgeting.	3.SS.3.4 Identify different examples of making an economic choice, including consumption of goods and services, using a bank, investing, and budgeting.	Revise	Consolidate and add rigor for vertical alignment

~~3.SS.3.4.1 Describe the purposes and benefits of savings.~~		Remove	Combined with 3.3.1

Civics/Government - Students ~~in Grade 3~~will build an understanding of the foundational principles of the American political system, the organization, and formation of the American system of government, and that all people in the United States have rights and assume responsibilities.

Current standard	Recommended Standard	Proposed revision (Keep, revise, move, remove)	Rationale for the revision
~~3.SS.4.1.1 Explain why communities have laws.~~		Remove	Redundant
3.SS.4.1~~.2~~ Explain that there are benefits for following the laws and consequences for breaking the laws of ~~the~~ our local and national communites~~y~~.	3.SS.4.1 Explain the benefits of following the laws and the consequences of breaking the rules and laws of our local and national communities.	Revise	Clarity, vertical alignment and rigor
3.SS.4.~~1.3~~2 Identify the people or groups that make, apply, and enforce laws in our local and national ~~the~~ communities~~y~~.	3.SS.4.2 Identify the people or groups that make, apply, and enforce laws in our local and national communities.	Revise	Clarity, vertical alignment and rigor
3.SS.4.~~2.1~~3 Identify and explain the basic functions of local and state governments~~.~~	3.SS.4.3 Identify and explain the basic functions of local and state governments.	Revise	Vertical alignment

3.SS.4.~~2.2~~4 Explain how local government officials are chosen, e.g., election, appointment.	3.SS.4.4 Explain how local government officials are chosen, e.g., election, or appointment.	Keep	
3.SS.4.~~2.3~~5 Describe services commonly and primarily provided by governments for the community.	3.SS.4.5 Describe services commonly and primarily provided by governments for the community.	Keep	
3.SS.4.~~2.4~~6 Identify local government officials.	3.SS.4.6 Identify local government officials.	Keep	
3.SS.4.~~3.1~~7 Identify ways children and adults can participate in their community and/or local governments.	3.SS.4.7 Identify ways children and adults can participate in their community and/or local governments.	Keep	
3.SS.4.8 Explain that people in the United States share a national identity through patriotic symbols and holidays.	3.SS.4.8 Explain that people in the United States share a national identity through patriotic symbols and holidays.	Move	Moved from history for vertical alignment

Global Perspectives - Students ~~in Grade 3~~will build an understanding of multiple perspectives and global interdependence.

Current standard	Recommended Standard	Proposed revision (Keep, revise, move, remove)	Rationale for the revision
3.SS.5.1~~.1~~ Explore connections that the local community has with other communities throughout the world.	3.SS.5.1 Explore connections that the local community has with other communities throughout the world.	Keep	
3.SS.5.~~1.2~~2 Examine the contributions from various cultures from other parts of the world to the development of the community and how they make that community unique.	3.SS.5.2 Examine the contributions of various cultures from other parts of the world to the development of the community and how they make that community unique.	Keep	

Grade 4 Social Studies

History - Students ~~in Grade 4~~will build an understanding of the cultural and social development of the United States, trace the role of migration and immigration of people in the development of the United States, and examine the various roles American Indians assumed in the development of the United States, and discuss the concept of sovereignty and how federally recognized tribes exercised their sovereign status throughout the history of the United States, and still do today.~~and identify the sovereign status and role of American Indians in the development of the United States.~~

Current standard	Recommended Standard	Proposed revision (Keep, revise, move, remove)	Rationale for the revision
4.SS.1.1~~.1~~ Identify ~~characteristics of~~characteristics of different cultural groups in Idaho and describe ways that they have influenced and impacted each other.	4.SS.1.1 Identify characteristics of different cultural groups in Idaho and describe ways that they have influenced and impacted each other.	Revise	Combined with 4.SS.1.1.2 - redundant
~~4.SS.1.1.2 Describe ways that cultural groups have influenced and impacted each other.~~		Remove	Combined with 4.SS.1.2.1 - redundant
~~4.SS.1.1.3 Explain the role of explorers and missionaries in the development of Idaho~~		Remove	Combined with 4.SS.1.1.2 - redundant
4.SS.~~1.1.4~~1.2 ~~Discuss~~ Describe the federal policis behind the treaties	4.SS.1.2 Describe the federal policies behind the treaties	Revise	Stakeholder feedback for clarity and accuracy

and executive orders that resulted in the creation of the reservations in Idaho. ~~the treaty period for Idaho's federally recognized tribes including causes, events, and results.~~	and executive orders that resulted in the creation of the reservations in Idaho.		
4.SS.1.~~2.1~~3 Identify the major groups, including but not limited to, explorers, ~~and~~ missionaries, and significant individuals, immigrant experiences, and their impact on western expansion and the creation of the State of Idaho.	4.SS.1.3 Identify the major groups, including but not limited to explorers, missionaries, and significant individuals, immigrant experiences, and their impact on western expansion and the creation of the State of Idaho.	Revise	Combined with 4.SS1.1.2 due to redundancy
4.SS.1.~~2.2~~4 Describe the historic role of fur trading and the discovery of gold and silver in Idaho.	4.SS.1.4 Describe the historic role of fur trading and the discovery of gold and silver in Idaho.	Keep	
~~4.SS.1.2.3 Analyze and describe the different immigrant experiences across Idaho.~~		Remove	Consolidate with 4.1.3 for priority focus
4.SS.1.~~2.4~~5 ~~Analyze and describe~~Describe the ideology and federal policies that led ~~the effects of~~to westward expansion and subsequent consequences that impacted ~~federal policies on~~	4.SS.1.5 Describe the ideology and federal policies that led to westward expansion and subsequent consequences that impacted American Indian tribes in Idaho.	Revise	Stakeholder feedback on appropriate language

~~Idaho's~~ American Indian tribes in ~~tribes.~~Idaho.			
4.SS.1.6~~3.1~~ ~~Identify~~ ~~Analyze~~Compare and contrast the historical and current ~~the~~ key characteristics of the five federally recognized American Indian tribes in Idaho: Coeur d'Alene Tribe, Kootenai Tribe of Idaho, Shoshone-Bannock Tribes, Nez Perce Tribe, and Shoshone-Paiute Tribes and ceded and current reservation lands.	4.SS.1.6 Compare and contrast the historical and current key characteristics of the five federally recognized American Indian tribes in Idaho: Coeur d'Alene Tribe, Kootenai Tribe of Idaho, Shoshone –Bannock Tribes, Nez Perce Tribe, and Shoshone-Paiute Tribes and ceded and current reservation lands.	Revise	Combined with 4.SS.1.3.3. due to redundancy; stakeholder feedback on tribe names
4.SS.1.~~3.2~~7 Discuss how ~~Idaho's~~ tribes in Idaho interacted with and impacted existing and newly arriving people.	4.SS.1.7 Describe how tribes in Idaho interacted with and impacted existing and newly arriving people.	Revise	Stakeholder feedback on clarity
~~4.SS.1.3.3 Identify and discuss similar and different key characteristics of American Indian tribes in Idaho.~~		Remove	Combined with 4.SS.1.3.1. due to redundancy
~~4.SS.1.3.4 Compare and contrast past and current American Indian life in Idaho.~~		Remove	Combine with 4.1.3.1
4.SS.1.~~3.5~~8 ~~Identify~~ ~~Summarize~~ Examine the meaning of tribal sovereignty and its relationship at	4.SS.1.8 Examine the meaning of tribal sovereignty and its relationship at the tribal,	Revise	Increase rigor; stakeholder feedback

the tribal, local, state, and federal levels of government.	local, state, and federal levels of government.		
4.SS.1.~~3.6~~9 Describe ~~the preservation of~~ American Indian tribes maintain resources, including cultural materials, history, language, and culture.	4.SS.1.9 Describe how American Indian tribes maintain resources, including cultural materials, history, language, and culture.	Revise	Stakeholder feedback for clarity
~~4.SS.1.3.7 Identify and dispel misconceptions about American Indians today.~~		Remove	Not assessable or grade appropriate. Negative standard (requires students to be un-taught something). Requires students to be exposed to misconceptions they may not have already learned. The intent of this standard can be addressed more positively elsewhere, such as 4.SS.1.3.4.

Geography - Students ~~in Grade 4~~will analyze the spatial organizations of people, places, and environment on the earth's surface and trace the migration and settlement of human populations on the earth's surface.

Current standard	Recommended Standard	Proposed revision (Keep, revise, move, remove)	Rationale for the revision
~~4.SS.2.1.1 Use geographic skills to collect, analyze, interpret, and communicate data.~~		Remove	Combined with 2.1.3

4.SS.2.1~~.3~~ Use a ~~number/letter~~ coordinate grid to collect, analyze, interpret, and communicate data ~~find~~for specific locations on a map of Idaho.	4.SS.2.1 Use a number/letter coordinate grid to collect, analyze, interpret, and communicate data for finding specific locations on a map of Idaho.	Revise	Domain specific language
4.SS.2.~~1.4~~2 Describe the physical regions of Idaho, ~~and identify~~identify major natural resources, and explain their impact on settlement.~~.~~	4.SS.2.2 Describe the physical regions of Idaho, identify major natural resources, and explain their impact on settlement.	Revise	Combine with 2.3.3
~~4.SS.2.3.1 Analyze past and present settlement patterns in Idaho.~~		Remove	Combine with 2.1.4
4.SS.2.3~~.2 Discuss the impact of~~Describe the encroachment on tribal lands in Idaho and the resulting conflicts such as the Battle of Four Lakes, Bear River Massacre, Nez Perce Flight of 1877, Bannock War of 1878, and Kootenai War of 1974. ~~colonization on American Indian tribal lands in Idaho, such as aboriginal and/or ceded territories, and the Treaties of 1855 and 1863.~~	4.SS.2.3 Describe the encroachment on tribal lands in Idaho and the resulting conflicts, such as the Battle of Four Lakes, Bear River Massacre, Nez Perce Flight of 1877, Bannock War of 1878, and Kootenai War of 1974.	Revise	Clarity and using domain specific and appropriate language; stakeholder feedback on key events in Idaho
~~4.SS.2.3.3 Identify the geographic features of Idaho, and explain their impact on settlement.~~		Revise	Combine with 2.1.4

~~4.SS.2.3.4 Compare and contrast: city/suburb/town, urban/rural, farm/factory, and agriculture/industry.~~		Move	Moved to increase rigor at Grade 3

Economics - Students ~~in Grade 4~~will explain basic economic concepts, identify different influences on economic systems, and explain the concepts of personal finance.

Current standard	Recommended Standard	Proposed revision (Keep, revise, move, remove)	Rationale for the revision
4.SS.3.1~~.1~~ Describe and analyze how American Indians and early settlers met their basic needs of food, shelter, and water.	4.SS.3.1 Describe and analyze how American Indians and early settlers met their basic needs of food, shelter, and water.	Keep	
4.SS.3.~~1.2~~2 Explain the concepts of supply and demand and scarcity	4.SS.3.2 Explain the concepts of supply and demand and scarcity.	Keep	
4.SS.3.~~1.3~~3 Explain the concepts of specialization and division of labor	4.SS.3.3 Explain the concepts of specialization and division of labor.	Keep	
4.SS.3.~~1.4~~4 Identify goods and services in early Idaho settlements.	4.SS.3.4 Identify goods and services in early Idaho settlements.	Keep	

4~~.SS.3.1.5 Explain the concept of public and private property in the development of Idaho.~~		Remove	Not a priority
4.SS.3.~~2.1~~5 Describe examples of historic and current technological innovations in relation to economic growth in Idaho	4.SS.3.5 Describe examples of historic and current technological innovations in relation to economic growth in Idaho.	Keep	
4.SS.3.~~2.2~~6 Describe how geographic features of Idaho have determined the economic base of Idaho's regions.	4.SS.3.6 Describe how the geographic features of Idaho have determined the economic base of Idaho's regions.	Keep	
4.SS.3.~~4.1~~7 Define entrepreneurship, and identify reasons for starting a business.	4.SS.3.7 Define entrepreneurship and identify reasons for starting a business.	Keep	

Civics/Government - Students ~~in Grade 4~~will build an understanding of the foundational principles of the American political system, the organization and formation of the American system of government, that all people in the United States have rights and assume responsibilities, and the evolution of democracy.

Current standard	Recommended Standard	Proposed revision (Keep, revise, move, remove)	Rationale for the revision
4.SS.4.1~~.1~~ Identify the people and groups who make, apply, and	4.SS.4.1 Identify the people and groups who make, apply,	Revise	Combine with 4.1.2-3

enforce laws within state, local, and tribal governments how they function, and the relationships between them.	and enforce laws within state, local, and tribal governments how they function, and the relationships between them.		Vertical alignment and redundant
4.SS.4.~~1.2~~2 Explain that rules and laws can be used to protect rights, provide benefits, and assign responsibilities.	4.SS.4.2 Explain that rules and laws can be used to protect rights, provide benefits, and assign responsibilities.	Keep	
4.SS.4.~~2.1~~3 Explain the significance of Idaho symbols and the unique tribal seal of each federally recognized tribe in Idaho.	4.SS.4.3 Explain the significance of Idaho symbols and the unique tribal seal of each federally recognized tribe in Idaho.	Keep	
~~4.SS.4.2.2 Identify and explain the basic functions of state, local, and tribal governments.~~		Remove	Combine with 4.1.1
~~4.SS.4.2.3 Describe the governmental relationships between state, local, and tribal governments.~~			Combine with 4.1.2-3 Vertical alignment and redundant
4.SS.4.~~2.4~~4 Identify the three branches of state government and explain the major responsibilities of each.	4.SS.4.4 Identify the three branches of state government and explain the major responsibilities of each.	Keep	
~~4.SS.4.2.5 Discuss the governing structure of American Indian tribes in Idaho.~~		Remove	Combine with 4.1.2-3

			Vertical alignment and redundant
4.SS.4.~~3.1~~5 Name elected state officials and how they can be contacted~~.~~	4.SS.4.5 Name elected state officials and how they can be contacted.	Revise	Clarity and rigor
~~4.SS.4.3.2 Explain ways to contact elected state officials.~~		Remove	Combine with 4.3.1 Vertical alignment and redundant
4.SS.4.~~3.3~~6 Identify ways people can monitor and influence the decisions and actions of their state and tribal governments.	4.SS.4.6 Identify ways people can monitor and influence the decisions and actions of their state and tribal governments.	Keep	
4.SS.4.~~4.1~~7 Discuss the concepts of citizenship, popular sovereignty, respect for the individual, equality of opportunity, and personal liberty.	4.SS.4.7 Describe the concepts of citizenship, popular sovereignty, respect for the individual, equality of opportunity, and personal liberty.	Keep	

Global Perspectives - Students ~~in Grade 4~~ will build an understanding of multiple perspectives and global interdependence.

Current standard	Recommended Standard	Proposed revision (Keep, revise, move, remove)	Rationale for the revision
4.SS.5.1~~.1~~ Analyze the roles and relationships of diverse groups of people from various parts of the world who have ~~contributed to~~ impacted the state's history and contributed to Idaho's cultural heritage ~~and impacted the state's history~~.	4.SS.5.1 Analyze the roles and relationships of diverse groups of people from various parts of the world who have impacted the state's history and contributed to Idaho's cultural heritage.	Revise	Stakeholder feedback: rearrangement of words implies significance of acts
4.SS.5.~~1.2~~2 ~~Discuss~~ Describe the challenges experienced by people from various cultural, racial, and religious groups that settled in Idaho from various parts of the world.	4.SS.5.2 Describe the challenges experienced by people from various cultural, racial, and religious groups that settled in Idaho from various parts of the world.	Revise	Clarity
4.SS.5.~~1.3~~3 Identify Idaho's role in the global economy	4.SS.5.3 Identify Idaho's role in the global economy.		
4.SS.5.~~1.4~~4 Identify the diversity within ~~Idaho's~~ American Indian tribes in Idaho and develop an awareness of the ~~shared~~ similar experiences of indigenous populations in the world.	4.SS.5.4 Identify the diversity within American Indian tribes in Idaho and develop an awareness of the similar experiences of indigenous populations in the world.	Revise	Stakeholder feedback: not all experiences are shared yet some are similar.

Grade 5 Social Studies

History - Students ~~in Grade 5~~will build an understanding of the cultural and social development of the United States, trace the role of migration and immigration of people in the development of the United States, and examine the various roles American Indians assumed in the development of the United States and discuss the concept of sovereignty and how federally recognized tribes exercised their sovereign status throughout the history of the United States and still do today.~~and identify the sovereign status and role of American Indians in the development of the United States.~~

Current standard	Recommended Standard	Proposed revision (Keep, revise, move, remove)	Rationale for the revision
5.SS.1.1~~.1~~ Describe the interactions between European colonists and established societies in North America	5.SS.1.1 Describe the interactions between European colonists and established societies in North America.	Keep	
5.SS.1.~~1.2~~2 ~~Discuss~~ Identify significant individuals who have been responsible for bringing about cultural and social changes in the United States, including founding fathers and presidents.~~.~~	5.SS.1.2 Identify significant individuals who have been responsible for bringing about cultural and social changes in the United States including the founding fathers and presidents.	Revise	Clarity
5.SS.1.~~1.3~~3 Identify and explain influential political and cultural	5.SS.1.3 Identify and explain influential political and	Keep	

groups and their impact on American history.	cultural groups and their impact on American history.		
5.SS.1.~~1.4~~4 Identify different examples of how religion has been an important influence in American history	5.SS.1.4 Identify different examples of how religion has been an important influence in American history.	Keep	
5.SS.1.~~1.5~~5 Discuss how the establishment of the 13 original colonies contributed to the founding of the nation.	5.SS.1.5 Describe how the establishment of the 13 original colonies contributed to the founding of the nation.	Keep	
5.SS.1.6~~1.6~~ Analyze the causes and effects of various compromises and conflicts in American history, including the various events leading to the American Revolution.~~.~~	5.SS.1.6 Analyze the causes and effects of various compromises and conflicts in American history, including the various events leading to the American Revolution.	Revise	Clarity
5.SS.1.~~2.1~~7 Discuss the religious, political, and economic motives of immigrants to the United States.	5.SS.1.7 Explain the religious, political, and economic motives of immigrants to the United States.	Revise	Increase clarity
5.SS.1.~~2.2~~8 Explain the history of indentured servitude and the slave trade in the United States.	5.SS.1.8 Explain the history of indentured servitude and the slave trade in the United States.	Keep	
~~5.SS.1.2.3 Analyze and discuss the motives of the major groups who participated in western expansion.~~	5.SS.1.9 Analyze or distinguish the geographic, economic, and religious motivations that	Revise	Clarity

5.SS.1.9 Analyze or distinguish the geographic, economic, and religious motivations that influenced the movement of people.	influenced the movement of people.		
~~5.SS.1.2.4 Discuss the American Indian groups encountered in western expansion.~~ 5.SS.1.10 Review that American Indians were the first inhabitants of the United States and ~~analyze~~examine the impact of westward expansion on Indigenous peoples.~~,~~	5.SS.1.10 Review that American Indians were the first inhabitants of the United States and examine the impact of westward expansion on Indigenous peoples.	Revise	Combine with 3.1 and provide clarity; public comment suggested revision
~~5.SS.1.2.5 Discuss significant individuals who took part in western expansion~~		Remove	Redundant
5.SS.1.~~2.6~~11 Describe the impact of scientific and technological advances on westward expansion ~~.~~including but not limited to the cotton gin, the reaper, the steam engine, and steam locomotive.	5.SS.1.11 Describe the impact of scientific and technological advances on westward expansion including but not limited to the cotton gin, the reaper, the steam engine, and steam locomotive.	Revise	Clarity

~~5.SS.1.3.1 Discuss that American Indians were the first inhabitants of the United States.~~		Remove	Redundant
~~5.SS.1.3.2 Identify examples of American Indian individual and collective contributions and influences in the development of the United States~~		Remove	Redundant
~~5.SS.1.3.3 Define the terms treaty, reservation, and sovereignty.~~		Remove	Redundant
~~5.SS.1.3.4 Explain that reservations are lands that have been reserved by the tribes for their own use through treaties or executive orders and were not "given" to them. The principle that land should be acquired from the Indians only through their consent with treaties involved three assumptions: • That both parties to treaties were sovereign powers. • That Indian tribes had some form of transferable title to the land. • That acquisition of Indian land was solely a government matter not to be left to individual colonists or to the States~~		Remove	Redundant

Geography - Students ~~in Grade 5~~will analyze the spatial organizations of people, places, and environment on the earth's surface and trace the migration and settlement of human populations.~~.~~

Current standard	Recommended Standard	Proposed revision (Keep, revise, move, remove)	Rationale for the revision
5.SS.2.1~~1.1~~ Develop and use different kinds of maps, globes, graphs, charts, databases, and models to display and obtain information.	5.SS.2.1 Develop and use different kinds of maps, globes, graphs, charts, databases, and models to display and obtain information.	Keep	
5.SS.2.~~1.2~~2 Identify the regions of the United States and their resources.	5.SS.2.2 Identify the regions of the United States and their resources.	Keep	
~~5.SS.2.1.3 Use latitude and longitude coordinates to find specific locations on a map~~		Remove	Redundant
5.SS.2.~~1.4~~3 Name and locate the 50 States and their Capitals, and U.S. Territories.	5.SS.2.3 Name and locate the 50 States and their Capitals, and United States Territories.	Keep	
~~5.SS.2.1.5 Show on a map of the world the continents, oceans, landforms, poles, hemispheres, equator, and prime meridian.~~ 5.SS.2.4 Read, analyze, and interpret maps, including use of	5.SS.2.4 Read, analyze, and interpret maps, including the use of latitude and longitude aerial photography, satellite images, and other geospatial products.	Revise	Redundant, vertical alignment, rigor; clarity based on stakeholder feedback

latitude and longitude, aerial photography, satellite images and other geo-spatial products.			

Economics - Students ~~in Grade 5~~will explain basic economic concepts, identify different influences on economic systems, and explain the concepts of personal finance.

Current standard	Recommended Standard	Proposed revision (Keep, revise, move, remove)	Rationale for the revision
5.SS.3.1~~.1~~ Describe examples of improved transportation and communication networks and how they encourage economic growth.	5.SS.3.1 Describe examples of improved transportation and communication networks and how they encourage economic growth.	Keep	
5.SS.3.~~1.2~~2 Explain the concepts of tariffs, taxation, and embargo.	5.SS.3.2 Explain the concepts of tariffs, taxation, and embargo.	Keep	
5.SS.3.~~1.3~~3 Describe the basic characteristics of a market economy.~~.~~	5.SS.3.3 Describe the basic characteristics of a market economy.	Revise	Clarity
5.SS.3.~~2.1~~4 ~~Discuss~~ Explain the economic policies that contributed to rebellion within the North American colonies.	5.SS.3.4 Explain the economic policies that contributed to rebellion within the North American colonies.	Revise	Clarity

5.SS.3.~~4.1~~5 Identify economic incentives and risks of entrepreneurship.	5.SS.3.5 Identify economic incentives and risks of entrepreneurship.	Keep	
5.SS.3.~~4.2~~6 Explain the impact of taxation on personal finance.	5.SS.3.6 Explain the impact of taxation on personal finance.	Keep	

Civics/Government - Students ~~in Grade 5~~will build an understanding of the foundational principles of the American political system, the organization and formation of the American system of government, that all people in the United States have rights and assume responsibilities, and the evolution of democracy.

Current standard	Recommended Standard	Proposed revision (Keep, revise, move, remove)	Rationale for the revision
5.SS.4.1~~.1~~ Identify the people and groups who make, apply, and enforce laws within federal and tribal governments.	5.SS.4.1 Identify the people and groups who make, apply, and enforce laws within federal and tribal governments.	Keep	
5.SS.4.~~1.2~~2 Identify and explain the important concepts in the Declaration of Independence.	5.SS.4.2 Identify and explain the important concepts in the Declaration of Independence.	Keep	
5.SS.4.~~1.3~~3 ~~Discuss~~ Explain the significance of the Articles of Confederation as the transitional form of government.	5.SS.4.3 Explain the significance of the Articles of Confederation as the transitional form of government.	Revise	Clarity

5.SS.4.~~1.4~~4 Identify the basic principles of the United States Constitution and Bill of Rights, including popular sovereignty, limited government, separation of powers, checks and balances, judicial review, and federalism.	5.SS.4.4 Identify the basic principles of the United States Constitution and Bill of Rights, including popular sovereignty, limited government, separation of powers, checks and balances, judicial review, and federalism.	Keep	
5.SS.4.~~2.1~~5 Distinguish and compare responsibilities among state, national, and tribal governments in a federal system.	5.SS.4.5 Distinguish and compare responsibilities among state, national, and tribal governments in a federal system.	Keep	
5.SS.4.~~2.2~~6 Identify the three branches of government and the functions and powers of each	5.SS.4.6 Identify the three branches of government and the functions and powers of each.	Keep	
5.SS.4.~~2.3~~7 Explain the difference between reservations, State public lands and Federal public lands.	5.SS.4.7 Explain the difference between reservations, State public lands, and Federal public lands.	Revise	Clarity and consistency
5.SS.4.~~3.1~~8 Identify the President and Vice President of the United States and the U.S. Senators and Representatives to Congress from Idaho.	5.SS.4.8 Identify the President and Vice President of the United States and the U.S. Senators and Representatives to Congress from Idaho.	Keep	

5.SS.4.~~3.2~~9 Identify some of the personal responsibilities and basic rights of individual freedoms that belong to American citizens.	5.SS.4.9 Identify some of the personal responsibilities and basic rights of individual freedoms that belong to American citizens.	Keep	
5.SS.4.~~3.3~~10 Describe ways in which citizens participate in public life.	5.SS.4.10 Describe ways in which citizens participate in public life.	Keep	
5.SS.4.~~4.1~~11 Explain how the United States is a republic.	5.SS.4.11 Explain how the United States is a republic.	Keep	
5.SS.4.~~4.2~~12 State the difference between direct democracy and the constitutional republic of today's United States.	5.SS.4.12 State the difference between direct democracy and the constitutional republic of today's United States.	Keep	
5.SS.4.~~4.3~~13 Discuss the concepts of popular sovereignty, majority rule with minority rights, respect for the individual, equality of opportunity, rule of law, and personal liberty.	5.SS.4.13 Explain the concepts of popular sovereignty, majority rule with minority rights, respect for the individual, equality of opportunity, rule of law, and personal liberty.	Keep	

Global Perspectives - Students ~~in Grade 5~~will build an understanding of multiple perspectives and global interdependence.

Current standard	Recommended Standard	Proposed revision (Keep, revise, move, remove)	Rationale for the revision
5.SS.5.1~~.1~~ Explain how the world is divided into many different ~~nations~~countries ~~and~~ that each has its own government and how they interact with each other~~.~~	5.SS.5.1 Explain how the world is divided into many different countries and each has its own government and how they interact with each other.	Revise	Clarity
~~5.SS.5.1.2 Define a nation.~~		Remove	Redundant
~~5.SS.5.1.3 Explain how the United States is one nation and how it interacts with other nations in the world.~~		Remove	Redundant
5.SS.5.~~1.4~~2 ~~Discuss~~ Explain how ~~nations~~ countries try to resolve problems.	5.SS.5.2 Explain how countries try to resolve problems.	Revise	Clarity
5.SS.5.~~1.5~~3 Identify the role of the United States in a global economy.	5.SS.5.3 Identify the role of the United States in a global economy.	Keep	

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World Geography Grades 6-9

History - Students studying World Geography ~~– Eastern Hemisphere~~ will build an understanding of the cultural and social development of human civilizations.

Current standard	Recommended Standard	Proposed revision (Keep, revise, move, remove)	Rationale for the revision
6-9.~~GWH.1.8.1~~WG.1.1 Describe major aspects of the civilizations ~~of the Western Hemisphere~~ in regions throughout the world prior to European contact including government, religion/belief systems, arts/architecture, technology, physical geography, economics, and social order~~.~~	6-9.WG.1.1 Describe major aspects of the civilizations in regions throughout the world prior to European contact including government, religion/belief systems, arts/architecture, technology, physical geography, economics, and social order.	Revise	Listed the "major aspects" and edited words for clarity
6-9.~~GWH.1.8.~~WG.1.2~~2~~ Examine the impact of Europeans ~~on~~ and indigenous cultures on one another ~~in the Western Hemisphere~~ in regions throughout the world.	6-8.WG.1.2 Examine the impact of Europeans and indigenous cultures on one another in regions throughout the world.	Revise	Less one-sided Combine Eastern and Western
6-9.~~GWH.1.8.3~~WG.1.3 Describe ~~Compare~~ various ~~approaches~~ motivations, methods, and impacts of~~to~~ European colonization in the Western Hemisphere	6-9.WG.1.3 Describe and compare various motivations of European colonization in regions throughout the world.	Revise	To understand how European colonization impacted the cultural regions of today, and why they are different; revised complex verbiage based on stakeholder feedback

~~6-9.GWH.1.8.4 Explain how and why events may be interpreted differently according to the points of view of participants and observers.~~		Move	Move to newly created Geography and History Skills section
6-9.~~GEH.1.8.5~~WG.1.4 ~~Describe~~ Investigate the historical origins, central beliefs, and spread of major religions and belief systems, including Judaism, Christianity, Islam, Sikhism, Hinduism, Buddhism, and Confucianism and Indigenous knowledge and belief systems.	6-9.WG.1.4 Investigate the historical origins, central beliefs, and spread of major religions and belief systems, including Judaism, Christianity, Islam, Sikhism, Hinduism, Buddhism, and Confucianism and Indigenous knowledge and belief systems.	Revise	Increase depth of knowledge and added perspectives

Geography - Students studying World Geography ~~Eastern Hemisphere~~ - will analyze the spatial organization of people, places, and environment on the earth's surface, explain how human actions modify the physical environment and how physical systems affect human activity and living conditions, trace the migration and settlement of human populations on the earth's surface, analyze the human and physical characteristics of different places and regions, and explain how geography enables people to comprehend the relationships between people, places, and environments over time.

Current standard	Recommended Standard	Proposed revision (Keep, revise, move, remove)	Rationale for the revision
~~6-9.GWH.2.1.1 Explain and use the components of maps, compare different map projections, and explain the appropriate uses for each.~~		Move	To new Geography skills section
6-9.~~GWH.2.1.2~~WG.2.1 Apply latitude and longitude to locate places on Earth and describe the uses of technology, such as Global Positioning Systems (GPS) ~~and~~ Geographic Information Systems (GIS), and satellite and aerial imaging.~~.~~ 6-9.WG.2.2 Describe the uses of technology, such as Global Positioning Systems (GPS) Geographic Information Systems	6-9.WG.2.1 Apply latitude and longitude to locate places on Earth. 6-9.WG.2.2 Describe the uses of technology, such as Global Positioning Systems (GPS) Geographic Information Systems (GIS), and satellite and aerial imaging. 6-9.WG.2.3 Describe the relative location of people, places, and objects by using positional words, including	Revise	Updating technology, making it more real-world relevant; stakeholder feedback asked this to be split as it is addressing 2 different skills and clarify language

(GIS), and satellite and aerial imaging. 6-9.WG.2.3 Describe the relative location of people, places, and objects by using positional words, including but not limited to cardinal directions and distance.	but not limited to cardinal directions and distance.		
~~6-9.GWH.2.1.3 Use mental maps to answer geographic questions.~~		Remove	Not assessable
~~6-9.GWH.2.1.4 Analyze visual and mathematical statistical data presented in charts, tables, graphs, maps, and other graphic organizers to assist in interpreting a historical event~~		Move	To Geography Skills section
~~6-9.GWH.2.2.1 Explain how Earth/sun relationships, ocean currents, and winds influence climate differences on Earth.~~		Remove	Addressed in science standards
6-9.~~GWH.2.2.2~~WG.2.4 Locate, map, ~~map,~~ and describe the climate of regions ~~of the Western Hemisphere~~ throughout the world and analyze their impact on human activity and living conditions.	6-9.WG.2.4 Locate, map, and describe the climate of regions throughout the world and analyze their impact on human activity and living conditions.	Revise	Mapping is a geographical skill (to be addressed as its own standard) Combine Eastern and Western Increase depth of knowledge

6-9.~~GWH.2.2.3~~WG.2.5 Identify major biomes and explain ways in which the natural environment and climate of places ~~in the Western Hemisphere~~ in regions throughout the world ~~are related~~ affect settlement patterns and everyday life.~~.~~	6-9.WG.2.5 Identify major biomes and explain ways in which the natural environment and climate of places in regions throughout the world are related to affect settlement patterns and everyday life.	Revise	Clarity
6-9.~~GWH.2.2.4~~WG.2.6 Analyze and give examples of the consequences of human impact on the physical environment.	6-9.WG.2.6 Analyze and give examples of the consequences of human impact on the physical environment, including the role of technology.	Revise	Combine with 2.2.5
~~6-9.GWH.2.2.5 Evaluate ways in which technology influences human capacity to modify the physical environment.~~		Remove	Combine with 2.2.4
~~6-9.GWH.2.2.6 Explain how physical processes have shaped Earth's surface. Classify these processes according to those that have built up Earth's surface (mountain-building and alluvial deposition) and those that wear away at Earth's surface (erosion).~~		Remove	Addressed in science standards
6-9.~~GWH.2.3.1~~WG.2.7 Identify the names and locations of countries	6-9.WG.2.7 Identify the names and locations of	Revise	Clarity

and major cities in regions around the world.	countries and major cities in regions around the world.		
6-9.~~GWH.2.3.2~~WG.2.8 Describe major physical characteristics of regions ~~in the Western Hemisphere.~~ throughout the world.	6-9.WG.2.8 Describe major physical characteristics of regions throughout the world.	Revise	Clarity
6-9.~~GWH.2.3.3~~WG.2.9 Identify patterns of population distribution and growth ~~in the Western Hemisphere~~ in regions throughout the world and explain changes in these patterns which have occurred over time.	6-9.WG.2.9 Identify patterns of population distribution and growth in regions throughout the world and explain changes in these patterns that have occurred over time.	Revise	Clarity
~~6-9.GWH.2.4.1 Use maps, charts, and graphs to compare rural and urban populations in selected countries in the Western Hemisphere.~~		Remove	Redundant
~~6-9.GWH.2.4.2 Describe major cultural characteristics of regions in the Western Hemisphere.~~		Remove	Addressed in Global Perspective section
6-9.~~GWH.2.4.3~~WG.2.10 Compare and contrast cultural patterns ~~in the Western Hemisphere~~ in regions throughout the world, such as language, religion, and ethnicity.	6-9.WG.2.10 Compare and contrast cultural patterns in regions throughout the world, such as language, religion, and ethnicity.	Revise	Clarity
6-9.~~GWH.2.4.4~~WG.2.11 Analyze the locations of the major	6-9.WG.2.11 Analyze the locations of the major	Revise	Clarity

manufacturing and agricultural regions ~~of the Western Hemisphere~~ throughout the world.	manufacturing and agricultural areas in regions throughout the world.		
6-9.~~GWH.2.5.1~~WG.2.12 Analyze the ~~distribution~~ availability of natural resources ~~in the Western Hemisphere~~in regions throughout the world.~~.~~	6-9.WG.2.12 Analyze the availability of natural resources in regions throughout the world.	Revise	Clarity
6-9.~~GWH.2.5.2~~WG.2.13 Give examples of how both natural and technological hazards have impacted the physical environment and human populations in specific areas ~~of the Western Hemisphere~~ in regions throughout the world.	6-9.WG.2.13 Give examples of how both natural and technological hazards have impacted the physical environment and human populations in regions throughout the world.	Revise	Clarity
6-9.~~GWH.2.5.3~~WG.2.14 Give examples of how land forms, water, climate, and natural vegetation have influenced historical trends and developments ~~in the Western Hemisphere~~ in regions throughout the world.	6-9.WG.2.14 Give examples of how landforms, water, climate, and natural vegetation have influenced historical trends and developments in regions throughout the world.	Revise	Clarity
6-9.~~GWH.2.5.4~~WG.2.15 ~~Identify~~ Describe ~~contrasting perspectives multiple~~ various views ~~of~~ that affect environmental issues in regions throughout the world. ~~that affect the Western Hemisphere~~.	6-9.WG.2.15 Describe various views that affect environmental issues in regions throughout the world.	Revise	Clarity and student-friendly language

6-9.~~GWH.2.5.5~~WG.2.17 Explain how human-caused ~~induced~~ changes in the physical environment in one place can cause changes in another place such as irrigation, ~~acid rain~~, air pollution, water pollution, and deforestation.	6-9.WG.2.16 Explain how human-caused changes in the physical environment in one place can cause changes in another place such as irrigation, air pollution, water pollution, and deforestation.	Revise	Edited for clarity/ student-friendly language and relevance

Economics - Students studying World Geography ~~– Eastern Hemisphere~~ explain basic economic concepts and identify different influences on economic systems.

Current standard	Recommended Standard	Proposed revision (Keep, revise, move, remove)	Rationale for the revision
6-9.~~GEH.3.1.1~~WG.3.1 ~~Define~~ Describe abundance, ~~and~~ scarcity, and distribution of resources; ~~and~~ explain ~~and~~ their impact on decision-making such as trade, ~~and~~ settlement, stewardship of the natural environment, and development of infrastructure.	6-9.WG.3.1 Describe abundance, scarcity, and distribution of resources; explain their impact on decision-making such as trade, settlement, stewardship of the natural environment, and development of infrastructure.	Revise	Increase depth of knowledge and increase specificity
6-9.~~GEH.3.2.1~~WG.3.2 Describe how different economic systems ~~in the Eastern Hemisphere answer the~~	6-9.WG.3.2 Describe how different economic systems guide decisions about what to	Revise	Combine Eastern and Western, edited for clarity

~~basic economic questions on~~ guide decisions about what to produce, how to produce, and for whom to produce.	produce, how to produce, and for whom to produce.		
6-9.~~GEH.3.2.2~~WG.3.3 Compare the standard of living of various regions ~~countries of the Eastern Hemisphere~~ today using ~~Gross Domestic Product (GDP) per capita as an indicator~~ quality of life indicators and discuss their impact on everyday life locally, nationally, and globally.	6-9.WG.3.3 Compare the standard of living of various regions today using quality of life indicators and discuss their impact on everyday life locally, nationally, and globally.	Revise	Combine Eastern and Western, using less specific and more student-friendly language
6-9.~~GEH.3.2.3~~WG.3.4 Analyze current economic issues ~~in the countries of the Eastern Hemisphere~~ using a variety of information resources representing multiple perspectives.	6-9.WG.3.4 Analyze current economic issues using a variety of sources representing multiple perspectives.	Revise	Combine Eastern and Western Include multiple perspectives; improve clarity due to stakeholder feedback
6-9.~~GEH.3.2.4~~WG.3.5 Identify economic connections between local, national, and global economies in regions throughout the world~~a local community and the countries of the Eastern Hemisphere.~~	6-9.WG.3.5 Identify economic connections between local, national, and global economies in regions throughout the world.	Revise	Combine Eastern and Western Increase specificity
6-9.~~GEH.3.2.5~~ WG.3.6~~Identify specific areas of the Eastern Hemisphere with important natural~~	6-9.WG.3.6 Explain how the demand for important natural	Revise	Combine Eastern & Western Increase Depth of Knowledge

~~resource deposits.~~Explain how the demand for important natural resource evolved in regions throughout the world.	resources evolved in regions throughout the world.		
6-9.~~GEH.3.2.6~~WG.3.7 Investigate how physical geography, ~~productive~~ natural resources, specialization, and trade have influenced the way people meet their material needs ~~earn income.~~	6-9.WG.3.7 Investigate how physical geography, natural resources, specialization, and trade have influenced the way people meet their material needs.	Revise	Student-friendly language

Civics/Government - Students studying World Geography ~~– Eastern Hemisphere~~ will build an understanding of comparative government.

Current standard	Recommended Standard	Proposed revision (Keep, revise, move, remove)	Rationale for the revision
6-9.~~GEH.4.5.1~~WG.4.1 Identify the major forms of government ~~in the Eastern Hemisphere~~ in regions throughout the world and compare them with the government of United States.	6-9.WG.4.1 Identify the major forms of government in regions throughout the world and compare them with the government of the United States.	Revise	Combine Eastern & Western Clarity
~~6-9.GEH.4.5.2 Give examples of the different routes from colonial rule to independence taken by countries in the Eastern Hemisphere.~~		Remove	Covered in US and World History

Global Perspectives - Students studying World Geography ~~– Eastern Hemisphere~~ will build an understanding of multiple perspectives and global interdependence.

Current standard	Recommended Standard	Proposed revision (Keep, revise, move, remove)	Rationale for the revision
6-9.~~GEH.5.1.1~~WG.5.1 Discuss how social institutions, including the family, religion, and education, influence behavior in different societies in regions throughout the world ~~the Eastern Hemisphere.~~	6-9.WG.5.1 Discuss how social institutions, including the family, religion, and education, influence behavior in different societies in regions throughout the world.	Revise	Clarity
6-9.~~GEH.5.1.2~~WG.5.2 Give examples of how language, literature, and the arts shape~~d~~ the development and transmission of culture in regions throughout the world ~~the Eastern Hemisphere~~.	6-9.WG.5.2 Give examples of how language, literature, and the arts shape the development and transmission of culture in regions throughout the world.	Revise	Clarity
6-9.~~GEH.5.1.3~~WG.5.3 Define ethnocentrism and give examples of how it ~~this attitude~~ can lead to cultural misunderstandings.	6-9.WG.5.3 Define ethnocentrism and give examples of how it can lead to miscommunication and cultural misunderstandings.	Revise	Change tense for current or patterns over time
6-9.~~GEH.5.1.4~~WG.5.4 Discuss present conflicts between cultural groups and nation-states in regions	6-9.WG.5.4 Discuss present conflicts between cultural groups and nation-states in regions throughout the world	Revise	Increase depth of knowledge

throughout the world ~~the Eastern Hemisphere.~~			
6-9.~~GEH.5.1.5~~WG.5.5 ~~Give examples of the~~Describe benefits of global connections to include, ~~such as developing opportunities for trade~~trading, ~~cooperating in~~ seek~~ing~~ solutions to mutual problems, learning from ~~for~~ technological advances, acquiring new perspectives, and benefiting from developments in ~~architecture, music, and the arts.~~culture.	6-9.WG.5.5 Describe the costs and benefits of global connections including trading, seeking solutions to mutual problems, learning from technological advances, acquiring new perspectives, and benefiting from developments in culture.	Revise	Edited for clarity/simplification Increase depth of knowledge; stakeholder feedback to increase clarity and clear verbiage
6-9.~~GEH.5.1.6~~WG.5.6 ~~Give examples of~~ Explain the causes and consequences of current global issues, such as the expansion of global markets, the urbanization of the developing world, the consumption of natural resources, and the extinction of species~~, and speculate analyze the motivations for and consequences of possible responses by various individuals, groups, and nations~~.	6-9.WG.5.6 Explain the causes and consequences of current global issues, including the expansion of global markets, the urbanization of the developing world, the consumption of natural resources, and the extinction of species.	Revise	Edited for clarity/simplification Increase depth of knowledge; stakeholder feedback request to increase clarity

Geography Skills: Students in World Geography will apply the following geography skills.

Current standard	Recommended Standard	Proposed revision (Keep, revise, move, remove)	Rationale for the revision
6-9.~~GWH.1.8.4~~WG.6.1 Explain how and why events may be interpreted differently according to the points of view of participants and observers.	6-9.WG.6.1 Explain how and why events may be interpreted differently according to the points of view of participants and observers.	Move	Created a Geography and Historical skills section
6-9.~~GWH.2.1.1~~WG.6.2 Explain and use the components of maps, compare different map projections, and explain the appropriate uses for each.	6-9.WG.6.2 Explain and use the components of maps, compare different map projections, and explain the appropriate uses for each.	Move	Created a Geography and Historical skills section
~~6-9.GWH.2.1.3 Use mental maps to answer geographic questions.~~		Remove	Created a Geography and Historical skills section; not measurable
6-9.~~GWH.2.1.4~~WG.6.3 Analyze visual and ~~mathematical~~ statistical data presented in charts, tables, graphs, maps, and other graphic organizers to assist in interpreting a historical event.	6-9.WG.6.3 Analyze visual and statistical data presented in charts, tables, graphs, maps, and other graphic organizers to assist in interpreting a historical event.	Move and revise	Created a Geography and Historical skills section; clarity

World History and Civilizations 6-9

~~Students study the development of prehistoric societies and then focus on area studies of Western Asia, the Middle East, North Africa, Sub-Saharan Africa, Central America, the Caribbean Islands, and South America. Areas of emphasis include ancient civilizations in the Americas, Europe, the Mediterranean, Asia, Africa, and the Middle East. Students should also examine eras such as the Middle Ages, Renaissance/Exploration, Colonization, Reformation, Industrial Revolution, Imperialism, WWI, WWII, post-world war era through the Cold War.~~

History - Students in World History and Civilizations will explain the rise of human civilization, trace how natural resources and technological advances have shaped civilizations, build an understanding of human cultural and social development, and identify the role of religion/belief systems in civilizations over time.

Current standard	Recommended Standard	Proposed revision (Keep, revise, move, remove)	Rationale for the revision
6-9.~~WHC.1.6.1~~WH.1.1 ~~Describe~~ Analyze types of evidence used by anthropologists, archaeologists, and other scholars to reconstruct early human and cultural development.	6-9.WH.1.1 Analyze types of evidence used by anthropologists, archaeologists, and other scholars to reconstruct early human and cultural development.	Revise	Increase depth of knowledge
6-9.~~WHC.1.6.2~~WH.1.2 Describe the characteristics of early hunter-gatherer communities.	6-9.WH.1.2 Describe the characteristics of early hunter-gatherer communities.	Keep	
6-9.WH.1.3 Describe how hunter-gatherer communities developed	6-9.WH.1.3 Describe how hunter-gatherer communities	Add	

into agricultural sedentary settlements.	developed into agricultural sedentary settlements.		
6-9.~~WHC.1.6.3~~WH.1.4 Analyze the characteristics of early civilizations throughout the world ~~to include~~including government, religion/belief systems, arts/architecture, technology, physical geography, economics, and social order.	6-9.WH.1.4 Analyze the characteristics of early civilizations throughout the world to including government, religion/belief systems, arts/architecture, technology, physical geography, economics, and social order.	Revise	Provide clarity and specificity about the development of early agriculture, and bridge the gap between Paleolithic and Neolithic peoples; public comment suggested revisions
6-9.~~WHC.1.7.1~~WH.1.5 Explain how ~~man~~ humans adapted the environment to maintain population growth and develop ~~for~~ the first civilizations ~~to develop~~.	6-9.WH.1.5 Explain how humans adapted the environment to maintain population growth and develop the first civilizations.	Revise	To clarify the development and growth of civilizations due to changing the environment to maintain population growth
6-9.~~WHC.1.7.2~~WH.1.6 Identify the technological advances developed by Ancient, ~~Greco Roman,~~ Middle Age, Early-Modern, and Modern societies and civilizations throughout the world.	6-9.WH.1.6 Identify the technological advances developed by Ancient, Middle Age, Early-Modern, and Modern societies and civilizations throughout the world.	Revise	Increase depth of knowledge Clarity for the civilizations; public comment suggested revisions
6-9.WH~~C.1.8.1~~.1.7 Identify ~~Find~~ examples of how writing, art, architecture, mathematics, and science have evolved ~~in civilizations~~ over time ~~such as~~in	6-9.WH.1.7 Identify examples of how writing, art, architecture, mathematics, and science have evolved over time in Ancient, Middle	Revise	Increase depth of knowledge Clarity for the civilizations; public comment suggested revisions

Ancient, ~~Greco Roman,~~ Middle Age, Early-Modern, or Modern societies and civilizations throughout the world.~~.~~	Age, Early-Modern, or Modern societies and civilizations throughout the world.		
6-9.WH.1.8~~C.1.8.2 Identify the origins and characteristics of~~ Analyze different social classes and their impact on societies and civilization throughout the world, including ~~such as Greco Roman~~Ancient, Middle Age, Early-Modern, or Modern.~~.~~	6-9.WH.1.8 Analyze different social classes and their impact on societies and civilization throughout the world, including Ancient,, Middle Age, Early-Modern, or Modern	Revise	Increase depth of knowledge and rigor; origins, characteristics and roles can all be included under "analyze" Public comment suggested revisions
~~6-9.WHC.1.8.3 Describe how the structure of family changes in relation to socioeconomic conditions.~~		Remove	Difficult to make relevant to ancient and historical societies
6-9.~~WHC.1.9.1~~WH.1.9 Explain the relationship between religion and ~~/~~belief systems and ~~the~~ people's understanding of the natural world.	6-9.WH.1.9 Explain the relationship between religion and belief systems and people's understanding of the natural world.	Revise	Multiple perspectives
6-9.~~WHC.1.9.2~~WH.1.10 Explain how religion and~~/or~~ belief systems shaped the development of civilizations.	6-9.WH.1.10 Explain how religion and belief systems shaped the development of civilizations.	Revise	Multiple perspectives
6-9.~~WHC.1.9.3~~WH.1.11 Discuss how religion, ~~and/or~~ belief systems, economics, and~~/or~~ politics influenced social	6-9.WH.1.11 Discuss how religion, belief systems, economics, and politics influenced social behavior	Revise	Clarifying and adding other causes of maintaining social order

behavior and ~~created~~ were used to maintain social order.	and were used to maintain social order.		
6-9.~~WHC.1.9.4~~WH.1.12 ~~Describe Explain~~ Examine why the~~differing~~diversity of ~~ent religious beliefs~~religion and beliefe systems across cultural, social, polticial, and economic institutions ~~were~~have ~~sometimes~~ been sources of conflict.	6-9.WH.1.12 Examine why the diversity of religion and belief systems across cultural, social, political, and economic institutions have been sources of conflict.	Revise	Clarity and less absolute; Public comment suggested revisions

Geography - Students in World History and Civilization will analyze the spatial organizations of people, places, and environment on the earth's surface, trace the migration and settlement of human populations on the earth's surface, analyze the human and physical characteristics of different places and regions, and explain how geography enables people to comprehend the relationships between people, places, and environments over time.

Current standard	Recommended Standard	Proposed revision (Keep, revise, move, remove)	Rationale for the revision
6-9.~~WHC.2.1.1~~WH.2.1 Develop and interpret different kinds of maps, globes, graphs, charts, databases, and models.	6-9.WH.2.1 Develop and interpret different kinds of maps, globes, graphs, charts, databases, and models.	Keep	
6-9.~~WHC.2.3.1~~WH.2.2 Identify main reasons for major migrations of people	6-9.WH.2.2 Identify the main reasons for major migrations of people.	Keep	

6-9.WH2.3~~C.2.3.2~~ Explain how climate affects human migration and settlement	6-9.WH.2.3 Explain how climate affects human migration and settlement.	Keep	
6-9.~~WHC.2.3.3~~WH.2.4 Describe how physical features, such as mountain ranges, fertile plains, and rivers led to the development of cultural regions.	6-9.WH.2.4 Describe how physical features, such as mountain ranges, fertile plains, and rivers led to the development of cultural regions.	Keep	
6-9.~~WHC.2.3.4~~WH.2.5 Explain how transportation routes stimulate growth of cities and the exchange of goods, knowledge, and technology.	6-9.WH.2.5 Explain how transportation routes stimulate the growth of cities and the exchange of goods, knowledge, and technology.	Keep	
6-9.~~WHC.2.4.1~~WH.2.6 Explain the impact of waterways on civilizations.	6-9.WH.2.6 Explain the impact of waterways on civilizations.	Keep	
6-9.~~WHC.2.5.1~~WH.2.7 Explain how the resources of an area can be the source of conflict between competing groups.	6-9.WH.2.7 Explain how the resources of an area can be the source of conflict between competing groups.	Revise	Clarity
6-9.~~WHC.2.5.2~~WH.2.8 Illustrate how the population growth rate impacts a nation's resources.	6-9.WH.2.8 Illustrate how the population growth rate impacts a nation's resources.	Keep	
6-9.~~WHC.2.5.3~~WH.2.9 Explain how rapid growth of cities can lead to economic, social, and	6-9.WH.2.9 Explain how the rapid growth of cities can lead to economic, social, political,	Revise	Include new ideas and solutions

political problems as well as innovations.	and technological problems and innovations.		
6-9.~~WHC.2.5.4~~WH.2.10 Describe ~~how~~ why the conservation of resources is necessary to maintain a healthy environment	6-9.WH.2.10 Describe why the conservation of resources is necessary to maintain a healthy environment.	Revise	Increased rigor

Economics - Students in World History and Civilization will explain basic economic concepts and identify different influences on economic systems.

Current standard	Recommended Standard	Proposed revision (Keep, revise, move, remove)	Rationale for the revision
6-9.WHC.3.1.1 Explain how people historically ~~have~~ relied on their natural resources to meet their needs.	6-9.WH.3.1 Explain how people historically relied on their natural resources to meet their needs.	Revise	Clarity
6-9.WHC.3.1.2 ~~List~~Describe examples that show how economic opportunity and a higher standard of living are important factors in ~~the migration of people~~human migration.	6-9.WH.3.2 Describe examples that show how economic opportunity and a higher standard of living are important factors in human migration.	Revise	Clarity
6-9.WHC.3.1.3 Analyze the role of money ~~as a~~ and alternative means of exchange.	6-9.WH.3.3 Analyze the role of money and alternative means of exchange.	Revise	Combined for clarity and brevity

~~6-9.WHC.3.1.4 Describe alternative means of exchange.~~		Remove	Combine with 3.1.3
6-9.WHC.3.2.1 Analyze the impact of economic growth on society.	6-9.WH.3.4 Analyze the impact of economic growth on society.		
~~6-9.WHC.3.2.2 Trace the evolution of hunting-gathering, agrarian, industrial, and technological economic systems.~~		Remove	Too great a span, not assessable, redundant to other standards
6-9.WHC.3.2.3 Identify influential economic thinkers and the impact of their philosophies.	6-9.WH.3.5 Identify influential economic thinkers and the impact of their philosophies.		
~~6-9.WHC.3.2.4 Identify important economic organizations that have influenced economic growth.~~		Remove	Not related to content area

Civics/Government - Students in World History and Civilization will build an understanding of the evolution of ~~democracy~~ governmental structures.

Current standard	Recommended Standard	Proposed revision (Keep, revise, move, remove)	Rationale for the revision
6-9.~~WHC.4.4.1~~WH.4.1 Describe the role of government in ~~population movements throughout civilization~~ historic	6-9.WH.4.1 Describe the role of government in historic	Revise	Clarity for what students need to know and be able to do from stakeholder feedback

human migration, such as push and pull factors.	human migration, such as push and pull factors.		
6-9.~~WHC.4.4.2~~WH.4.2 Analyze the various political systems ~~influences~~ ~~which~~ that shaped civilizations throughout the world including ~~such as~~ the City-State, Monarchy, Republic, Nation-State, or ~~and~~ Democracy.	6-9.WH.4.2 Analyze the various political systems that shaped civilizations throughout the world including the City-State, Monarchy, Republic, Nation-State, or Democracy.	Revise	To be more flexible; Public comment suggested revisions
6-9.~~WHC.4.4.3~~WH.4.3 Analyze and evaluate the global expansion of liberty and democracy through revolution and reform movement.s ~~in challenging authoritarian or despotic regimes.~~	6-9.WH.4.3 Analyze and evaluate the global expansion of liberty and democracy through revolution and reform movements.	Revise	Student-friendly language/ clarity

Global Perspectives - Students in World History and Civilization will build an understanding of multiple perspectives and global interdependence.

Current standard	Recommended Standard	Proposed revision (Keep, revise, move, remove)	Rationale for the revision
6-9.~~WHC.5.1.1~~WH.5.1 Explain ~~common reasons causes~~the political, economic, religious, or cultural causes ~~and consequences for the~~of ~~breakdown of order among nation-states~~conflicts in	6-9.WH.5.1 Explain the political, economic, religious, or cultural causes of conflicts in various civilizations and their consequences.	Revise	Student-friendly, clarity; identify what students need to know and be able to do from stakeholder feedback; Public comment suggested revisions

various civilizations and their consequences. ~~, such as conflicts about national interests, ethnicity, and religion; competition for resources and territory; the absence of effective means to enforce international law.poltical, economic, religious, or cultural~~.			
6-9.~~WHC.5.1.2~~WH.5.2 ~~Explain the~~Identify and compare major modern world conflicts and explain their global consequences and impacts including ~~of major conflicts in the 20th century, such as~~European colonialism, World War I,~~;~~ World War II~~and the Holocaust;~~, ~~and/or the~~the Cold War, and de-colonialism movements~~.~~	6-9.WH.5.2 Identify and compare major modern world conflicts and explain their global consequences and impacts including European colonialism, World War I, World War II, the Cold War, and de-colonialism movements.	Revise	Clarity; remove Holocaust to its own stand-alone standard
6-9.~~WHC.5.1.3~~ WH.5.3 ~~Evaluate~~Explain why people~~s~~ unite for political, economic, and humanitarian reasons.	6-9.WH.5.3 Explain why people unite for political, economic, and humanitarian reasons.	Revise	Decrease depth of knowledge
6-9.WH.5.5 Analyze the causes, events, and consequences of the holocaust while exploring the impacts of discrimination and --- prejudice.	6-9.WH.5.4 Analyze the causes, events, and consequences of the Holocaust while exploring the impacts of discrimination and prejudice.	Add	Increase focus on Holocaust education

Historical Thinking Skills - Students in World History will apply the following historical thinking skills.

Current standard	Recommended Standard	Proposed revision (Keep, revise, move, remove)	Rationale for the revision
6-9.WH.6.1 Synthesize evidence from information sources including, but not limited to~~:~~ artifacts, primary and secondary sources, charts, graphs, and/ or images to interpret historical events.	6-9.WH.6.1 Synthesize evidence from information sources including, but not limited to artifacts, primary and secondary sources, charts, graphs, and/ or images to interpret historical events.	Add	Need for teaching and assessing historical thinking skills in addition to content standards
6-9.WH.6.2 Determine and explain the ~~cause and effect~~cause and effect of historical events or developments.	6-9.WH.6.2 Determine and explain the cause and effect of historical events or developments.	Add	Need for teaching and assessing historical thinking skills in addition to content standards
6-9.~~GWH.1.8.4~~ WH.6.3 Explain how and why events may be interpreted differently according to the points of view of participants and observers.	6-9.WH.6.3 Explain how and why events may be interpreted differently according to the points of view of participants and observers.	Move from GWH.1.8.4	A skill
6-9.WH.6.4 Support claim(s) with logical reasoning and relevant, accurate data and evidence that demonstrate an understanding of	6-9.WH.6.4 Support claim(s) with logical reasoning and relevant, accurate data and evidence that demonstrate an	Add	Need for teaching and assessing historical thinking skills in addition to content standards

the topic or text, using credible sources.	understanding of the topic or text, using credible sources.		
6-9.WH.6.5 Analyze the context of historical events to determine motivations of people in those events.	6-9.WH.6.5 Analyze the context of historical events to determine the motivations of people in those events.	Add	Need for teaching and assessing historical thinking skills in addition to content standards

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U.S. History I

~~Students in U.S. History I build an understanding of the cultural and social development of the United States, trace the role of migration and immigration of people in the development of the United States, identify the sovereign status and role of American Indians in the development of the United States, analyze the political, social, and economic responses to industrialization and technological innovations in the development of the United States, and trace the role of exploration and expansion in the development of the United States.~~

Current standard	Recommended Standard	Proposed revision (Keep, revise, move, remove)	Rationale for the revision
6-12.HT1.1 Identify a series of historical events and developments as examples of change and/or continuity over time.	6-12.HT1.1 Identify a series of historical events and developments as examples of change and/or continuity over time.	Add; Historical Thinking Skills	Increased rigor with skills standards in addition to content standards
6-12.HT1.2 Explain how events and developments in the past stem from multiple causes and have multiple effects.	6-12.HT1.2 Explain how events and developments in the past stem from multiple causes and have multiple effects.	Add; Historical Thinking Skills	Increased rigor with skills standards in addition to content standards
6-12.HT1.3 Analyze how people's perspectives influenced the historical sources they created and how people's perspectives may change over time.	6-12.HT1.3 Analyze how people's perspectives influenced the historical sources they created and how people's perspectives may change over time.	Add; Historical Thinking Skills	Increased rigor with skills standards in addition to content standards

Current standard	Recommended Standard	Proposed revision (Keep, revise, move, remove)	Rationale for the revision
6-12.HT1.4 Construct and/or communicate a historical argument using primary and secondary sources.	6-12.HT1.4 Construct and/or communicate a historical argument using primary and secondary sources.	Add; Historical Thinking Skills	Increased rigor with skills standards in addition to content standards
6-12.HT1.5 Analyze historical issues by addressing questions that are open-ended and require research, analysis, and interpretation.	6-12.HT1.5 Analyze historical issues by addressing questions that are open-ended and require research, analysis, and interpretation.	Add; Historical Thinking Skills	Increased rigor with skills standards in addition to content standards
6-12.HT1.6 Analyze connections among events and developments in broader historical contexts.	6-12.HT1.6 Analyze connections among events and developments in broader historical contexts.	Add; Historical Thinking Skills	Increased rigor with skills standards in addition to content standards
6-12.HT1.7 Analyze, compare, and/or interpret artistic works to understand cultural and historical context and experience.	6-12.HT1.7 Analyze, compare, and/or interpret artistic works to understand cultural and historical context and experience.	Add; Historical Thinking Skills	Increased rigor with skills standards in addition to content standards
6-12.HT1.8 Evaluate sources based on the background of the author, historical context, and purpose of the document.	6-12.HT1.8 Evaluate sources based on the background of the author, historical context, and purpose of the document.	Add; Historical Thinking Skills	Increased rigor with skills standards in addition to content standards

Current standard	Recommended Standard	Proposed revision (Keep, revise, move, remove)	Rationale for the revision
6-12.HT1.9 Evaluate the credibility of sources about a historical event found on the internet by determining (if possible) how and why the sources were created, how they were circulated, their intended audience, and whether the source contains valid citations.	6-12.HT1.9 Evaluate the credibility of sources about a historical event found on the internet by determining (if possible) how and why the sources were created, how they were circulated, their intended audience, and whether the source contains valid citations.	Add; Historical Thinking Skills	Increased rigor with skills standards in addition to content standards
~~6-12.USH1.1.1.1 Compare and contrast early cultures and settlements that existed in North America prior to European contact.~~ 6-12.US1.1 Compare and contrast Indigenous cultures and communities that were established in North America prior to European contact.	6-12.US1.1 Compare and contrast Indigenous cultures and communities that were established in North America prior to European contact.	Revise, move to Indigenous Cultures and Colonization section	Capitalize Indigenous throughout
6-12.US~~H1.1.1.4~~1.17 ~~Analyze~~ Identify the ~~common~~ traits, beliefs, and characteristics that united and ~~those that~~ divided ~~unite~~ the United States as a nation and a society during this time period.~~.~~	6-12.US1.17 Identify the traits, beliefs, and characteristics that united and divided the United States as a nation and a society during this time period.	Revise	More specific and assessable

Current standard	Recommended Standard	Proposed revision (Keep, revise, move, remove)	Rationale for the revision
~~6-12.USH1.1.1.2 Compare and contrast the different cultural, religious, and social influences that emerged in the North American colonies.~~ 6-12.US1.2Analyze the impact of the Columbian exchange on Europe, Africa, and the Americas. 6-12.US1.3 Analyze the development of the New England, Mid-Atlantic, and Southern Colonies, including the reasons ~~established,~~for establishment, the economic ~~and~~, political and social development, and the relationships with I~~i~~ndigenous peoples.	6-12.US1.2 Analyze the impact of the Columbian exchange on Europe, Africa, and the Americas. 6-12.US1.3 Analyze the development of the New England, Mid-Atlantic, and Southern Colonies, including the reasons for establishment, the economic, political, and social development, and the relationships with Indigenous peoples.	Revise, move to Indigenous Cultures and Colonization section	More specific and assessable; clarity
~~6-12.USH1.1.1.3 Describe the experiences of culturally, ethnically, and racially different groups existing as part of American society prior to the Civil War.~~		Remove	Integrated in other standards
~~6-12.USH1.1.1.5 Discuss the causes and effects of various compromises and conflicts in American history,~~		Revise, move to American Revolution section	Combine 1.1.5 and 4.1.1 Combine 1.1.5 and 4.1.2

Current standard	Recommended Standard	Proposed revision (Keep, revise, move, remove)	Rationale for the revision
~~such as the American Revolution, Civil War and Reconstruction.~~ 6-12.US1.8 Trace and analyze the colonial social, political, and economic developments, including mercantilism, that provided context for the American Revolution. 6-12.US1.9 Analyze how the French and Indian War impacted American-Indian alliances, British colonial 6-12.US1.10 Identify the impact of the Enlightenment on the American Revolution particularly the Declaration of Independence. 6-12.US1.11 Analyze the impact of major military events and leaders throughout the American Revolution.	6-12.US1.8 Trace and analyze the colonial social, political, and economic developments, including mercantilism, that provided context for the American Revolution. 6-12.US1.9 Analyze how the French and Indian War impacted American-Indian alliances, British colonial policies, and American colonists. 6-12.US1.10 Identify the impact of the Enlightenment on the American Revolution particularly the Declaration of Independence. 6-12.US1.11 Analyze the impact of major military events and leaders throughout the American Revolution. 6-12.US1.12 Compare the roles of Indigenous people,		Create clarity and specific standards for various time periods to ensure key topics are being covered; Suggest adding "mercantilism" Input from feedback suggested this is the only study point at which students would gain an understanding of this economic term.

Current standard	Recommended Standard	Proposed revision (Keep, revise, move, remove)	Rationale for the revision
6-12.US1.12 Compare the roles of Indigenous people, women, African Americans, and immigrants in the Revolution Period.	women, African Americans, and immigrants in the Revolution Period.		
6-12.US1.39 Compare and contrast the social and political roles of Indigenous people, women, African Americans, and immigrants in the Civil War Period.	6-12.US1.39 Compare and contrast the social and political roles of Indigenous people, women, African Americans, and immigrants in the Civil War Period.	Revise, move to Civil War and Reconstruction section	
Analyze the arguments and outcomes of the ratification debate between Federalists and Anti-Federalists.	6-12.US1.15 Analyze the arguments and outcomes of the ratification debate between Federalists and Anti-Federalists.	Revise, move to Founding a New Government section	
6-12.US1.19 Explain the social and economic motivations and developments surrounding the enslavement of peoples in the northern and southern states and territories.	6-12.US1.19 Explain the social and economic motivations and developments surrounding the enslavement of peoples in the northern and southern states and territories.	Revise, move to Early Republic section	
	6-12.US1.23 Analyze how economic, political, and social events, including the election		

Current standard	Recommended Standard	Proposed revision (Keep, revise, move, remove)	Rationale for the revision
6-12.US1.23 Analyze how economic, political, and social events, including the election of Abraham Lincoln, led to the Civil War. • Slavery • Nullification Crisis • Missouri Compromise • Compromise of 1850 • *Uncle Tom's Cabin* • Fugitive Slave Act • Personal Liberty Laws in the North • Kansas-Nebraska Act • Dred Scott Decision • John Brown's Raid • Election of 1860 • Secession documents 6-12.US1.24 Compare the political differences and similarities among Jacksonian and Whig presidents of 1825-1860 such as analysis of the effects of the early 19th century expansion of voting rights on	of Abraham Lincoln, led to the Civil War. • Slavery • Nullification Crisis • Missouri Compromise • Compromise of 1850 • *Uncle Tom's Cabin* • Fugitive Slave Act • Personal Liberty Laws in the North • Kansas-Nebraska Act • Dred Scott Decision • John Brown's Raid • Election of 1860 • Secession documents 6-12.US1.24 Compare the political differences and similarities among Jacksonian and Whig presidents of 1825-1860 such as analysis of the effects of the early 19th century expansion of voting rights on presidential campaigns and policies.	Revise, move to Geographic Expansion . . . section	Public comment suggested revision

Current standard	Recommended Standard	Proposed revision (Keep, revise, move, remove)	Rationale for the revision
presidential campaigns and policies. 6-12.US1.27 Compare and contrast various defenses of slavery offered by apologists and various anti-slavery movements such as the American Colonization Society, the gradualist abolitionist movements, and the radical abolitionist movements. 6-12.US1.37 Trace the evolution of Lincoln's political thought on slavery, equality and rights for blacks, and the meaning of the war from the 1857 Dred Scott decision through the Lincoln Douglass debates, the First Inaugural Address, the Emancipations Proclamation, and the Gettysburg Address to his Second Inaugural Address. 6-12.US1.38 Analyze the impact of major military events and leaders throughout the American Civil War.	6-12.US1.27 Compare and contrast various defenses of slavery offered by apologists and various anti-slavery movements such as the American Colonization Society, the gradualist abolitionist movements, and the radical abolitionist movements. 6-12.US1.37 Trace the evolution of Lincoln's political thought on slavery, equality and rights for blacks, and the meaning of the war from the 1857 Dred Scott decision through the Lincoln Douglass debates, the First Inaugural Address, the Emancipations Proclamation, and the Gettysburg Address to his Second Inaugural Address. 6-12.US1.38 Analyze the impact of major military events and leaders throughout the American Civil War.	Revise, move to Civil War and Reconstruction section Revise, move to Civil War and Reconstruction section	Public comment suggestion revision Public comment suggestion revision

Current standard	Recommended Standard	Proposed revision (Keep, revise, move, remove)	Rationale for the revision
6-12.US1.40 Analyze the outcomes of the American Civil War and the legal, political, and social implications of Reconstruction. • Reconstruction Amendments (13th, 14th, and 15th) • State, local, and federal elections • New political representation • Military presence • American Indian Warrior involvement • 1st and 2nd Indian Home Guard • Emancipation • Freedman's Bureau • Black Codes • Sharecropping • Ku Klux Klan (KKK) 6-12.US1.41 Analyze the ~~impact~~ context and consequences of The	6-12.US1.40 Analyze the outcomes of the American Civil War and the legal, political, and social implications of Reconstruction. • Reconstruction Amendments (13th, 14th, and 15th) • State, local, and federal elections • New political representation • Military presence • American Indian Warrior involvement • 1st and 2nd Indian Home Guard • Emancipation • Freedman's Bureau • Black Codes • Sharecropping • Ku Klux Klan (KKK) 6-12.US1.41 Analyze the context and consequences of The Compromise of 1877 and the end of Federal Reconstruction.	Revise, move to Civil War and Reconstruction section Revise, move to Civil War and Reconstruction section Revise, move to Early Republic section	

Current standard	Recommended Standard	Proposed revision (Keep, revise, move, remove)	Rationale for the revision
Compromise of 1877 and the end of Federal Reconstruction. ~~efforts~~. 6-12.US1.43 Explain the social and political impacts of the Civil War on Americans during the war and in the immediate aftermath of the war. 6-12.US1.18 Compare and contrast the political differences and similarities among early Republic Presidents.	6-12.US1.43 Explain the social and political impacts of the Civil War on Americans during the war and in the immediate aftermath of the war. 6-12.US1.18 Compare and contrast the political differences and similarities among early Republic Presidents.		
~~6-12.USH1.1.2.1~~6-12.US1.25 Analyze the religious, political, and economic motives of~~of 19th Century~~ immigrants who came to North America between 1820-1860.~~.~~ 6-12.US1.44 Analyze the religious, political, and economic motives of 19th-century immigrants who came to North America.	6-12.US1.25 Analyze the religious, political, and economic motives of immigrants who came to North America between 1820-1860. 6-12.US1.44 Analyze the religious, political, and economic motives of 19th-century immigrants who came to North America.	Revise	Language more specific to content

Current standard	Recommended Standard	Proposed revision (Keep, revise, move, remove)	Rationale for the revision
6-12.USH1.1.2.2 ~~Explain the motives for and the consequences of slavery and other forms of involuntary immigration to North America.~~		Revise, move to Indigenous Cultures and Colonization section	Clarify the standards to be more specific and assessable; capitlizae Indigenous based on stakeholder feedback
6-12.US1.4 Explain the difference between indentured servitude and chattel slavery in colonial North America and the role of the transatlantic slave trade.	6-12.US1.4 Explain the difference between indentured servitude and slavery in colonial North America and the role of the transatlantic slave trade.		
6-12. US1.5 Explain the social and economic motivations ~~for and against slaver~~ and events surrounding the enslavement of peoples, both Indigenous and African, in the norther and southern colonies. ~~in the North and the South. (Indigenous, African, and Immigrant)~~ ~~y in both the North and South and how those motivations impacted the lives of the enslaved.~~.	6-12.US1.5 Explain the social and economic motivations and events surrounding the enslavement of peoples, both Indigenous and African, in the northern and the southern colonies.		
6-12.US1.26 Compare and contrast the various manifestations of slavery in this time period, for example, ownership patterns, labor	6-12.US1.26 Compare and contrast the various manifestations of slavery in this time period, for example,	Revise, move to Geographic Expansion. . . 1820-1860 section	

Current standard	Recommended Standard	Proposed revision (Keep, revise, move, remove)	Rationale for the revision
divisions, and geographic differences.	ownership patterns, labor divisions, and geographic differences.		
6-12.USH1.1.2.3 ~~Analyze the concept of Manifest Destiny and its impact on American Indians in the development of the United States.~~ 6-12.US1.28 Analyze the political and individual motivations and the social, political, economic, and environmental impacts of individuals who moved West. ~~impact of westward expansion on the peoples inhabiting the West.~~	6-12.US1.28 Analyze the political and individual motivations and the social, political, economic, and environmental impacts of individuals who moved West.	Revise, move to Geographic Expansion. . . 1820-1860 section	Clarify American Expansion and consolidate ideas; Public comment suggested revision
~~6-12.USH1.1.3.1 Trace federal policies and treaties such as removal, reservations, and allotment that have impacted American Indians historically and currently.~~ 6-12.US1.29 Trace and explain how settlement patterns, federal policies, and treaties impacted American Indians through	6-12.US1.29 Trace and explain how settlement patterns, federal policies, and treaties impacted American Indians through reservations, removal, and forced assimilation.	Revise, move to Geographic Expansion. . . 1820-1860 section	Connect 1.2.3, 1.3.1, and 1.3.3; clarity and accuracy based on stakeholder feedback

Current standard	Recommended Standard	Proposed revision (Keep, revise, move, remove)	Rationale for the revision
reservations, removal, ~~boarding schools,~~ and forced assimilation.			
~~6-12.USH1.1.3.2 Explain how and why events may be interpreted differently according to the points of view of participants and observers.~~		Remove	Created specific skill standards
~~6-12.USH1.1.3.3 Identify the impact termination practices such as removal policies, boarding schools, and forced assimilation had on American Indians.~~		Remove	Consolidated in 1.1.3.1
~~6-12.USH1.1.4.1 Explain the effects of scientific and technological inventions and changes on the social and economic lives of the people in the development of the United States.~~ 6-12.US1.20 Explain the changes in manufacturing, agriculture, transportation, and communication during the ~~1st~~ First Industrial ~~Revolutions~~Revolution.~~,~~	6-12.US1.20 Explain the changes in manufacturing, agriculture, transportation, and communication during the First Industrial Revolution.	Revise Revise, move to Early Republic section	Needed to be made specific to the industrial revolution to fit the expanded timeline; clarification for specific time periods Combine with 1.3.1.2

Current standard	Recommended Standard	Proposed revision (Keep, revise, move, remove)	Rationale for the revision
6-12.US1.45 Explain the changes in manufacturing, agriculture, transportation, and communication during the ~~2nd~~Second Industrial Revolution~~s~~. 6-12.US1.30 Analyze the ~~impact~~ communication, ~~they~~ industrial, and agricultural changes and their impact ~~had~~ on the social and economic lives of people in the North, South, and West.	6-12.US1.45 Explain the changes in manufacturing, agriculture, transportation, and communication during the Second Industrial Revolution. 6-12.US1.30 Analyze the communication, industrial, and agricultural changes and their impact on the social and economic lives of people in the North, South, and West.	Revise, move to Geographic Expansion. . . 1820-1860 section	Public comment suggested revision
6-12.US~~H1.1.4.2~~ 1.31 Explain how the development of various modes of transportation increased economic prosperity, ~~and~~ promoted national unity, and contributed to disunity.	6-12.US1.31 Explain how the development of various modes of transportation increased economic prosperity, promoted national unity, and contributed to disunity.	Revise, move to Geographic Expansion. . . 1820-1860 section	Clarify and ensure multiple perspectives
6-12.USH1.1.5.1 ~~Examine the development of diverse cultures in what is now the United States.~~ 6-12.US1.32 Investigate the ~~various cultural influences as they form the~~	6-12.US1.32 Investigate the Second Great Awakening and various reform movements such as prison, education, and women's rights, as they	Revise, move to Geographic Expansion. . . 1820-1860 section	Need to clarify, Too vague and need to ensure multiple perspectives

Current standard	Recommended Standard	Proposed revision (Keep, revise, move, remove)	Rationale for the revision
~~greater story of the United States in the 19th century.~~Second Great Awakening and the various reform movements such as prison, education, and women's rights, as they formed the greatestory of the United States in the 19th century.	formed the greater story of the United States in the 19th century.		
~~6-12.USH1.1.5.2 Identify significant countries and their roles and motives in the European exploration of the Americas.~~		Remove	Redundant, part of 1.2.1
~~6-12.USH1.1.5.3 Describe and analyze the interactions between native peoples and the European explorers.~~		Remove	Redundant, part of 1.1.1.2
6-12.USH1.1.5.4 ~~Summarize the major events in the European settlement of North America from Jamestown to the end of the 18th century.~~ 6-12.US1.6 Compare ~~and Contrast~~ the settlement motivations and impacts of the Spanish, Dutch, French, and English in North America.	6-12.US1.6 Compare the settlement motivations and impacts of the Spanish, Dutch, French, and English in North America.	Revise, move to Indigenous Cultures and Colonization section	Clarify the language and expand to include multiple perspectives; public commenet suggested revision

Current standard	Recommended Standard	Proposed revision (Keep, revise, move, remove)	Rationale for the revision
6-12.US1.7 Analyze the Tribal nations' resistance and adaptations to European colonization and the European attitudes toward the land and the Indigenous peoples of the 17th and 18th centuries. ~~of the 17th and 18th centuries.~~	6-12.US1.7 Analyze the Tribal nations' resistance and adaptations to European colonization and the European attitudes toward the land and the Indigenous peoples of the 17th and 18th centuries.		
~~6-12.USH1.1.5.5 Identify the United States territorial expansion between 1801 and 1861, and explain internal and external conflicts.~~ 6-12.US1.33 Describe the ideology, motivations, and events that led to the westward expansion of the United States from 1820-1860. • Texas Revolution • War with Mexico • California Gold Rush • Acquisition of Oregon Territory • Acquisition of Alaska Territory 6-12.US1.36 Understand how the interactions between the five	6-12.US1.33 Describe the ideology, motivations, and events that led to the westward expansion of the United States from 1820-1860. • Texas Revolution • War with Mexico • California Gold Rush • Acquisition of Oregon Territory • Acquisition of Alaska Territory 6-12.US1.36 Understand how the interactions between the five federally recognized Idaho Tribal governments of Coeur d'Alene Tribe, Kootenai Tribe of Idaho, Shoshone Bannock Tribes, Nez Perce	Revise, move to Geographic Expansion. . . 1820-1860 section	Needed to be more specific to major events throughout the century; public comment suggested revisions

Current standard	Recommended Standard	Proposed revision (Keep, revise, move, remove)	Rationale for the revision
federally recognized Idaho Tribal governments of Coeur d'Alene Tribe, Kootenai Tribe of Idaho, Shoshone Bannock Tribes, Nez Perce Tribe, and Shoshone-Paiute Tribes and national, state, and local governments have impacted American Indian Tribal sovereignty over time.	Tribe, and Shoshone-Paiute Tribes and national, state, and local governments have impacted American Indian Tribal sovereignty over time.		
6-12.US1.34 Analyze the political conflicts that arose from ~~U.S.~~the United States' territorial expansion.	6-12.US1.34 Analyze the political conflicts that arose from the United States' territorial expansion.	Move to Geographic Expansion. . . 1820-1860 section	
6-12.US1.42 ~~Analyze~~Identify how natural resource competition ~~has~~ affected political, cultural, and economic development.	6-12.US1.42 Identify how natural resource competition affected political, cultural, and economic development.	Move to Geographic Expansion. . . 1820-1860 section	
6-12.US1.46 Evaluate how improved use of resources, new technology and inventions, and transportation networks influenced	6-12.US1.46 Evaluate how improved use of resources, new technology and inventions, and transportation networks influenced the growth of	Move to Growth of Industrial World section	

Current standard	Recommended Standard	Proposed revision (Keep, revise, move, remove)	Rationale for the revision
the growth of industrialization and urbanization. 6-12.US1.47 Describe the impact of business leaders, laissez-faire capitalism, and the use of corporations, monopolies, and trusts on the American economy. 6-12.US1.48 Evaluate the impact of industrialization and laissez-faire policies on labor. 6-12.US1.49 -Explain the impact of labor unions and strikes on labor-management relations. 6-12.US1.50 Identify the impact of post-Civil War immigration on urbanization and labor relations. 6-12.US1.51 Describe the impact of geographic expansion on the political, legal, and social rights of women, African Americans, Asians, Indigenous peoples, and European immigrants.	industrialization and urbanization. 6-12.US1.47 Describe the impact of business leaders, laissez-faire capitalism, and the use of corporations, monopolies, and trusts on the American economy. 6-12.US1.48 Evaluate the impact of industrialization and laissez-faire policies on labor. 6-12.US1.49 Explain the impact of labor unions and strikes on labor-management relations. 6-12.US1.50 Identify the impact of post-Civil War immigration on urbanization and labor relations. 6-12.US1.51 Describe the impact of geographic expansion on the political, legal, and social rights of women, African Americans, Asians, Indigenous peoples, and European immigrants.		

~~Geography~~

~~Students in U.S. History I analyze the spatial organizations of people, places, and environment on the earth's surface, explain how human actions modify the physical environment and how physical systems affect human activity and living conditions, and trace the migration and settlement of human populations on the earth's surface.~~

Current standard	Recommended Standard	Proposed revision (Keep, revise, move, remove)	Rationale for the revision
~~6-12.USH1.2.1.1 Develop and interpret different kinds of maps, globes, graphs, charts, databases, and models.~~		Remove	This is a skill that should be incorporated in various standards throughout the course. This is taught in multiple other grade level standards
~~6-12.USH1.2.2.1 Analyze ways in which the physical environment affected political, social, and economic development.~~		Remove	Needs to be more specific, Move to History: Westward Expansion
~~6-12.USH1.2.3.1 Describe Pre-Columbian migration to the Americas.~~		Remove	1.5.3 is more significant and closely related
~~6-12.USH1.2.3.2 Analyze the impact of the Columbian exchange.~~		Remove	Applies within other standards

Current standard	Recommended Standard	Proposed revision (Keep, revise, move, remove)	Rationale for the revision
~~6-12.USH1.2.3.3 Illustrate westward migration across North America~~			Redundant from 1.5.5 and 1.2.3

~~Economics~~

~~Students in U.S. History I explain basic economic concepts, identify different influences on economic systems, analyze the different types of economic institutions, and explain the concepts of personal finance.~~

Current standard	Recommended Standard	Proposed revision (Keep, revise, move, remove)	Rationale for the revision
6-1~~2.USH1.3.1.1 Describe the economic characteristics of mercantilism.~~		Remove	Redundant and combined with 1.1.1.1
~~6-12.USH1.3.1.2 Compare the economic development of the North with the South.~~		Remove	Redundant, Combined with 1.1.4.1
~~6-12.USH1.3.2.1 Describe the emergence and evolution of a market economy~~		Remove	Not a priority in U.S. I – should be in Econ
~~6-12.USH1.3.2.2 Analyze the role of government policy in the early~~		Remove	Should be covered in Econ

Current standard	Recommended Standard	Proposed revision (Keep, revise, move, remove)	Rationale for the revision
~~economic development of the United States.~~			
~~6-12.USH1.3.3.1 Evaluate the role of financial institutions in the economic development of the United States.~~		Remove	Econ specific and too vague
~~6-12.USH1.3.4.1 Analyze how economic conditions affect financial decisions.~~		Remove	Econ specific and too vague

~~Civics and Government~~

~~Students in U.S. History I build an understanding of the foundational principles of the American political system, the organization and formation of the American system of government, that all people in the United States have rights and assume responsibilities, and the evolution of democracy.~~

Current standard	Recommended Standard	Proposed revision (Keep, revise, move, remove)	Rationale for the revision
~~6-12.USH1.4.1.1 Trace the development of our constitutional republic through founding documents, colonial assemblies, and colonial rebellions~~			

Current standard	Recommended Standard	Proposed revision (Keep, revise, move, remove)	Rationale for the revision
~~6-12.USH1.4.1.2 Identify fundamental values and principles as expressed in basic documents, including the Declaration of Independence, Articles of Confederation, and the United States Constitution.~~ 6-12.US1.13 Analyze the successes and failures of the Articles of Confederation. 6-12.US1.14 Explain the key concerns and compromises that emerged at the Constitutional Convention including arguments over the Bill of Rights and its eventual adoption. 6-12.US1.16 Analyze the original Constitution by comparing the powers of government branches, assessing its response to Revolutionary causes and alignment with Declaration of Independence ideals, and addressing failures of the Articles of Confederation.	6-12.US1.13 Analyze the successes and failures of the Articles of Confederation. 6-12.US1.14 Explain the key concerns and compromises that emerged at the Constitutional Convention including arguments over the Bill of Rights and its eventual adoption. 6-12.US1.16 Analyze the original Constitution by comparing the powers of government branches, assessing its response to Revolutionary causes and alignment with Declaration of Independence ideals, and addressing failures of the Articles of Confederation.	Revise, move to Founding a New Government section	Clarified for specific standards; stakeholder feedback: Declaration of Independence the central element of the American Revolution. Foundational document.

Current standard	Recommended Standard	Proposed revision (Keep, revise, move, remove)	Rationale for the revision
~~6-12.USH1.4.1.3 Evaluate issues in which fundamental values and principles are in conflict, such as between liberty and equality, individual interests and the common good, and majority rule and minority protections~~		Remove	Repetitive and covered in 1.1.5
~~6-12.USH1.4.2.1 Explain how the executive, legislative, and judicial powers are distributed and shared among the three branches of national government.~~		Remove	Too vague, covered in government, applies to all things
~~6-12.USH1.4.2.2 Explain how and why powers are distributed and shared between national and state governments in a federal system.~~		Remove	Covered in Government
~~6-12.USH1.4.3.1 Provide and evaluate examples of social and political leadership in early American history.~~		Remove	Needs to be more specific, split and specified in different standards Move and integrate into history standards
~~6-12.USH1.4.3.2 Describe ways in which citizens participated in early American public life.~~		Remove	Integrated into history standards

Current standard	Recommended Standard	Proposed revision (Keep, revise, move, remove)	Rationale for the revision
~~6-12.USH1.4.4.1 Describe the role of gender, race, ethnicity, religion, and national origin on the development of individual rights and political rights.~~		Remove	Integrated in other standards

~~Global Perspectives~~

~~Students in U.S. History I build an understanding of multiple perspectives and global interdependence.~~

Current standard	Recommended Standard	Proposed revision (Keep, revise, move, remove)	Rationale for the revision
6-12.USH1.5.1.1 ~~Explain the significance of principle policies and events in the United States' relations with the world, such as the War of 1812, the Monroe Doctrine, the Mexican-American War, and Spanish-American War.~~		Revise	Clarity and more specific
6-12.US1.21 Explain the causes and effects of the War of 1812.	6-12.US1.21 Explain the causes and effects of the War of 1812.	Revise, move to Early Republic section	
6-12.US1.22 Analyze how f~~F~~oreign p~~P~~olicy at the end of the 18th and in the beginning of the 19th c~~C~~entury impacts relations with	6-12.US1.22 Analyze how foreign policy at the end of the 18th century and the	Revise, move to Early Republic section	

Current standard	Recommended Standard	Proposed revision (Keep, revise, move, remove)	Rationale for the revision
sovereign powers outside the United States. 6-12.US1.35 Analyze how foreign policy during the 1820s to 1860s impacted relations with sovereign powers outside the United States, for example, tariff policies and treaties with European powers and Mexico.	beginning of the 19th century impacted relations with sovereign powers outside the United States. 6-12.US1.35 Analyze how foreign policy during the 1820s to 1860s impacted relations with sovereign powers outside the United States, for example, tariff policies and treaties with European powers and Mexico.	Revise, move to Geographic Expansion. . . 1820-1860 section	
~~6-12.USH1.5.1.2 Evaluate the major foreign policy positions that have characterized the United States' relations with the world, such as isolationism and imperialism.~~		Remove	Much more related to U.S. 2
~~6-12.USH1.5.1.3 Analyze how national interest shapes foreign policy.~~		Remove	Too vague and needed specifics Merged 1.5.1.1

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U.S. History II

~~Students in U.S. History II build an understanding of the cultural and social development of the United States, trace the role of migration and immigration of people in the development of the United States, identify the sovereign status and role of American Indians in the development of the United States, analyze the political, social, and economic responses to industrialization and technological innovations in the development of the United States, and trace the role of exploration and expansion in the development of the United States.~~

Current standard	Recommended Standard	Proposed revision (Keep, revise, move, remove)	Rationale for the revision
~~9-12.USH2.1.1.1 Analyze ways in which language, literature, the arts, traditions, beliefs, values, and behavior patterns of diverse cultures have enriched American society.~~ 9-12.US2.27 Describe the causes and effects on American society and culture of widespread growing affluence in the post-war period as well as groups and geographic areas that were largely left out of it.	9-12.US2.27 Describe the causes and effects on American society and culture of widespread growing affluence in the post-war period, as well as groups and geographic areas that were largely left out of it.	Revise Move to new AFFLUENCE, COLD WAR, AND SOCIAL REVOLUTIONS 1945-1974 section	Prioritize clarity, needs to be specific to era under study and clarification on what students are actually expected to know and be able to do

Current standard	Recommended Standard	Proposed revision (Keep, revise, move, remove)	Rationale for the revision
9-12.US2.28 Analyze the American Labor Movement during the post-war period. 9-12.US2.41 Assess how the rise of alternative media, social media, and technology, including smart phones, have affected American culture, society, and politics.	9-12.US2.28 Analyze the American Labor Movement during the post-war period. 9-12.US2.41 Evaluate how the rise of alternative media, social media, and technology, including smartphones, have affected United States culture, society, and politics.	Move to new AFFLUENCE, COLD WAR, AND SOCIAL REVOLUTIONS 1945-1974 section Move to GLOBALIZATION, INFORMATION TECHNOLOGY, TERRORISM, POLITICAL AND SOCIAL POLARIZATION 1992-PRESENT section	
~~9-12.USH2.1.1.2~~9-12.US2.2 Evaluate Progressivism's impact on circumstances and policies. These may include: ~~Analyze significant movements for social change.~~ • Exploitation of labor • Child labor • Spoils systems of government hiring • Machine politics • Corruption • Immigration tension • Women's suffrage • Prohibition • Race relations	9-12.US2.2 Evaluate Progressivism's impact on circumstances and policies. These may include: • Exploitation of labor • Child labor • Spoils systems of government hiring • Machine politics • Corruption • Immigration tension • Women's suffrage • Prohibition	Revise, move to PROGRESSIVISM AND IMPERIALISM, 1890 – 1920 section	Prioritize clarity, needs to be specific to era under study

Current standard	Recommended Standard	Proposed revision (Keep, revise, move, remove)	Rationale for the revision
• Eugenics 9-12.US2.10 Evaluate the social tensions of the era, including: • Race • Christian fundamentalism Labor Immigration • Changing social values • The Red Scare • Rise of the Ku Klux Klan • Prohibition • Rise of the mob and mafia	• Race relations • Eugenics 9-12.US2.10 Evaluate the social tensions of the era, including: • Race • Christian fundamentalism • Labor • Immigration • Changing social values • The Red Scare • Rise of the Ku Klux Klan • Prohibition • Rise of the mob and mafia	Revise, move to THE ROARING 20S, 1920-1929 section	
9-12.US2.22 Evaluate the impact of postwar demobilization and the GI Bill on economic growth, culture, and lifestyle.	9-12.US2.22 Evaluate the impact of postwar demobilization and the GI Bill on economic growth, culture, and lifestyle.	Move to new AFFLUENCE, COLD WAR, AND SOCIAL REVOLUTIONS 1945-1974 section	
9-12.US2.45 Evaluate the causes and impact of increasing political polarization on American politics.	9-12.US2.45 Evaluate the causes and impact of increasing political polarization on American politics.	Move to GLOBALIZATION, INFORMATION TECHNOLOGY, TERRORISM, POLITICAL AND SOCIAL POLARIZATION 1992-PRESENT section	

Current standard	Recommended Standard	Proposed revision (Keep, revise, move, remove)	Rationale for the revision
~~9-12.USH2.1.2.1 Identify motives for continued immigration to the United States.~~		Remove	Standard is moving to US. 1~~;~~
~~9-12.USH2.1.2.2 Identify the political and social resistance to immigration.~~		Remove	Standard moving to U.S. I
~~9-12.USH2.1.2.3 Analyze the changes in the political, social, and economic conditions of immigrant groups.~~		Remove	Prioritize clarity, addressed in other standards
~~9-12.USH2.1.2.4 Discuss the causes and effects of 20th century migration and settlement patterns.~~9-12.US2.9 Describe the impacts of economic, demographic, social, and cultural changes during the 1920s.	9-12.US2.9 Describe the impacts of economic, demographic, social, and cultural changes during the 1920s.	Revise, move to THE ROARING 20S, 1920-1929 section	Prioritize clarity, needs to be specific to era under study, Minor piece of much larger concepts
9-12.USH2.1.3.1 ~~Trace federal policies, such as Indian~~	9-12.US2.1 Analyze how federal policies established	Revise, move to Federal Indian Policy period section	Use as a transition standard between USI and connect to

Current standard	Recommended Standard	Proposed revision (Keep, revise, move, remove)	Rationale for the revision
~~citizenship, Indian Reorganization Act, Termination, AIM, and self-determination which have impacted American Indians historically and currently~~ 9-12.US2.1 Analyze how federal policies established the relationship between the United States government and American Indian tribes, and the intended and unintended outcomes. • Allocation and Assimilated Period 1879-1934 • Tribal Reorganization Period, 1934-1958 • Termination and Relocation Period, 1953-1971 • Self-Determination Period, 1968-present	the relationship between the United States government and American Indian tribes, and the intended and unintended outcomes. • Allocation and Assimilated Period 1879-1934 • Tribal Reorganization Period, 1934-1958 • Termination and Relocation Period, 1953-1971 • Self-Determination Period, 1968-present		various reform movements; revisions from public comment
~~9-12.USH2.1.3.2 Discuss the impact of forced assimilation on the land, cultural practices, and identity of American Indians.~~		Remove	More of a U.S. I focus
~~9-12.USH2.1.3.3 Identify and discuss the influences of~~		Remove	Focus of U.S. I

Current standard	Recommended Standard	Proposed revision (Keep, revise, move, remove)	Rationale for the revision
~~American Indians on the history and culture of the United States.~~			
~~9-12.USH2.1.4.1 Explain the factors that contributed to the rise of industrialization in the 19th century.~~		Remove	Moved to U.S I
~~9-12.USH2.1.4.2 Describe the economic responses to industrialization and the emergence of the American labor movement.~~		Remove	Moved to U.S I
~~9-12.USH2.1.4.3 Analyze the political and social responses to industrialization.~~		Remove	Combined into other standards
9-12.~~USH2.1.4.4~~US2.11 Analyyze ~~Identify and analyze~~ the causes of the crash of 1929 and of the Great Depression. ~~and its effects upon American society.~~ 9-12.US2.12 Analyze the impact of the Great Depression and the Dust Bowl on farmers,	9-12.US2.11 Analyze the causes of the crash of 1929 and the Great Depression. 9-12.US2.12 Analyze the impact of the Great Depression and the Dust Bowl on farmers, businesses,	Revise, move to THE GREAT DEPRESSION AND THE NEW DEAL 1929-1939 section	Prioritize clarity and what students should know

Current standard	Recommended Standard	Proposed revision (Keep, revise, move, remove)	Rationale for the revision
businesses, workers, and racial and ethnic minorities. 9-12.US2.13 Evaluate the effectiveness of New Deal programs in addressing economic issues underlying the Great Depression. 9-12.US2.14 Evaluate the social tensions of the era, including: • Race • Labor • Domestic Migration • Changing social values • The Rise of Political Extremism	workers, and racial and ethnic minorities. 9-12.US2.13 Evaluate the effectiveness of New Deal programs in addressing economic issues underlying the Great Depression. 9-12.US2.14 Evaluate the social tensions of the era, including: • Race • Labor • Domestic Migration • Changing social values • The Rise of Political Extremism		
~~9-12.USH2.1.4.5 Examine the shift from the industrial society at the beginning of the 20th century to the technological society at the end of the 20th century.~~		Remove	Addressed in other standards

Current standard	Recommended Standard	Proposed revision (Keep, revise, move, remove)	Rationale for the revision
~~9-12.USH2.1.5.1 Analyze the causes and effects of the expansion of the United States.~~ 9-12.US2.3 Evaluate the impact of racial, economic, moral, political, and strategic motives for the United States becoming an imperialist power.	9-12.US2.3 Evaluate the impact of racial, economic, moral, political, and strategic motives for the United States becoming an imperialist power.	Revise, move to PROGRESSIVISM AND IMPERIALISM, 1890 – 1920 section	Specify what students need to know and be able to do

~~Geography~~

~~Students in U.S. History I analyze the spatial organizations of people, places, and environment on the earth's surface, explain how human actions modify the physical environment and how physical systems affect human activity and living conditions, and trace the migration and settlement of human populations on the earth's surface.~~

Current standard	Recommended Standard	Proposed revision (Keep, revise, move, remove)	Rationale for the revision
~~9-12.USH2.2.1.1 Develop and interpret different kinds of maps, globes, graphs, charts, databases and models.~~		Remove	Covered in 6-9 standards and applied in skills standards
~~9-12.USH2.2.2.1 Analyze ways in which the physical environment~~		Remove	Covered in 6-9 standards and applied in skills standards

Current standard	Recommended Standard	Proposed revision (Keep, revise, move, remove)	Rationale for the revision
~~affected political, social, and economic development.~~			

~~Economics~~

~~Students in U.S. History I explain basic economic concepts, identify different influences on economic systems, analyze the different types of economic institutions, and explain the concepts of personal finance.~~

Current standard	Recommended Standard	Proposed revision (Keep, revise, move, remove)	Rationale for the revision
~~9-12.USH2.3.1.1 Describe the emergence of the modern corporation.~~		Remove	This standard is much too broad.
~~9-12.USH2.3.1.2 Describe the development of a consumer economy.~~ 9-12.US2.44 Evaluate the causes and consequences of the 2008 financial crisis and Great Recession.	9-12.US2.44 Evaluate the causes and consequences of the 2008 financial crisis and Great Recession.	Revise, move to GLOBALIZATION, INFORMATION TECHNOLOGY, TERRORISM, POLITICAL AND SOCIAL POLARIZATION 1992-PRESENT section	Prioritize clarity for specific time periods and what students should know and be able to do – this standard is much too broad.
~~9-12.USH2.3.1.3 Analyze the role of the modern United States in the global economy.~~	9-12.US2.36 Evaluate the causes and impacts on public confidence and trust in the	Revise, move to ECONOMIC, POLITICAL, AND SOCIAL REORGANIZATION 1974-1992 section	Prioritize clarity and what students should know

Current standard	Recommended Standard	Proposed revision (Keep, revise, move, remove)	Rationale for the revision
9-12.US2.36 Evaluate the causes and impacts on public confidence and trust in the government's ability to solve economic and social problems, such as • Deindustrialization • Urban decline • Migration • Stagflation • Deficit spending • Energy crisis	government's ability to solve economic and social problems, such as: • Deindustrialization • Urban decline • Migration • Stagflation • Deficit spending • Energy crisis • Racial tensions		
9-12.US2.41 Analyze the effects of globalization, free trade agreements, financial market deregulation, and the computer revolution on the economic boom of the 1990s. 9-12.US2.42 Describe some effects of key changes on United States society and labor. These may include: • Outsourcing • Robotic automation	9-12.US2.41 Analyze the effects of globalization, free trade agreements, financial market deregulation, and the computer revolution on the economic boom of the 1990s. 9-12.US2.42 Describe some effects of key changes on United States society and labor. These may include: • Outsourcing	Move to GLOBALIZATION, INFORMATION TECHNOLOGY, TERRORISM, POLITICAL AND SOCIAL POLARIZATION 1992-PRESENT section	

Current standard	Recommended Standard	Proposed revision (Keep, revise, move, remove)	Rationale for the revision
• Income disparities • Shift toward a service-based economy	• Robotic automation • Income disparities • Shift toward a service-based economy		
~~9-12.USH2.3.2.1 Analyze the role of government policy in the economic development of the modern United States.~~		Remove	Econ standard
~~9-12.USH2.3.3.1 Evaluate the role of financial institutions in the economic development of the United States.~~		Remove	U.S. I and Econ covers this
~~9-12.USH2.3.4.1 Analyze how economic conditions affect financial decisions.~~		Remove	Econ covers this

~~Civics and Government~~

~~Students in U.S. History I build an understanding of the foundational principles of the American political system, the organization and formation of the American system of government, that all people in the United States have rights and assume responsibilities, and the evolution of democracy.~~

Current standard	Recommended Standard	Proposed revision (Keep, revise, move, remove)	Rationale for the revision
~~9-12.USH2.4.2.1 Analyze the relationship between the three federal branches of government.~~		Remove	Covered in Gov and U.S. I
~~9-12.USH2.4.3.1 Identify the impact of landmark United States Supreme Court cases, including Plessy v. Ferguson and Brown v. Board of Education of Topeka~~		Remove	Addressed in Gov and other history standards
~~9-12.USH2.4.3.2 Provide and evaluate examples of social and political leadership in American history.~~ 9-12.US2.19 Evaluate the factors that influenced the decision to employ atomic weapons against Japan. 9-12.US2.33 Analyze the major features of the Great Society policy. This may include: - War on Poverty - Medicare/Medicaid	9-12.US2.19 Evaluate the factors that influenced the decision to employ atomic weapons against Japan. 9-12.US2.33 Analyze the major features of the Great Society policy. This may include: • War on Poverty • Medicare/Medicaid • Head Start and Education Reform	Revise, move to WORLD WAR II 1939-1945 section Revise, move to AFFLUENCE, COLD WAR, AND SOCIAL REVOLUTIONS 1945-1974 section	Prioritize clarity for specific time periods and what students should know and be able to do – this standard is much too broad; public comment suggested revisions

Current standard	Recommended Standard	Proposed revision (Keep, revise, move, remove)	Rationale for the revision
- Head Start and Education Reform - Urban Renewal - Support for the Arts and Humanities - Immigration Reform - Environmental Initiatives	• Urban Renewal • Support for the Arts and Humanities • Immigration Reform • Environmental Initiatives	Revise, move to AFFLUENCE, COLD WAR, AND SOCIAL REVOLUTIONS 1945-1974 section	
9-12.US2.34 Examine the causes and consequences of the constitutional crisis that led to the resignation of President Richard Nixon. 9-12.US2.35 Analyze how Vietnam and Watergate reduced American faith in government and the military and led to significant political, constitutional, and legislative reforms. 9-12.US2.38 Analyze the rise of the New Right and the Reagan Revolution including social, cultural, and economic policies.	9-12.US2.34 Examine the causes and consequences of the constitutional crisis that led to the resignation of President Richard Nixon. 9-12.US2.35 Analyze how Vietnam and Watergate reduced American faith in government and the military and led to significant political, constitutional, and legislative reforms. 9-12.US2.38 Analyze the rise of the New Right and the Reagan Revolution including the social, cultural, and economic policies it advocated for.	Revise, move to ECONOMIC, POLITICAL, AND SOCIAL REORGANIZATION 1974-1992 section	

Current standard	Recommended Standard	Proposed revision (Keep, revise, move, remove)	Rationale for the revision
~~9-12.USH2.4.4.1 Trace the development and expansion of political, civil, and economic rights.~~9-12.US2.20 Analyze the impact of events and policies on the Homefront during World War Two.	9-12.US2.20 Analyze the impact of events and policies on the Homefront during World War Two.	Revise, move to WORLD WAR II 1939-1945 section	Prioritize clarity and what students should know and be able to do – this standard is much too broad, align to time periods
9-12.US2.21 Evaluate Supreme Court and executive decisions to limit civil liberties and to relocate American citizens to internment camps.	9-12.US2.21 Evaluate Supreme Court and executive decisions to limit civil liberties and to relocate Japanese Americans and others to internment camps.	Revise, move to WORLD WAR II 1939-1945 section	
9-12.US2.29 Analyze the motives, strategies, methods, organizations, and impacts of various Civil Rights Movements.	9-12.US2.29 Analyze the motives, strategies, methods, organizations, and impacts of various Civil Rights Movements.	Revise, move to AFFLUENCE, COLD WAR, AND SOCIAL REVOLUTIONS 1945-1974 section	
9-12.US2.26 Examine the influence of the Cold War on United States politics and society. Including:	9-12.US2.26 Examine the influence of the Cold War on United States politics and society.	Revise, move to AFFLUENCE, COLD WAR, AND SOCIAL	

Current standard	Recommended Standard	Proposed revision (Keep, revise, move, remove)	Rationale for the revision
• The House of Un-American Activities Committee • McCarthyism • The Alger Hiss Case • The Rosenberg Case	• The House of Un-American Activities Committee • McCarthyism • The Alger Hiss Case • The Rosenberg Case	REVOLUTIONS 1945-1974 section	
9-12.US2.31 Describe the relationships between the Vietnam War, the counterculture movement, and the anti-war movement.	9-12.US2.31 Describe the relationships between the Vietnam War, the counterculture movement, and the anti-war movement.	Revise, move to AFFLUENCE, COLD WAR, AND SOCIAL REVOLUTIONS 1945-1974 section	
9-12.US2.32 Examine the various ways the counterculture critiqued United States society.	9-12.US2.32 Examine the various ways the counterculture critiqued United States society.	Revise, move to AFFLUENCE, COLD WAR, AND SOCIAL REVOLUTIONS 1945-1974 section	
9-12.US2.45 Examine American policy on environmental issues.	9-12.US2.45 Examine United States policy on environmental issues.	Move to GLOBALIZATION, INFORMATION TECHNOLOGY, TERRORISM, POLITICAL AND SOCIAL POLARIZATION 1992-PRESENT section	
9-12.US2.46 Evaluate the progress of civil rights and immigration issues in recent American history.	9-12.US2.46 Evaluate the progress of civil rights and immigration issues in recent American history.		

~~Global Perspectives~~

~~Students in U.S. History I build an understanding of multiple perspectives and global interdependence.~~

Current standard	Recommended Standard	Proposed revision (Keep, revise, move, remove)	Rationale for the revision
~~9-12.USH2.5.1.1 Compare competing belief systems of the 20th century, including capitalism, communism, imperialism, totalitarianism, isolationism, and internationalism.~~9-12.US.15 Explain the events and actions that led to World War Two, including the rise of fascism and totalitarianism, appeasement, and European and Japanese Imperialism.	9-12.US2.15 Explain the events and actions that led to World War Two, including the rise of fascism and totalitarianism, appeasement, and European and Japanese Imperialism.	Revise, move to WORLD WAR II 1939-1945 section	Prioritize clarity and what students should know and be able to do – this standard is much too broad.
~~9-12.USH2.5.1.2 Trace the major foreign policy positions that have characterized the United States' relations with the world in the 20th century.~~9-12.US2.34 Evaluate the foreign factors that impacted relationships and	9-12.US2.34 Evaluate the factors that impacted	Revise, move to ECONOMIC, POLITICAL, AND SOCIAL REORGANIZATION 1974-1992 section	Prioritize clarity and what students should know and be able to do – this standard is much too broad.

Current standard	Recommended Standard	Proposed revision (Keep, revise, move, remove)	Rationale for the revision
policies with China, Russia, Latin America, and the Middle East. 9-12.US2.36 Evaluate the factors that contributed to the end of the Cold War, including: • American diplomacy • Military build-up • Treaties • Iran-Contra affair • Strategic Defense Initiative (Star Wars) • Support of Afghanistan • Fall of the Berlin Wall 9-12.US2.37 Explain the causes and consequences of the American response to the Iraqi invasion of Kuwait. 9-12.US2.40 Evaluate the motivations behind domestic and non-state aligned terrorism, assess governmental responses including those after September 11, 2001, and analyze the causes, progression, and aftermath of the War on Terror in Afghanistan and Iraq.	relationships and policies with China, Russia, Latin America, and the Middle East. 9-12.US2.36 Evaluate the factors that contributed to the end of the Cold War. These may include: • American diplomacy • Military build-up • Treaties • Iran-Contra affair • Strategic Defense Initiative (Star Wars) • Support of Afghanistan • Fall of the Berlin Wall • Collapse of the USSR 9-12.US2.37 Explain the causes and consequences of the American response to Iraq's invasion of Kuwait. 9-12.US2.40 Evaluate the motivations behind domestic and non-state aligned terrorism, assess	Revise, move to ECONOMIC, POLITICAL, AND SOCIAL REORGANIZATION 1974-1992 section Revise, move to ECONOMIC, POLITICAL, AND SOCIAL REORGANIZATION 1974-1992 section Revise, move to GLOBALIZATION,	

Current standard	Recommended Standard	Proposed revision (Keep, revise, move, remove)	Rationale for the revision
	governmental responses including those after September 11, 2001, and analyze the causes, progression, and aftermath of the War on Terror in Afghanistan and Iraq.	INFORMATION TECHNOLOGY, TERRORISM, POLITICAL AND SOCIAL POLARIZATION 1992-PRESENT section	
~~9-12.USH2.5.1.3 Explain the significance of principal events in the United States' relations with the world, such as the Spanish-American War, World Wars I and II, the formation of the United Nations, the Marshall Plan, NATO, the Korean and Vietnam Wars, the end of the Cold War, and interventions in Latin America and the Middle East.~~		Revise	Prioritize clarity and what students should know and be able to do – this standard is much too broad.
9-12.US2.4 Analyze the origins and the impacts of the Spanish-American War and American involvement in Latin America, Hawaii, the Philippines, China, and Japan.	9-12.US2.4 Analyze the origins and the impacts of the Spanish-American War and American involvement in Latin America, Hawaii, the Philippines, China, and Japan.	Revise, move to PROGRESSIVISM AND IMPERIALISM, 1890 – 1920 section	
Explain the factors that led to World War One and describe the factors that were deterring the	9-12.US2.5 Explain the factors that led to World War One and describe the factors that were deterring the United States from involvement as well as the driving forces that	Revise, move to WORLD WAR I, 1915-1919 section	

Current standard	Recommended Standard	Proposed revision (Keep, revise, move, remove)	Rationale for the revision
U.S. from involvement as well as the driving forces that eventually led to the United States' involvement.	eventually led to the United States' involvement.		
Determine the impact of government mobilization programs, restrictions on civil liberties, and propaganda on American preparation for World War One.	9-12.US2.6 Determine the impact of government mobilization programs, restrictions on civil liberties, and propaganda on the American Homefront.	Revise, move to WORLD WAR I, 1915-1919 section	
Explain how new technologies influenced strategies, military tactics, and battle conditions on the Western Front during World War One.	9-12.US2.7 Explain how new technologies influenced strategies, military tactics, and battle conditions on the Western Front during World War One.	Revise, move to WORLD WAR I, 1915-1919 section	
9-12.US2.8 Analyze the goals and effects of the Treaty of Versailles.	9-12.US2.8 Analyze the goals and effects of the Treaty of Versailles.	Revise, move to WORLD WAR I, 1915-1919 section	
9-12.US2.16 Analyze American participation in the international response to the Holocaust.	9-12.US2.16 Analyze American participation in the international response to the Holocaust.	Revise, move to WORLD WAR II 1939-1945 section	
9-12.US2.17 Describe the strategies, events, and turning points that shaped the outcomes of World War Two.	9-12.US2.17 Describe the strategies, events, and turning points that shaped the outcomes of World War Two.		

Current standard	Recommended Standard	Proposed revision (Keep, revise, move, remove)	Rationale for the revision
9-12.US2.18 Compare and contrast the experience of Americans on the Pacific and European battle fronts during World War Two.	9-12.US2.18 Compare and contrast the experience of Americans on the Pacific and European battle fronts during World War Two.	Revise, move to WORLD WAR II 1939-1945 section	
9-12.US2.23 Describe the ways the United States competed with the Soviet Union culturally, economically, and politically during the Cold War, and how this competition affected postwar military and economic growth.	9-12.US2.23 Describe the ways the United States competed with the Soviet Union culturally, economically, and politically during the Cold War, and how this competition affected postwar military and economic growth.	Revise, move to WORLD WAR II 1939-1945 section Revise, move to AFFLUENCE, COLD WAR, AND SOCIAL REVOLUTIONS 1945-1974 section	
9-12.US2.24 Analyze various foreign policy events through the lens of the Cold War, military engagements, and covert actions during this period. These may include: • Berlin Blockade • Rise of the Communist regime in China • Korean War • Central Intelligence Agency's support of coups in Iran and Guatemala	9-12.US2.24 Analyze various foreign policy events through the lens of the Cold War, military engagements, and covert actions during this period. These may include: • Berlin Blockade • Rise of the Communist regime in China • Korean War • Central Intelligence Agency's support of coups in Iran and Guatemala	Revise, move to AFFLUENCE, COLD WAR, AND SOCIAL REVOLUTIONS 1945-1974 section	

Current standard	Recommended Standard	Proposed revision (Keep, revise, move, remove)	Rationale for the revision
• Cuban Missile Crisis • U2 incident • Berlin Wall • Vietnam War 9-12.US2.30 Analyze the experiences of American soldiers in Vietnam and their experiences upon returning home including how these experiences compared to previous conflicts.	• Cuban Missile Crisis • U2 incident • Berlin Wall • Vietnam War 9-12.US2.30Analyze the experiences of American soldiers in Vietnam and their experiences upon returning home including how these experiences compared to previous conflicts.	Revise, move to AFFLUENCE, COLD WAR, AND SOCIAL REVOLUTIONS 1945-1974 section	
~~9-12.USH2.5.1.4 Explain how and why the United States assumed the role of world leader after World War II and analyze its leadership role in the world today.~~ 9-12.US2.25 Compare various ways the United States and the Soviet Union built and strengthened economic, political, and military alliances with countries during this period. These may include:	9-12.US2.25 Compare various ways the United States and the Soviet Union built and strengthened economic, political, and military alliances with countries during this period. These may include: • Truman Doctrine • Marshall Plan • North Atlantic Treaty Organization (NATO)	Revise, move to AFFLUENCE, COLD WAR, AND SOCIAL REVOLUTIONS 1945-1974 section	Prioritize clarity and clarification on what students should know and be able to do – this standard is much too broad; other standards cover this topic as well. Public comment suggested revision

Current standard	Recommended Standard	Proposed revision (Keep, revise, move, remove)	Rationale for the revision
• Truman Doctrine • Marshall Plan • North Atlantic Treaty Organization (NATO) • Occupation and rebuilding of Japan and West Germany • Warsaw Pact • Occupation and rebuilding of Eastern Europe	• Occupation and rebuilding of Japan and West Germany • Warsaw Pact • Occupation and rebuilding of Eastern Europe		
6-12.HT2.1 Evaluate how historical events and developments were shaped by unique circumstances of time and place and broader historical contexts.	6-12.HT2.1 Evaluate how historical events and developments were shaped by unique circumstances of time and place and broader historical contexts.	Add, move to Historical Thinking Skills	Clarify what students need to be able to do with historical content, skills are needed as well
6-12.HT2.2 Analyze change and continuity in historical eras.	6-12.HT2.2 Analyze change and continuity in historical eras.	Add, move to Historical Thinking Skills	Clarify what students need to be able to do with historical content, skills are needed as well
6-12.HT2.3 Use questions generated about individuals and groups to assess how the significance of their actions changes over time and is shaped by the historical context.	6-12.HT2.3 Use questions generated about individuals and groups to assess how the significance of their actions changes over time and is shaped by the historical context.	Add, move to Historical Thinking Skills	Clarify what students need to be able to do with historical content, skills are needed as well

Current standard	Recommended Standard	Proposed revision (Keep, revise, move, remove)	Rationale for the revision
6-12.HT2.4 Analyze complex and interacting factors that influenced the perspectives of people during different historical eras and how those perspectives are reflected throughout history.	6-12.HT2.4 Analyze complex and interacting factors that influenced the perspectives of people during different historical eras and how those perspectives are reflected throughout history.	Add, move to Historical Thinking Skills	Clarify what students need to be able to do with historical content, skills are needed as well
6-12.HT2.5 Analyze how current interpretations of the past are limited by the extent to which available historical sources represent the perspectives of people at the time.	6-12.HT2.5 Analyze how current interpretations of the past are limited by the extent to which available historical sources represent the perspectives of people at the time.	Add, move to Historical Thinking Skills	Clarify what students need to be able to do with historical content, skills are needed as well
6-12.HT2.6 Evaluate historical sources, considering authorship, strengths, limitations, potential biases, and appropriate application, while analyzing primary and secondary sources to understand their collective contribution to historical interpretation.	6-12.HT2.6 Evaluate historical sources, considering authorship, strengths, limitations, potential biases, and appropriate application, while analyzing primary and secondary sources to understand their collective contribution to historical interpretation.	Add, move to Historical Thinking Skills	Clarify what students need to be able to do with historical content, skills are needed as well

Current standard	Recommended Standard	Proposed revision (Keep, revise, move, remove)	Rationale for the revision
6-12.HT2.7 Analyze multiple and complex causes and effects of events in the past.	6-12.HT2.7 Analyze multiple and complex causes and effects of events in the past.	Add, move to Historical Thinking Skills	Clarify what students need to be able to do with historical content, skills are needed as well
6-12.HT2.8 Construct historical arguments distinguishing the differences between long-term causes and triggering events using evidence from multiple relevant historical sources and interpretations.	6-12.HT2.8 Construct historical arguments distinguishing the differences between long-term causes and triggering events using evidence from multiple relevant historical sources and interpretations.	Add, move to Historical Thinking Skills	Clarify what students need to be able to do with historical content, skills are needed as well
6-12.HT2.9 Evaluate the central arguments in secondary works of history on related topics in multiple media in terms of their historical accuracy.	6-12.HT2.9 Evaluate the central arguments in secondary works of history on related topics in multiple media in terms of their historical accuracy.	Add, move to Historical Thinking Skills	Clarify what students need to be able to do with historical content, skills are needed as well

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American Government

~~Students in American Government build an understanding of the foundational principles of the American political system, the organization and formation of the American system of government, that all people in the United States have rights and assume responsibilities, the evolution of democracy, and an understanding of comparative government.~~

Current standard	Recommended Standard	Proposed revision (Keep, Revise, Move, Remove, Add)	Rationale for revision
~~9-12.G.1.1.1 Describe historical milestones that led to the creation of limited government in the United States, such as the Declaration of Independence (1776), Articles of Confederation (1781), state constitutions and charters, United States Constitution (1787), and the Bill of Rights (1791).~~ 9-12.GOV.1 Examine the influences of leading European thinkers ~~(e.g., John Locke, Charles-Louis Montesquieu, Thomas Hobbes, Jean-Jacques Rousseau)~~ such as Locke and Montesquieu, as well as the influence of historical insitutations such as Greek	9-12.GOV.1 Examine the influences of leading European thinkers such as Locke and Montesquieu, as well as the influence of historical institutions such as Greek democracy, Roman	Revise, move to Foundations of American Political System section	Clarification on what students need to know and be able to do

democracy, Roman republicanism, and the English legal tradition on the American Founding. ~~and other roots of American government (e.g., Greek democracy, Roman republic, Magna Carta).~~ 9-12.GOV.2 Examine the Declaration of Independence and American grievances against British rule. 9-12.GOV.3 Identify the strengths and weaknesses of the Articles of Confederation. 9-12.GOV. 4 ~~Discuss~~Analyze the Constitutional Convention of 1787, including the Great Compromise and the ensuing debate over ratification between the Federalists and Anti-Federalists. 9-12.GOV.5 Evaluate the arguments presented in the Federalist Papers, particularly Essay 10 and Essay 51, and evaluate the arguments in the Anti-Federalist Papers. 9-12.GOV.6 Describe the purposes and functions of	republicanism, and the English legal tradition on the American Founding. 9-12.GOV.2 Examine the Declaration of Independence and American grievances against British rule. 9-12.GOV.3 Identify the strengths and weaknesses of the Articles of Confederation. 9-12.GOV.4 Analyze the Constitutional Convention of 1787, including the Great Compromise and the ensuing debate over ratification between the Federalists and Anti-Federalists. 9-12.GOV.5 Evaluate the arguments presented in the Federalist Papers, particularly Essay 10 and Essay 51, and evaluate the arguments in the Anti-Federalist Papers. 9-12.GOV.6 Describe the purposes and functions of government as outlined in the Preamble of the Constitution. 9-12.GOV.7 Describe limited government within the Constitution, including:		

government as outlined in the Preamble of the Constitution. 9-12.GOV.7 Describe limited government within the Constitution, including: • Checks and balances • Popular sovereignty • ~~Civilian control of the military~~ • Rule of law • Federalism • Separation of powers • Judicial review • Majority rule and protection of minority rights	• Checks and balances • Popular sovereignty • Rule of law • Federalism • Separation of powers • Judicial review • Majority rule and protection of minority rights		Stakeholder feedback that this is covered in other standards
9-12.GOV.8 Describe the structure of the Constitution and the process to amend it. 9-12.GOV.9 Analyze how the Bill of Rights limits the powers of the government and ensures individual rights. 9-12.GOV.10 Define the concepts of democracy and republic and examine the relationship between the two.	9-12.GOV.8 Describe the structure of the Constitution and the process to amend it. 9-12.GOV.9 Analyze how the Bill of Rights limits the powers of the government and ensures individual rights. 9-12.GOV.10 Define the concepts of democracy and republic and examine the relationship between the two.		

9-12.GOV.11 Understand the shared values and aspirations of Americans including liberty, egalitarianism, individualism, and laissez-faire government. 9-12.GOV.12 Evaluate the arguments within the Declaration of Independence and its definition of an ideal government.	9-12.GOV.11 Understand the shared values and aspirations of Americans including liberty, egalitarianism, individualism, and laissez-faire government. 9-12.GOV.12 Evaluate the arguments within the Declaration of Independence and its definition of an ideal government.		
~~9-12.G.1.1.2 Analyze important events and individuals responsible for bringing about political changes in the United States.~~ 9-12.GOV.13 Describe, at the national, state, and local level, what should be reasonably expected from any citizen or resident of the U.S., and explain why it is important for the well-being of the nation, including being informed on civic issues, serving in the military or alternative service, obeying the law, paying taxes, volunteering and performing public service, respecting the rights of	9-12.GOV.13 Describe, at the national, state, and local level, what should be reasonably expected from any citizen or resident of the U.S. and explain why it is important for the well-being of the nation, including being informed on civic issues, serving in the military or alternative service, obeying the law, paying taxes, volunteering, and performing public service, respecting the	Revise, move to Citizenship and Civic Participation section	Clarification on what students need to know and be able to do; measurable for assessment Stakeholder feedback to include all levels

others, serving as a juror, and voting 9-12.GOV.14 Compare and contrast major American political ideologies. 9-12.GOV.15 Evaluate the roles of the federal and state governments in the Civil Rights Movement. 9-12.GOV.16 Explain the role and evolution of political parties in governing and in the recruitment/election of political candidates and the importance of and difference between primaries, caucuses, and general elections. 9-12.GOV.17 Evaluate the role of the media/social media as a means of communicating information/misinformation and how it influences the importance of issues and public opinion. 9-12.GOV.18 Describe the means that citizens use to responsibly participate in the political process, including campaigning,	rights of others, serving as a juror, and voting. 9-12.GOV.14 Compare and contrast major American political ideologies. 9-12.GOV.15 Evaluate the roles of the federal and state governments in the Civil Rights Movement. 9-12.GOV.16 Explain the role and evolution of political parties in governing and in the recruitment/election of political candidates and the importance of and difference between primaries, caucuses, and general elections. 9-12.GOV.17 Evaluate the role of the media/social media as a means of communicating information/misinformation and how it influences the importance of issues and public opinion. 9-12.GOV.18 Describe the means that citizens use to responsibly participate in the political process, including campaigning, petitioning,		

petitioning, demonstrating, running for office, lobbying, and voting 9-12.GOV.19 Explain the requirements to be considered a natural-born U.S. citizen, and describe the process of naturalization, including the knowledge required by the Naturalization Test. 9-12.GOV.20 Explain the history and significance of dual citizenship regarding American Indians. 9-12.GOV.21 Identify and be able to engage with key officials, both elected and appointed, in the legislative, executive, and judicial branches at the federal, state, and local levels. 9-12.GOV.22 Distinguish between civil rights and civil liberties and how they are put into practice in our daily lives. 9-12.GOV.23 Evaluate the Supreme Court's interpretations of the freedoms articulated in the 1st Amendment. Cases to consider--Schenck v. United	demonstrating, running for office, lobbying, and voting. 9-12.GOV.19 Explain the requirements to be considered a natural-born U.S. citizen, and describe the process of naturalization, including the knowledge required by the Naturalization Test. 9-12.GOV.20 Explain the history and significance of dual citizenship regarding American Indians. 9-12.GOV.21 Identify and be able to engage with key officials, both elected and appointed, in the legislative, executive, and judicial branches at the federal, state, and local levels. 9-12.GOV.22 Distinguish between civil rights and civil liberties and how they are put into practice in our daily lives. 9-12.GOV.23 Evaluate the Supreme Court's interpretations of the freedoms articulated in the First Amendment, including Schenck v. United States, New		

States, New York Times v. United States, Engel v. Vitale, Miller v. California, Tinker v. Des Moines, Texas v. Johnson, Lemon v. Kurtzman 9-12.GOV.24 Evaluate the Supreme Court's interpretations of freedoms in the 4th through 8th Amendments. Cases to consider-- Mapp v. Ohio, Gideon v. Wainwright, Miranda v. Arizona 9-12.GOV.25 Evaluate the Supreme Court's interpretations of the freedoms in the 14th Amendment, equal protection, and due process clauses. Cases to consider-- Plessy v. Ferguson, Roe v. Wade, Dobbs v. Jackson Women's Health Organization, Gitlow v. New York, Loving v. Virginia, Obergefell v. Hodges, Brown v. Board of Education	York Times v. United States, Engel v. Vitale, Miller v. California, Tinker v. Des Moines, Texas v. Johnson, and Kennedy v. Bremerton. 9-12.GOV.24 Evaluate the Supreme Court's interpretations of freedoms in the Fourth through Eighth Amendments, including Mapp v. Ohio, Gideon v. Wainwright, and Miranda v. Arizona. 9-12.GOV.25 Evaluate the Supreme Court's interpretations of the freedoms in the 14th Amendment, equal protection, and due process clauses including Plessy v. Ferguson, Roe v. Wade, Dobbs v. Jackson Women's Health Organization, Gitlow v. New York, Loving v. Virginia, Obergefell v. Hodges, and Brown v. Board of Education, 1954.		
~~9-12.G.2.5.1 Analyze the impact of geography on the American political system, such as~~		Remove	Replaced by new Electoral System standard

~~electoral politics and congressional redistricting.~~			
~~9-12.G.3.2.1 Analyze the economic impact of government policy.~~ 9-12.GOV.26 Explain government's limited ~~but important~~ role in free enterprise and how that affects individual economic freedoms. 9-12.GOV.27 Evaluate government's establishment and maintenance of the rules and institutions in which markets operate, including the establishment and enforcement of property rights, contracts, consumer rights, labor-management relations, environmental protection, and competition in the marketplace. 9-12.GOV.28 Compare ~~and contrast~~ the types and purposes of taxation that are used by local, state, and federal governments to pay for services provided by the government. 9-12.GOV.29 Describe how the Federal Reserve can use monetary policy to pursue price	9-12.GOV.26 Explain the government's limited role in free enterprise and how that affects individual economic freedoms. 9-12.GOV.27 Evaluate the government's establishment and maintenance of the rules and institutions in which markets operate, including the establishment and enforcement of property rights, contracts, consumer rights, labor-management relations, environmental protection, and competition in the marketplace. 9-12.GOV.28 Compare the types and purposes of taxation that are used by local, state, and federal governments to pay for services provided by the government. 9-12.GOV.29 Describe how the Federal Reserve can use	Revise, move to Political Economy Standards section	Clarification on what students need to know and be able to do

stability, full employment, and economic growth with the goal of stabilizing the economy.	monetary policy to pursue price stability, full employment, and economic growth with the goal of stabilizing the economy.		
~~9-12.G.3.2.2 Compare and contrast different economic systems and relate each to different forms of government.~~		Remove	Taught in econ
~~9-12.G.4.1.1 Describe the origins of constitutional law in western civilization, including the natural rights philosophy, Magna Carta (1215), common law, and the Bill of Rights (1689) in England.~~		Remove	Combined within another standard
~~9-12.G.4.1.2 Analyze the essential philosophies, ideals, and objectives of the foundational documents of the United States, including the Declaration of Independence, the Articles of Confederation, the United States Constitution, the Bill of Rights, and Federalist Papers.~~		Remove	Clarified in Foundation standards
~~9-12.G.4.1.3 Explain the central principles of the United States governmental system including a written constitution, rule of law, popular sovereignty,~~		Remove	Clarified in Foundation standards

~~limited government, separation of powers, checks and balances, majority rule with minority rights, judicial review, and federalism.~~			
~~9-12.G.4.2.1 Identify and describe the three branches of federal government, their powers, and responsibilities.~~ 9-12.GOV.30 Analyze Article I and the 17th Amendment of the Constitution as they relate to the legislative branch, including eligibility for office, roles, duties, casework, length of terms, and election to office for representatives and senators. 9-12.GOV.31 Describe the census and its role in redistricting and reapportionment, including the role of Baker v. Carr. 9-12.GOV.32 Identify leadership positions of the legislative branch, including majority and minority leaders, the president pro tempore, the role of the Vice president, and the Speaker of the House.	9-12.GOV.30 Analyze Article I and the 17th Amendment of the Constitution as they relate to the legislative branch, including eligibility for office, roles, duties, casework, length of terms, and election to office for representatives and senators. 9-12.GOV.31 Describe the census and its role in redistricting and reapportionment, including the role of Baker v. Carr. 9-12.GOV.32 Identify leadership positions of the legislative branch, including majority and minority leaders, the president pro tempore, the role of the Vice	Revise, move to Function and Structure of US Political System Standards section	Clarification on what students need to know and be able to do

9-12.GOV.33 Describe the process of how a bill becomes law. 9-12.GOV.34 Describe the powers of United States' Congress, including appropriations, declaration of war, commerce, implied powers, confirmations, necessary and proper clauses, and powers of impeachment and oversight. 9-12.GOV.35 Analyze Article II of the Constitution as it relates to the executive branch, including appointments, oath of office, Commander-in-chief of the military, powers of the president, eligibility for office, succession (25th Amendment), executive orders, treaties, length of term (20th and 22nd Amendments). 9-12.GOV.36 Identify major departments of the executive branch, including cabinet and	president, and the Speaker of the House. 9-12.GOV.33 Describe the process of how a bill becomes law. 9-12.GOV.34 Describe the powers of United States' Congress, including appropriations, declaration of war, commerce, implied powers, confirmations, necessary and proper clauses, and powers of impeachment and oversight. 9-12.GOV.35 Analyze Article II of the Constitution as it relates to the executive branch, including appointments, oath of office, Commander-in-chief of the military, powers of the president, eligibility for office, succession (25th Amendment), executive orders, treaties, length of term (20th and 22nd Amendments). 9-12.GOV.36 Identify major departments of the executive branch, including cabinet and		

non-cabinet level departments and agencies. 9-12.GOV.37 Explain the Electoral College system, and how it has evolved over time, and compare arguments for and against it. 9-12.GOV.38 Analyze Article III of the Constitution as it relates to judicial power, including the length of terms and the jurisdiction of the U.S. Supreme Court. 9-12.GOV.39 Analyze the origin and evolution of the modern federal court structure including the Judiciary Act of 1789. 9-12.GOV.40 Explain the processes of selection and confirmation of Supreme Court justices. 9-12.GOV.41 Describe the Supreme Court's role, established by Marbury vs. Madison, in determining the constitutionality of laws and acts of the legislative and executive branches.	non-cabinet level departments and agencies. 9-12.GOV.37 Explain the Electoral College system, and how it has evolved over time, and compare arguments for and against it. 9-12.GOV.38 Analyze Article III of the Constitution as it relates to judicial power, including the length of terms and the jurisdiction of the U.S. Supreme Court. 9-12.GOV.39 Analyze the origin and evolution of the modern federal court structure including the Judiciary Act of 1789. 9-12.GOV.40 Explain the processes of selection and confirmation of Supreme Court justices. 9-12.GOV.41 Describe the Supreme Court's role, established by Marbury vs. Madison, in determining the constitutionality of laws and acts of the legislative and executive branches.		

9-12.GOV.42 Compare and contrast different judicial philosophies including activism vs. conservatism, originalism vs. living constitution, and textualism. 9-12.GOV.43 Explain the functions, powers, interactions, and dynamic relationships among federal, state, local, and tribal governments including the roles of the 10th Amendment, McCulloch vs Maryland, Gibbons vs. Ogden, and evolution from dual federalism to cooperative federalism. 9-12.GOV.44 Analyze and discuss sovereignty and the federal responsibility the United States has with federally recognized American Indian tribes with emphasis on Idaho, such as hunting and fishing rights, and land leasing. 9-12.GOV.45 Explain the organization and powers of state and local government as described in the Constitution of the State of Idaho by analyzing	9-12.GOV.42 Compare and contrast different judicial philosophies including activism vs. conservatism, originalism vs. living constitution, and textualism. 9-12.GOV.43 Explain the functions, powers, interactions, and dynamic relationships among federal, state, local, and tribal governments including the roles of the 10th Amendment, McCulloch vs Maryland, Gibbons vs. Ogden, and evolution from dual federalism to cooperative federalism. 9-12.GOV.44 Analyze and discuss sovereignty and the federal responsibility the United States has with federally recognized American Indian tribes with emphasis on Idaho, such as hunting and fishing rights, and land leasing. 9-12.GOV.45 Explain the organization and powers of state and local government as described in the Constitution		

legislative, executive, and judicial branches. 9-12.GOV.46 Compare the lawmaking process at the national, state, and local level. 9-12.GOV.47 Understand the structure, powers, and lawmaking process of local government (county, city, special district) by analyzing the relationships between state and local governments and the roles of regional authorities, governing boards, and commissions. 9-12.GOV.48 Compare partisan and non-partisan offices and elections.	of the State of Idaho by analyzing legislative, executive, and judicial branches. 9-12.GOV.46 Compare the lawmaking process at the national, state, and local level. 9-12.GOV.47 Understand the structure, powers, and lawmaking process of local government (county, city, special district) by analyzing the relationships between state and local governments and the roles of regional authorities, governing boards, and commissions. 9-12.GOV.48 Compare partisan and non-partisan offices and elections.		
~~9-12.G.4.2.2 Explain the functions, powers, interactions, and relationships among federal, state, local, and tribal governments.~~		Revise, move	Included in new Function and Structure Standard (F&S)
~~9-12.G.4.2.3 Analyze and explain sovereignty and the treaty/trust~~		Revise, move	Included in new Function and Structure Standard (F&S)

~~relationship the United States has with American Indian tribes with emphasis on Idaho, such as hunting and fishing rights, and land leasing.~~			
~~9-12.G.4.2.4 Trace the development and role of political parties and other political organizations and their impact on the American system of government.~~		Remove	Included in the new Citizenship and Civic Participation standard
~~9-12.G.4.2.5 Analyze the role of other political organizations and their impact on the American system of government.~~		Remove	This is essentially identical to 4.2.4 which is included in new Citizenship and Civic Participation standard
~~9-12.G.4.2.6 Explain the electoral process at each level of government.~~ 9-12.GOV.49 Describe the evolution of voting (methods and process) and enfranchisement including key amendments (15th, 19th, 23rd, 24th, 26th) and laws (1965 Voting Rights Act) that have extended the right to vote to previously disenfranchised Americans.	9-12.GOV.49 Describe the evolution of voting (methods and process) and enfranchisement including key amendments (15th, 19th, 23rd, 24th, 26th) and laws (1965 Voting Rights Act) that have extended the right to vote to previously disenfranchised Americans.	Revise, move to The American Electoral System section	Clarification on what students need to know and be able to do

9-12.GOV.50 Examine campaign finance laws and campaign funding and spending, including the impact of Supreme Court decisions, the nationalization of campaign financing, and the role of interest groups. 9-12.GOV.51 Describe the nomination and election process in American national and state elections, including the Electoral College. 9-12.GOV.52 Analyze the influence of political parties, media coverage, campaign advertising, interest groups, public opinion polls, social media, and digital communications on elections. 9-12.GOV.53 Explain the impact of reapportionment and redistricting on elections and governance. 9-12.GOV.54 Explain the role of state governments in administering elections and compare different state's voting rules and elections laws.	9-12.GOV.50 Examine campaign finance laws and campaign funding and spending, including the impact of Supreme Court decisions, the nationalization of campaign financing, and the role of interest groups. 9-12.GOV.51 Describe the nomination and election process in American national and state elections, including the Electoral College. 9-12.GOV.52 Analyze the influence of political parties, media coverage, campaign advertising, interest groups, public opinion polls, social media, and digital communications on elections. 9-12.GOV.53 Explain the impact of reapportionment and redistricting on elections and governance. 9-12.GOV.54 Explain the role of state governments in administering elections and compare different state's voting rules and elections laws.		

	9-12.GOV.55 Evaluate the challenges of the election process.		
~~9-12.G.4.2.7 Name key officials, both elected and appointed, in the legislative, executive, and judicial branches at the State and Federal levels.~~		Remove	Included in the new Citizenship and Civic Participation standard
~~9-12.G.4.2.8 Name the U.S. Senators and Representatives to Congress from Idaho.~~		Remove	Included in the new Citizenship and Civic Participation standard
~~9-12.G.4.3.1 Explain the ways in which individuals become citizens and distinguish among obligations, responsibilities, and rights.~~		Remove	Included in the new Citizenship and Civic Participation standard
~~9-12.G.4.3.2 Explain the implications of dual citizenship with regard to American Indians.~~		Remove	Included in the new Citizenship and Civic Participation standard
~~9-12.G.4.3.3 Identify the ways in which citizens can participate in the political process at the local, state, and national level.~~		Remove	Included in the new Citizenship and Civic Participation standard
~~9-12.G.4.3.4 Analyze and evaluate decisions about individual rights in landmark cases of the Supreme Court of the United States.~~		Remove	Included in the new Citizenship and Civic Participation standard

~~9-12.G.4.4.1 Analyze the struggles for the extension of civil rights.~~		Remove	Included in the new Citizenship and Civic Participation standard
~~9-12.G.4.4.2 Analyze and evaluate states' rights disputes past and present.~~		Remove	Replaced by F&S standards
~~9-12.G.4.4.3 Provide and evaluate examples of the role of leadership in the changing relationship among the branches of American government.~~		Remove	Replaced by F&S standards
~~9-12.G.4.4.4 Discuss how the interpretation and application of the United States Constitution has evolved~~		Remove	What is the learning outcome expected? Vague and unclear
• ~~9-12.G.4.5.1 Compare and contrast different forms of domestic and foreign political systemsgovernment, electoral systems, economic systems, and civil societies. Examples may include such as presidential vswith parliamentary, unitary vswith federal, autocracydictatorship vswith democracy.~~ 9-12.GOV.56 Compare the different forms of domestic and foreign political systems, electoral	9-12.GOV.56 Compare the different forms of domestic and foreign political systems, electoral systems, economic systems, and civil societies including presidential vs parliamentary, unitary vs federal, and autocracy vs democracy.	Revise, move to The US and the International System standard	Clarification on what students need to know and be able to do

systems, economic systems, and civil societies including presidential vs parliamentary, unitary vs federal, and autocracy vs democracy.			
~~9-12.G.5.1.1 Discuss the mutual impact of ideas, issues, and policies among nations, including environmental, economic, and humanitarian.~~ 9-12.GOV.58 Identify and evaluate the role of the United States in international organizations, agreements, treaties, and humanitarian relief efforts.	9-12.GOV.58 Identify and evaluate the role of the United States in international organizations, agreements, treaties, and humanitarian relief efforts.	Revise, move to The US and the International System standard	Clarification on what students need to know and be able to do
9-12.~~G.5.1.2~~GOV.57 Describe the characteristics of United States foreign policy and how it has been created and implemented over time.	9-12.GOV.57 Describe the characteristics of United States foreign policy and how it has been created and implemented over time.	Keep	
• 9-12.G.5.1.3 ~~Identify and evaluate the role of the United States in international organizations and agreements.~~	9-12.GOV.59 Evaluate the changing role of the United States in supporting democratic principles and institutions in the international system.	Revise, move to The US and the International System standard	Clarification on what students need to know and be able to do

• 9-12.GOV.59 Evaluate the changing role of the United States in supporting democratic principles and institutions in the international system.			

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Economics

~~Students in Economics explain basic economic concepts, identify different influences on economic systems, analyze the different types of economic institutions, and explain the concepts of personal finance.~~

~~Must write new personal finance standards, the competencies include:~~

1. ~~Recognize the influence of money on human behavior;~~
2. ~~Learn about various types of bank accounts;~~
3. ~~Evaluate various investment options and calculate net worth;~~
4. ~~Learn about various types of credit and how credit rating is determined;~~
5. ~~Understand the essentials of financing a college education;~~
6. ~~Evaluate various types of insurance associated with independent living;~~
7. ~~Recognize the purpose of the tax system and how it relates to each citizen and the citizen's income;~~
8. ~~Build a budget for independent living; and~~
9. 1. ~~Recognize and utilize modern consumer skills, tools, and practices.~~

Current standard	Recommended Standard	Proposed revision (Keep, Revise, Move, Remove, Add)	Rationale for revision
~~9-12.E.1.4.1~~9-12.EC.7 Analyze the impact of events, such as wars, industrialization, and technological developments on the business cycle.	9-12.EC.7 Analyze the impact of events such as wars, industrialization, and technological developments on the business cycle.	Keep, move to MACROECONOMICS AND INTERNATIONAL TRADE section	
~~9-12.E.2.4.1 Explain how the factors of production are distributed among geographic~~		Remove	Covered in E.3.1.4

~~regions and how this influences economic growth.~~			
~~9-12.E.3.1.1~~9-12.EC.1 Apply and explain the concepts of supply and demand, scarcity, and opportunity costs, and incentives, ~~and explain~~as well as their implications in ~~decisio~~decision~~n~~ making.	9-12.EC.1 Apply and explain the concepts of supply and demand, scarcity, opportunity costs, and incentives, as well as their implications for decision-making.	Revise, move to FUNDAMENTAL ECONOMIC CONCEPTS section	Clarification on what students to need to know and be able to do
~~9-12.E.3.1.2~~9-12.EC.2 Identify ways in which the interaction of all buyers and sellers influences prices.	9-12.EC.2 Identify ways in which the interaction of all buyers and sellers influences prices.	Keep, move to FUNDAMENTAL ECONOMIC CONCEPTS section	
9-12.~~E.3.1.3~~EC.3 Identify how incentives determine what is produced and distributed in a competitive market system.	9-12.EC.3 Identify how incentives determine what is produced and distributed in a competitive market system.	Keep, move to FUNDAMENTAL ECONOMIC CONCEPTS section	
9-12.E~~.3.1.4~~C.4 Describe the factors of production.	9-12.EC.4 Describe the factors of production.	Keep, move to FUNDAMENTAL ECONOMIC CONCEPTS section	
~~9-12.E.3.1.5 Create and interpret graphs that model economic concepts~~		Remove	Covered when teaching supply and demand
9-12.E~~.3.1.6~~C.8 Explain ~~the difference between~~ monetary policy ~~and~~, fiscal policy, and the role of the Federal Reserve.	9-12.EC.8 Explain monetary policy, fiscal policy, and the role of the Federal Reserve.	Revise, move to MACROECONOMICS AND INTERNATIONAL TRADE section	Clarity and stakeholder feedback

9-12.E~~.3.1.7~~C.5 Analyze the various parts of the business cycle and its effect on the economy.	9-12.EC.5 Analyze the various parts of the business cycle and its effect on the economy.	Keep, move to FUNDAMENTAL ECONOMIC CONCEPTS section	
9-12.E~~.3.2.1~~C.6 Compare and contrast the characteristics of different economic systems and economic philosophies.	9-12.EC.6 Compare and contrast the characteristics of different economic systems and economic philosophies.	Keep, move to FUNDAMENTAL ECONOMIC CONCEPTS section	
~~9-12.E.3.2.2 Explain and illustrate the impact of economic policies and decisions made by governments, businesses, and individuals.~~		Remove	We discussed removal because this would be included in discussions of monetary and fiscal policy
~~9-12.E.3.2.3 Explain the purpose of labor unions.~~		Remove	Covered in U.S. History and Government courses
~~9-12.E.3.3.1 Explain the characteristics of various types of business and market structures~~		Remove	Covered in U.S. History and Government courses under monopolies
9-12.E~~.3.3.2~~C.12 Describe the elements of entrepreneurship and successful businesses~~.~~ i~~I~~ncluding comparative advantage, specialization, and trade.	9-12.EC.12 Describe the elements of entrepreneurship and successful businesses including comparative advantage, specialization, and trade.	Revise, move to MACROECONOMICS AND INTERNATIONAL TRADE section	Clarification on what students to need to know and be able to do

9-12.E~~.3.3.3~~C.13 Identify the role of the financial markets and institutions.	9-12.EC.13 Identify the roles of financial markets and institutions on the economy.	Keep, move to MACROECONOMICS AND INTERNATIONAL TRADE section	
~~9-12.E.3.4.1 Examine and apply the elements of responsible personal fiscal management, such as budgets, interest, investment, savings, credit, and debt.~~		Remove	Covered under new Fiscal Responsibilities listed below in 9-12.E.6
~~9-12.E.3.4.2 Identify and evaluate sources and examples of consumers' responsibilities and rights.~~		Remove	Covered under new Fiscal Responsibilities listed below in 9-12.E.6
~~9-12.E.3.4.3 Discuss the impact of taxation as applied to personal finances.~~		Remove	Covered under new Fiscal Responsibilities listed below in 9-12.E.6
~~9-12.E.4.2.1 Explain the basic functions of government in a mixed economic system.~~		Remove	Covered throughout the other standards.
~~9-12.E.4.2.2 Identify laws and policies adopted in the United States to regulate competition.~~		Remove	Covered in U.S. History and Gov courses
9-12.E~~.4.2.3~~C.9 Examine the economic implications of fiscal policy in the United States including federal ~~budget~~taxation, spending, and	9-12.EC.9 Examine the economic implications of fiscal policy in the United States including federal	Keep, move to MACROECONOMICS AND INTERNATIONAL TRADE section	This clarifies the distinction between fiscal policy and monetary policy in separate learning standards

the national debt. ~~, debt, and deficit, and their implications on the economy~~	taxation, spending, and the national debt.		
~~9-12.E.5.1.1 Describe the involvement of the United States in international economic organizations and treaties, such as GATT, IMF, and the WTO.~~		Remove	Covered in U.S. History and gov courses
9-12.E~~.5.1.2~~C.10 Analyze global economic interdependence and competition.	9-12.EC.10 Analyze global economic interdependence and competition.	Keep, move to MACROECONOMICS AND INTERNATIONAL TRADE section	
9-12.E~~.5.1.3~~C.11 Apply economic concepts to explain the role of imports/exports both nationally and internationally.	9-12.EC.11 Apply economic concepts to explain the role of imports/exports both nationally and internationally.	Keep, move to MACROECONOMICS AND INTERNATIONAL TRADE section	
9-12.E~~.6.1.1~~C.14 Demonstrate how to set financial goals and analyze the costs and benefits of spending decisions.	9-12.EC.14 Demonstrate how to set financial goals and analyze the costs and benefits of spending decisions.	Add, move to Personal Finance section	Meets new financial literacy requirements
9-12.E~~.6.1.2~~C.15 Demonstrate procedures for opening and managing checking and savings accounts, including writing checks, managing virtual accounts, and accessing statements.	9-12.EC.15 Demonstrate procedures for opening and managing checking and savings accounts, including writing checks, managing virtual accounts, and accessing statements.	Add, move to Personal Finance section	Meets new financial literacy requirements

9-12.EC.16 Evaluate types of investments to determine how they meet the objectives of a personal financial plan including compound interest over time.	9-12.EC.16 Evaluate types of investments to determine how they meet the objectives of a personal financial plan including compound interest over time.	Add, move to Personal Finance section	Meets new financial literacy requirements
9-12.EC.17 Research and analyze information on credit options available to consumers.	9-12.EC.17 Research and analyze information on credit options available to consumers.	Add, move to Personal Finance section	Meets new financial literacy requirements
9-12.EC.18 Demonstrate how to use comparison shopping skills to make purchasing decisions, including major purchases and college education.	9-12.EC.18 Demonstrate how to use comparison shopping skills to make purchasing decisions, including major purchases and college education.	Add, move to Personal Finance section	Meets new financial literacy requirements
9-12.EC.19 Research and report on factors that affect creditworthiness and credit scores.	9-12.EC.19 Research and report on factors that affect creditworthiness and credit scores.	Add, move to Personal Finance section	Meets new financial literacy requirements
9-12.EC.20 Describe how life, health, home, and auto insurance protects against loss and mitigates financial consequences.	9-12.EC.20 Describe how life, health, home, and auto insurance protects against loss and mitigates financial consequences.	Add, move to Personal Finance section	Meets new financial literacy requirements
9-12.EC.21 Analyze the federal, state, and local tax systems and how they relate to	9-12.EC.21 Analyze the federal, state, and local tax systems and how they relate	Add, move to Personal Finance section	Meets new financial literacy requirements

each citizen and the citizen's income and the society.	to each citizen and the citizen's income and the society.		
9-12.EC.22 Explain how sales and property taxes affect financial decisions in terms of both personal finances and public services provided to citizens.	9-12.EC.22 Explain how sales and property taxes affect financial decisions in terms of both personal finances and public services provided to citizens.	Add, move to Personal Finance section	Meets new financial literacy requirements
9-12.E.6.1.8 Build a monthly budget for an individual or a family given their income, savings goals, taxes, and list of fixed and variable expenses.	9-12.EC.23 Build a monthly budget for an individual or a family given their income, savings goals, taxes, and list of fixed and variable expenses.	Add, move to Personal Finance section	Meets new financial literacy requirements
9-12.EC.24 Identify and evaluate modern consumer skills, tools, and practices.	9-12.EC.24 Identify and evaluate modern consumer skills, tools, and practices.	Add, move to Personal Finance section	Meets new financial literacy requirements

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Idaho Content Standards
K-12 Social Studies

IDAHO DEPARTMENT OF EDUCATION
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CREATED 04/23/2024

The K-12 social studies standards were up for review in 2023 as per the Idaho code, Board of Education Governing Policies & Procedures, Section IV.C. Section 33-1612; IDAPA 08.02.03.004.01, Idaho Code. The Idaho Department of Education worked with a variety of stakeholders to accept nominations for committee members. The final committee was comprised of twenty-five members representing a cross-section of grade levels and roles. This committee included community members, parents, social studies educators from a variety of grade levels and content areas, and post-secondary content experts. The time and effort they put into this revision was invaluable. Throughout the process of the revision of the standards, the working group received both stakeholder feedback and public comments that the revision committee took into consideration. The committee appreciates those who took the time to share their thoughts on the revisions. We hope that the changes to these standards allow them to be useful for all stakeholders, including educators, families, students, and community members. We hope that they bring Idaho into a new chapter of statewide success in social studies education.

Respectfully,

The Social Studies Standards Revision Committee

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PREAMBLE

What the Idaho Content Standards in Social Studies Do

The standards define what all students are expected to know and be able to do, not how teachers should teach. While the standards focus on what is most essential, they do not describe all that can or should be taught. A great deal is left to the discretion of local school districts, teachers, and curriculum developers. No set of grade-level standards can reflect the great variety of abilities, needs, learning rates, and achievement levels in any given classroom. The standards define neither the support materials that some students may need nor the advanced materials that others may need access to. It is also beyond the scope of the standards to define the full range of support appropriate for English language learners and for students with disabilities. All students must have the opportunity to learn rigorous grade-level standards if they are to access the knowledge and skills that will be necessary in their post-secondary lives.

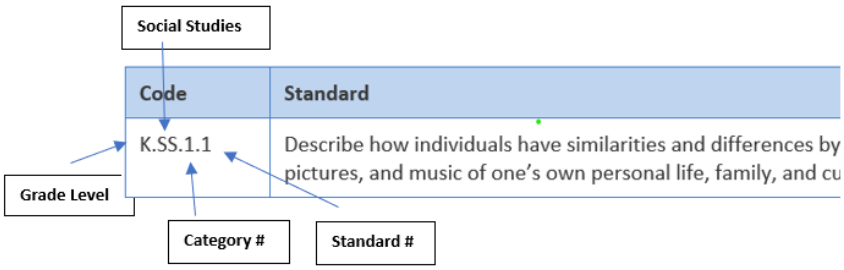
Standards vs. Curriculum

No specific curriculum or strategies are required by the State of Idaho to be used to teach the Idaho Content Standards in Social Studies. Local schools and districts make decisions about what resources will be used to teach the standards.

ORGANIZATION OF STANDARDS

Each grade band of the K-5 social studies standards is organized into 5 categories: History, Geography, Economics, Civics and Government, and Global Perspectives. The World Geography and Civilizations Grades 6-9 standards are organized into 6 categories: History, Geography, Economics, Civics and Government, Global Perspectives, and Geography or Historical Thinking Skills. United States History I and II, American Government, and Economics are organized by time period or topic.

K-5 SOCIAL STUDIES



KINDERGARTEN

1. History

Students will build an understanding of the cultural and social development of the United States.

Code	Standard
K.SS.1.1	Describe how individuals have similarities and differences by sharing stories, pictures, and music of one's own personal life, family, and culture.
K.SS.1.2	Sequence events in the past and present and begin to recognize that things change over time.

2. Geography

Students will analyze the spatial organizations of people, places, and environment on the earth's surface.

Code	Standard
K.SS.2.1	Demonstrate an understanding of maps and globes by: a. identifying the similarities and differences between a map and a globe; b. identifying basic map symbols;

Code	Standard
	c. identifying land and bodies of water in the local community; and d. identifying the geographic location of the United States and Idaho on a map and globe.
K.SS.2.2	Describe the relative location of people, places, and objects by using positional words, including but not limited to near/far, over/under, above/below, left/right, behind/in front, next to, and in between.

3. Economics

Students will explain basic economic concepts.

Code	Standard
K.SS.3.1	Distinguish between wants and needs.
K.SS.3.2	Explain the benefits of saving money and give examples of how people use money to make purchases.
K.SS.3.3	Recognize and describe different types of jobs, including work done in the home, school, and community.

4. Civics and Government

Students will build an understanding of the foundational principles of the American political system, the organization and formation of the American system of government, and that all people in the United States have rights and assume responsibilities.

Code	Standard
K.SS.4.1	Practice citizenship in the classroom by: a) taking responsibility for one's actions; b) practicing honesty and showing kindness to oneself and others; c) recognizing the purpose of rules and practicing self-control; d) caring for one's personal property and respecting other students' property; and

Code	Standard
	e) taking turns, sharing, and working well with others for the good of everyone else.
K.SS.4.2	Identify symbols of the United States including but not limited to the flag, Pledge of Allegiance, Bald Eagle, red, white, and blue, and the Statue of Liberty.
K.SS.4.3	Understand the meaning and purpose of the Pledge of Allegiance.
K.SS.4.4	Describe holidays and tell why they are commemorated in the United States, including, Indigenous Peoples' Day, Thanksgiving, Martin Luther King, Jr. Day, Independence Day, and Presidents' Day.

5. Global Perspectives

Students will build an understanding of multiple perspectives and global interdependence.

Code	Standard
K.SS.5.1	Name traditions that came to the United States from other parts of the world.

GRADE 1

1. History

Students will build an understanding of the cultural and social development of the United States.

Code	Standard
1.SS.1.1	Compare differences in the ways families in the United States live today to how they lived in the past.
1.SS.1.2	Use timelines to show personal or family history.
1.SS.1.3	Compare personal histories, pictures, and music of other selected times and places in America's past.

2. Geography

Students will analyze the spatial organizations of people, places, and environment on the earth's surface and explain how human actions modify the physical environment and how physical systems affect human activity and living conditions.

Code	Standard
1.SS.2.1	Develop geographic skills by: a) using basic map symbols, including references to land, water, cities, and roads; b) using cardinal directions on maps; c) locating Idaho, the United States, continents, and oceans on maps and globes; and d) constructing simple maps and including a title, map legend or key, and compass rose.
1.SS.2.2	Identify ways people adjust to their environment as well as modify their environment.

3. Economics

Students will explain basic economic concepts and concepts of personal finance.

Code	Standard
1.SS.3.1	Identify ways people meet their needs by sharing, trading, and using money to buy goods and services.
1.SS.3.2	Distinguish between wants and needs and provide examples of each.
1.SS.3.3	Identify ways to save money for future needs and wants

4. Civics and Government

Students will build an understanding of the foundational principles of the American political system, the organization and formation of the American system of government, and that all people in the United States have rights and assume responsibilities.

Code	Standard
1.SS.4.1	Define citizenship, and recognize traits of good citizens, such as respecting the rights of others, voting, following laws, etc.
1.SS.4.2	Explain the importance of patriotic traditions and symbols, including the Pledge of Allegiance and the National Anthem, and respectful behavior during both.
1.SS.4.3	Provide all students the opportunity to be able to recite the Pledge of Allegiance.
1.SS.4.4	Describe holidays and events and tell why they are commemorated in the United States.
1.SS.4.5	Identify individuals who are helpful to people in their everyday lives.
1.SS.4.6	Name some responsibilities that students have at home and school.

5. Global Perspectives

Students will build an understanding of multiple perspectives and global interdependence.

Code	Standard
1.SS.5.1	Compare family life, structures, and daily routines of various cultures around the world.
1.SS.5.2	Recognize that each person belongs to many groups such as family, school, friends, and community.

GRADE 2

1. History

Students will build an understanding of the cultural and social development of the United States.

Code	Standard
2.SS.1.1	Identify different groups that a person belongs to, such as family and community, and how those roles and/or groups have changed or stayed the same.
2.SS.1.2	Compare the lives and contributions of two of the five federally recognized American Indian tribes in Idaho: the Coeur d'Alene Tribe, Kootenai Tribe of Idaho, Shoshone Bannock Tribes, Nez Perce Tribe, and Shoshone-Paiute Tribes.
2.SS.1.3	Analyze and interpret events placed chronologically on a timeline.

2. Geography

Students will analyze the spatial organizations of people, places, and environment on the earth's surface and explain how human actions modify the physical environment and how physical systems affect human activity and living conditions.

Code	Standard
2.SS.2.1	Develop geographic mapping skills using maps and globes by a) showing that map elements such as key, legend, and scale show how the map represents natural objects or places; b) applying knowledge of cardinal directions to use a compass rose; c) locating the countries of North America and the bordering oceans; d) Identifying and locating the seven continents and the five oceans; e) identifying major rivers, mountain ranges, lakes, and other physical features; f) identifying boundary lines to separate states; and g) locating man-made features.
2.SS.2.2	Compare how environmental conditions affect living styles and clothing in different parts of the country.
2.SS.2.3	Describe how humans depend on the environment to meet their basic needs.
2.SS.2.4	Define city/suburb/town and urban/rural.

3. Economics

Students will explain basic economic concepts, identify different influences on economic systems, and explain the concepts of personal finance.

Code	Standard
2.SS.3.1	Differentiate between the wants and needs of families and understand the purpose of a budget.
2.SS.3.2	Explain what employment means and define income, wages, and salary.
2.SS.3.3	Examine different types of producers and consumers as well as goods and services.
2.SS.3.4	Explain how natural resources affect economic activities in the local community.

4. Civics and Government

Students will build an understanding of the foundational principles of the American political system, the organization, and formation of the American system of government, and the fact that all people in the United States have rights and assume responsibilities.

Code	Standard
2.SS.4.1	Explore the concept of democracy by understanding the role of citizens and the United States government and connecting it to their role as citizens within their community where people can explore issues, create solutions and make decisions together.
2.SS.4.2	Recognize that Idaho has a constitution, which is the basis for our state's laws, and that there are consequences for breaking those laws.
2.SS.4.3	Identify the people or groups that make, apply, and enforce rules and laws at home, school, communities, and our state.
2.SS.4.4	Identify and examine the significance of well-known national symbols and landmarks, including The White House, the flag, the Statue of Liberty, and the bald eagle.
2.SS.4.5	Examine the meaning of keywords in the Pledge of Allegiance.

Code	Standard
2.SS.4.6	Identify characteristics of good citizenship, such as courage, honesty, and responsibility, and identify the responsibilities of being a United States citizen.
2.SS.4.7	Identify historical and contemporary people who model characteristics of good citizenship.

5. Global Perspectives

Students will identify the importance of respecting multiple perspectives and global interdependence.

Code	Standard
2.SS.5.1	Compare your community with others in various parts of the world.
2.SS.5.2	Compare traditions in your community with those practiced in other parts of the world.

GRADE 3

1. History

Students in Grade 3 build an understanding of the cultural and social development of the United States, trace the role of migration and immigration of people in the development of the United States, and examine the various roles American Indians assumed in the development of the United States and discuss the concept of sovereignty and still do today.

Code	Standard
3.SS.1.1	Investigate your community's history and determine the chronological importance of local events.
3.SS.1.2	Analyze distinctive foods, clothing styles, and traditions of various cultural groups within the community, including but not limited to the five federally recognized tribes of Idaho.

Code	Standard
3.SS.1.3	Conduct interviews with family members, neighbors, friends, or school staff to discover why they call Idaho home.
3.SS.1.4	Describe how migration and immigration are continuous processes and how they are influenced by voluntary and involuntary movement of people.

2. Geography

Students will analyze the spatial organizations of people, places, and environments on the earth's surface and trace the migration and settlement of human populations on the earth's surface.

Code	Standard
3.SS.2.1	Develop an understanding of map reading by analyzing maps and globes using standard terms, including country, North Pole, Equator, Prime Meridian, hemisphere, region, latitude, South Pole, longitude, and time zones.
3.SS.2.2	Use cardinal directions, map scales, legends, and grids to locate the United States, Washington D.C., Idaho, the state capital, Boise, and their own community on a map.
3.SS.2.3	Analyze past and present settlement patterns of the community in which you live and how geographic features influenced those patterns.
3.SS.2.4	Compare and contrast city/suburb/town and urban/rural farm/factory, as well as agriculture/industry.

3. Economics

Students will explain basic economic concepts, identify different influences on financial systems, analyze the various types of monetary institutions, and explain the concepts of personal finance.

Code	Standard
3.SS.3.1	Explain the concepts of supply and demand and the role of the consumer and producer.
3.SS.3.2	Explain the difference between public and private property.
3.SS.3.3	Explain how land, natural resources, labor, trade, and/or technology affect economic activities in the local community.
3.SS.3.4	Identify different examples of making an economic choice, including consumption of goods and services, using a bank, investing, and budgeting.

4. Civics and Government

Students will build an understanding of the foundational principles of the American political system, the organization, and formation of the American system of government, and the fact that all people in the United States have rights and assume responsibilities.

Code	Standard
3.SS.4.1	Explain the benefits of following the laws and the consequences of breaking the rules and laws of our local and national communities.
3.SS.4.2	Identify the people or groups that make, apply, and enforce laws in our local and national communities.
3.SS.4.3	Identify and explain the basic functions of local and state governments.
3.SS.4.4	Explain how local government officials are chosen, e.g., election, or appointment.
3.SS.4.5	Describe services commonly and primarily provided by governments for the community.
3.SS.4.6	Identify local government officials.
3.SS.4.7	Identify ways children and adults can participate in their community and/or local governments.
3.SS.4.8	Explain that people in the United States share a national identity through patriotic symbols and holidays.

5. Global Perspectives

Students will build an understanding of multiple perspectives and global interdependence.

Code	Standard
3.SS.5.1	Explore connections that the local community has with other communities throughout the world.
3.SS.5.2	Examine the contributions of various cultures from other parts of the world to the development of the community and how they make that community unique.

GRADE 4

1. History

Students will build an understanding of the cultural and social development of the United States, trace the role of migration and immigration of people in the development of the United States, and examine the various roles American Indians assumed in the development of the United States, and discuss the concept of sovereignty and how federally recognized tribes exercised their sovereign status throughout the history of the United States, and still do today.

Code	Standard
4.SS.1.1	Identify characteristics of different cultural groups in Idaho and describe ways that they have influenced and impacted each other.
4.SS.1.2	Describe the federal policies behind the treaties and executive orders that resulted in the creation of the reservations in Idaho.
4.SS.1.3	Identify the major groups, including but not limited to explorers, missionaries, and significant individuals, immigrant experiences, and their impact on western expansion and the creation of the State of Idaho.
4.SS.1.4	Describe the historic role of fur trading and the discovery of gold and silver in Idaho.

Code	Standard
4.SS.1.5	Describe the ideology and federal policies that led to westward expansion and subsequent consequences that impacted American Indian tribes in Idaho.
4.SS.1.6	Compare and contrast the historical and current key characteristics of the five federally recognized American Indian tribes in Idaho: Coeur d'Alene Tribe, Kootenai Tribe of Idaho, Shoshone –Bannock Tribes, Nez Perce Tribe, and Shoshone-Paiute Tribes and ceded and current reservation lands.
4.SS.1.7	Describe how tribes in Idaho interacted with and impacted existing and newly arriving people.
4.SS.1.8	Examine the meaning of tribal sovereignty and its relationship at the tribal, local, state, and federal levels of government.
4.SS.1.9	Describe how American Indian tribes maintain resources, including cultural materials, history, language, and culture.

2. Geography

Students will analyze the spatial organizations of people, places, and environments on the earth's surface and trace the migration and settlement of human populations on the earth's surface.

Code	Standard
4.SS.2.1	Use a number/letter coordinate grid to collect, analyze, interpret, and communicate data for finding specific locations on a map of Idaho.
4.SS.2.2	Describe the physical regions of Idaho, identify major natural resources, and explain their impact on settlement.
4.SS.2.3	Describe the encroachment on tribal lands in Idaho and the resulting conflicts, such as the Battle of Four Lakes, Bear River Massacre, Nez Perce Flight of 1877, Bannock War of 1878, and Kootenai War of 1974.

3. Economics

Students will explain basic economic concepts, identify different influences on economic systems, analyze the different types of economic institutions, and explain the concepts of personal finance.

Code	Standard
4.SS.3.1	Describe and analyze how American Indians and early settlers met their basic needs of food, shelter, and water.
4.SS.3.2	Explain the concepts of supply and demand and scarcity.
4.SS.3.3	Explain the concepts of specialization and division of labor.
4.SS.3.4	Identify goods and services in early Idaho settlements.
4.SS.3.5	Describe examples of historic and current technological innovations in relation to economic growth in Idaho.
4.SS.3.6	Describe how the geographic features of Idaho have determined the economic base of Idaho's regions.
4.SS.3.7	Define entrepreneurship and identify reasons for starting a business.

4. Civics and Government

Students will build an understanding of the foundational principles of the American political system, the organization, and formation of the American system of government, that all people in the United States have rights and assume responsibilities, and the evolution of democracy.

Code	Standard
4.SS.4.1	Identify the people and groups who make, apply, and enforce laws within state, local, and tribal governments how they function, and the relationships between them.
4.SS.4.2	Explain that rules and laws can be used to protect rights, provide benefits, and assign responsibilities.
4.SS.4.3	Explain the significance of Idaho symbols and the unique tribal seal of each federally recognized tribe in Idaho.

Code	Standard
4.SS.4.4	Identify the three branches of state government and explain the major responsibilities of each.
4.SS.4.5	Name elected state officials and how they can be contacted.
4.SS.4.6	Identify ways people can monitor and influence the decisions and actions of their state and tribal governments.
4.SS.4.7	Describe the concepts of citizenship, popular sovereignty, respect for the individual, equality of opportunity, and personal liberty.

5. Global Perspectives

Students will build an understanding of multiple perspectives and global interdependence.

Code	Standard
4.SS.5.1	Analyze the roles and relationships of diverse groups of people from various parts of the world who have impacted the state's history and contributed to Idaho's cultural heritage.
4.SS.5.2	Describe the challenges experienced by people from various cultural, racial, and religious groups that settled in Idaho from various parts of the world.
4.SS.5.3	Identify Idaho's role in the global economy.
4.SS.5.4	Identify the diversity within American Indian tribes in Idaho and develop an awareness of the similar experiences of indigenous populations in the world.

GRADE 5

1. History

Students will build an understanding of the cultural and social development of the United States, trace the role of migration and immigration of people in the development of the United States, and examine the various roles American Indians assumed in the development of the United States and discuss the concept of sovereignty and how federally recognized tribes exercised their sovereign status throughout the history of the United States and still do today.

Code	Standard
5.SS.1.1	Describe the interactions between European colonists and established societies in North America.
5.SS.1.2	Identify significant individuals who have been responsible for bringing about cultural and social changes in the United States including the founding fathers and presidents.
5.SS.1.3	Identify and explain influential political and cultural groups and their impact on American history.
5.SS.1.4	Identify different examples of how religion has been an important influence in American history.
5.SS.1.5	Describe how the establishment of the 13 original colonies contributed to the founding of the nation.
5.SS.1.6	Analyze the causes and effects of various compromises and conflicts in American history, including the various events leading to the American Revolution.
5.SS.1.7	Explain the religious, political, and economic motives of immigrants to the United States.
5.SS.1.8	Explain the history of indentured servitude and the slave trade in the United States.
5.SS.1.9	Analyze or distinguish the geographic, economic, and religious motivations that influenced the movement of people.
5.SS.1.10	Review that American Indians were the first inhabitants of the United States and analyze the impact of westward expansion on Indigenous peoples.
5.SS.1.11	Describe the impact of scientific and technological advances on westward expansion including but not limited to the cotton gin, the reaper, the steam engine, and steam locomotive.

2. Geography

Students will analyze the spatial organizations of people, places, and environments on the earth's surface and trace the migration and settlement of human populations on the earth's surface.

Code	Standard
5.SS.2.1	Develop and use different kinds of maps, globes, graphs, charts, databases, and models to display and obtain information.
5.SS.2.2	Identify the regions of the United States and their resources.
5.SS.2.3	Name and locate the 50 States and their Capitals, and United States Territories.
5.SS.2.4	Read, analyze, and interpret maps, including the use of latitude and longitude aerial photography, satellite images, and other geospatial products.

3. Economics

Students will explain basic economic concepts, identify different influences on economic systems, analyze the different types of economic institutions, and explain the concepts of personal finance.

Code	Standard
5.SS.3.1	Describe examples of improved transportation and communication networks and how they encourage economic growth.
5.SS.3.2	Explain the concepts of tariffs, taxation, and embargo.
5.SS.3.3	Describe the basic characteristics of a market economy.
5.SS.3.4	Explain the economic policies that contributed to rebellion within the North American colonies.
5.SS.3.5	Identify economic incentives and risks of entrepreneurship.
5.SS.3.6	Explain the impact of taxation on personal finance.

4. Civics and Government

Students will build an understanding of the foundational principles of the American political system, the organization and formation of the American system of government, and that all

people in the United States have rights and assume responsibilities, and the evolution of democracy.

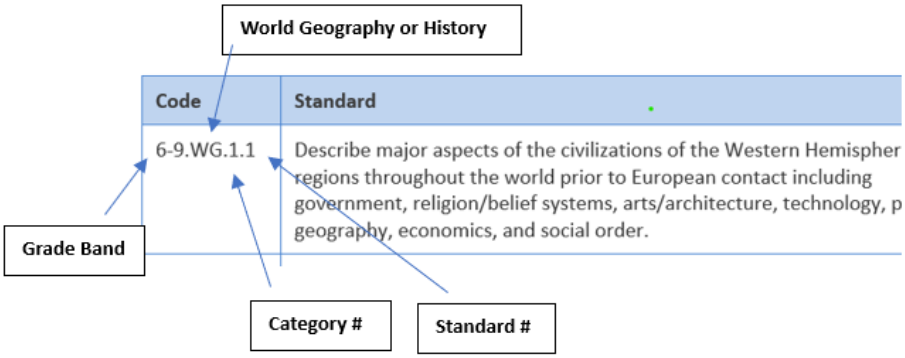
Code	Standard
5.SS.4.1	Identify the people and groups who make, apply, and enforce laws within federal and tribal governments.
5.SS.4.2	Identify and explain the important concepts in the Declaration of Independence.
5.SS.4.3	Explain the significance of the Articles of Confederation as the transitional form of government.
5.SS.4.4	Identify the basic principles of the United States Constitution and Bill of Rights, including popular sovereignty, limited government, separation of powers, checks and balances, judicial review, and federalism.
5.SS.4.5	Distinguish and compare responsibilities among state, national, and tribal governments in a federal system.
5.SS.4.6	Identify the three branches of government and the functions and powers of each.
5.SS.4.7	Explain the difference between reservations, State public lands, and Federal public lands.
5.SS.4.8	Identify the President and Vice President of the United States and the U.S. Senators and Representatives to Congress from Idaho.
5.SS.4.9	Identify some of the personal responsibilities and basic rights of individual freedoms that belong to American citizens.
5.SS.4.10	Describe ways in which citizens participate in public life.
5.SS.4.11	Explain how the United States is a republic.
5.SS.4.12	State the difference between direct democracy and the constitutional republic of today's United States.
5.SS.4.13	Explain the concepts of popular sovereignty, majority rule with minority rights, respect for the individual, equality of opportunity, rule of law, and personal liberty.

5. Global Perspectives

Students will build an understanding of multiple perspectives and global interdependence.

Code	Standard
5.SS.5.1	Explain how the world is divided into many different countries and each has its own government and how they interact with each other.
5.SS.5.2	Explain how countries try to resolve problems.
5.SS.5.3	Identify the role of the United States in a global economy.

WORLD GEOGRAPHY AND CIVILIZATIONS GRADES 6-9



WORLD GEOGRAPHY

1. History

Students studying World Geography will build an understanding of the cultural and social development of human civilizations.

Code	Standard
6-9.WG.1.1	Describe major aspects of the civilizations in regions throughout the world prior to European contact including government, religion/belief systems, arts/architecture, technology, physical geography, economics, and social order.
6-8.WG.1.2	Examine the impact of Europeans and indigenous cultures on one another in regions throughout the world.
6-9.WG.1.3	Describe and compare various motivations of European colonization in regions throughout the world.
6-9.WG.1.4	Investigate the historical origins, central beliefs, and spread of major religions and belief systems, including Judaism, Christianity, Islam, Sikhism, Hinduism, Buddhism, and Confucianism and Indigenous knowledge and belief systems.

2. Geography

Students studying World Geography will analyze the spatial organization of people, places, and environment on the earth's surface, explain how human actions modify the physical environment and how physical systems affect human activity and living conditions, trace the migration and settlement of human populations on the earth's surface, analyze the human and physical characteristics of different places and regions, and explain how geography enables people to comprehend the relationships between people, places, and environments over time.

Code	Standard
6-9.WG.2.1	Apply latitude and longitude to locate places on Earth.
6-9.WG.2.2	Describe the uses of technology, such as Global Positioning Systems (GPS) Geographic Information Systems (GIS), and satellite and aerial imaging.
6-9.WG.2.3	Describe the relative location of people, places, and objects by using positional words, including but not limited to cardinal directions and distance.
6-9.WG.2.4	Locate, map, and describe the climate of regions throughout the world and analyze their impact on human activity and living conditions.
6-9.WG.2.5	Identify major biomes and explain ways in which the natural environment and climate of places in regions throughout the world are related to affect settlement patterns and everyday life.
6-9.WG.2.6	Analyze and give examples of the consequences of human impact on the physical environment, including the role of technology.
6-9.WG.2.7	Identify the names and locations of countries and major cities in regions around the world.
6-9.WG.2.8	Describe major physical characteristics of regions throughout the world.
6-9.WG.2.9	Identify patterns of population distribution and growth in regions throughout the world and explain changes in these patterns that have occurred over time.
6-9.WG.2.10	Compare and contrast cultural patterns in regions throughout the world, such as language, religion, and ethnicity.

Code	Standard
6-9.WG.2.11	Analyze the locations of the major manufacturing and agricultural areas in regions throughout the world.
6-9.WG.2.12	Analyze the availability of natural resources in regions throughout the world.
6-9.WG.2.13	Give examples of how both natural and technological hazards have impacted the physical environment and human populations in regions throughout the world.
6-9.WG.2.14	Give examples of how landforms, water, climate, and natural vegetation have influenced historical trends and developments in regions throughout the world.
6-9.WG.2.15	Describe various views that affect environmental issues in regions throughout the world.
6-9.WG.2.16	Explain how human-caused changes in the physical environment in one place can cause changes in another place such as irrigation, air pollution, water pollution, and deforestation.

3. Economics

Students studying World Geography will explain basic economic concepts and identify different influences on economic systems.

Code	Standard
6-9.WG.3.1	Describe abundance, scarcity, and distribution of resources; explain their impact on decision making such as trade, settlement, stewardship of the natural environment, and development of infrastructure.
6-9.WG.3.2	Describe how different economic systems guide decisions about what to produce, how to produce, and for whom to produce.
6-9.WG.3.3	Compare the standard of living of various regions today using quality of life indicators and discuss their impact on everyday life locally, nationally, and globally.
6-9.WG.3.4	Analyze current economic issues using a variety of sources representing multiple perspectives.

Code	Standard
6-9.WG.3.5	Identify economic connections between local, national, and global economies in regions throughout the world.
6-9.WG.3.6	Explain how the demand for important natural resources evolved in regions throughout the world.
6-9.WG.3.7	Investigate how physical geography, natural resources, specialization, and trade have influenced the way people meet their material needs.

4. Civics and Government

Students studying World Geography will build an understanding of comparative government.

Code	Standard
6-9.WG.4.1	Identify the major forms of government in regions throughout the world and compare them with the government of the United States.

5. Global Perspectives

Students studying World Geography will build an understanding of multiple perspectives and global interdependence.

Code	Standard
6-9.WG.5.1	Discuss how social institutions, including the family, religion, and education, influence behavior in different societies in regions throughout the world.
6-9.WG.5.2	Give examples of how language, literature, and the arts shape the development and transmission of culture in regions throughout the world.
6-9.WG.5.3	Define ethnocentrism and give examples of how it can lead to miscommunication and cultural misunderstandings.
6-9.WG.5.4	Discuss present conflicts between cultural groups and nation-states in regions throughout the world.

Code	Standard
6-9.WG.5.5	Describe the costs and benefits of global connections including trading, seeking solutions to mutual problems, learning from technological advances, acquiring new perspectives, and benefiting from developments in culture.
6-9.WG.5.6	Explain the causes and consequences of current global issues, including the expansion of global markets, the urbanization of the developing world, the consumption of natural resources, and the extinction of species.

6. Geography Skills

Students in World Geography will apply the following geography skills.

Code	Standard
6-9.WG.6.1	Explain how and why events may be interpreted differently according to the points of view of participants and observers.
6-9.WG.6.2	Explain and use the components of maps, compare different map projections, and explain the appropriate uses for each.
6-9.WG.6.3	Analyze visual and statistical data presented in charts, tables, graphs, maps, and other graphic organizers to assist in interpreting a historical event.

WORLD HISTORY AND CIVILIZATIONS

1. History

Students in World History and Civilizations will explain the rise of human civilization, trace how natural resources and technological advances have shaped civilizations, build an understanding of human cultural and social development, and identify the role of religion/belief systems in civilizations over time.

Code	Standard
6-9.WH.1.1	Analyze types of evidence used by anthropologists, archaeologists, and other scholars to reconstruct early human and cultural development.
6-9.WH.1.2	Describe the characteristics of early hunter-gatherer communities.

Code	Standard
6-9.WH.1.3	Describe how hunter-gatherer communities developed into agricultural sedentary settlements.
6-9.WH.1.4	Analyze the characteristics of early civilizations throughout the world including government, religion/belief systems, arts/architecture, technology, physical geography, economics, and social order.
6-9.WH.1.5	Explain how humans adapted the environment to maintain population growth and develop the first civilizations.
6-9.WH.1.6	Identify the technological advances developed by Ancient, Middle Age, Early-Modern, and Modern societies and civilizations throughout the world.
6-9.WH.1.7	Identify examples of how writing, art, architecture, mathematics, and science have evolved over time, such as in Ancient, Middle Age, Early-Modern, or Modern societies and civilizations throughout the world.
6-9.WH.1.8	Analyze different social classes and their impact on societies and civilizations throughout the world, including Ancient, Middle Age, Early-Modern, and Modern.
6-9.WH.1.9	Explain the relationship between religion and belief systems and people's understanding of the natural world.
6-9.WH.1.10	Explain how religion and belief systems shaped the development of civilizations.
6-9.WH.1.11	Discuss how religion, belief systems, economics, and politics influenced social behavior and were used to maintain social order.
6-9.WH.1.12	Examine why the diversity of religion and belief systems across cultural, social, political, and economic institutions have been sources of conflict.

2. Geography

Students in World History and Civilization will analyze the spatial organizations of people, places, and environment on the earth's surface, trace the migration and settlement of human populations on the earth's surface, analyze the human and physical characteristics of different places and regions, and explain how geography enables people to comprehend the relationships between people, places, and environments over time.

Code	Standard
6-9.WH.2.1	Develop and interpret different kinds of maps, globes, graphs, charts, databases, and models.
6-9.WH.2.2	Identify the main reasons for major migrations of people.
6-9.WH.2.3	Explain how climate affects human migration and settlement.
6-9.WH.2.4	Describe how physical features, such as mountain ranges, fertile plains, and rivers led to the development of cultural regions.
6-9.WH.2.5	Explain how transportation routes stimulate the growth of cities and the exchange of goods, knowledge, and technology.
6-9.WH.2.6	Explain the impact of waterways on civilizations.
6-9.WH.2.7	Explain how the resources of an area can be the source of conflict between competing groups.
6-9.WH.2.8	Illustrate how the population growth rate impacts a nation's resources.
6-9.WH.2.9	Explain how the rapid growth of cities can lead to economic, social, political, and technological problems and innovations.
6-9.WH.2.10	Describe why the conservation of resources is necessary to maintain a healthy environment.

3. Economics

Students in World History and Civilization will explain basic economic concepts and identify different influences on economic systems.

Code	Standard
6-9.WH.3.1	Explain how people historically relied on their natural resources to meet their needs.
6-9.WH.3.2	Describe examples that show how economic opportunity and a higher standard of living are important factors in human migration.
6-9.WH.3.3	Analyze the role of money and alternative means of exchange.

Code	Standard
6-9.WH.3.4	Analyze the impact of economic growth on society.
6-9.WH.3.5	Identify influential economic thinkers and the impact of their philosophies.

4. Civics and Government

Students in World History and Civilization will build an understanding of the evolution of governmental structures.

Code	Standard
6-9.WH.4.1	Describe the role of government in historical human migration, such as push and pull factors.
6-9.WH.4.2	Analyze the various political systems that shaped civilizations throughout the world, including the City-State, Monarchy, Republic, Nation-State, or Democracy.
6-9.WH.4.3	Analyze and evaluate the global expansion of liberty and democracy through revolution and reform movements.

5. Global Perspectives

Students in World History and Civilization will build an understanding of multiple perspectives and global interdependence.

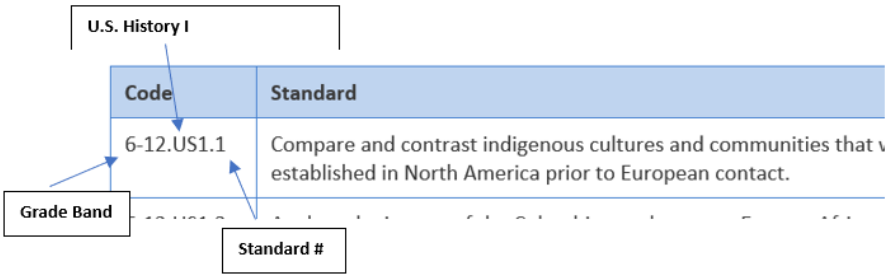
Code	Standard
6-9.WH.5.1	Explain the political, economic, religious, or cultural causes of conflicts in various civilizations and their consequences.
6-9.WH.5.2	Identify and compare major modern world conflicts and explain their global consequences and impacts including European colonialism, World War I, World War II, the Cold War, and decolonialism movements.
6-9.WH.5.3	Explain why people unite for political, economic, and humanitarian reasons.
6-9.WH.5.4	Analyze the causes, events, and consequences of the Holocaust while exploring the impacts of discrimination and prejudice.

6. Historical Thinking Skills

Students in World History will apply the following historical thinking skills.

Code	Standard
6-9.WH.6.1	Synthesize evidence from information sources including, but not limited to artifacts, primary and secondary sources, charts, graphs, and/ or images to interpret historical events.
6-9.WH.6.2	Determine and explain the cause and effect of historical events or developments.
6-9.WH.6.3	Explain how and why events may be interpreted differently according to the points of view of participants and observers.
6-9.WH.6.4	Support claim(s) with logical reasoning and relevant, accurate data and evidence that demonstrate an understanding of the topic or text, using credible sources.
6-9.WH.6.5	Analyze the context of historical events to determine the motivations of people in those events.

UNITED STATES HISTORY I GRADES 6-12



Indigenous Cultures and Colonization 1491-1754

Code	Standard
6-12.US1.1	Compare and contrast Indigenous cultures and communities that were established in North America prior to European contact.
6-12.US1.2	Analyze the impact of the Columbian exchange on Europe, Africa, and the Americas.
6-12.US1.3	Analyze the development of the New England, Mid-Atlantic, and Southern Colonies, including the reasons for the establishment, the economic, political, and social development, and the relationships with Indigenous peoples.
6-12.US1.4	Explain the difference between indentured servitude and slavery in colonial North America and the role of the transatlantic slave trade.
6-12.US1.5	Explain the social and economic motivations and events surrounding the enslavement of peoples, both Indigenous and African, in the northern and the southern colonies.
6-12.US1.6	Compare the settlement motivations and impacts of the Spanish, Dutch, French, and English in North America.
6-12.US1.7	Analyze the Tribal nations' resistance and adaptations to European colonization and the European attitudes toward the land and the Indigenous peoples of the 17th and 18th centuries.

American Revolution 1754-1791

Code	Standard
6-12.US1.8	Trace and analyze the colonial social, political, and economic developments, including mercantilism, that provided context for the American Revolution.
6-12.US1.9	Analyze how the French and Indian War impacted American-Indian alliances, British colonial policies, and American colonists.
6-12.US1.10	Identify the impact of the Enlightenment on the American Revolution particularly the Declaration of Independence.
6-12.US1.11	Analyze the impact of major military events and leaders throughout the American Revolution.
6-12.US1.12	Compare the roles of Indigenous people, women, African Americans, and immigrants in the Revolution Period.

Founding a New Government 1776-1791

Code	Standard
6-12.US1.13	Analyze the successes and failures of the Articles of Confederation.
6-12.US1.14	Explain the key concerns and compromises that emerged at the Constitutional Convention including arguments over the Bill of Rights and its eventual adoption.
6-12.US1.15	Analyze the arguments and outcomes of the ratification debate between Federalists and Anti-Federalists.
6-12.US1.16	Analyze the original Constitution by comparing the powers of government branches, assessing its response to Revolutionary causes and alignment with Declaration of Independence ideals, and addressing failures of the Articles of Confederation.

Early Republic 1787-1825

Code	Standard
6-12.US1.17	Identify the traits, beliefs, and characteristics that united and divided the United States as a nation and a society during this time period.
6-12.US1.18	Compare and contrast the political differences and similarities among early Republic Presidents.
6-12.US1.19	Explain the social and economic motivations and developments surrounding the enslavement of peoples in the northern and southern states and territories.
6-12.US1.20	Explain the changes in manufacturing, agriculture, transportation, and communication during the First Industrial Revolution.
6-12.US1.21	Explain the causes and effects of the War of 1812.
6-12.US1.22	Analyze how foreign policy at the end of the 18th century and the beginning of the 19th century impacted relations with sovereign powers outside the United States.

Geographic Expansion and Political and Social Changes 1820-1860

Code	Standard
6-12.US1.23	Analyze how economic, political, and social events, including the election of Abraham Lincoln, led to the Civil War. • Slavery • Nullification Crisis • Missouri Compromise • Compromise of 1850 • *Uncle Tom's Cabin* • Fugitive Slave Act • Personal Liberty Laws in the North • Kansas-Nebraska Act • Dred Scott Decision • John Brown's Raid • Election of 1860

Code	Standard
	• Secession documents
6-12.US1.24	Compare the political differences and similarities among Jacksonian and Whig presidents of 1825-1860 such as analysis of the effects of the early 19th century expansion of voting rights on presidential campaigns and policies.
6-12.US1.25	Analyze the religious, political, and economic motives of immigrants who came to North America between 1820-1860.
6-12.US1.26	Compare and contrast the various manifestations of slavery in this time period, for example, ownership patterns, labor divisions, and geographic differences.
6-12.US1.27	Compare and contrast various defenses of slavery offered by apologists and various anti-slavery movements such as the American Colonization Society, the gradualist abolitionist movements, and the radical abolitionist movements.
6-12.US1.28	Analyze the political and individual motivations and the social, political, economic, environmental impacts of individuals who moved West.
6-12.US1.29	Trace and explain how settlement patterns, federal policies, and treaties impacted American Indians through reservations, removal, and forced assimilation.
6-12-US1.30	Analyze the communication, industrial and agricultural changes and their impact on the social and economic lives of people in the North, South, and West.
6-12.US1.31	Explain how the development of various modes of transportation increased economic prosperity, promoted national unity, and contributed to disunity.
6-12.US1.32	Investigate the Second Great Awakening and various reform movements such as prison, education, and women's rights, as they formed the greater story of the United States in the 19th century.
6-12.US1.33	Describe the ideology, motivations, and events that led to the westward expansion of the United States from 1820-1860, • Texas Revolution • War with Mexico • California Gold Rush • Acquisition of Oregon Territory • Acquisition of Alaska Territory

Code	Standard
6-12.US1.34	Analyze the political conflicts that arose from the United States' territorial expansion.
6-12.US1.35	Analyze how foreign policy during the 1820s to 1860s impacted relations with sovereign powers outside the United States, for example, tariff policies and treaties with European powers and Mexico.
6-12.US1.36	Understand how the interactions between the five federally recognized Idaho Tribal governments of Coeur d'Alene Tribe, Kootenai Tribe of Idaho, Shoshone Bannock Tribes, Nez Perce Tribe, and Shoshone-Paiute Tribes and national, state, and local governments have impacted American Indian Tribal sovereignty over time.

Civil War and Reconstruction 1860s-1890

Code	Standard
6-12.US1.37	Trace the evolution of Lincoln's political thought on slavery, equality and rights for blacks, and the meaning of the war from the 1857 Dred Scott decision through the Lincoln Douglas debates, the First Inaugural Address, the Emancipation Proclamation, and the Gettysburg Address to his Second Inaugural Address.
6-12.US1.38	Analyze the impact of major military events and leaders throughout the American Civil War.
6-12.US1.39	Compare and contrast the social and political roles of Indigenous people, women, African Americans, and immigrants in the Civil War Period.
6-12.US1.40	Analyze the outcomes of the American Civil War and the legal, political, and social implications of Reconstruction. • Reconstruction Amendments (13th, 14th, and 15th) • State, local, and federal elections • New political representation • Military presence • American Indian Warrior involvement • 1st and 2nd Indian Home Guard • Emancipation • Freedman's Bureau • Black Codes • Sharecropping • Ku Klux Klan (KKK)

Code	Standard
6-12.US1.41	Analyze the context and consequences of The Compromise of 1877 and the end of Federal Reconstruction.
6-12.US1.42	Identify how natural resource competition affected political, cultural, and economic development.
6-12.US1.43	Explain the social and political impacts of the Civil War on Americans during the war and in the immediate aftermath of the war.

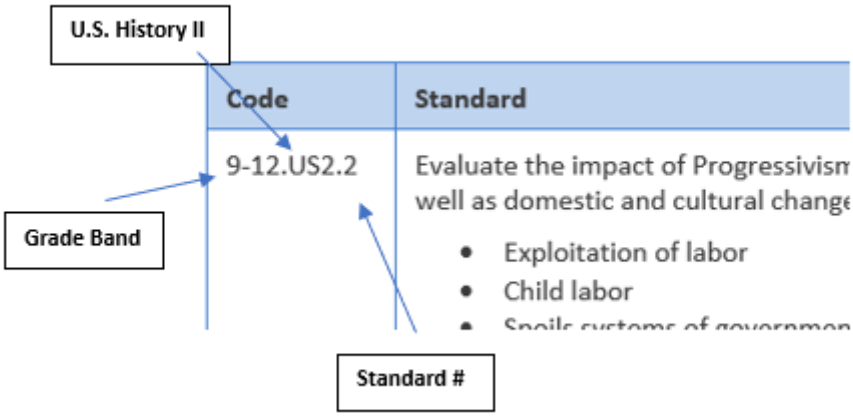
Growth of Industrial World 1877-1890 (Bridge with USH2)

Code	Standard
6-12.US1.44	Analyze the religious, political, and economic motives of 19th-century immigrants who came to North America.
6-12.US1.45	Explain the changes in manufacturing, agriculture, transportation, and communication during the Second Industrial Revolution.
6-12.US1.46	Evaluate how improved use of resources, new technology and inventions, and transportation networks influenced the growth of industrialization and urbanization.
6-12.US1.47	Describe the impact of business leaders, laissez-faire capitalism, and the use of corporations, monopolies, and trusts on the American economy.
6-12.US1.48	Evaluate the impact of industrialization and laissez-faire policies on labor.
6-12.US1.49	Explain the impact of labor unions and strikes on labor-management relations.
6-12.US1.50	Identify the impact of post-Civil War immigration on urbanization and labor relations.
6-12.US1.51	Describe the impact of geographic expansion on the political, legal, and social rights of women, African Americans, Asians, Indigenous peoples, and European immigrants.

Historical Thinking Skills

Code	Standard
6-12.HT1.1	Identify a series of historical events and developments as examples of change and/or continuity over time.
6-12.HT1.2	Explain how events and developments in the past stem from multiple causes and have multiple effects.
6-12.HT1.3	Analyze how people's perspectives influenced the historical sources they created and how people's perspectives may change over time
6-12.HT1.4	Construct and/or communicate a historical argument using primary and secondary sources.
6-12.HT1.5	Analyze historical issues by addressing questions that are open-ended and require research, analysis, and interpretation.
6-12.HT1.6	Analyze connections among events and developments in broader historical contexts.
6-12.HT1.7	Analyze, compare, and/or interpret artistic works to understand cultural and historical context and experience.
6-12.HT1.8	Evaluate sources based on the background of the author, historical context, and purpose of the document.
6-12.HT1.9	Evaluate the credibility of sources about a historical event found on the internet by determining (if possible) how and why the sources were created, how they were circulated, their intended audience, and whether the source contains valid citations.

UNITED STATES HISTORY II GRADES 9-12



Federal Indian Policy Period, 1879 - Present

Code	Standard
9-12.US2.1	Analyze how federal policies established the relationship between the United States government and American Indian tribes, and the intended and unintended outcomes. • Allocation and Assimilated Period 1879-1934 • Tribal Reorganization Period, 1934-1958 • Termination and Relocation Period, 1953-1971 • Self-Determination Period, 1968-present

Progressivism and Imperialism, 1890 - 1920

Code	Standard
9-12.US2.2	Evaluate Progressivism's impact on circumstances and policies. These may include: • Exploitation of labor • Child labor • Spoils systems of government hiring • Machine politics • Corruption • Immigration tension • Women's suffrage • Prohibition

Code	Standard
	• Race relations • Eugenics
9-12.US2.3	Evaluate the impact of racial, economic, moral, political, and strategic motives for the United States becoming an imperialist power.
9-12.US2.4	Analyze the origins and the impacts of the Spanish-American War and American involvement in Latin America, Hawaii, the Philippines, China, and Japan.

World War I, 1915-1919

Code	Standard
9-12.US2.5	Explain the factors that led to World War One and describe the factors that were deterring the United States from involvement as well as the driving forces that eventually led to the United States' involvement.
9-12.US2.6	Determine the impact of government mobilization programs, restrictions on civil liberties, and propaganda on the American Homefront.
9-12.US2.7	Explain how new technologies influenced strategies, military tactics, and battle conditions on the Western Front during World War One.
9-12.US2.8	Analyze the goals and effects of the Treaty of Versailles.

The Roaring 20s, 1920-1929

Code	Standard
9-12.US2.9	Describe the impacts of economic, demographic, social, and cultural changes during the 1920s.
9-12.US2.10	Evaluate the social tensions of the era, including: • Race • Christian fundamentalism • Labor • Immigration • Changing social values • The Red Scare • Rise of the Ku Klux Klan

Code	Standard
	• Prohibition • Rise of the mob and mafia

The Great Depression and the New Deal 1929-1939

Code	Standard
9-12.US2.11	Analyze the causes of the crash of 1929 and the Great Depression.
9-12.US2.12	Analyze the impact of the Great Depression and the Dust Bowl on farmers, businesses, workers, and racial and ethnic minorities.
9-12.US2.13	Evaluate the effectiveness of New Deal programs in addressing economic issues underlying the Great Depression.
9-12.US2.14	Evaluate the social tensions of the era, including: • Race • Labor • Domestic Migration • Changing social values • The Rise of Political Extremism

World War II 1939-1945

Code	Standard
9-12.US2.15	Explain the events and actions that led to World War Two, including the rise of fascism and totalitarianism, appeasement, and European and Japanese Imperialism.
9-12.US2.16	Analyze American participation in the international response to the Holocaust.
9-12.US2.17	Describe the strategies, events, and turning points that shaped the outcomes of World War Two.
9-12.US2.18	Compare and contrast the experience of Americans on the Pacific and European battle fronts during World War Two.
9-12.US2.19	Evaluate the factors that influenced the decision to employ atomic weapons against Japan.

Code	Standard
9-12.US2.20	Analyze the impact of events and policies on the Homefront during World War Two.
9-12.US2.21	Evaluate Supreme Court and executive decisions to limit civil liberties and to relocate Japanese Americans and others to internment camps.

Affluence, Cold War, and Social Revolutions 1945-1974

Code	Standard
9-12.US2.22	Evaluate the impact of postwar demobilization and the GI Bill on economic growth, culture, and lifestyle.
9-12.US2.23	Describe the ways the United States competed with the Soviet Union culturally, economically, and politically during the Cold War, and how this competition affected postwar military and economic growth.
9-12.US2.24	Analyze various foreign policy events through the lens of the Cold War, military engagements, and covert actions during this period. These may include: • Berlin Blockade • Rise of the Communist regime in China • Korean War • Central Intelligence Agency's support of coups in Iran and Guatemala • Cuban Missile Crisis • U2 incident • Berlin Wall • Vietnam War
9-12.US2.25	Compare various ways the United States and the Soviet Union built and strengthened economic, political, and military alliances with countries during this period. These may include: • Truman Doctrine • Marshall Plan • North Atlantic Treaty Organization (NATO) • Occupation and rebuilding of Japan and West Germany • Warsaw Pact • Occupation and rebuilding of Eastern Europe

Code	Standard
9-12.US2.26	Examine the influence of the Cold War on United States politics and society. Including: • The House of Un-American Activities Committee • McCarthyism • The Alger Hiss Case • The Rosenberg Case
9-12.US2.27	Describe the causes and effects on American society and culture of widespread growing affluence in the post-war period, as well as groups and geographic areas that were largely left out of it.
9-12.US2.28	Analyze the American Labor Movement during the post-war period.
9-12.US2.29	Analyze the motives, strategies, methods, organizations, and impacts of various Civil Rights Movements.
9-12.US2.30	Analyze the experiences of American soldiers in Vietnam and their experiences upon returning home including how these experiences compared to previous conflicts.
9-12.US2.31	Describe the relationships between the Vietnam War, the counterculture movement, and the anti-war movement.
9-12.US2.32	Examine the various ways the counterculture critiqued United States society.
9-12.US2.33	Analyze the major features of the Great Society policy. This may include: - War on Poverty - Medicare/Medicaid - Head Start and Education Reform - Urban Renewal - Support for the Arts and Humanities - Immigration Reform - Environmental Initiatives
9-12.US2.34	Examine the causes and consequences of the constitutional crisis that led to the resignation of President Richard Nixon.
9-12.US2.35	Analyze how Vietnam and Watergate reduced American faith in government and the military and led to significant political, constitutional, and legislative reforms.

Economic, Political, and Social Reorganization 1974-1992

Code	Standard
9-12.US2.36	Evaluate the causes and impacts on public confidence and trust in the government's ability to solve economic and social problems, such as: • Deindustrialization • Urban decline • Migration • Stagflation • Deficit spending • Energy crisis • Racial tensions
9-12.US2.37	Evaluate the factors that impacted relationships and policies with China, Russia, Latin America, and the Middle East.
9-12.US2.38	Analyze the rise of the New Right and the Reagan Revolution including the social, cultural, and economic policies it advocated for.
9-12.US2.39	Evaluate the factors that contributed to the end of the Cold War. These may include: • American diplomacy • Military build-up • Treaties • Iran-Contra affair • Strategic Defense Initiative (Star Wars) • Support of Afghanistan • Fall of the Berlin Wall • Collapse of the USSR
9-12.US2.40	Explain the causes and consequences of the American response to Iraq's invasion of Kuwait.

Globalization, Information Technology, Terrorism, Political and Social Polarization 1992-Present

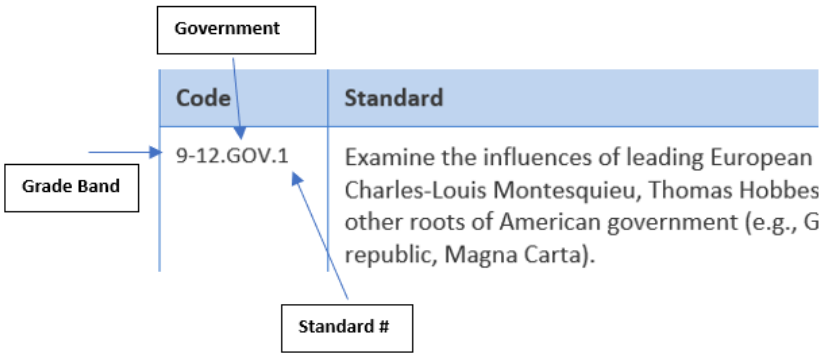
Code	Standard
9-12.US2.41	Analyze the effects of globalization, free trade agreements, financial market deregulation, and the computer revolution on the economic boom of the 1990s.
9-12.US2.42	Describe some effects of key changes on United States society and labor. These may include: • Outsourcing • Robotic automation • Income disparities • Shift toward a service-based economy
9-12.US2.43	Evaluate the motivations behind domestic and non-state aligned terrorism, assess governmental responses including those after September 11, 2001, and analyze the causes, progression, and aftermath of the War on Terror in Afghanistan and Iraq.
9-12.US2.44	Evaluate how the rise of alternative media, social media, and technology, including smartphones, have affected United States culture, society, and politics.
9-12.US2.45	Examine United States policy on environmental issues.
9-12.US2.46	Evaluate the progress of civil rights and immigration issues in recent United States history.
9-12.US2.47	Evaluate the causes and consequences of the 2008 financial crisis and Great Recession.
9-12.US2.48	Evaluate the causes and impact of increasing political polarization on American politics.

Historical Thinking Skills

Code	Standard
6-12.HT2.1	Evaluate how historical events and developments were shaped by unique circumstances of time and place and broader historical contexts.

Code	Standard
6-12.HT2.2	Analyze change and continuity in historical eras.
6-12.HT2.3	Use questions generated about individuals and groups to assess how the significance of their actions changes over time and is shaped by the historical context.
6-12.HT2.4	Analyze complex and interacting factors that influenced the perspectives of people during different historical eras and how those perspectives are reflected throughout history.
6-12.HT2.5	Analyze how current interpretations of the past are limited by the extent to which available historical sources represent the perspectives of people at the time.
6-12.HT2.6	Evaluate historical sources, considering authorship, strengths, limitations, potential biases, and appropriate application, while analyzing primary and secondary sources to understand their collective contribution to historical interpretation.
6-12.HT2.7	Analyze multiple and complex causes and effects of events in the past.
6-12.HT2.8	Construct historical arguments distinguishing the differences between long-term causes and triggering events using evidence from multiple relevant historical sources, perspectives, and interpretations.
6-12.HT2.9	Evaluate the central arguments in secondary works of history on related topics in multiple media in terms of their historical accuracy.

AMERICAN GOVERNMENT GRADES 9-12



Foundations of the American Political System

Code	Standard
9-12.GOV.1	Examine the influences of leading European thinkers such as Locke and Montesquieu, as well as the influence of historical institutions such as Greek democracy, Roman republicanism, and the English legal tradition on the American Founding.
9-12.GOV.2	Examine the Declaration of Independence and American grievances against British rule.
9-12.GOV.3	Identify the strengths and weaknesses of the Articles of Confederation.
9-12.GOV.4	Analyze the Constitutional Convention of 1787, including the Great Compromise and the ensuing debate over ratification between the Federalists and Anti-Federalists.
9-12.GOV.5	Evaluate the arguments presented in the Federalist Papers, particularly Essay 10 and Essay 51, and evaluate the arguments in the Anti-Federalist Papers.
9-12.GOV.6	Describe the purposes and functions of government as outlined in the Preamble of the Constitution.
9-12.GOV.7	Describe limited government within the Constitution, including: • Checks and balances • Popular sovereignty • Rule of law • Federalism

Code	Standard
	• Separation of powers • Judicial review • Majority rule and protection of minority rights
9-12.GOV.8	Describe the structure of the Constitution and the process to amend it.
9-12.GOV.9	Analyze how the Bill of Rights limits the powers of the government and ensures individual rights.
9-12.GOV.10	Define the concepts of democracy and republic and examine the relationship between the two.
9-12.GOV.11	Understand the shared values and aspirations of Americans including liberty, egalitarianism, individualism, and laissez-faire government.
9-12.GOV.12	Evaluate the arguments within the Declaration of Independence and its definition of an ideal government.

Citizenship and Civic Participation

Code	Standard
9-12.GOV.13	Describe, at the national, state, and local level, what should be reasonably expected from any citizen or resident of the U.S. and explain why it is important for the well-being of the nation, including being informed on civic issues, serving in the military or alternative service, obeying the law, paying taxes, volunteering, and performing public service, respecting the rights of others, serving as a juror, and voting.
9-12.GOV.14	Compare and contrast major American political ideologies.
9-12.GOV.15	Evaluate the roles of the federal and state governments in the Civil Rights Movement.
9-12.GOV.16	Explain the role and evolution of political parties in governing and in the recruitment/election of political candidates and the importance of and difference between primaries, caucuses, and general elections.
9-12.GOV.17	Evaluate the role of the media/social media as a means of communicating information/misinformation and how it influences the importance of issues and public opinion.

Code	Standard
9-12.GOV.18	Describe the means that citizens use to responsibly participate in the political process, including campaigning, petitioning, demonstrating, running for office, lobbying, and voting.
9-12.GOV.19	Explain the requirements to be considered a natural-born U.S. citizen, and describe the process of naturalization, including the knowledge required by the Naturalization Test.
9-12.GOV.20	Explain the history and significance of dual citizenship regarding American Indians.
9-12.GOV.21	Identify and be able to engage with key officials, both elected and appointed, in the legislative, executive, and judicial branches at the federal, state, and local levels.
9-12.GOV.22	Distinguish between civil rights and civil liberties and how they are put into practice in our daily lives.
9-12.GOV.23	Evaluate the Supreme Court's interpretations of the freedoms articulated in the First Amendment, including *Schenck v. United States*, *New York Times v. United States*, *Engel v. Vitale*, *Miller v. California*, *Tinker v. Des Moines*, *Texas v. Johnson*, and *Kennedy v. Bremerton*.
9-12.GOV.24	Evaluate the Supreme Court's interpretations of freedoms in the Fourth through Eighth Amendments, including Mapp v. Ohio, Gideon v. Wainwright, and *Miranda v. Arizona*.
9-12.GOV.25	Evaluate the Supreme Court's interpretations of the freedoms in the 14th Amendment, equal protection, and due process clauses including *Plessy v. Ferguson, Roe v. Wade, Dobbs v. Jackson Women's Health Organization, Gitlow v. New York, Loving v. Virginia, Obergefell v. Hodges, and Brown v. Board of Education, 1954.*

Political Economy

Code	Standard
9-12.GOV.26	Explain the government's limited role in free enterprise and how that affects individual economic freedoms.
9-12.GOV.27	Evaluate the government's establishment and maintenance of the rules and institutions in which markets operate, including the establishment and

Code	Standard
	enforcement of property rights, contracts, consumer rights, labor-management relations, environmental protection, and competition in the marketplace.
9-12.GOV.28	Compare the types and purposes of taxation that are used by local, state, and federal governments to pay for services provided by the government.
9-12.GOV.29	Describe how the Federal Reserve can use monetary policy to pursue price stability, full employment, and economic growth with the goal of stabilizing the economy.

Function and Structure of the United States Political System

Code	Standard
9-12.GOV.30	Analyze Article I and the 17th Amendment of the Constitution as they relate to the legislative branch, including eligibility for office, roles, duties, casework, length of terms, and election to office for representatives and senators.
9-12.GOV.31	Describe the census and its role in redistricting and reapportionment, including the role of *Baker v. Carr.*
9-12.GOV.32	Identify leadership positions of the legislative branch, including majority and minority leaders, the president pro tempore, the role of the Vice president, and the Speaker of the House.
9-12.GOV.33	Describe the process of how a bill becomes law.
9-12.GOV.34	Describe the powers of United States' Congress, including appropriations, declaration of war, commerce, implied powers, confirmations, necessary and proper clauses, and powers of impeachment and oversight.
9-12.GOV.35	Analyze Article II of the Constitution as it relates to the executive branch, including appointments, oath of office, Commander-in-chief of the military, powers of the president, eligibility for office, succession (25th Amendment), executive orders, treaties, length of term (20th and 22nd Amendments).
9-12.GOV.36	Identify major departments of the executive branch, including cabinet and non-cabinet level departments and agencies.

Code	Standard
9-12.GOV.37	Explain the Electoral College system, and how it has evolved over time, and compare arguments for and against it.
9-12.GOV.38	Analyze Article III of the Constitution as it relates to judicial power, including the length of terms and the jurisdiction of the U.S. Supreme Court.
9-12.GOV.39	Analyze the origin and evolution of the modern federal court structure including the Judiciary Act of 1789.
9-12.GOV.40	Explain the processes of selection and confirmation of Supreme Court justices.
9-12.GOV.41	Describe the Supreme Court's role, established by Marbury vs. Madison, in determining the constitutionality of laws and acts of the legislative and executive branches.
9-12.GOV.42	Compare and contrast different judicial philosophies including activism vs. conservatism, originalism vs. living constitution, and textualism.
9-12.GOV.43	Explain the functions, powers, interactions, and dynamic relationships among federal, state, local, and tribal governments including the roles of the 10th Amendment, *McCulloch vs Maryland*, *Gibbons vs. Ogden*, and evolution from dual federalism to cooperative federalism.
9-12.GOV.44	Analyze and discuss sovereignty and the federal responsibility the United States has with federally recognized American Indian tribes with emphasis on Idaho, such as hunting and fishing rights, and land leasing.
9-12.GOV.45	Explain the organization and powers of state and local government as described in the Constitution of the State of Idaho by analyzing legislative, executive, and judicial branches.
9-12.GOV.46	Compare the lawmaking process at the national, state, and local level.
9-12.GOV.47	Understand the structure, powers, and lawmaking process of local government (county, city, special district) by analyzing the relationships between state and local governments and the roles of regional authorities, governing boards, and commissions.
9-12.GOV.48	Compare partisan and non-partisan offices and elections.

The American Electoral System

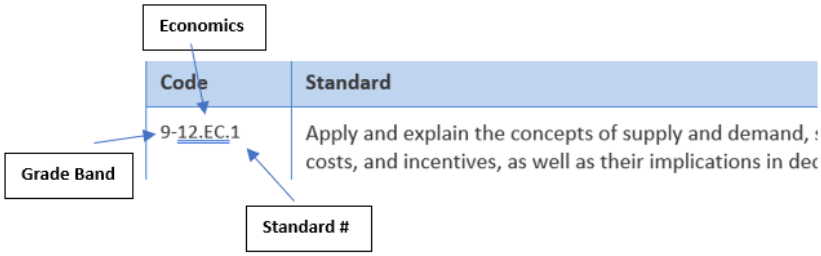
Code	Standard
9-12.GOV.49	Describe the evolution of voting (methods and process) and enfranchisement including key amendments (15th, 19th, 23rd, 24th, 26th) and laws (1965 Voting Rights Act) that have extended the right to vote to previously disenfranchised Americans.
9-12.GOV.50	Examine campaign finance laws and campaign funding and spending, including the impact of Supreme Court decisions, the nationalization of campaign financing, and the role of interest groups.
9-12.GOV.51	Describe the nomination and election process in American national and state elections, including the Electoral College.
9-12.GOV.52	Analyze the influence of political parties, media coverage, campaign advertising, interest groups, public opinion polls, social media, and digital communications on elections.
9-12.GOV.53	Explain the impact of reapportionment and redistricting on elections and governance.
9-12.GOV.54	Explain the role of state governments in administering elections and compare different state's voting rules and elections laws.
9-12.GOV.55	Evaluate the challenges of the election process.

The United States and the International System

Code	Standard
9-12.GOV.56	Compare the different forms of domestic and foreign political systems, electoral systems, economic systems, and civil societies including presidential vs parliamentary, unitary vs federal, and autocracy vs democracy.
9-12.GOV.57	Describe the characteristics of United States foreign policy and how it has been created and implemented over time.
9-12.GOV.58	Identify and evaluate the role of the United States in international organizations, agreements, treaties, and humanitarian relief efforts.

Code	Standard
9-12.GOV.59	Evaluate the changing role of the United States in supporting democratic principles and institutions in the international system.

ECONOMICS GRADES 9-12



Fundamental Economic Concepts

Code	Standard
9-12.EC.1	Apply and explain the concepts of supply and demand, scarcity, opportunity costs, and incentives, as well as their implications for decision-making.
9-12.EC.2	Identify ways in which the interaction of all buyers and sellers influences prices.
9-12.EC.3	Identify how incentives determine what is produced and distributed in a competitive market system.
9-12.EC.4	Describe the factors of production.
9-12.EC.5	Analyze the various parts of the business cycle and its effect on the economy.
9-12.EC.6	Compare and contrast the characteristics of different economic systems and economic philosophies.

Macroeconomics and International Trade

Code	Standard
9-12.EC.7	Analyze the impact of events such as wars, industrialization, and technological developments on the business cycle.
9-12.EC.8	Explain monetary policy, fiscal policy, and the role of the Federal Reserve.

Code	Standard
9-12.EC.9	Examine the economic implications of fiscal policy in the United States including federal taxation, spending, and the national debt.
9-12.EC.10	Analyze global economic interdependence and competition.
9-12.EC.11	Apply economic concepts to explain the role of imports/exports both nationally and internationally.
9-12.EC.12	Describe the elements of entrepreneurship and successful businesses including comparative advantage, specialization, and trade.
9-12.EC.13	Identify the roles of financial markets and institutions on the economy.

Personal Finance

Code	Standard
9-12.EC.14	Demonstrate how to set financial goals and analyze the costs and benefits of spending decisions.
9-12.EC.15	Demonstrate procedures for opening and managing checking and savings accounts, including writing checks, managing virtual accounts, and accessing statements.
9-12.EC.16	Evaluate types of investments to determine how they meet the objectives of a personal financial plan including compound interest over time.
9-12.EC.17	Research and analyze information on credit options available to consumers.
9-12.EC.18	Demonstrate how to use comparison shopping skills to make purchasing decisions, including major purchases and college education.
9-12.EC.19	Research and report on factors that affect creditworthiness and credit scores.
9-12.EC.20	Describe how life, health, home, and auto insurance protects against loss and mitigates financial consequences.
9-12.EC.21	Analyze the federal, state, and local tax systems and how they relate to each citizen and the citizen's income and the society.

Code	Standard
9-12.EC.22	Explain how sales and property taxes affect financial decisions in terms of both personal finances and public services provided to citizens.
9-12.EC.23	Build a monthly budget for an individual or a family given their income, savings goals, taxes, and list of fixed and variable expenses.
9-12.EC.24	Identify and evaluate modern consumer skills, tools, and practices.

COMPUTER SCIENCE STANDARDS AND RATIONALE

Removing instructions and break down of standards review process from standards document:

~~The Computer Science standards build upon frameworks developed by professional organizations, educators, and industry. In particular, they build upon the 2016 interim standards put out by CSTA (Computer Science Teachers Association). It is not an exhaustive list of everything in computer science that can be learned within a K-12 pathway, but instead outlines what it means to be literate in Computer Science. Curriculum developers are encouraged to create a learning experience that extends beyond the framework to encompass students' many interests, abilities, and aspirations. The standards also align with the draft version of the K-12 Computer Science Framework (2016). The framework reflects the latest research in CS education, including learning progressions, trajectories, and computational thinking. The K-12 Computer Science Framework was steered by five organizations: Association for Computing Machinery, Code.org, Computer Science Teachers' Association, Cyber Innovation Center, and National Math and Science Initiative; several states (MD, CA, IN, IA, AR, UT, ID, NE, GA, WA, NC), large school districts (NYC, Chicago, San Francisco); technology companies (Microsoft, Google, Apple); and individuals (university faculty, researchers, K-12 teachers, and administrators). What is Computer Science? Computer Science is an established discipline at the collegiate and post-graduate levels. It is best defined as "the scientific and engineering approach to computation, as well as its applications and impact. It is the systematic study of the feasibility, structure, expression, and mechanization of the methodical procedures (or algorithms) that underlie the acquisition, representation, processing, storage, communication of, and access to information." We will use the following concepts and practices from the K-12 CS Education Framework to structure the standards. The five Core Computer Science Concepts: 1. Computing Systems 2. Networks and the Internet 3. Data and Analysis 4. Algorithms and Programming 5. Impacts of Computing The seven Core Computer Science Practices: 1. Fostering an Inclusive Computing Culture 2. Collaborating Around Computing 3. Recognizing and Defining Computational Problems 4. Developing and Using Abstractions 5. Creating Computational Artifacts 6. Testing and Refining Computational Artifacts 7. Communicating About Computing Idaho K-12 Content Standards for Computer Science International Society for Technology Education (ISTE Standards): 1. Creativity and Innovation 2. Communication and Collaboration 3. Research and Information Fluency 4. Critical Thinking, Problem Solving, and Decision Making 5. Digital Citizenship 6. Technology Operations and Concepts Navigating the Idaho Content Standards for Computer Science The Idaho Content Standards for Computer Science is a set of learning standards that provide a foundation for a comprehensive K-12 Computer Science curriculum. The standards are organized by grade bands (K-2, 3-5, K-5, 6-8, 9-10, 11-12 and 9-12) and the five Core Computer Science Concepts as referred to by the K-12 CS Education Framework (https://k12cs.org). It is intentional that some of the grade bands overlap. An item code is designated to facilitate the ease of locating and identifying specific standards based on the grade band (e.g. K-2), the abbreviated core concept (e.g. CS-Computing Systems), and the ordered number in the sequence (e.g. K-2.CS.1). The seven Core Computer Science Practices are included to frame the different standards. Also included is a column for the designation of ISTE (International Society for Technology Education) Standards as they align with the content standards for Computer Science. The standards are not curriculum. Curriculum is determined by the local school districts. The standards clarify the learning outcomes of students. The standards inform teachers of what students should know, understand, and be able to do. Teachers can create "I can" statements with student friendly language from the standards. The examples listed within the standards are intended to be suggestions and provide clarification for teachers; they are not intended to be a menu, prescriptive, or all inclusive. While these~~

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~~standards set a foundation of learning statewide, local school districts in Idaho have the discretion to expand expectations of student learning beyond the state standards. Educators can use the standards in a variety of creative ways. Once standards are introduced and mastered, they become prerequisites and are intended to be included in the curriculum at advanced grade levels. For example, the standard 6-8.CS.04 (troubleshooting software and hardware) introduced in Grades 6-8 isn't explicitly repeated at higher grades as the students will continue to practice the skills identified in this standard at higher grade levels. At the high school level, the learning objectives appropriate for all students at this level are included in Grades 9-10. Some students will opt for additional, more rigorous elective Computer Science courses in high school. The objectives appropriate for the subset of high school students focusing more deeply in Computer Science are listed in level Grades 11-12. The standards written for grade bands K-2, 3-5, K-5, and 6-8, have been written with the intent that they can be incorporated into existing classes and subject areas relevant to each grade band and do not necessitate the creation of a specific Computer Science course to address the standards. However, this does not preclude local school districts from choosing to create specific Computer Science courses or units at these levels. At the high school level, we expect most local school districts will create standalone Computer Science courses. Two nationally recognized high school courses that are worth mentioning as models are Exploring Computer Science (http://www.exploringcs.org) and AP Computer Science Principles (http://apcsprinciples.org). These courses don't cover all of the proposed high school standards but they can serve as model courses for local school districts to adapt to their unique environments.~~

Current Standard	Recommended Change	Proposed Revision	Rationale for Revision
K-2.DL.3.~~CS.0~~1 Locate and identify computing, input, and output devices in a variety of environments. ~~(e.g. desktop and laptop computers, tablets, mobile devices, monitors, keyboards, mouse, printers). (Grades K-2)~~	K-2.DL.3.1 Locate and identify computing, input, and output devices in a variety of environments.	Revise	Clarify and remove guidance language Move to K-2.DL.3.2
K-2.DL.3~~CS.0~~2 Demonstrate how to operate a variety of computing devices by ~~(e.g.~~ turning on, navigating~~e~~, opening/closing~~e~~ programs or apps as appropriate~~)~~. ~~(Grades K-2)~~	K-2.DL.3.2 Demonstrate how to operate a variety of computing devices by turning on, navigating, opening/closing programs or apps as appropriate.	Revise	Clarify complex verbiage Move to K-2.DL.3.2
~~K-2.CS.03~~K-2.CT.1.1 Recognize that software is required to control all computing devices (e.g. programs, browsers, websites, apps). ~~(Grades K-2)~~	K-2.CT.1.1 Recognize that software is required to control all computing devices (e.g. programs, browsers, websites, apps).	Keep	

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~~K-2.CS.04~~K-2.DL.3.3 Identify, using accurate terminology, simple hardware and software problems. ~~and apply strategies for solving these problems (e.g. rebooting the device, checking the power, access to the network, read error messages, discuss problems with peers and adults). (Grades K-5)~~	K-2.DL.3.3 Identify, using accurate terminology, simple hardware and software problems.	Revise	Remove complex verbiage
~~3-5.CS.01~~3-5.CT.1.2 Create step-by-step instructions that~~code to~~ models intelligent behavior ~~i~~on computing devices ~~(e.g. CS unplugged activities, robot programming)~~. ~~(Grades 3-5)~~	3-5.CT.1.2 Create step-by-step instructions that models intelligent behavior on computing devices.	Revise	Simplify language and made more specific. Reformat label.
~~3-5.CS.02~~3-5.CT.1.1 Identify, using accurate terminology, simple hardware and software problems and apply strategies for solving these problems ~~(e.g. rebooting the device, checking the power, access to the network, read error messages, discuss problems with peers and adults)~~. ~~(Grades K-5)~~	3-5.CT.1.1 Identify, using accurate terminology, simple hardware and software problems and apply strategies for solving these problems.	Revise	Removal of guidance and reformat label.
~~6-8.CS.01~~3-5.DL.1.1 ~~Exemplify~~Identify how computational devices impact ~~the quality of~~daily life. ~~(both positively and negatively) and enhance the ability of people to perform work, communicate, and interact with others. (Grades 6-8)~~	3-5.DL.3.1 Identify how computational devices impact life.	Revise	Move to 3-5 grade band for age-appropriate level and remove complex verbiage.
~~6-8.CS.02~~6-8.CT.1.2 Compare and contrast the ways that humans and machines process instructions and sense the world. ~~(Grades 6-8)~~	6-8.CT.1.2 Compare and contrast the ways that humans and machines process instructions and sense the world.	Keep	
~~6-8.CS.03 Differentiate~~6-8.DL.3.1 Identify different features of everyday objects that contain computing components. ~~(i.e., computing systems that collect, store, analyze, and/or transmit data) (e.g. Kinect, GoPro, smartphone, car). (Grades 6-8)~~	6-8.DL.3.1 Identify different features of everyday objects that contain computing components.	Revise	Remove complex verbiage for clarity.

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~~6-8.CS.04~~6-8.CT.1.1 Apply troubleshooting strategies for solving hardware and software problems ~~(e.g. recognizing, describing, reproducing, isolating, fixing and retesting)~~. ~~(Grades 6-8)~~	6-8.CT.1.1 Apply troubleshooting strategies for solving hardware and software problems.	Revise	Removal of guidance and reformat label.
~~6-8.CS.05~~6-8.DL.1.2 Compare and contrast the capabilities of different hardware and software in computer systems ~~(e.g. processors, display types, input devices, communication, and storage capabilities)~~. ~~(Grades 6-8)~~	6-8.DL.1.2 Compare and contrast the capabilities of different hardware and software in computer systems.	Revise	Removal of guidance and move to digital literacy section.
9-12~~0~~.CS.1.~~0~~2 Identify and evaluate what computing system resources are required for a ~~given purpose~~ specific software program. ~~(e.g. system requirements needed to run a program, hardware, and software needed to run game X). (Grades 9-10~~12~~)~~	9-12.CS.1.2 Identify and evaluate what computing system resources are required for a specific software program.	Revise	Remove guidance language and making standard more specific.
9-12~~0~~.CS.1.~~0~~3~~2~~ ~~Explore the unique features of~~Identify the use of embedded computers in ~~areas such as mobile devices, sensors, and vehicles~~ various applications. ~~(Grades 9-10~~12~~)~~	9-12.CS.1.3 Identify the use of embedded computers in various applications.	Revise	Remove guidance language and generalize identification to industry trends.
9-12~~0~~.CS.1.4~~03~~ Create or modify a program that uses different forms of input and output. ~~(e.g. use voice input instead of text input, use text- to-speech for output) (Grades 9-10~~12~~)~~	9-12.CS.1.4 Create or modify a program that uses different forms of input and output.	Revise	Remove guidance language generalizing what constitutes input and output.
9-12~~0~~.CS1.5~~04~~ ~~Demonstrate~~ Identify how a high level programming language abstracts machine language in a computer program.~~the multiple levels of abstraction that support program execution including programming languages,~~	9-12.CS.1.5 Identify how a high level programming language abstracts machine language in a computer program.	Revise	More specifically illustrate the compiling of a computer program and to remove guidance language.

~~translations, and low-level systems including the fetch-execute cycle (e.g. model, dance, create a play/presentation). (Grades 9-10~~12~~)~~			
9-12~~11-12~~.CS.1.~~0~~1 Identify and describe hardware ~~(e.g. physical layers, logic gates, chips,~~ components~~)~~. ~~(Grades 11~~9~~-12)~~	9-12.CS.1.1 Identify and describe hardware components.	Revise	A more generalized description/standard to address emerging technologies
9~~11~~-12.CS.1.6~~02~~ Create a model of how embedded systems sense, process, and ~~actuate~~ interact in a given environment. ~~(e.g. ocean, atmosphere, and highway) (Grades 11~~9~~-12)~~	9-12.CS.1.6 Create a model of how embedded systems sense, process, and interact in a given environment.	Revise	To use more precise language to describe embedded models and remove guidance
~~K-2.DA.01~~K-2.CT.2.1 Classify and sort information into useful order without using a computer (e.g. sorting objects by various attributes). ~~(Grades K-2)~~	K-2.CT.2.1 Classify and sort information into useful order without using a computer (e.g. sorting objects by various attributes).	Keep	
~~K-2.DA.02~~K-2.CT.2.2 Demonstrate that computing devices save information as data that can be stored, searched, retrieved, modified, and deleted. ~~(Grades K-2)~~	K-2.CT.2.2 Demonstrate that computing devices save information as data that can be stored, searched, retrieved, modified, and deleted.	Keep	
~~K-2.DA.03~~K-2.DL.6.1 Explain that networks~~, like the Internet,~~ link people using computers and other computing devices allowing them to communicate, access, and share information. ~~(Grades K-2)~~	K-2.DL.5.1 Explain that networks link people using computers and other computing devices allowing them to communicate, access, and share information.	Revise	Remove complex verbiage for clarity. Move to K-2.DL.6.1
~~3-5.DA.01~~3-5.CT.2.1 Use outcome data ~~(results) from running a simulation~~ to solve a problem or answer a question ~~in a core subject area, either individually or collaboratively. (Grades 3-5)~~	3-5.CT.2.1 Use outcome data to solve a problem or answer a question.	Revise	Simplify language and made more specific. Reformat label. Move to 3-5.CT.2.1
~~3-5.DA.02~~3-5.CT.2.2 Understand how computers encode and store data ~~(e.g. simple mapping of~~	3-5.CT.2.2 Understand how computers encode and store data.	Revise	Removal of guidance and reformat label. Move to 3-5.CT.2.2

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~~binary number to decimal number, letter, or color). (Grades 3-5)~~			
~~3-5.DA.03~~3-5.DL.3.1 Gather, manipulate, and evaluate digital data to explore a real-world problem that is of interest to the student. ~~(Grades 3-5)~~	3-5.DL.3.1 Gather, manipulate, and evaluate digital data to explore a real-world problem that is of interest to the student.	Revise	Remove complex verbiage Move to 3-5.DL.3.1
~~6-8.DA.01 Describe the trade-off between~~6-8.CT.2.1 Compare and contrast the factors that affect quality and file size of stored data ~~(e.g. music, video, text, images)~~. ~~(Grades 6-8)~~	6-8.CT.2.1 Compare and contrast the factors that affect quality and file size of stored data.	Revise	Made verb/action of standard clearer and more specific. Reformat label. Move to 6-8.CT.2.1
~~6-8.DA.02 Defend~~6-8.CT.2.2 Justify the selection of the data, collection, and analysis needed to answer a question. ~~(Grades 6-8)~~	6-8.CT.2.2 Justify the selection of the data, collection, and analysis needed to answer a question.	Revise	Made the verb more actionable and change the order of the standard. Reformat label. Move to 6-8.CT.2.2
~~6-8.DA.03 Understand~~6-8.CT.2.3 Demonstrate that data collection is used to make recommendations to influence decisions as well as predict behavior. ~~List the positive and negative impacts. (Grades 6-8)~~	6-8.CT.2.3 Demonstrate that data collection is used to make recommendations to influence decisions as well as predict behavior.	Revise	Adjust the language to simplify and improve the knowledge goal. Reformat label. Move to 6-8.CT.2.3
~~6-8.DA.04~~6-8.CT.2.4 Encode and decode information using encryption/decryption schemes. ~~(e.g. Morse code, Unicode, binary, symbols, student-created codes, simple ciphers). (Grades 6-8)~~	6-8.CT.2.4 Encode and decode information using encryption/decryption schemes.	Revise	Removal of guidance and reformat label. Move to 6-8.CT.2.4
~~6-8.DA.05~~6-8.CT.2.5 Identify layers of abstraction in different contexts (e.g., object-oriented programming, video and animation, etc. ~~are made of audio and video frames, which are made of pixels, which are made of color codes~~). ~~(Grades 6-8)~~	6-8.CT.2.5 Identify layers of abstraction indifferent contexts (e.g., object-oriented programming, video and animation, etc.	Revise	Removal of guidance and reformat label. Move to 6-8.CT.2.5

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~~9-10.DA.01 Illustrate how various types of data are stored in a computer system (e.g. how sound and images are stored). (Grades 9-10)~~		Remove	Redundant standard from 11-12.DA.04
~~9-10.DA.02 Differentiate between information access and distribution rights (e.g. write, discuss). (Grades 9-10)~~		Remove	Redundant standard with 9-10.IC.01 and .09 and .02
9-12~~0~~.DA.2.6~~03~~ Compare and contrast the viewpoints on cybersecurity from the perspective of security experts, privacy advocates, and the government. ~~(e.g. persuasive essay, presentation, or debate). (Grades 9-12)~~	9-12.CS.2.6 Compare and contrast the viewpoints on cybersecurity from the perspective of security experts, privacy advocates, and the government.	Revise	Removing guidance language Move to 9-12.DA.06
~~9-10.DA.04 Explain the principles of security by examining encryption, cryptography, and authentication techniques. (Grades 9-12)~~		Remove	Duplicate standard with 11.12.DA.03 Promotes high level thinking in accordance with Bloom's Taxonomy
9-12~~0~~.CS~~DA~~.2.2~~05~~ Apply basic techniques for locating, collecting, and understanding the quality of ~~small and large-scale~~ data sets. ~~(e.g. public data sets). (Grades 9-10)~~	9-12.CS.2.2 Apply basic techniques for locating, collecting, and understanding the quality of data sets.	Revise	Remove guidance language and generalizing the language of the standard. Move to 9-1.DA.02
9-12~~0~~.CS~~DA~~.2.8~~06~~ Convert between binary, decimal, octal, and hexadecimal representations of data. ~~(Grades 9-10)~~	9-12.CS.2.8 Convert between binary, decimal, octal, and hexadecimal representations of data.	Revise	Move to 9-12.DA.08
9-12~~0~~.CS~~DA~~.2.10~~07~~ Analyze the ~~representation and~~ trade-offs among various compression algorithms. ~~forms of digital information (e.g. lossy versus lossless compression). (Grades 9-10)~~	9-12.CS.2.10 Analyze the trade-offs among various compression algorithms.	Revise	Move to 9-12.DA.10
9-12~~0~~.CS~~DA~~.2.3~~03~~~~8~~ Analyze data and identify patterns through modeling and simulation.~~(Grades 9-12)~~	9-12.CS.2.3 Analyze data and identify patterns through modeling and simulation.	Keep	
9~~11~~-12.CS~~DA~~.2.4~~04~~~~1~~ Use data analysis to ~~\enhance understanding and gain knowledge of complex systems to~~ show the	9-12.CS.2.4 Use data analysis to show the transformation from data to information to knowledge.	Revise	Eliminate guidance language and use more specific verbiage

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transformation from data to information to knowledge~~ (e.g. using existing data sets)~~. ~~(Grades9 11-12)~~			
9~~11~~-12.CS~~DA~~.~~0~~2.1 Use applicable~~various~~ data collection techniques for various scenarios.~~different types of problems (e.g. mobile device GPS, user surveys, embedded system sensors, open data sets, social media data sets). (Grades 11-12)~~	9-12.CS.2.1 Use applicable data collection techniques for various scenarios.	Revise	Remove guidance language and clarify verbiage
9~~11~~-12.CS~~DA~~.2.~~0~~7~~3~~ ~~Understand and explain~~ Analyze the strengths and weaknesses of security policies ~~by~~ based on their usage of~~comparing~~ encryption and authentication strategies.~~ (e.g. trapdoor functions and man in the middle attacks). (Grades 911-12)~~	9-12.CS.2.7 Analyze the strengths and weaknesses of security policies on their usage of encryption and authentication strategies.	Revise	Clarify objective and removal of guidance language
9~~11~~-12.CS.2.~~0~~9~~4~~ ~~Discuss~~Decribe how real-world phenomena such as numbers, Strings, or images are represented as binary in a computer. ~~the variety of interpretations of binary sequences (e.g. instructions, numbers, text, sound, image). (Grades 911-12)~~	9-12.CS.2.9 Describe how real-world phenomena such as numbers, Strings, or images are represented as binary in a computer.	Revise	Eliminate guidance language and add accurately depict binary representation
~~11-12.DA.05~~ 9-12.CS.2.5 Use models and simulations to help formulate, refine, and test scientific hypotheses.~~ (Grades 11-12)~~	9-12.CS.2.5 Use models and simulations to help formulate, refine, and test scientific hypotheses.	Keep	Move to 9-12.DA.09
~~11-12.DA.06 Analyze data and identify patterns through modeling and simulation.(Grades 9-12)~~		Remove	Redundant to 9-10.DA.08
~~K-2.IC.01~~K-2.DL.2.1 Practice responsible digital citizenship and decision making using positive, safe, ~~(~~legal, and ~~ethical~~honest behaviors~~)~~ in the use of technology systems and software.~~ (Grades K-5)~~	K-2.DL.2.1 Practice responsible digital citizenship and decision making using positive, safe, legal, and honest behaviors in the use of technology systems and software.	Revise	Clarification on what students need to know and be able to do. Move to K-2.DL.2.1

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~~K-2.IC.02~~K-2.DL.1.2 Understand that a wide range of jobs require knowledge or use of computing~~er science~~. ~~(Grades K-2)~~	K-2.DL.1.2 Understand that a wide range of jobs require knowledge or use of computing.	Revise	Remove complex verbiage for clarity. Move to K-2.DL.1.2
~~3-5.IC.01~~3-5.DL.2.1 Practice responsible digital citizenship using positive, safe, ~~(~~legal, and ethical behaviors~~)~~ in the use of technology systems and software. ~~(Grades K-5)~~	3-5.DL.2.1 Practice responsible digital citizenship using positive, safe, legal, and ethical behaviors in the use of technology systems and software.	Revise	Remove complex verbiage for clarity. Move to 3-5.DL.2.1
~~3-5.IC.02~~3-5.DL.3.2 Explore the connections between computer science and other fields. ~~(Grades 3-5)~~	3-5.DL.3.3 Explore the connections between computer science and other fields.	Keep	Move to 3-5.DL.3.2
~~3-5.IC.03~~3-5.DL.3.3 Generate examples of how the use of computing can affect society and how society can influence the use of computing. ~~(Grades 3-5)~~	3-5.DL.4.1 Generate examples of how the use of computing can affect society and how society can influence the use of computing.	Keep	Move to 3-5.DL.3.3
~~3-5.IC.04~~3-5.DL.3.4 Explain ethical issues that relate to ~~computers and networks (e.g.~~ equity of access, accessibility, security, privacy, copyright, digital citizenship, digital footprint, and intellectual property with computers and networks~~)~~. ~~(Grades 3-5)~~	3-5.DL.2.2 Explain ethical issues that relate to equity of access, accessibility, security, privacy, copyright, digital citizenship, digital footprint, and intellectual property with computers and networks.	Revise	Remove complex verbiage and clarify. Move to 3-5.DL.3.4
~~3-5.IC.05 Evaluate~~6-8.DL.3.2 Describe the positive and negative impacts of computing devices in daily life. ~~(e.g., downloading videos and audio files, electronic appliances, wireless Internet, mobile computing devices, GPS systems, Internet of Things, wearable computing). Describe the pros and cons of these impacts.(Grades 3-5)~~	6-8.DL.2.2 Describe the positive and negative impacts of computing devices in daily life.	Revise	Move to 6-8 grade band for age appropriateness and remove guidance language. Move to 6-8.DL.3.2
~~6-8.IC.01~~6-8.DL.3.2 Explore security risks associated with using weak passwords, lack of encryption and/or insecure transactions. ~~(Grades 6-8)~~	6-8.DL.2.1 Explore security risks associated with using weak passwords, lack of encryption and/or insecure transactions.	Move to Digital Literacy	Move to 6-8.DL.3.2

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~~6-8.IC.02~~6-8.CT.3.3 Explore how computer science fosters innovation and enhances other careers and disciplines. (Grades 6-8)	6-8.CT.3.4 Explore how computer science fosters innovation and enhances other careers and disciplines.	Revise	Reformat label. Move to 6-8.DL.3.2
~~6-8.IC.03 Describe~~6-8.DL.3.4 Explain ethical issues that relate to ~~computers and networks (e.g.~~ equity of access, security, privacy, ownership and information sharing, copyright, licensing). ~~(Grades 6-8)~~	6-8.DL.2.3 Explain ethical issues that relate to equity of access, security, privacy, ownership and information sharing, copyright, and licensing.	Revise	Remove complex verbiage for clarity. Move to 6-8.DL.3.4
~~6-8.IC.04 Explore~~6-8.DL.3.5 Explain how the Internet impacts global communication and collaboration. ~~(Grades 6-8)~~	6-8.DL.5.1 Explain how the Internet impacts global communication and collaboration.	Revise	Remove complex verbiage for clarity. Move to 6-8.DL.3.5
~~6-8.IC.05 Design, develop, and present~~6-8.DL.3.6 Create and communicate computational artifacts that have a positive social impact ~~(e.g. web pages, mobile applications, animations)~~. ~~(Grades 6-8)~~	6-8.DL.4.1 Create and communicate computational artifacts that have a positive social impact.	Revise	Remove complex verbiage for clarity. Move to 6-8.DL.3.6
~~6-8.IC.06 Red~~6-8.CT.3.1 Design user interfaces to be more user-friendly, free of bias, and accessible~~inclusive, accessible, and minimizing the impact of the designer's inherent bias. (e.g. web pages, mobile applications, animations)~~. ~~(Grades 6-8)~~	6-8.CT.3.1 Design user interfaces to be more user-friendly, free of bias, and accessible.	Revise	Simplify language and made more specific. Removal of guidance and reformat label. Move to 6-8.CT.3.1
~~6-8.IC.07~~6-8.DL.3.7 Understand and explain the elements of federal, state, and local regulations and policies including~~that relate to digital citizenship (e.g.~~ COPPA, CIPA, state laws, district policies that relate to digital citizenship~~)~~. ~~(Grades 6-8)~~	6-8.DL.2.4 Understand and explain the elements of federal, state, and local regulations and policies including COPPA, CIPA, state laws, district policies that relate to digital citizenship.	Revise	Remove complex verbiage for clarity. Move to 6-8.DL.3.7
~~6-8.IC.08~~6-8.DL.3.8 Summarize current events and changes resulting from computing and their effects on education, the workplace, and society. ~~(Grades 6-8)~~	6-8.DL.5.2 Summarize current events and changes resulting from computing and their effects on education, the workplace, and society.	Keep	Move to 6-8.DL.3.8

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~~6-8.IC.09~~6-8.DL.3.9 Predict positive and negative social impacts of existing or student created content and computational artifacts including~~(e.g.~~ economic, entertainment, education, or political~~)~~. ~~(Grades 6-8)~~	6-8.DL.3.2 Predict positive and negative social impacts of existing or student created content and computational artifacts including economic, entertainment, education, or political.	Revise	Remove complex verbiage for clarity. Move to 6-8.DL.3.9
9-12~~0~~.CS~~IC~~.3.2~~.01~~ Explain the social and economic implications associated with unethical computing practices. ~~(e.g. software piracy, intrusion, malware, current corporate fraud examples). (Grades 9-10)~~	9-12.CS.3.2 Explain the social and economic implications associated with unethical computing practices.	Revise	This standard is more specific than 11-12.IC.06 and being moved to 9-12.IC.01
~~9-10.IC.02~~ 9-12.CS.3.3 Discuss trade-offs such as privacy, safety, and convenience associated with the collection and large scale analysis of personal information.~~information about individuals (e.g. social media, online shopping, how grocery/dept stores collect and use personal data). (Grades 9-10)~~	9-12.CS.3.3 Discuss trade-offs such as privacy, safety, and convenience associated with the collection and large scale analysis of personal information.	Revise	Remove guidance language and make standard more succinct. Move to 9-10.IC.02
~~9-10.IC. 03~~9-12.CS.3.7 Understand and ~~explain the impact of~~define artificial intelligence. ~~and robotics. (Grades 9-10)~~	9-12.CS.3.7 Understand and define artificial intelligence.	Revise	Move robotics section to 11-12.IC.10 Move to 9-12.IC.06
~~9-10.IC.04 Describe how computer science shares features with creating and designing an artifact such as in music and art. (Grades 9-12)~~		Remove	9-10.IC.04 is a duplicate of 11-12.IC.08
~~9-10.IC.05 Demonstrate how computing enhances traditional forms and enables new forms of experience, expression, communication, and collaboration (e.g. virtual reality). (Grades 9-10)~~		Remove	Remove and combining with 11-12.IC.03
~~9-10.IC.06 Explain the impact of the digital divide on access to critical information (e.g. education, healthcare, medical records, access to training). (Grades 9-10)~~		Remove	Duplicate with 11-12.IC.05

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~~9-10.IC.0 7 Compare the positive and negative impacts of computing on behavior and culture. (Grades 9-10)~~		Remove	Replacing standard with 11-12.IC.06
~~9-10.IC.08~~ 9-12.CS.3.11 Evaluate the accessibility of a computational artifact. ~~for its effectiveness for universal access (e.g. compare sample code with accessibility standards, building in access from initial design). (Grades 9-10)~~	9-12.CS.3.11 Evaluate the accessibility of a computational artifact.	Revise	Clarify and remove guidance language Move to 9-12.IC.10
~~9-10.IC.0 9 Practice responsible digital citizenship (legal and ethical behaviors) in the use of technology systems and software. (Grades 9-10)~~		Remove	Redundant with 11-12.IC.07
9-10.IC.10 Explain how computer science fosters innovation and enhances other careers and disciplines. ~~(Grades 6-8)~~	9-12.CS.3.14 Explain how computer science fosters innovation and enhances other careers and disciplines.	Keep	
~~9-10.IC.11 Explain the impacts of computing on business, manufacturing, commerce, and society. (Grades 9-12)~~		Remove	Redundant with 11-12.IC.09
~~11-12.IC.01~~ 9-12.CS.3.13 Understand the ecosystem of ~~open source~~open-source software development and its impact on global collaboration. ~~through an open-source software project (e.g. https://codein.withgoogle.com). (Grades 11-12)~~	9-12.CS.3.13 Understand the ecosystem of open-source software development and its impact on global collaboration.	Revise	Clarify Move to 9-12.IC.12
~~11-12.IC.02~~ 9-12.CS.3.5 Debate laws and regulations that impact the development, security and use of software. ~~(e.g. compare and contrast licensing versus certification, professional societies, professional code of ethics). (Grades 11-12)~~	9-12.CS.3.6 Debate laws and regulations that impact the development, security and use of software.	Revise	Eliminating 11-12.IC.04 and amending 11-12.IC.02 Move to 9-12.IC.05
~~11-12.IC.03~~ 9-12.CS.3.10 Research, analyze, and present how computational thinking has enabled computing to revolutionize~~d~~ business, manufacturing, commerce and society. ~~an aspect~~	9-12.CS.3.10 Research, analyze, and present how computational thinking has enabled computing to revolutionize	Revise	Eliminating 11-12.IC.09 in favor of a combined language in the revised standard. Clarifying. Move to 9-12.IC.09

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~~of our culture (e.g. agriculture, communication, work, healthcare, music, art). (Grades 11-12)~~	business, manufacturing, commerce and society.		
~~11-12.IC.04 Analyze the role and impact of government regulation on privacy and security. (Grades 11-12)~~		Remove	Eliminate and amend 11-12.IC.02
~~11-12.IC.05~~ 9-12.CS.3.5 Debate how the issues of equity, data access, and ~~power relate to the~~ distribution of computing resources create a digital divide in a global society. ~~(Grades 11-12)~~	9-12.CS.3.5 Debate how the issues of equity, data access, and distribution of computing resources create a digital divide in a global society.	Revise	Eliminate 9-10.IC.06 and combine a revised standard with 11-12.IC.05 Move to 9-12.IC.04
~~11-12.IC.06~~ 9-12.CS.3.4 Identify and evaluate the beneficial and harmful effects of computing innovations on behavior and culture. ~~(Grades 11-12)~~	9-12.CS.3.4 Identify and evaluate the beneficial and harmful effects of computing innovations on behavior and culture.	Revise	Combine language from 9-10.IC.07 with current standard and update grade level Move to 9-12.IC.03
~~11-12.IC.07 Practice~~ 9-12.CS.3.1 Demonstrate responsible digital citizenship (legal and ethical behaviors) in the use of technology systems and software. ~~(Grades 11-12)~~	9-12.CS.3.1 Demonstrate responsible digital citizenship (legal and ethical behaviors) in the use of technology systems and software.	Revise	Remove 9-10.IC.09 in place of 11-12.IC.07
9~~11~~-12.CS.3.12~~IC.08~~ Describe how computer science shares features with creating and designing an artifact such as in music and art. ~~(Grades 9-12)11-12.IC.08 Describe how computer science shares features with creating and designing an artifact such as in music and art. (Grades 9-12)~~	9-12.CS.3.12 Describe how computer science shares features with creating and designing an artifact such as in music and art.	Revise	Combined 11-12.IC.09 into 11-12.IC.03 Move to 9-12.IC.11
9-12~~11-12~~.IC.09 Explain the impacts of computing on business, manufacturing, commerce, and society. ~~(Grades 9-12)~~		Remove	Combined with 9-12.CS.3.10
9~~11~~-12.CS.3.9 ~~IC.10-08~~ ~~Summarize~~ Explain how computer automation and control is continues to transforming society and the global economy (e.g. financial markets, transactions, predictions). ~~(Grades 911-12)11-12.IC.10~~	9-12.CS.3.9 Explain how computer automation and control continues to transform society and the global economy (e.g. financial markets, transactions, predictions).	Revise	Revise verbiage where robotics and "control" are implied in computer automation

COMPUTER SCIENCE STANDARDS AND RATIONALE

~~Summarize how computer automation and control is transforming society and the global economy (e.g. financial markets, transactions, predictions). (Grades 11-12)~~			Move to 9-12.IC.08
~~3-5.NI.01~~ Demonstrate how a device on a network sends and receives information. ~~(Grades 3-5)~~	3-5.CT.4.1 Demonstrate how a device on a network sends and receives information.	Revise	Move to 3-5.CT.4.1
~~6-8.NI.01 Simulate~~ Demonstrate (e.g., physically or digitally), the flow of information as packets on the Internet and networks. ~~(e.g. model using strings and paper, note passing). (Grades 6-8)~~	6-8.CT.4.1 Demonstrate (e.g., physically or digitally), the flow of information as packets on the Internet and networks.	Revise	Clarity Move to 6-8.CT.4.1
~~6-8.NI.02~~ Compare and contrast the trade-offs between ~~physical (~~wired~~)~~, wireless, and mobile networks (e.g. speed, security, and cost). ~~(Grades 6-8)~~	6-8.CT.4.2 Compare and contrast the trade-offs between wired, wireless, and mobile networks (e.g. speed, security, and cost).	Revise	Clarity Move to 6-8.CT.4.2
9-12~~0~~.NI.01~~2~~ Describe the data flow that occurs when using Internet-based services. ~~(e.g. illustrate how information flows in a global network, servers and clients, cloud services, secure versus insecure communication). (Grades 9-10)~~	9-12.CS.4.2 Describe the data flow that occurs when using Internet-based services.	Revise	Clarify language to more accurately reflect student interaction with IBS Move to 9-12.NI.02
9-12~~0~~.NI.01~~2~~ Illustrate the basic components of computer networks~~,~~ and protocols ~~and routing (e.g. team based activities which may include drawing a diagram of a network including routers, switches, local networks, and end user computing devices, creating models with string and paper, see CS unplugged activities)~~. ~~(Grades 9-12~~10~~)~~	9-12.CS.4.1 Illustrate the basic components of computer networks and protocols.	Revise	Computer networks include routing Move to 9-12.NI.01
~~11~~9-12.NI.01 ~~Simulate and discuss~~ Analyze the issues that impact network functionality.	9-12.CS.4.2 Analyze the issues that impact network functionality.	Revise	Clarity

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~~1-12.NI.02~~ Examine how encryption is essential to ensuring privacy and security over the internet. ~~(Grades 11-12)~~	9-12.CS.4.4 Examine how encryption is essential to ensuring privacy and security over the internet.	Keep	Move to 9-12.NI.04
~~K-2.AP.01~~K-2.CT.5.1 Construct and test problem solutions using a block-based and/or texted-based~~visual~~ programming~~ language, both independently and collaboratively (e.g. pair programming)~~. (Grades K-5)	K-2.CT.4.1 Construct and test problem solutions using a block-based and/or texted-based programing.	Revise	Simplify Move to K-2.CT.5.1
K-2.AP.02 Create a design document to illustrate thoughts, ideas, and stories in a sequential manner (e.g., storyboard, mind map). ~~(Grades K-2)~~	K-2.AP.02 Create a design document to illustrate thoughts, ideas, and stories in a sequential manner (e.g., storyboard, mind map).	Revise	Reformat label
~~K-2.AP.03~~K-2.CT.5.2 Construct an algorithm to accomplish a task~~, both independently and collaboratively~~. (Grades K-5)	K-2.CT.4.2 Construct an algorithm to accomplish a task.	Revise	Simplify Move to K-2.CT.5.2
~~K-2.AP.04~~K-2.CT.5.3 Follow the sequencing in an algorithm. (Grades K-2)	K-2.CT.4.3 Follow the sequencing in an algorithm.	Revise	Reformat label Move to K-2.CT.5.3
3.5.CT.5. Identify and understand ways that teamwork and collaboration can support problem solving and the software design cycle.~~3-5.AP.01 Identify and understand ways that teamwork and collaboration can support problem solving and the software design cycle. (Grades 3-5)~~	3-5.CT.5.1 Identify and understand ways that teamwork and collaboration can support problem solving and the software design cycle.	Revise	Reformat label Move to 3-5.CT.5.1
3-5.CT.5.2 Construct and test problem solutions using a block-based visual programming.~~3-5.AP.02 Construct and test problem solutions using a block-based visual programming language, both independently and collaboratively (e.g. pair programming). (Grades K-5)~~	3-5.CT.5.2 Construct and test problem solutions using a block-based visual programming.	Revise	Simplify to align with K-2 repeated standard Move to 3-5.CT.5.2

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3-5.CT.5.3 Generate a list of sub-problems to consider while addressing a larger problem.~~3-5.AP.03 Generate a list of sub-problems to consider while addressing a larger problem. (Grades 3-5)~~	3-5.CT.5.3 Generate a list of sub-problems to consider while addressing a larger problem.	Revise	Reformat label Move to 3-5.CT.5.3
3-5.CT.5.4 Explain that computer program design is an iterative process that includes the following steps: define the problem, generate ideas, build a program, test the program, improve the program.~~3-5.AP.04 Understand that computer program design is an iterative process that includes the following steps: define the problem, generate ideas, build a program, test the program, improve the program. (Grades 3-5)~~	3-5.CT.5.4 Explain that computer program design is an iterative process that includes the following steps: define the problem, generate ideas, build a program, test the program, improve the program.	Revise	Change verb/action to promote clarity for assessment Move to 3-5.CT.5.4
3-5.CT.5.5 Explain and debug the sequencing in an algorithm.~~3-5.AP.05 Understand, explain and debug the sequencing in an algorithm. (Grades 3-5)~~	3-5.CT.5.5 Explain and debug the sequencing in an algorithm.	Revise	Simplify Move to 3-5.CT.5.5
~~3-5.AP.06 Construct and test problem solutions using a block-based visual programming language, both independently and collaboratively (e.g. pair programming). (Grades K-5)~~		Remove	Redundant with 3-5.AP.02 and 3-5.CT.5.1
3-5.CT.5.6 Construct an algorithm to accomplish a task.~~3-5.AP.07 Construct an algorithm to accomplish a task, both independently and collaboratively. (Grades K-5)~~	3-5.CT.5.6 Construct an algorithm to accomplish a task.	Revise	Simplify Move to 3-5.CT.5.6
~~6-8.AP.01 Solicit, evaluate, and integrate peer feedback as appropriate to develop or refine a product. (Grades 6-8)~~		Remove	Redundant to several ICT standards
6-8.CT.5.1 Compare different algorithms that may be used to solve the same problem.~~6-8.AP.02 Compare different algorithms that may be used to~~	6-8.CT.5.1 Compare different algorithms that may be used to solve the same problem.	Revise	Simplify Move to 6-8.CT.5.1

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~~solve the same problem by time and space efficiency. (Grades 6-8)~~			
6-8.CT.5.2 Interpret, modify, and analyze content-specific models used to run simulations.~~6-8.AP.03 Interpret, modify, and analyze content-specific models used to run simulations (e.g. ecosystems, epidemics, spread of ideas) . (Grades 6-8)~~	6-8.CT.5.2 Interpret, modify, and analyze content-specific models used to run simulations.	Revise	Remove guidance and reformat label Move to 6-8.CT.5.2
6-8.CT.5.3 Apply an iterative design process (define the problem, generate ideas, build, test, and improve solutions) in problem solving. ~~6-8.AP.04 Apply an iterative design process (define the problem, generate ideas, build, test, and improve solutions) in problem solving, both individually and collaboratively. (Grades 6-8)~~	6-8.CT.5.3 Apply an iterative design process (define the problem, generate ideas, build, test, and improve solutions) in problem solving.	Revise	Remove guidance and reformat label Move to 6-8.CT.5.3
6-8.CT.5.4 Create, analyze, and modify control structures (if-else statements, switch-case statements, looping, etc.) to create programming solutions.~~6-8.AP.05 Create, analyze, and modify control structures to create programming solutions. (Grades 6-8)~~	6-8.CT.5.4 Create, analyze, and modify control structures (if-else statements, switch-case statements, looping, etc.) to create programming solutions.	Revise	Clarify Move to 6-8.CT.5.4
6-8.CT.5.5 Predict the outcome of an algorithm and then step through it to verify your predictions. (Grades 6-8)~~6-8.AP.06 Predict the outcome of an algorithm and then step through it to verify your predictions. (Grades 6-8)~~	6-8.CT.5.5 Predict the outcome of an algorithm and then step through it to verify your predictions.	Revise	Reformat label Move to 6-8.CT.5.5
6-8.CT.5.6 Decompose a problem into sub-problems and demonstrate how the parts can be incorporated to create a solution.~~6-8.AP.07 Decompose a problem into sub-problems and demonstrate how the parts can be synthesized to create a solution. (Grades 6-8)~~	6-8.CT.5.6 Decompose a problem into sub-problems and demonstrate how the parts can be incorporated to create a solution.	Revise	Clarify and reformat label Move t o6-8.CT.5.6

COMPUTER SCIENCE STANDARDS AND RATIONALE

~~6-8.AP.08 Evaluate the correctness of a program by collecting and analyzing data generated from multiple runs of the program. (Grades 6-8)~~		Remove	Duplicate with 6-8.AP.09 and 6-8.CT.5.9
6-8.CT.5.7 Use debugging and testing to remove errors and improve program quality.~~6-8.AP.09 Use debugging and testing to improve program quality. (Grades 6-8)~~	6-8.CT.5.7 Use debugging and testing to remove errors and improve program quality.	Revise	Clarify Move to 6-8.CT.5.7
9-12~~0~~.CS.5.11~~AP.011~~ Design and develop a software artifact by leading, initiating, and participating in a team~~ (e.g. pair programming, agile software development). (Grades 9-12)~~	9-12.CS.5.11 Design and develop a software artifact by leading, initiating, and participating in a team.	Revise	Using more succinct verbiage Move to 9-10.AP.11
9-12~~0~~.~~AP.1402~~ CS.5.14 Demonstrate how diverse team collaboration\~~, both inside and outside of a team, impacts~~ improves the design and development of software products.~~ (e.g. students show their own artifacts and demonstrate and reflect how diverse collaboration made a product better). (Grades 9-12)~~	9-12.CS.5.14 Demonstrate how diverse team collaboration improves the design and development of software products.	Revise	Removed guidance language and making language more succinct Move to 9-10.AP.14
9-12.CS.5.15~~0.AP.03~~ Compare a variety of programming languages available to solve problems and develop systems. ~~(Grades 9-10)~~	9-12.CS.5.15 Compare a variety of programming languages available to solve problems and develop systems.	Keep	Move to 9-12.AP.15
9-12~~0~~.CS.5.16~~AP.1604~~ Analyze ~~Explore~~ security issues that might lead to compromised computer programs. ~~(e.g. ambiguous function calls, lack of error checking of the input, buffer overflow, SQL injection attacks, denial of service attacks). (Grades 9-12)~~	9-12.CS.5.16 Analyze security issues that might lead to comprised computer programs.	Revise	Replace action verb and remove guidance language Move to 9-12.AP.16
~~9-10.AP.05~~ 9-12.CS.5.17 Classify and define the different types of software licenses in order to understand how to apply each one to a specific software example. ~~(Grades 9-12)~~	9-12.CS.5.17 Classify and define the different types of software licenses in order to understand how to apply each one to a specific software example.	Revise	Move to 9-12.AP.17

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~~9-10.AP.06 Understand the notion of hierarchy and abstraction in high-level languages, translation, instruction sets, and logic circuits. (Grades 9-10)~~		Remove	Duplicate of 9-10.CS.04
9-12~~0~~.CS~~AP~~.5.21~~07~~ Explore issues ~~and explain differencesissues~~ surrounding mobile ~~and non-mobile computing application creation.~~computing. ~~by creating a mobile computing application (e.g. App Inventor)~~. ~~(Grades 9-1012)~~	9-12.CS.5.21 Explore issues surrounding mobile computing.	Revise	Revised to reflect multiple IDEs Move to 9-12.AP.21
~~9-10.AP.08 Create software solutions by applying analysis, design, implementation and testing techniques. (Grades 9-10)~~		Remove	Replace in favor of 11-12.AP.03
9-12~~0~~.CS.5.6~~AP.06~~~~9~~ Demonstrate code reuse by creating programming solutions using APIs and libraries. ~~(e.g. using text to speech in App Inventor, using Twitter API). (Grades 9-10~~12~~)~~	9-12.CS.5.6 Demonstrate code reuse by creating programming solutions using APIs and libraries.	Revise	Creating more succinct language Move to 9-12.AP.06
9-12~~0~~.CS.5.1~~AP.010 Illustrate~~ Diagram the flow of execution and output of a given program. ~~(e.g. flow and control diagrams)~~. ~~(Grades 9-10 12).9-10.AP.10 Illustrate the flow of execution and output of a given program (e.g. flow and control diagrams). (Grades 9-10)~~	9-12.CS.5.1 Diagram the flow of execution and output of a given program.	Revise	Revise verbiage for accuracy Move to 9-12.AP.01
9-12.CS~~0.AP~~5.19~~1~~ Illustrate how mathematical and statistical functions, sets, and logic are used in computation. ~~(Grades 9-1210)~~	9-12.CS.5.19 Illustrate how mathematical and statistical functions, sets, and logic are used in computation.	Revise	Revise grade level Move to 9-12.AP.19
9-12~~0~~.AP.0~~1~~2 Design algorithms using sequence, selection, iteration and recursion. ~~(Grades 9-1210)~~	9-12.CS.5.2 Design algorithms using sequence, selection, iteration and recursion.	Revise	Change grade level Move to 9-12.AP.02

COMPUTER SCIENCE STANDARDS AND RATIONALE

~~9-10.AP.13 Explain, represent, and understand natural phenomena using modeling and simulation (Grade 9-10).~~		Remove	11-12.DA.05 and .04 explain standard more accurately
9-12~~0~~.AP.20~~14~~ Describe the concept of parallel processing~~ as a strategy to solve large problems. (Grades 9-~~12~~10)~~	9-12.CS.5.20 Describe the concept of parallel processing.	Revise	Revised verbiage to accurately reflect reality Move to 9-12.AP.20
9-12~~0~~.AP.09~~15~~ Compare ~~and evaluate~~ software development processes.~~ used to solve problems (e.g. waterfall, agile). (Grades 9-~~12~~10)~~	9-12.CS.5.9 Compare software development processes.	Revise	Revised verbiage to accurately reflect classroom knowledge Move to 9-12.AP.09
9-12~~0~~.AP.04~~16~~ Decompose a complex problem ~~into simpler parts using predefined functions and parameters, classes, and methods.~~ using abstraction through methods and /or classes.~~(Grades 9-12~~10)~~	9-12.CS.5.4 Decompose a complex problem using abstraction through methods and/or classes.	Revise	Increasing succinct language Move to 9-12.AP.04
9-10.AP.17 Demonstrate the value of abstraction to manage problem complexity. ~~(Grades 9-10)~~	9-12.CS.5.5 Demonstrate the value of abstraction to manage problem complexity.	Keep	Reformat label
~~9-10.AP.18 Evaluate and improve program quality using various debugging and testing methods and examine the difference between verification and validation. (Grades 9-12)~~		Remove	Remove in favor of 11-12.AP.14
~~9-10.AP.19 Evaluate programs written by others for readability and usability. (Grades 9-10)~~		Remove	Remove in favor of 11-12.AP.14
~~11-12.AP.01~~ Analyze the notion of intelligent behavior through programs that learn and adapt, play games, do image recognition, perform text analysis, and control the behavior of robots. ~~(Grades 11-12)~~	9-12.CS.18 Analyze the notion of intelligent behavior through programs that learn and adapt, play games, do imaging recognition, perform text analysis, and control the behavior of robots.	Keep	Move to 9-12.AP.18

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~~11-12.AP.02~~ Create collaborative software projects using ~~version control systems,~~ Integrated Development Environments or ~~(IDEs), and~~ collaborative tools. ~~(Grades 11-12)~~	9-12..12 Create collaborative software projects using Integrated Development Environments or collaborative tools.	Revise	Clarify Move to 9-12.AP.12
~~11-12.AP.03~~ Demonstrate an understanding of the software life cycle process. ~~(e.g. by participating on a software project team). (Grades 11-12)~~	9-12.AP.10 Demonstrate an understanding of the software life cycle process.	Revise	Remove guidance language and clarify Move to 9-12.AP.10
~~11~~9-12.AP.13~~04 Modify an existing program to add additional functionality and discuss the~~ Understand the positive and negative implications that arise when you add ~~(e.g., breaking other~~ functionality to an existing program~~)~~. ~~(Grades 11-12)~~	9-12.AP.13 Understand the positive and negative implications that arise when you add functionality to an existing program.	Revise	Clarity
~~11~~-12.AP.05 Explain the value of heuristic algorithms to approximate solutions for intractable problems. ~~(Grades 11-12)~~	9-12.CS.5.22 Explain the value of heuristic algorithms to approximate solutions for interactable problems.	Keep	Reformat label
~~11-12.AP.06 Decompose a computational problem through data abstraction and modularity. (Grades 9-12)~~		Remove	Redundant with 9-12.CS.5.5
~~11~~-12.AP.07 Critically examine algorithms and design an original algorithm (e.g. adapt, remix, improve). ~~(Grades 11-12)~~	9-12.CS.5.23 Critically examine algorithms and design an original algorithm (e.g. adapt, remix, improve).	Keep	Reformat label
~~11-12.AP.08 Evaluate efficiency, correctness, and clarity of algorithms. (Grades 11-12)~~		Remove	Remove in favor of 11-12.AP.14
9~~11~~-12.AP.08~~9~~ Compare and contrast simple data structures and their uses. ~~(e.g. arrays, lists, stacks, queues, maps, trees, graphs). (Grades~~9~~ 11-12)~~	9-12.CS.5.8 Compare and contrast simple data structures and their uses.	Revise	Remove guidance language and change grade level Move to 9-12.AP.08
~~11-12.AP.10 Decompose a problem by creating functions and classes. (Grades 11-12)~~		Remove	Remove and add to 9-10.AP.16

COMPUTER SCIENCE STANDARDS AND RATIONALE

9~~11~~-12.AP.03~~11~~ Use variable scope and encapsulation to design programs with cohesive and modular~~decoupled~~ components. ~~(Grades 9-12)~~	9-12.CS.5.3 Use variable scope and encapsulation to design programs with cohesive and modular components.	Revise	Simplify language Move to 9-12.AP.03
~~1~~11-12.AP.12 Classify problems as tractable, intractable, or computationally unsolvable. (Grades 911-12).	9-12.CS.5.24 Classify problems as tractable, interactable, or computationally unsolvable.	Keep	Regarding Polynomial Time Coordinate, this is appropriate for AP CS
~~11-12.AP.13 Understand and explain the use of concurrency (e.g. separate processes into threads and divide data into parallel streams, have student self sort by height). (Grades 911-12)~~		Remove	Duplicate of 9-10.AP.14
9~~11~~-12.AP.07~~14~~ Evaluate the qualities of a program such as correctness, usability, readability, efficiency, portability and scalability through ~~a~~ processes such as debugging and code review. ~~(Grades 9-11-12)~~	9-12.CS.5.7 Evaluate the qualities of a program such as correctness, usability, readability, efficiency, portability and scalability through processes such as debugging and code review.	Revise	Restructured vocabulary for accuracy Move to 9-12.AP.07

GRADES 9-12

Computer Science

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COMPUTING SYSTEMS

Code	Standard
9-12.CS.1.1	Identify and describe hardware components.
9-12.CS. 1.2	Identify and evaluate what computing system resources are required for a specific software program.
9-12.CS. 1.3	Identify the use of embedded computers in various applications.
9-12.CS. 1.4	Create or modify a program that uses different forms of input and output.
9-12.CS. 1.5	Identify how a high level programming language abstracts machine language in a computer program.
9-12.CS. 1.6	Create a model of how embedded systems sense, process, and interact in a given environment.

DATA AND ANALYSIS

Code	Standard
9-12.CS.2.1	Use applicable data collection techniques for various scenarios.
9-12.CS.2.2	Apply basic techniques for locating, collecting, and understanding the quality of data sets.
9-12.CS.2.3	Analyze data and identify patterns through modeling and simulation.
9-12.CS.2.4	Use data analysis to show the transformation from data to information to knowledge.
9-12.CS.2.5	Use models and simulations to help formulate, refine, and test scientific hypotheses.
9-12.CS.2.6	Compare and contrast the viewpoints on cybersecurity from the perspective of security experts, privacy advocates, and the government.

9-12.CS.2.7	Analyze the strengths and weaknesses of security policies based on their usage of encryption and authentication strategies.
9-12.CS.2.8	Convert between binary, decimal, octal, and hexadecimal representations of data.
9-12.CS.2.9	Describe how real-world phenomena such as numbers, Strings, or images are represented as binary in a computer.
9-12.CS.2.10	Analyze the trade-offs-among various compression algorithms.

IMPACTS OF COMPUTING

Code	Standard
9-12.CS.3.1	Demonstrate responsible digital citizenship (legal and ethical behaviors) in the use of technology systems and software.
9-12.CS.3.2	Explain the social and economic implications associated with unethical computing practices.
9-12.CS.3.3	Discuss trade-offs such as privacy, safety, and convenience associated with the collection and large-scale analysis of personal information.
9-12.CS.3.4	Identify and evaluate the beneficial and harmful effects of computing innovations on behavior and culture.
9-12.CS.3.5	Debate how the issues of equity, data access, and distribution of computing resources create a digital divide in a global society.
9-12.CS.3.6	Debate laws and regulations that impact the development, security and use of software.
9-12.CS.3.7	Understand and define artificial intelligence.
9-12.CS.3.8	Research and explain the social, moral, ethical, and legal impacts of artificial intelligence systems and respective usage.

9-12.CS.3.9	Explain how computer automation continues to transform society and the global economy (e.g. financial markets, transactions, predictions).
9-12.CS.3.10	Research, analyze, and present how computational thinking has enabled computing to revolutionize business, manufacturing, commerce and society.
9-12.CS.3.11	Evaluate the accessibility of a computational artifact.
9-12.CS.3.12	Describe how computer science shares features with creating and designing an artifact such as in music and art.
9-12.CS.3.13	Understand the ecosystem of open--source software development and its impact on global collaboration.
9-12.CS.3.14	Explain how computer science fosters innovation and enhances other career and disciplines.

NETWORKS AND THE INTERNET

Code	Standard
9-12.CS.4.1	Illustrate the basic components of computer networks and protocols.
9-12.CS.4.2	Analyze the issues that impact network functionality.
9-12.CS.4.3	Describe the data flow that occurs when using Internet-based services.
9-12.CS.4.4	Examine how encryption is essential to ensuring privacy and security over the internet.

ALGORITHMS AND PROGRAMMING

Code	Standard
9-12.CS.5.1	Diagram the flow of execution and output of a given program.

9-12.CS.5.2	Design algorithms using sequence, selection, iteration and recursion.
9-12.CS.5.3	Use variable scope and encapsulation to design programs with cohesive and modular components.
9-12.CS.5.4	Decompose a complex problem using abstraction through methods and/or classes.
9-12.CS.5.5	Demonstrate the value of abstraction to manage problem complexity.
9-12.CS.5.6	Demonstrate code reuse by creating programming solutions using APIs and libraries.
9-12.CS.5.7	Evaluate the qualities of a program such as correctness, usability, readability, efficiency, portability and scalability through processes such as debugging and code review.
9-12.CS.5.8	Compare and contrast simple data structures and their uses.
9-12.CS.5.9	Compare software development processes.
9-12.CS.5.10	Demonstrate an understanding of the software life cycle process.
9-12.CS.5.11	Design and develop a software artifact by leading, initiating, and participating in a team.
9-12.CS.5.12	Create collaborative software projects using Integrated Development Environments, or other collaborative tools.
9-12.CS.5.13	Understand the positive and negative implications that arise when you add functionality to an existing program.
9-12.CS.5.14	Demonstrate how diverse team collaboration improves the design and development of software products.
9-12.CS.5.15	Compare a variety of programming languages available to solve problems and develop systems.
9-12.CS.5.16	Analyze security issues that might lead to compromised computer programs.
9-12.CS.5.17	Classify and define the different types of software licenses in order to understand how to apply each one to a specific software example.

9-12.CS.5.18	Analyze the notion of intelligent behavior through the programs that learn and adapt, play games, do image recognition, perform text analysis, and control the behavior of robots.
9-12.CS.5.19	Illustrate how mathematical and statistical functions, sets, and logic are used in computation.
9-12.CS.5.20	Describe the concept of parallel processing.
9-12.CS.5.21	Explore issues surrounding mobile computing.
9-12.CS.5.22	Explain the value of heuristic algorithms to approximate solutions for interactable problems.
9-12.CS.5.23	Critically examine algorithms and design an original algorithm (e.g. adapt, remix, improve).
9-12.CS.5.24	Classify problems as tractable, interactable, or computationally unsolvable.

Current Standard	Recommended Change	Proposed Revision	Rationale for Revision
~~Goal 1: Students leverage technology to take an active role in choosing, achieving and demonstrating competency in their learning goals, informed by the learning sciences.~~		Remove	Remove goal from standards document
~~ICT.K-2.1.a With guidance from an educator, students consider and set personal learning goals and utilize appropriate technologies that will demonstrate knowledge and reflection of the process.~~		Remove	Age appropriateness
~~ICT.K-2.1.b With guidance from an educator, students learn about various technologies that can be used to connect to others or make their leaning environments personal and select resources from those available to enhance their learning.~~		Remove	Students may have varying levels of access to technology.
~~ICT.K-2.1.c With guidance from an educator, students r~~K-2.CT.2.3 Recognize performance feedback from digital tools, make adjustments based on that feedback and use age-appropriate technology to share learning.	K-2.CT.2.3 Recognize performance feedback from digital tools, make adjustments based on that feedback and use	Revise	Reformat label Move to K-2.CT.2.3

	age-appropriate technology to share learning.		
~~ICT.K-2.1.d With guidance from an educator, students explore~~K-2.DL.1.1 Navigate a variety of technologies that will help them in their learning and begin to demonstrate an understanding of how knowledge can be transferred between tools.	K-2.DL.1.1 Navigate a variety of technologies that will help them in their learning and begin to demonstrate an understanding of how knowledge can be transferred between tools.	Revise	Complex verbiage (clarity) Move to K-2.DL.1.1
~~ICT.3-5.1.a Students develop learning goals in collaboration with an educator, select the technology tools to achieve them, and reflect on and revise the learning process as needed to achieve goals.~~		Remove	Students may have varying levels of access to technology
~~ICT.3-5.1.b With the oversight and support of an educator, Students build a network of experts and peers within school policy, and customize their environments to enhance their learning.~~		Remove	Students may have varying levels of access to technology.
~~ICT.3-5.1.c Students~~3-5.CT.2.3 Collect ~~seek~~ feedback from both people and features embedded in digital tools, and use age-appropriate technology to share learning.	3-5.CT.2.3 Collect feedback from both people and features embedded in digital tools, and use age-appropriate technology to share learning.	Revise	Changed verb/action for better clarity. Reformat label. Move to 3-5.CT.2.3
~~ICT.3-5.1.d Students explore~~ 3-5.CT.2.7 Navigate age-appropriate technologies and	3-5.CT.2.7 Navigate age-appropriate technologies and begin to transfer their learning	Revise	Complex verbiage (clarity) Move to 3-5.CT.2.7

begin to transfer their learning to different tools or learning environments.	to different tools or learning environments.		
~~ICT.6-8.1.a Students a~~6-8.DL.1.1 Articulate and set personal learning goals, ~~select and manage appropriate~~develop strategies leveraging technology~~ies~~ to achieve them, and reflect on ~~their successes and areas of~~the learning process itself to improve~~ment in working toward their goals~~ learning outcomes.	6-8.CT.3.5 Articulate and set personal learning goals, develop strategies leveraging technology to achieve them, and reflect on the learning process itself to improve learning outcomes.	Revise	Clarification on what students need to know and be able to do. Move to 6-8.CT.3.5
~~ICT.6-8.1.b Students identify and develop online networks within school policy, and customize their learning environments in ways that support their learning, in collaboration with an educator.~~		Remove	Students may have varying levels of access to technology.
~~ICT.6-8.1.c Students a~~6-8.CT.2.3 Actively collect~~seek~~ performance feedback from people, including teachers, and from functionalities embedded in digital tools to improve their learning process, and they select technology to demonstrate their learning in a variety of ways.	6-8.DL.1.1 Actively collect performance feedback from people, including teachers, and from functionalities embedded in digital tools to improve their learning process, and they select technology to demonstrate their learning in a variety of ways.	Revise	Changed verb/action for better clarity. Reformat label. Move to 6-8.DL.1.1
~~ICT.6-8.1.d Students are able to n~~6-8.CT.1.3 Navigate a variety of technologies	6-8.CT.1.3 Navigate a variety of technologies and transfer their	Revise	Complex verbiage (Clarity) Move to 6-8.CT.1.3

and transfer their knowledge and skills to learn how to use new technologies.	knowledge and skills to learn how to use new technologies.		
ICT.9-129-12.ICT.1.a Students lLeverage technology to collect, document and present digital works, enhancing the quality and accessibility of their creations.articulate and set personal learning goals, develop strategies leveraging technology to achieve them and reflect on the learning process itself to improve learning outcomes.	9-12.ICT.1.1 Leverage technology to collect, document and present digital works, enhancing the quality and accessibility of their creations.	Revise	Clarity
ICT.9-129-12.ICT.1.b BStudents build networks to leverage tools that support development of a personalized learning path.and customize their learning environments in ways that support their individualized learning process.	9-12.ICT.1.2 Build networks to leverage tools that support development of a personalized learning path.	Revise	Clarity
ICT.9-129-12.ICT.1.c UStudents use technology to seek and give feedback that informs and improves their practice and to demonstrate their learning in a variety of ways.learning and development process.	9-12.ICT.1.3 Use technology to seek and give feedback that informs and improves their learning and development process.	Revise	Clarity
ICT.9-129-12.ICT.1.d Students understand the fundamental concepts of technology operations, Ddemonstrate the ability to chooseselect, use and troubleshoot current technologies and are able to transfer their knowledge and skills to explore emerging new technologies.	9-12.ICT.1.4 Demonstrate the ability to use and troubleshoot current technologies and transfer their knowledge and skills to new technologies.	Revise	Clarity
Goal 2: Students recognize the rights, responsibilities and opportunities of living, learning and working in an interconnected		Remove	Remove goal from standards document

~~digital world, and they act and model in ways that are safe, legal and ethical.~~			
~~ICT.K-2.2.a Students practice responsible use of technology through teacher guided online activities and interactions to understand how the digital space impacts their life.~~		Remove	Combining with K-2.DL.2.1
~~ICT.K-2.2.b With guidance from an educator, students understand how to be careful when using devices and how to be safe online, follow safety rules when using the internet and collaborate with others.~~		Remove	Redundancy
~~ICT.K-2.2.c With guidance from an educator, students learn about ownership and sharing of information, and how to respect the work of others.~~		Remove	Duplicate with K-2.DL.2.1
~~ICT.K-2.2.d With guidance from an educator, students~~ dK-2.DL.1.3 Demonstrate an understanding that technology is all around them and the importance of keeping their information private.	K-2.DL.1.3 Demonstrate an understanding that technology is all around them and the importance of keeping their information private.	Revise	Clarity Move to K-2.DL.1.3
ICT.3-5.2.a D~~Students d~~emonstrate an understanding of the role an online identity plays in the digital world and learn the permanence of their decisions when interacting online.	K-2.DL.2.2 Demonstrate an understanding of the role an online identity plays in the digital world and learn the permanence of their decisions when interacting online.	Revise	Combine with K-2.DL.2.2

~~ICT.3-5.2.b With guidance from an educator, students practice and encourage others in safe, legal and ethical behavior when using technology and interacting online.~~		Remove	Redundant to 3-5.DL.2.2
~~ICT.3-5.2.c Students learn about, d~~3-5.CT.3.1 Demonstrate and encourage respect for intellectual property with both print and digital media when using and sharing the work of others.	3-5.CT.3.1 Demonstrate and encourage respect for intellectual property with both print and digital media when using and sharing the work of others.	Revise	Clarity Move to 3-5.CT.3.1
~~ICT.3-5.2.d Students d~~ 3-5.CT.3.2 Demonstrate an understanding of what personal data is, how to keep it private and how it might be shared online.	3-5.CT.3.2 Demonstrate an understanding of what personal data is, how to keep it private and how it might be shared online.	Revise	Clarity Move to 3-5.CT.3.2
~~ICT.6-8.2.a Students m~~6-8.CT.3.6 Manage their digital identities and reputations within school policy, including demonstrating an understanding of how digital actions are never fully erasable.	6-8.CT.3.6 Manage their digital identities and reputations within school policy, including demonstrating an understanding of how digital actions are never fully erasable.	Revise	Clarity Move to 6-8.CT.3.6
~~ICT.6-8.2.b Students demonstrate and advocate for positive, safe, legal and ethical habits when using technology and when interacting with others online.~~		Remove	Redundant to 6-8.DL.2.3

~~ICT.6-8.2.c Students demonstrate and advocate for an understanding of intellectual property with both print and digital media — including copyright, permission and fair use — by creating a variety of media products that include appropriate citation and attribution elements.~~		Remove	Redundant to 6-8.DL.2.4
~~ICT.6-8.2.d Students d~~6-8.CT.3.7 Demonstrate an understanding of what personal data is and how to keep it private and secure, including the awareness of terms such as encryption, HTTPS, password, cookies, ~~and~~ computer ~~viruses~~ malware and social engineering; they also understand the limitations of data management and how data-collection technologies work.	6-8.CT.3.7 Demonstrate an understanding of what personal data is and how to keep it private and secure, including the awareness of terms such as encryption, HTTPS, password, cookies, computer malware and social engineering; they also understand the limitations of data management and how data collection technologies work.	Revise	Clarity Move to 6-8.CT.3.7
~~ICT.9-12~~9-12.ICT.2.a ~~Students cultivate~~ Develop and manage their digital identity ~~and reputation~~ and understand~~are aware of~~ the permanence of their digital actions ~~in the digital world.~~including the affect on current and future reputation.	9-12.ICT.2.1 Develop and manage their digital identity and understand the performance of their digital actions including the effect on current and future reputation.	Revise	Clarity
~~ICT.9-12~~9-12.ICT.2.b ~~Students e~~Engage in positive, safe, legal and ethical behavior when using technology~~, including social~~	9-12.ICT.2.2 Engage in positive, safe, legal and ethical behavior when using technology.	Revise	Clarity

interactions online or when using networked devices.			
ICT.9-129-12.ICT.2.c Students dDemonstrate an understanding of and respect for the rights and obligations of using and sharing intellectual property.	9-12.ICT.2.3 Demonstrate an understanding of the rights and obligations of using and sharing intellectual property.	Revise	Clarity
ICT.9-129-12.ICT.2.d Students manage their personal data to mMaintain their digital privacy and security and are aware of understand data collection technology used to track their navigation online activity.	9-12.ICT.2.4 Maintain their digital security and understand data collection technology used to track their online activity.	Revise	Clarity
Goal 3: Students critically curate a variety of resources using digital tools to construct knowledge, produce creative artifacts and make meaningful learning experiences for themselves and others.		Remove	Remove goal from standards document
ICT.K-2.3.a With guidance from an educator, students use digital tools and resources, contained within a classroom platform or otherwise provided by the teacher, to find information on topics of interest.		Remove	Removing redundancy and combining with K-2.DL.4.2
ICT.K-2.3.b With guidance from an educator, students become familiar with age appropriate criteria for evaluating digital content.K-2.DL.3.4 Understand and apply resources to construct knowledge, produce creative artifacts and make connections to their learning.	K-2.DL.3.4 Understand and apply resources to construct knowledge, produce creative artifacts and make connections to their learning.	Revise	Clarity Move to K-2.DL.3.4

~~ICT.K-2.3.c With guidance from an educator, students explore a variety of teacher-selected tools to organize information and make connections to their learning.~~		Remove	Combined standards to remove redundancy.
~~ICT.K-2.3.d With guidance from an educator, students explore real-world issues and problems and share their ideas about them with others.~~		Remove	Combine standards to remove redundancy. Move to K-2.DL.4.3
~~ICT.3-5.3.a Students collaborate with a teacher to employ appropriate research techniques to locate digital resources that will help them in their learning process.~~		Remove	Combine standards to remove redundancy. Move to 3-5.DL.3.2
~~ICT.3-5.3.b Students learn how to evaluate sources for accuracy, perspective, credibility and relevance.~~3-5.DL.1.1 Analyze a variety of resources for accuracy, perspective, credibility and relevance using digital tools to construct knowledge, produce creative artifacts and make meaningful learning experiences for themselves and others.	3-5.DL.1.1 Analyze a variety of resources for accuracy, perspective, credibility and relevance using digital tools to construct knowledge, produce creative artifacts and make meaningful learning experiences for themselves and others.	Revise	Clarity Move to 3-5.DL.1.1
~~ICT.3-5.3.c Using a variety of strategies, students organize information and make meaningful connections between resources.~~		Remove	Combine standards and move to K-2.DL.3.4

~~ICT.3-5.3.d Students explore real-world problems and issues and collaborate with others to find answers or solutions.~~		Remove	Combined standards and move to 3-5.DA.02
~~ICT.6-8.3.a Students demonstrate and practice the ability to effectively utilize research strategies to locate appropriate digital resources in support of their learning.~~6-8.DL.5.2 Evaluate a variety of resources for accuracy, perspective, credibility, and relevance using digital tools to construct knowledge, produce creative artifacts and make meaningful learning experiences for themselves and others.	6-8.DL.4.2 Evaluate a variety of resources for accuracy, perspective, credibility, and relevance using digital tools to construct knowledge, produce creative artifacts and make meaningful learning experiences for themselves and others.	Revise	Clarity Move to 6-8.DL.5.2
~~ICT.6-8.3.b Students practice and demonstrate the ability to evaluate resources for accuracy, perspective, credibility and relevance.~~		Remove	Combined standards to remove redundancy with 6-8.DL.1.1
~~ICT.6-8.3.c Students locate and collect resources from a variety of sources and organize assets into collections for a wide range of projects and purposes.~~		Remove	Combined standards to remove redundancy with 3-5.DL.3.2
~~ICT.6-8.3.d Students explore real-world issues and problems and actively pursue an understanding of them and solutions for them.~~		Remove	Combined standards to remove redundancy with 3-5.DL.1.1
~~ICT.9-12~~9-12.ICT.3.a ~~Students u~~Utilize~~plan and employ~~ effective research strategies to ~~locate~~ plan and gather information from	9-12.ICT.3.1 Utilize effective research strategies to plan and	Revise	Clarity

relevant sources.~~and other resources for their intellectual or creative pursuits.~~	gather information from relevant sources.		
~~ICT.9-12~~9-12.ICT.3.b ~~Students e~~Evaluate the accuracy, perspective, credibility and relevance of information in any format.~~, media, data or other resources.~~	9-12.ICT.3.2 Evaluate the accuracy, perspective, credibility and relevance of information in any format.	Revise	Clarity
~~ICT.9-12~~9-12.ICT.3.c ~~Students c~~Create deliverables utilizing a variety of formats to demonstrate meaningful connections and conclusions from their research.~~curate information from digital resources using a variety of tools and methods to create collections of artifacts that demonstrate meaningful connections or conclusions.~~	9-12.ICT.3.3 Create deliverables utilizing a variety of formats to demonstrate meaningful connections and conclusions from their research.	Revise	Clarity
~~ICT.9-12~~9-12.ICT.3.d ~~Students build knowledge by actively exploring e~~Explore real-world issues and problems, develop~~ing~~ ideas and theories while~~and~~ pursuing~~eing answers and~~ solutions.	9-12.ICT.3.4 Explore real-world issues and problems, develop ideas and theories while pursuing solutions.	Revise	Clarity
~~Goal 4: Students use a variety of technologies within a design process to identify and solve problems by creating new, useful or imaginative solutions.~~		Remove	Remove goals from standards
~~ICT.K-2.4.a With guidance from an educator, students~~K-2.CT.5.5 Use a design process to ask questions, suggest solutions, test ideas to solve problems and redesign as needed~~share their learning.~~	K-2.CT.4.5 Use a design process to ask questions, suggest solutions, test ideas to solve problems and redesign as needed.	Revise	Clarity Move to K-2.CT.4.5
~~ICT.K-2.4.b~~K-2.CT.5.6 ~~Students u~~Use age-appropriate digital and nondigital tools to	K-2.CT.4.6 Use age-appropriate digital and nondigital tools to design something and are	Revise	Clarity Moe to K-2.CT.4.6

design something and are aware of the step-by-step process of designing.	aware of the step-by-step process of designing.		
~~ICT.K-2.4.c~~ K-2.CT.3.5 ~~Students u~~Use a design process to develop ideas or creations, and they test their design and redesign if necessary.	K-2.CT.3.4 Use a design process to develop ideas or creations, and they test their design and redesign if necessary.	Move	Combined standard to remove redundancy with K-2.CT.3.5
~~ICT.K-2.4.d Students demonstrate perseverance when working to complete a challenging task.~~		Remove	Perseverance is not a technology skill.
~~ICT.3-5.4.a Students explore and practice how a design process works to generate ideas, consider solutions, plan to solve a problem or create innovative products that are shared with others.~~		Remove	Redundant to other Computer Science standards.
~~ICT.3-5.4.b Students u~~3-5.CT.5.9 Use digital and nondigital tools to plan and manage a design process.	3-5.CT.5.9 Use digital and nondigital tools to plan and manage a design process.	Revise	Clarity Move to 3-5.CT.5.9
~~ICT.3-5.4.c Students engage in a cyclical design process to develop prototypes and reflect on the role that trial and error plays.~~		Remove	Redundant to other Computer Science standards.
~~ICT.3-5.4.d Students demonstrate perseverance when working with open ended problems.~~		Remove	Perseverance is not a technology skill.
~~ICT.6-8.4.a Students engage in a design process and employ it to generate ideas,~~		Remove	Redundant to other Computer Science standards.

~~create innovative products or solve authentic problems.~~			6-8.CT.5.3
~~ICT.6-8.4.b Students s~~6-8.CT.5.6 Select and use digital tools to support a design process ~~and expand their understanding~~ to identify constraints and trade-offs and to weigh risks.	6-8.CT.5.9 Select and use digital tools to support a design process to identify constraints and trade-offs and to weigh risks.	Revise	Simplify standard to be clearer. Move to 6-8.CT.5.9
~~ICT.6-8.4.c Students engage in a design process to develop, test and revise prototypes, embracing the cyclical process of trial and error and understanding problems or setbacks as potential opportunities for improvement.~~		Remove	Redundant to other Computer Science standards. 6-8.CT.5.9
~~ICT.6-8.4.d Students demonstrate an ability to persevere and handle greater ambiguity as they work to solve open ended problems.~~		Remove	Perseverance is not a technology skill.
~~ICT.9-12~~9-12.ICT.4.a ~~Students k~~Know and use a deliberate design process for generating ideas, testing theories, creating innovative artifacts or solving authentic problems.	9-12.ICT.4.1 Know and use a deliberate design process for generating ideas, testing theories, creating innovative artifacts or solving authentic problems.	Keep	Age appropriate
~~ICT.9-12~~9-12.ICT.4.b ~~Students s~~Select and use digital tools to plan and manage a design process that considers design constraints and calculated risks.	9-12.ICT.4.2 Select and use digital tools to plan and manage a design process that considers design constraints and calculated risks.	Keep	Age appropriate

~~ICT.9-12~~9-12.ICT.4.c ~~Students d~~Develop, test and refine prototypes as part of a cyclical design process.	9-12.ICT.4.3 Develop, test and refine prototypes as part of a cyclical design process.	Keep	Age appropriate
~~ICT.9-12~~9-12.ICT.4.d ~~Students d~~Display a capacity to work with open-ended problems demonstrating perseverance and adaptability. ~~exhibit a tolerance for ambiguity, perseverance and the capacity to work with open-ended problems.~~	9-12.ICT.4.4 Display a capacity to work with open-ended problems demonstrating perseverance and adaptability.	Revise	Clarify and remove complex verbiage
~~Goal 5: Students develop and employ strategies for understanding and solving problems in ways that leverage the power of technological methods to develop and test solutions.~~		Remove	Remove goals from standards
~~ICT.K-2.5.a With guidance from an educator, students i~~K-2.CT.2.5 Identify a problem and select appropriate technology tools to explore and find solutions.	K-2.CT.2.5 Identify a problem and select appropriate technology tools to explore and find solutions.	Revise	Clarify Move to K-2.CT.2.5
~~ICT.K-2.5.b With guidance from an educator, students a~~K-2.CT.2.4 Analyze age-appropriate data and look for similarities in order to identify patterns and categories.	K-2.CT.2.4 Analyze age-appropriate data and look for similarities in order to identify patterns and categories.	Revise	Clarify Move to K-2.CT.2.4
~~ICT.K-2.5.c With guidance from an educator, students b~~K-2.CT.5.4 Break a problem into parts and identify ways to solve the problem.	K-2.CT.4.4 Break a problem into parts and identify ways to solve the problem.	Revise	Clarify Move to K-2.CT.4.4
~~ICT.K-2.5.d Students u~~K-2.CT.5.7 Understand how technology is used to	K-2.CT.4.7 Understand how technology is used to make a	Revise	Clarify

make a task easier or repeatable and can identify real-world examples.	task easier or repeatable and can identify real-world examples.		Move to K-2.CT.4.7
~~ICT.3-5.5.a Students e~~3-5.CT.2.4 Explore or solve problems by selecting technology for data analysis, modeling and algorithmic thinking.~~, with guidance from an educator.~~	3-5.CT.2.4 Explore or solve problems by selecting technology for data analysis, modeling and algorithmic thinking	Revise	Simplified language. Move to 3-5.CT.2.4
~~ICT.3-5.5.b Students s~~3-5.CT.2.5 Select effective technology to represent data.	3-5.CT.2.5 Select effective technology to represent data.	Revise	Clarify Move to 3-5.CT.2.5
~~ICT.3-5.5.c Students b~~3-5.CT.5.7 Break down problems into smaller parts, identify key information, and propose solutions.	3-5.CT.5.7 Break down problems into smaller parts, identify key information, and propose solutions.	Revise	Clarify Move to 3-5.CT.5.7
~~ICT.3-5.5.d Students u~~3-5.CT.5.8 Understand and explore basic concepts related to automation, patterns and algorithmic thinking.	3-5.CT.5.8 Understand and explore basic concepts related to automation, patterns and algorithmic thinking.	Revise	Clarify Move to 3-5.CT.5.8
~~ICT.6-8.5.a Students practice defining~~6-8.CT.2.9 Apply problem~~s to~~ solving~~e~~ techniques by computing for data analysis, modeling or algorithmic thinking.	6-8.CT.2.6 Apply problems solving techniques by computing for data analysis,	Revise	Changed language for clarity and consistency to the 9-12 standard. Move to 6-8.CT.2.6

	modeling or algorithmic thinking.		
~~ICT.6-8.5.b Students f~~6-8.CT.2.6 Find or organize data and use technology to analyze and represent it to solve problems ~~and~~about make decisions and trade-offs and ~~to weigh~~ risks.	6-8.CT.3.2 Find or organize data and use technology to analyze and represent it to solve problems about make decisions and trade-offs and risks.	Revise	Simplified and corrected grammar. Move to 6-8.CT.3.2
~~ICT.6-8.5.c Students b~~6-8.CT.5.4 Break problems into component parts, identify key pieces and use that information to problem solve.	6-8.CT.5.4 Break problems into component parts, identify key pieces and use that information to problem solve.	Revise	Clarify Move to 6-8.CT.5.8
~~ICT.6-8.5.d Students d~~6-8.CT.5.10 Demonstrate an understanding of how automation works and use algorithmic thinking to design and automate solutions.	6-8.CT.5.8 Demonstrate an understanding of how automation works and use algorithmic thinking to design and automate solutions.	Revise	Clarify Move to 6-8.CT.3.3
~~ICT.9-12~~9-12.ICT.5.a ~~Students a~~Analyze problems, identifying opportunities to apply technological methods for solution development.~~formulate problem definitions suited for technology-assisted methods such as data analysis, abstract models and algorithmic thinking in exploring and finding solutions.~~	9-12.ICT.5.1 Analyze problems, identifying opportunities to apply technological methods for solution development.	Revise	Clarify and remove complex verbiage
~~ICT.9-12~~9-12.ICT.5.b ~~Students c~~Collect ~~data or~~ and identify relevant data ~~sets, use digital tools to analyze them, and represent~~	9-12.ICT.5.2 Collect and identify relevant data to facilitate problem-solving and decision-making.	Revise	Clarify and remove complex verbiage

~~data in various ways~~ to facilitate problem-solving and decision-making.			
~~ICT.9-12~~9-12.ICT.5.c ~~Students e~~Extract key information, breaking problems into ~~component~~ identifiable parts~~, extract key information, and develop descriptive models~~ to understand complex systems through research, analysis and feedback.~~or facilitate problem-solving.~~	9-12.ICT.5.3 Extract key information, breaking problems into identifiable parts to understand complex systems.	Revise	Clarify
~~ICT.9-12~~9-12.ICT.5.d ~~Students a~~Analyze data for patterns and create a sequence of procedures to design and evaluate automated solutions.~~understand how automation works and use algorithmic thinking to develop a sequence of steps to create and test automated solutions.~~	9-12.ICT.5.4 Analyze data for patterns and create a sequence of procedures to design and evaluate automated solutions.	Revise	Clarify
~~Goal 6: Students communicate clearly and express themselves creatively for a variety of purposes using the platforms, tools, styles, formats and digital media appropriate to their goals.~~		Remove	Remove goals from standards
~~ICT.K-2.6.a With guidance from an educator, students choose different tools for creating something new or for communicating with others.~~K-2.DL.4.2 Choose different tools for creating something new for communicating with others.	K-2.DL.4.2 Choose different tools for creating something new for communicating with others.	Revise	Clarify Move to K-2.DL.4.2
~~ICT.K-2.6.b Students u~~K-2.CT.1.3 Use digital tools to create original ~~works~~artifacts.	K-2.CT.1.2 Use digital tools to create original artifacts.	Revise	Clarity Move to K-2.CT.1.3

~~ICT.K-2.6.c With guidance from an educator, students~~ K-2.CT.3.1 Share ideas in multiple ways using digital tools.~~— visual, audio, etc.~~	K-2.CT.3.1 Share ideas in multiple ways using digital tools.	Revise	Clarity Move to K-2.CT.3.1
~~ICT.K-2.6.d With guidance from an educator, students s~~K-2.CT.3.2 Select technology to share their ideas with different people.	K-2.CT.3.2 Select technology to share their ideas with different people.	Revise	Clarity Move to K-2.CT.3.2
~~ICT.3-5.6.a Students~~ 3-5.CT.1.3 R~~r~~ecognize and utilize the features and functions of a variety of creation or communication tools.	3-5.CT.1.3 Recognize and utilize the features and functions of a variety of creation or communication tools.	Revise	Clarity Move to 3-5.CT.1.3
~~ICT.3-5.6.b Student c~~3-5.CT.1.4 Create original works and learn strategies for remixing or repurposing to create new artifacts.	3-5.CT.1.4 Create original works and learn strategies for remixing or repurposing to create new artifacts.	Revise	Clarity Move to 3-5.CT.1.4
~~ICT.3-5.6.c Students create digital artifacts to c~~3-5.CT.3.3 Communicate ideas textually, visually and graphically.	3-5.CT.3.3 Communicate ideas textually, visually and graphically.	Revise	Clarity Move to 3-5.CT.3.3
~~ICT.3-5.6.d Students learn about audience and c~~3-5.CT.3.4 Consider their expected audience when creating and sharing digital artifacts and presentations.	3-5.CT.3.4 Consider their expected audience when creating and sharing digital artifacts and presentations.	Revise	Clarity Move to 3-5.CT.3.4

~~ICT.6-8.6.a Students s~~6-8.CT.1.4 Select appropriate platforms and tools to create, share and communicate their work effectively.	6-8.CT.1.4 Select appropriate platforms and tools to create, share and communicate their work effectively.	Revise	Clarity Move to 6-8.CT.1.4
~~ICT.6-8.6.b Students c~~6-8.CT.1.5 Create original works or responsibly repurpose or remix other digital resources into new creative ~~works~~artifacts.	6-8.CT.1.5 Create original works or responsibly repurpose or remix other digital resources into new creative artifacts.	Revise	Clarity Move to 6-8.CT.1.5
~~ICT.6-8.6.c Students communicate c~~6-8.CT.1.6 Complex ideas clearly using various digital tools to convey the concepts textually, visually, graphically, etc.	6-8.CT.1.6 Complex ideas clearly using various digital tools to convey the concepts textually, visually, graphically, etc.	Revise	Clarity Move to 6-8.CT.1.6
~~ICT.6-8.6.d Students p~~6-8.CT.3.8 Publish or present content designed for specific audiences and select platforms that will effectively convey their ideas to those audiences.	6-8.CT.3.8 Publish or present content designed for specific audiences and select platforms that will effectively convey their ideas to those audiences.	Revise	Clarity Move to 6-8.CT.3.8
~~ICT.9-12~~9-12.ICT.6.a ~~Students c~~Choose the appropriate platforms and tools for meeting the desired objectives of their creation or communication.	9-12.ICT.6.1 Choose the appropriate platforms and tools for meeting the desired objectives of their creation or communication.	Keep	Age appropriate
~~ICT.9-12~~9-12.ICT.6.b ~~Students G~~generate innovative creations by either crafting original works or responsibly repurposing and remixing digital resources to form new	9-12.ICT.6.2 Generate innovative creations by either crafting original works or responsibly repurposing and	Revise	Clarity

compositions.~~create original works or responsibly repurpose or remix digital resources into new creations.~~	remixing digital resources to form new compositions.		
~~ICT.9-12~~9-12.ICT.6.c ~~Students c~~Communicate detailed~~complex~~ ideas clearly and effectively by creating or using a variety of deliverables.~~digital objects such as visualizations, models or simulations.~~	9-12.ICT.6.3 Communicate detailed ideas clearly and effectively by creating or using a variety of deliverables.	Revise	Clarity
~~ICT.9-12~~9-12.ICT.6.d ~~Students p~~Publish or present content that customizes the message and medium for their intended audiences.	9-12.ICT.6.4 Publish or present content that customizes the message and medium for their intended audiences.	Keep	Age appropriate
~~Goal 7: Students use digital tools to broaden their perspectives and enrich their learning by collaborating with others and working effectively in teams locally and globally.~~		Remove	Remove goals from standards
~~ICT.K-2.7.a With guidance from an educator, students use technology tools to work with friends and with people outside their neighborhood, city and beyond.~~K-2.CT.3.3 Select tools to broaden their perspectives and enrich their learning by collaborating with others and working effectively in team locally and globally.	K-2.CT.3.3 Select tools to broaden their perspectives and enrich their learning by collaborating with others and working effectively in team locally and globally.	Revise	Clarity Move to K-2.CT.3.3
~~ICT.K-2.7.b With guidance from an educator, s~~K-2.DL.4.3 ~~Students u~~Use technology to communicate with others and to look at problems from different perspectives.	K-2.DL.4.3 Use technology to communicate with others and to look at problems from different perspectives.	Revise	Remove guidance language Move to K-2.DL.4.3

~~ICT.K-2.7.c With guidance from an educator, students take on different team roles and use age-appropriate technologies to complete projects.~~		Remove	Combined standard to remove redundancy with K-2.DL.4.3
~~ICT.K-2.7.d With guidance from an educator, students use age-appropriate technologies to work together to understand problems and suggest solutions.~~		Remove	Combined standard to remove redundancy with K-2.DL.4.3
~~ICT.3-5.7.a Students use digital tools to work with friends and people from different backgrounds or cultures.~~3-5.CT.3.5 Choose tools to broaden their perspectives and enrich their learning by collaborating with others and working effectively in team locally and globally.	3-5.CT.3.5 Choose tools to broaden their perspectives and enrich their learning by collaborating with others and working effectively in team locally and globally.	Revise	Clarity Move to 3-5.CT.3.5
~~ICT.3-5.7.b Students use collaborative technologies to connect with others, including peers, experts and community members, to explore different points of view on various topics.~~		Remove	Combined standard to remove redundancy with 3-5.CT.3.5
~~ICT.3-5.7.c Students perform a variety of roles within a team using age appropriate technology to complete a project or solve a problem.~~		Remove	Combined standard to remove redundancy with 3-5.CT.3.5

~~ICT.3-5.7.d Students work with others using collaborative technologies to explore local and global issues.~~		Remove	Combined standard to remove redundancy with 3-5.CT.3.5
~~ICT.6-8.7.a Students use digital tools to interact with others to develop a richer understanding of different perspectives and cultures.~~6-8.CT.3.9 Apply digital tools to broaden their perspectives and enrich their learning by collaborating with others and working effectively in teams locally and globally.	6-8.CT.3.9 Apply digital tools to broaden their perspectives and enrich their learning by collaborating with others and working effectively in teams locally and globally.	Revise	Clarity Move to 6-8.CT.3.9
~~ICT.6-8.7.b Students use collaborative technologies to connect with others, including peers, experts and community members, to learn about issues and problems or to gain broader perspective.~~		Remove	Combined standard to remove redundancy with 6-8.CT.3.9
~~ICT.6-8.7.c Students determine their role on a team to meet goals, based on their knowledge of technology and content, as well as personal preference.~~		Remove	Combined standard to remove redundancy with 6-8.CT.3.9
~~ICT.6-8.7.d Students select collaborative technologies and use them to work with others to investigate and develop solutions related to local and global issues.~~		Remove	Combined standard to remove redundancy with 6-8.CT.3.9
~~ICT.9-12~~9-12.ICT.7.a ~~Students u~~Use digital tools to ~~connect~~ engage with ~~learners from~~	9-12.ICT.7.1 Use digital tools to engage with diverse	Revise	Clarity

~~a variety of~~ diverse backgrounds and cultures, ~~engaging with them in ways that~~ broadening mutual understanding and learning through these interactions.	backgrounds and cultures, broadening mutual understanding and learning through these interactions.		
~~ICT.9-12~~9-12.ICT.7.b ~~Students u~~Use collaborative technologies to work with others, including peers, experts or community members, to examine issues and problems from ~~multiple~~ diverse viewpoints.	9-12.ICT.7.2 Use collaborative technologies to work with others, including peers, experts or community members, to examine issues and problems from diverse viewpoints.	Revise	Clarity
~~ICT.9-12~~9-12.ICT.7.c ~~Students c~~Contribute constructively to project teams, assuming various roles and responsibilities to work effectively toward a common goal.	9-12.ICT.7.3 Contribute constructively to project teams, assuming various roles and responsibilities to work effectively toward a common goal.	Keep	Age appropriate
~~ICT.9-12~~9-12.ICT.7.d ~~Students e~~Explore local and global issues and use collaborative technologies to work with others to investigate, develop new understandings, make decisions, and/or solve problems.	9-12.ICT.7.4 Explore local and global issues and use collaborative technologies to work with others to investigate, develop new understandings, make decisions, and/or solve problems.	Keep	Age appropriate

GRADES 9-12

Information & Communication Technology

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LEVERAGING TECHNOLOGY

Code	Standard
9-12.ICT.1.1	Leverage technology to collect, document and present digital works, enhancing the quality and accessibility of their creations.
9-12.ICT. 1.2	Build networks to leverage tools that support development of a personalized learning path.
9-12.ICT. 1.3	Use technology to seek and give feedback that informs and improves the learning and development process.
9-12.ICT.1.4	Demonstrate the ability to select, use and troubleshoot current technologies and transfer their knowledge and skills to new technologies.

DIGITAL CITIZENSHIP

Code	Standard
9-12.ICT.2.1	Develop and manage their digital identity and understand the permanence of their digital actions including the effect on current and future reputation.
9-12.ICT.2.2	Engage in positive, safe, legal and ethical behavior when using technology.
9-12.ICT.2.3	Demonstrate an understanding of the rights and obligations of using and sharing intellectual property.
9-12.ICT.2.4	Maintain their digital security and understand data collection technology used to track their online activity.

INFORMATION PROCESSING AND PRODUCTION

Code	Standard

9-12.ICT.3.1	Utilize effective research strategies to plan and gather information from relevant sources.
9-12.ICT.3.2	Evaluate the accuracy, perspective, credibility and relevance of information in any format.
9-12.ICT.3.3	Create deliverables utilizing a variety of formats to demonstrate meaningful connections and conclusions from their research.
9-12.ICT.3.4	Explore real-world issues and problems, develop ideas and theories while pursuing solutions.

INNOVATIVE DESIGNER

Code	Standard
9-12.ICT.4.1	Know and use a deliberate design process for generating ideas, testing theories, creating innovative artifacts or solving authentic problems.
9-12.ICT.4.2	Select and use digital tools to plan and manage a design process that considers design constraints and calculated risks.
9-12.ICT.4.3	Develop, test and refine prototypes as part of a cyclical design process.
9-12.ICT.4.4	Display a capacity to work with open-ended problems demonstrating perseverance and adaptability.

COMPUTATIONAL THINKER

Code	Standard
9-12.ICT.5.1	Analyze problems, identifying opportunities to apply technological methods for solution development.

9-12.ICT.5.2	Collect and identify relevant data to facilitate problem-solving and decision-making.
9-12.ICT.5.3	Extract key information, breaking problems into identifiable parts to understand complex systems through research, analysis and feedback.
9-12.ICT.5.4	Analyze data for patterns and create a sequence of procedures to design and evaluate automated solutions.

CREATIVE COMMUNICATOR

Code	Standard
9-12.ICT.6.1	Choose the appropriate platforms and tools for meeting the desired objectives of their creation or communication.
9-12.ICT.6.2	Generate innovative creations by either crafting original works or responsibly repurposing and remixing digital resources to form new compositions.
9-12.ICT.6.3	Communicate detailed ideas clearly and effectively by creating or using a variety of deliverables.
9-12.ICT.6.4	Publish or present content that customizes the message and medium for their intended audiences.

GLOBAL COLLABORATOR

Code	Standard
9-12.ICT.7.1	Use digital tools to engage with diverse backgrounds and cultures, broadening mutual understanding and learning through these interactions.

9-12.ICT.7.2	Use collaborative technologies to work with others, including peers, experts or community members, to examine issues and problems from diverse viewpoints.
9-12.ICT.7.3	Contribute constructively to project teams, assuming various roles and responsibilities to work effectively toward a common goal.
9-12.ICT.7.4	Explore local and global issues and use collaborative technologies to work with others to investigate, develop new understandings, make decisions, and/or solve problems.

GRADES K-8

K-8 Technology Standards

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GRADES K-2 COMPUTATIONAL THINKING (CT)

Computing Systems

Code	Standard
K-2.CT.1.1	Recognize that software is required to control all computing devices (e.g. programs, browsers, websites, apps).
K-2.CT.1.2	Use digital tools to create original artifacts.

Data and Analysis

Code	Standard
K-2.CT.2.1	Classify and sort information into useful order without using a computer (e.g. sorting objects by various attributes).
K-2.CT.2.2	Demonstrate that computing devices save information as data that can be stored, searched, retrieved, modified, and deleted.
K-2.CT.2.3	Recognize performance feedback from digital tools, make adjustments based on that feedback and use age-appropriate technology to share learning.
K-2.CT.2.4	Analyze age-appropriate data and look for similarities in order to identify patterns and categories.
K-2.CT.2.5	Identify a problem and select appropriate technology tools to explore and find solutions.

Impacts of Computing

Code	Standard
K-2.CT.3.1	Share ideas in multiple ways using digital tools.
K-2.CT.3.2	Select technology to share ideas with different people.
K-2.CT.3.3	Select tools to broaden perspectives and enrich learning by collaborating with others and working effectively in teams locally and globally.
K-2.CT.3.4	Use a design process to develop ideas or creations, and they test their design and redesign if necessary.

Algorithms and Programming

Code	Standard
K-2.CT.4.1	Construct and test problem solutions using a block-based and/or visual programming.
K-2.CT.4.2	Construct an algorithm to accomplish a task.

K-2.CT.4.3	Follow the sequencing in an algorithm.
K-2.CT.4.4	Break a problem into parts and identify ways to solve the problem.
K-2.CT.4.5	Use a design process to ask questions, suggest solutions, test ideas to solve problems and redesign as needed.
K-2.CT.4.6	Use age-appropriate digital and nondigital tools to design something and are aware of the step-by-step process of designing.
K-2.CT.4.7	Understand how technology is used to make a task easier or repeatable and can identify real-world examples.

GRADES K-2 DIGITAL LITERACY (DL)

Empowered Learner

Code	Standard
K-2.DL.1.1	Navigate a variety of technologies that will help them in their learning and begin to demonstrate an understanding of how knowledge can be transferred between tools.
K-2.DL.1.2	Understand that a wide range of jobs require knowledge or use of computing.
K-2.DL.1.3	Demonstrate an understanding that technology is all around them and the importance of keeping their information private.

Digital Citizen

Code	Standard
K-2.DL.2.1	Practice responsible digital citizenship and decision making using positive, safe, legal and honest behaviors in the use of technology systems and software.
K-2.DL.2.2	Demonstrate an understanding of the role an online identity plays in the digital world and learn the permanence of their decisions when interacting online.

Knowledge Constructor

Code	Standard
K-2.DL.3.1	Locate and identify computing, input, and output devices in a variety of environments.
K-2.DL.3.2	Demonstrate how to operate a variety of computing devices by turning on, navigating, opening/closing programs or apps as appropriate.
K-2.DL.3.3	Identify, using accurate terminology, simple hardware and software problems.
K-2.DL.3.4	Understand and apply resources to construct knowledge, produce creative artifacts and make connections to their learning.

Creative Communicator

Code	Standard
K-2.DL.4.1	Create a design document to illustrate thoughts, ideas, and stories in a sequential manner (e.g., storyboard, mind map).
K-2.DL.4.2	Choose different tools for creating something new for communicating with others.
K-2.DL.4.3	Use technology to communicate with others and to look at problems from different perspectives.

Global Collaborator

Code	Standard
K-2.DL.5.1	Explain that networks link people using computers and other computing devices allowing them to communicate, access, and share information.

GRADES 3-5 COMPUTATIONAL THINKING (CT)

Computing Systems

Code	Standard
3-5.CT.1.1	Identify, using accurate terminology, simple hardware and software problems and apply strategies for solving these problems.
3-5.CT.1.2	Create step-by-step instructions that models intelligent behavior on computing devices.
3-5.CT.1.3	Recognize and utilize the features and functions of a variety of creation or communication tools.
3-5.CT.1.4	Create original works and learn strategies for remixing or repurposing to create new artifacts.

Data and Analysis

Code	Standard
3-5.CT.2.1	Use outcome data to solve a problem or answer a question.
3-5.CT.2.2	Understand how computers encode and store data.
3-5.CT.2.3	Collect feedback from both people and features embedded in digital tools and use age-appropriate technology to share learning.

3-5.CT.2.4	Explore or solve problems by selecting technology for data analysis, modeling and algorithmic thinking.
3-5.CT.2.5	Select effective technology to represent data.
3-5.CT.2.6	Navigate age-appropriate technologies and begin to transfer their learning to different tools or learning environments.

Impacts of Computing

Code	Standard
3-5.CT.3.1	Demonstrate and encourage respect for intellectual property with both print and digital media when using and sharing the work of others.
3-5.CT.3.2	Demonstrate an understanding of what personal data is, how to keep it private and how it might be shared online.
3-5.CT.3.3	Communicate ideas textually-visually and graphically.
3-5.CT.3.4	Consider their expected audience when creating and sharing digital artifacts and presentations.
3-5.CT.3.5	Choose tools to broaden their perspectives and enrich their learning by collaborating with others and working effectively in teams locally and globally.

Networks and the Internet

Code	Standard
3-5.CT.4.1	Demonstrate how a device on a network sends and receives information.

Algorithms and Programming

Code	Standard
3-5.CT.5.1	Identify and understand ways that teamwork and collaboration can support problem solving and the software design cycle.
3-5.CT.5.2	Construct and test problem solutions using block-based and or text-based programming.
3-5.CT.5.3	Generate a list of sub-problems to consider while addressing a larger problem.
3-5.CT.5.4	Explain that computer program design is an iterative process that includes the following steps: define the problem, generate ideas, build a program, test the program, improve the program.
3-5.CT.5.5	Explain and debug the sequencing in an algorithm.
3-5.CT.5.6	Construct an algorithm to accomplish a task.
3-5.CT.5.7	Break down problems into smaller parts, identify key information, and propose solutions.

3-5.CT.5.8	Understand and explore basic concepts related to automation, patterns and algorithmic thinking.
3-5.CT.5.9	Use digital and nondigital tools to plan and manage a design process.

GRADES 3-5 DIGITAL LITERACY (DL)

Empowered Learner

Code	Standard
3-5.DL.1.1	Analyze a variety of resources for accuracy, perspective, credibility, and relevance using digital tools to construct knowledge, produce creative artifacts and make meaningful learning experiences for themselves and others.

Digital Citizen

Code	Standard
3-5.DL.2.1	Practice responsible digital citizenship using positive, safe, legal and ethical behaviors in the use of technology systems and software.
3-5.DL.2.2	Explain ethical issues that relate to equity of access, accessibility, security, privacy, copyright, digital citizenship, digital footprint, and intellectual property with computers and networks.

Knowledge Constructor

Code	Standard
3-5.DL.3.1	Identify how computational devices impact daily life.
3-5.DL.3.2	Gather, manipulate, and evaluate digital data to explore a real-world problem that is of interest to the student.
3-5.DL.3.3	Explore the connections between computer science and other fields.

Global Collaborator

Code	Standard
3-5.DL.4.1	Generate examples of how the use of computing can affect society and how society can influence the use of computing.

GRADES 6-8 COMPUTATIONAL THINKING (CT)

Computing Systems

Code	Standard
6-8.CT.1.1	Apply troubleshooting strategies for solving hardware and software problems.
6-8.CT.1.2	Compare and contrast the ways that humans and machines process instructions and sense the world.
6-8.CT.1.3	Navigate a variety of technologies and transfer their knowledge and skills to learn how to use new technologies.
6-8.CT.1.4	Select appropriate platforms and tools to create, share and communicate their work effectively.
6-8.CT.1.5	Create original works or responsibly repurpose or remix other digital resources into new creative artifacts.
6-8.CT.1.6	Communicate complex ideas clearly using various digital tools to convey the concepts textually, visually, graphically, etc.

Data and Analysis

Code	Standard
6-8.CT.2.1	Compare and contrast the factors that affect quality and file size of stored data.
6-8.CT.2.2	Justify the selection of the data, collection, and analysis needed to answer a question.
6-8.CT.2.3	Demonstrate that data collection is used to make recommendations to influence decisions as well as predict behavior.
6-8.CT.2.4	Encode and decode information using encryption/decryption schemes.
6-8.CT.2.5	Identify layers of abstraction in different contexts (e.g., objected oriented programming, video and animation, etc.)
6-8.CT.2.6	Apply problem solving techniques by computing for data analysis, modeling or algorithmic thinking.

Impacts of Computing

Code	Standard
6-8.CT.3.1	Design user interfaces to be more user-friendly, free of bias, and accessible.
6-8.CT.3.2	Find or organize data and use technology to analyze and represent it to solve problems, and make decisions about trade-offs and risks.
6-8.CT.3.3	Demonstrate an understanding of how automation works and use algorithmic thinking to design and automate solutions.
6-8.CT.3.4	Explore how computer science fosters innovation and enhances other careers and disciplines.

6-8.CT.3.5	Articulate and set personal learning goals, develop strategies leveraging technology to achieve them and reflect on the learning process itself to improve learning outcomes.
6-8.CT.3.6	Manage their digital identities and reputations within school policy, including demonstrating an understanding of how digital actions are never fully erasable.
6-8.CT.3.7	Demonstrate an understanding of what personal data is and how to keep it private and secure, including the awareness of terms such as encryption, HTTPS, password, cookies, computer malware and social engineering; they also understand the limitations of data management and how data collection technologies work.
6-8.CT.3.8	Publish or present content designed for specific audiences and select platforms that will effectively convey their ideas to those audiences.
6-8.CT.3.9	Apply digital tools to broaden their perspectives and enrich their learning by collaborating with others and working effectively in teams locally and globally.

Networks and the Internet

Code	Standard
6-8.CT.4.1	Demonstrate (e.g., physically or digitally) the flow of information as packets on the Internet and networks.
6-8.CT.4.2	Compare and contrast the trade-offs between wired, wireless, and mobile networks (e.g. speed, security, and cost).

Algorithms and Programming

Code	Standard
6-8.CT.5.1	Compare different algorithms that may be used to solve the same problem.
6-8.CT.5.2	Interpret, modify, and analyze content-specific models used to run simulations.
6-8.CT.5.3	Apply an iterative design process (define the problem, generate ideas, build, test, and improve solutions) in problem solving.
6-8.CT.5.4	Create, analyze, and modify control structures (if-else statements, switch-case statements, looping, etc.) to create programming solutions.
6-8.CT.5.5	Predict the outcome of an algorithm and then step through it to verify your predictions.
6-8.CT.5.6	Decompose a problem into sub- problems and demonstrate how the parts can be incorporated to create a solution.
6-8.CT.5.7	Use debugging and testing to remove errors and improve program quality.
6-8.CT.5.8	Break problems into component parts, identify key pieces and use that information to problem solve.

6-8.CT.5.9	Select and use digital tools to support a design process; to identify constraints and trade-offs, and to weigh risks.

GRADES 6-8 DIGITAL LITERACY (DL)

Empowered Learner

Code	Standard
6-8.DL.1.1	Actively collect performance feedback from people, including teachers, and from functionalities embedded in digital tools to improve their learning process, and they select technology to demonstrate their learning in a variety of ways.
6-8.DL.1.2	Compare and contrast the capabilities of different hardware and software in computer systems.

Digital Citizen

Code	Standard
6-8.DL.2.1	Explore security risks associated with using weak passwords, lack of encryption and/or insecure transactions.
6-8.DL.2.2	Describe the positive and negative impacts of computing devices in daily life.
6-8.DL.2.3	Explain ethical issues that relate to equity of access, security, privacy, ownership and information sharing, copyright, and licensing.
6-8.DL.2.4	Understand and explain the elements of federal, state, and local regulations and policies including COPPA, CIPA, state laws, district policies that relate to digital citizenship.

Knowledge Constructor

Code	Standard
6-8.DL.3.1	Identify different features of everyday objects that contain computing components.
6-8.DL.3.2	Predict positive and negative social impacts of existing or student created content and computational artifacts including economic, entertainment, education, or political.

Creative Communicator

Code	Standard
6-8.DL.4.1	Create and communicate computational artifacts that have a positive social impact.
6-8.DL.4.2	Evaluate a variety of resources for accuracy, perspective, credibility, and relevance using digital tools to construct knowledge, produce creative artifacts and make meaningful learning experiences for themselves and others.

Global Collaborator

Code	Standard
6-8.DL.5.1	Explain how the Internet impacts global communication and collaboration.
6-8.DL.5.2	Summarize current events and changes resulting from computing and their effects on education, the workplace, and society.

SUBJECT

Board Setting the Minimum Student Instructional Day Requirement in Section 33-916, Idaho Code

APPLICABLE STATUTE, RULE, OR POLICY

Idaho State Board of Education Governing Policies & Procedures, Section IV.B.2.
Section 33-512, Idaho Code
Section 33-916, Idaho Code

REFERENCE

April 17, 2024 The Board was updated on the requirements of the H521 (2024) and H766 (2024) and discussed the issue of setting minimum day requirements. The decision was made to take action at the regular June 2024 meeting.

BACKGROUND

H521 and H766 were passed and signed into law during the 2024 legislative session, amending Idaho Code Title 33, Chapter 9 with the addition of a new section designated as Idaho Code Section 33-916, "Eligibility of School Districts for School Modernization Facilities Fund Distributions."

Specifically, the requirement states that in order for a school district to receive either the annualized distributions or the lump sum distribution, it must attest that it meets the minimum student instructional day or hour requirements set by the State Board of Education. The Board will adopt these requirements no later than August 1, 2024 and implement them no sooner than July 1, 2025. Additionally, the law states that the Board may phase in such requirements over a multi-year period.

Minimum hour requirements are already set in Idaho Code Section 33-512 and reported to the State Board of Education. Idaho implemented hours to allow districts to meet required instructional minimums in 1991.

Idaho Code 33-512 (1)(a) outlines required minimum hours as follows:

Grades 9-12	**Grades 4-8 & Alternative Schools**	**Grades 1-3**	**Kinder ***
990 hours	900 hours	810 hours	450 hours *Kindergarten is not required in Idaho

Idaho Code Section 33-512 provides a statutory requirement for student hours while IDAPA 08.02.01 defines a school day or a "day in session" as 4 hours or more.

On April 17, 2024, the Board discussed its requirement to set a minimum number of instructional days (in addition to existing hourly requirements) to meet the

statutory requirement for adoption no later than August 1, 2024. Local Education Agencies (LEAs), i.e., school districts or public charter schools, would be required to meet the hourly instructional requirement or instructional days requirement of the State Board.

As a reminder, there are 179 total LEAs in Idaho with the following school week breakdowns:

- 94 LEAs have a 4-day school week.
- 85 LEAs have a 5-day school week.

This is the breakdown in terms of average days of instruction for 4-day and 5-day school weeks:

Average 4-day: 146
Average 5-day: 172
Total statewide average: 159

There are 38 4-day LEAs that have fewer than 146 instructional days. The average 4-day district's students attend an average of 1030 hours, while the average 5-day district's students attend an average of 1049 hours.

The Education Commission of the States (ECS), of which the Board is a member, has several data points to demonstrate how other states approach minimum instructional hours and days. Thirty-six total states have a days of instruction requirement. Thirty states require at least 180 days of instruction, and six states require 160 and 177 days of instruction. Twenty-six states with a day requirement also have an hour or minute requirement for student instruction. ECS also points out that states track their "seat time" requirements differently: Idaho does not include lunch, passing periods, etc., it only counts seat time for the time a student is physically in the classroom.

As a response to the discussion at the April Board meeting, here are some additional data points around the 4-day and 5-day school week in Idaho:

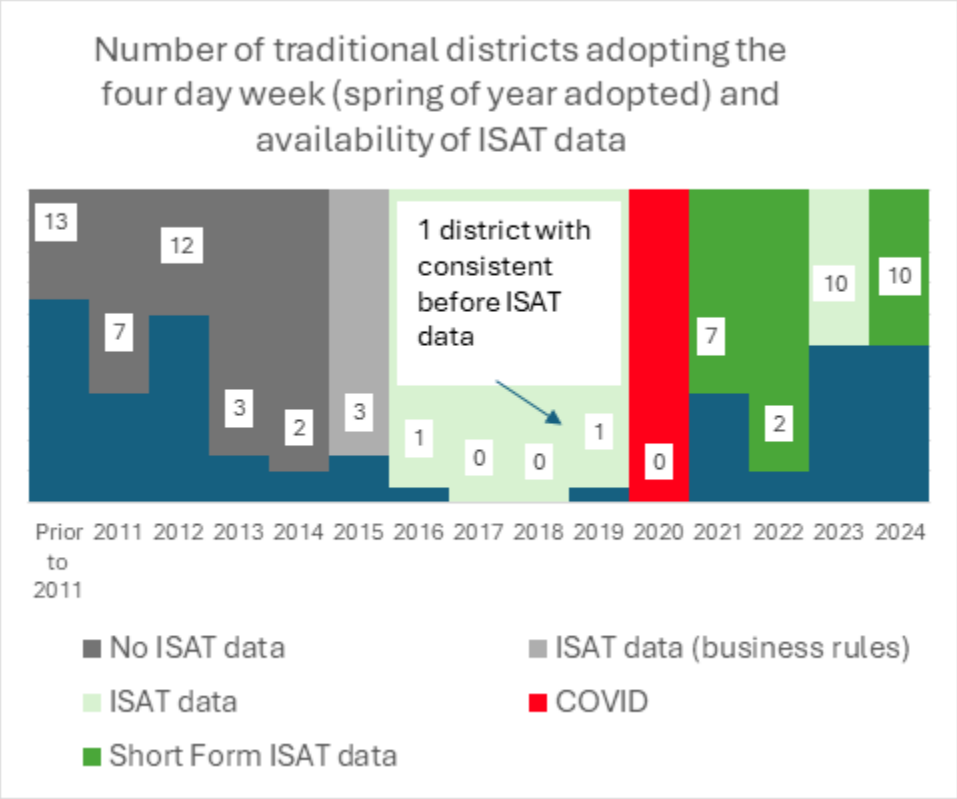
Specifically, there were questions about the Idaho Reading Indicator (IRI) and Idaho Standards Achievement Test (ISAT) with a focus on comparing assessment outcomes for 4-day and 5-day school districts and public charter schools. Comparing test scores of Idaho school districts *before and after* transitioning to a 4-day week is a worthwhile endeavor, especially when considering statewide policy implementation.

However, due to various constraints, such analysis can only be conducted on a small scale, involving six schools for the IRI. *. An analysis of these estimated no*

statistically significant impacts before and after implementation of the 4-day week. Note that the analysis was also limited due to the type of data available. Only proficiency level data is available and not the underlying test score. Furthermore, on the ISAT, there was only one school available for comparison, *which resulted in an analysis not being conducted.* Because this extremely limited dataset is accessible, the population size and number of years with reliable data fall significantly short of providing sufficient grounds for informing statewide policy decisions.

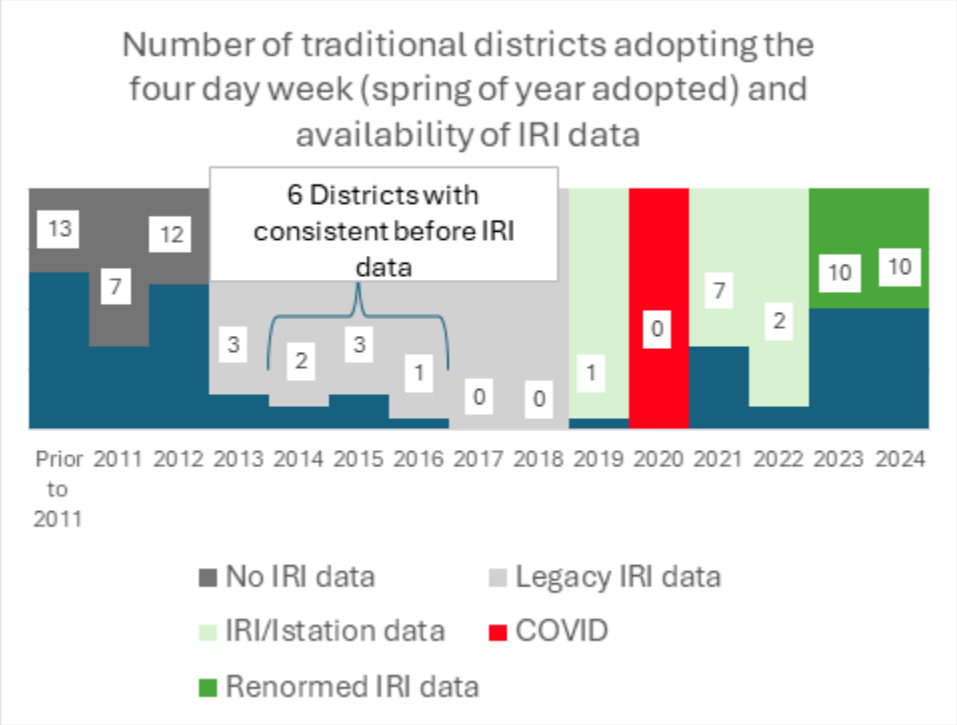
Idaho adopted the Common Core standards in 2009, with official implementation in classrooms commencing in the fall of 2013. Subsequently, the new Common Core standards were assessed by the ISAT in the spring of 2014. There was a concurrent change in testing vendors for the ISAT during this period, and test scores using consistent accountability rules were not available until 2015-2016.

These factors substantially constrain the capacity of researchers to conduct reliable investigations, as any variance in test scores may be attributed to shifts in standards or testing vendors rather than the transition to a 4-day school week. Furthermore, when reliable data could be analyzed, only a few districts made the transition to a 4-day week. The image below helps to further illustrate the discussion:



When considering the IRI, data on the Legacy IRI adopted in 2012 only includes proficiency level scores, not raw scores. Furthermore, the IRI underwent significant changes and was implemented in the fall of 2018. The transition

involved a shift to utilizing the Istation software, replacing the previous paper-and-pencil method and implementing a computer adaptive test format. Moreover, enhancements were made to Istation to incorporate improved accommodation mechanisms for students with disabilities and English learners. Although these changes were beneficial, they present significant challenges for researchers wishing to compare the 2018-2019 IRI data with scores from preceding years. Similar to the ISAT, once reliable IRI data could be analyzed, only a few districts made the transition to a 4-day week. The image below helps to further illustrate the discussion:



Here are some bullet points that summarize related data:

- Out of the 24 school districts in the state that have achieved at least a proficiency rate of 70% on the IRI over the last three years and have a Free and Reduced Lunch (FRL) rate of at least 35%, 17 (71%) of them are on a 4-day school week schedule.
- In a recent study, ISAT data from the academic years 2015-16 through 2018-2019 was examined. The study encompassed school districts of comparable size, contrasting 43 districts adhering to a 5-day week with 37 districts adopting a 4-day week. The analysis yielded the following findings:

Proficiency Ratings (all students)				
grade	Math		ELA	
	4 day	5 day	4 day	5 day

3rd	46%	48%	43%	44%
4th	42%	43%	45%	44%
5th	35%	37%	49%	49%
6th	35%	37%	44%	45%
7th	33%	37%	47%	49%
8th	28%	37%	45%	51%

Proficiency Ratings (economically disadvantaged)

grade	Math		ELA	
	4 day	5 day	4 day	5 day
3rd	38%	39%	34%	35%
4th	34%	33%	35%	35%
5th	26%	28%	39%	39%
6th	23%	28%	34%	36%
7th	25%	27%	38%	39%
8th	19%	27%	35%	40%

These estimates cannot be interpreted as causal. In other words, while the estimates may suggest a correlation or association between variables, they do not demonstrate that one variable causes change in another variable. Ultimately, the effects of a 4-day versus a 5-day school week can vary depending on various factors such as the specific implementation, the demographics of the student population, leadership quality, school board involvement and the resources available to the school.

IMPACT

Although the Board will set the minimum instructional days during its June meeting, this requirement will be phased in for the 2025-2026 school year. Districts will be required to attest that they meet this requirement or the minimum hour requirement in state law no later than July 1, 2025.

Again, as a reminder, the school districts who receive this distribution must meet this minimum student instructional days set by the Board or the instructional hour requirements in law.

BOARD STAFF COMMENTS AND RECOMMENDATIONS

Based on the information and data at the April and June Board meetings, the State Department of Education recommends setting a minimum of 152 instructional days.

This number is based on the fact that the average number of instructional days for our 4-day school districts being 146 days and 38 4-day LEAs have fewer than 146

instructional days. The addition of a week is a reasonable request for these LEAs and can be implemented within a year.

IDE staff worked in collaboration with Board staff to finalize the presented research. Staff at both agencies are in agreement on the conclusions.

Board staff recommends approval of the IDE's request.

BOARD ACTION

I move that the Board sets the minimum instructional day requirement at 152 days in compliance with Idaho Code Section 33-916 with districts attesting to the Board that they will meet this requirement or the hourly instructional requirement no later than July 1, 2025 during their district calendar setting for the 2025-2026 school year.

Moved by _____ Seconded by _____ Carried Yes _____ No _____

INSTRUCTION, RESEARCH AND STUDENT AFFAIRS
JUNE 12-13, 2024

TAB	DESCRIPTION	ACTION
1	**BOARD POLICY III.G. POSTSECONDARY PROGRAM REVIEW AND APPROVAL – SECOND READING**	Action Item
2	**BOARD POLICY III.Q. ADMISSION STANDARDS – SECOND READING**	Action Item
3	**BOISE STATE UNIVERSITY – BACHELOR OF SCIENCE IN NEUROSCIENCE**	Action Item
4	**BOISE STATE UNIVERSITY – BACHELOR OF ARTS/BACHELOR OF APPLIED SCIENCE IN PUBLIC SERVICE LEADERSHIP**	Action Item
5	**UNIVERSITY OF IDAHO – SCHOOL OF HEALTH AND MEDICAL PROFESSIONS**	Action Item
6	**UNIVERSITY OF IDAHO – ONLINE MASTER OF SCIENCE IN GERONTOLOGY**	Action Item
7	**UNIVERSITY OF IDAHO – MASTER OF PHYSICIAN ASSISTANT STUDIES**	Action Item
8	**UNIVERSITY OF IDAHO – DIRECT-ENTRY, MASTER OF SCIENCE IN NURSING**	Action Item

SUBJECT

Board Policy III.G., Postsecondary Program Review and Approval – Second Reading

REFERENCE

August 29, 2019	The Board was presented with a first reading of proposed amendments to Board Policy III.G. Policy, which was referred back to Instruction, Research, and Student Affairs (IRSA) for additional discussion.
October 17, 2019	The Board approved the first reading of proposed amendments, which adds baccalaureate degree programs to the list of programs reviewed by the Board and changes requirements for new academic program proposals that consist of new state appropriations.
December 2019	The Board approved the second reading of proposed amendments to Board Policy III.G.
June 10, 2020	The Board approved a one-year, partial waiver of the requirement for full proposals in Board Policy III.G.3.d and 4.d for modifications to academic programs, career technical programs and instructional and administrative units.
June 16, 2021	The Board approved an extension of the partial waiver of the requirement for full proposals in Board Policy III.G.3.d. and 4.d for modifications to academic programs, career technical programs and instructional and administrative units.
June 16, 2021	The Board approved the first reading of proposed amendments to Board Policy III.G, which reorganizes and streamlines proposal requirements and provides flexibility to the Executive Director to delegate authority to designees for the approval of academic and career technical program changes.
August 26, 2021	The Board approved the second reading of proposed amendments to Board Policy III.G.
December 15, 2021	The Board approved the first reading of proposed amendments to Board Policy III.G., correcting duplicative language and aligning approval roles.
February 17, 2022	The Board approved the second reading of proposed amendments to Board Policy III.G.
April 17, 2024	The Board approved the first reading of proposed amendments to Board Policy III.G.

APPLICABLE STATUTE, RULE OR POLICY

Idaho State Board of Education Governing Policies & Procedures, Section III.G.
Idaho Code §§ 33-2107A, 33-2202, 33-2205

BACKGROUND/DISCUSSION

In August 2021, the Board approved a major revision to Board Policy III.G. Postsecondary Program Approval and Discontinuance. This revision restructured the policy to include three levels of review, based on the nature of requested programmatic changes: full proposal, short proposal, and letter of notification. In February 2022, the Board approved amendments to correct an unintended conflict in the policy related to actions requiring a short proposal.

Over the past two years of implementing the significantly revised policy, Board staff and institutions have noted several minor-to-moderate changes that would further streamline the program review and approval process. The proposed amendments include these changes. Other proposed changes help to better align Board policy with Idaho Code related to the approval of career technical education programs and align the policy with updated practices related to the role of the Professional Standards Commission (PSC) in reviewing new educator preparation programs. Finally, proposed amendments would allow for some accreditors' external reviews to supplant the required external peer review under certain conditions.

IMPACT

Amendments will clarify and streamline the program review and approval process and bring it into alignment with current practice. They will also clearly articulate the differential roles and responsibilities of the Board's executive director and the Division administrator in program review and approval. Amendments will also increase efficiency and reduce duplicative costs for the development of some doctoral programs.

ATTACHMENTS

Attachment 1 – Board Policy III.G. Postsecondary Program Review and Approval – Second Reading

BOARD STAFF COMMENTS AND RECOMMENDATIONS

There were two proposed amendments added between the first and second readings. These amendments direct the Board's executive director or designee (in case of academic programs) and the state administrator (in cases of CTE programs) to develop and publish a timeline to ensure timely submission of program proposals that require review and approval by the full Board.

Board staff recommends approval of these amendments.

BOARD ACTION

I move to approve the second reading of proposed amendments to Board Policy III.G, Postsecondary Program Review and Approval, as submitted in Attachment 1.

Moved by _____ Seconded by _____ Carried Yes _____ No _____

ATTACHMENT 1

Idaho State Board of Education
GOVERNING POLICIES AND PROCEDURES
SECTION: III. POSTSECONDARY AFFAIRS
SUBSECTION: G. Postsecondary Program Review and Approval ~~February 2022~~ June 2024

This subsection shall apply to the University of Idaho, Idaho State University, Boise State University, Lewis-Clark State College, North Idaho College, College of Eastern Idaho, College of Southern Idaho, and College of Western Idaho.

1. Classifications and Definitions

   a. Academic Program shall mean a postsecondary educational program offered by an institution of higher education that leads to an academic or professional degree, certificate, or other recognized educational credential as defined in Board Policy Section III.E.

   b. Academic Program Components shall include options, minors, emphases, tracks, concentrations, specializations, and cognates as defined by each institution. For the purposes of this policy, a certificate is not an academic program component.

   c. Administrative Unit shall mean offices, centers, bureaus, or institutes that are responsible for carrying out administrative functions, research, or public service as their primary purpose, and are not responsible for academic or career technical programs.

   d. Career Technical Program shall mean a sequence or aggregation of competencies that are derived from industry-endorsed outcome standards and directly related to preparation for employment in occupations requiring a career technical certificate or degree as defined in Board Policy Section III.E. These programs must include competency-based applied learning that contributes to an individual's technical skills, academic knowledge, higher-order reasoning, and problem-solving skills.

   ~~e. Career Technical Program Component shall mean instructional paths to fields of specialized employment, consisting of more than one specialized course.~~

   ~~f.~~e. Financial Impact shall mean the total financial ~~resources~~expenditures, regardless of funding source, needed to support personnel costs, operating expenditures, capital outlay, capital facilities construction or major renovation, and indirect costs that are incurred as a direct result of establishing, modifying, or discontinuing a new instructional program, instructional unit, or administrative unit. ~~This includes the impact of moving resources from existing programs to proposed programs.~~

   ~~g.~~f. Full Proposal shall mean a document submitted to the Board Office or Idaho Division of Career Technical Education (IDCTE) that contains details about substantive changes to academic or career technical education programming or administration that require review and approval by the full Board, ~~or~~ the Board's Executive Director, ~~of the Board~~ the IDCTE State Administrator (State

Administrator), or designee, as specified in this policy. The Full Proposal template is developed and maintained by the ~~Executive Director, State Administrator, or designee.~~Board Office in collaboration with IDCTE as appropriate.

~~h.~~g. Instructional Unit shall mean departments, institutes, centers, divisions, schools, colleges, campuses, branch campuses, and research units (e.g. extension centers) that are responsible for academic programs or career technical programs.

~~i.~~h. Letter of Notification shall mean a letter from the institution to the Executive Director, ~~IDCTE~~ State Administrator or designee, notifying the Board Office or IDCTE as appropriate of changes to academic or career technical education programming or administration that do not require advanced approval by the Board, ~~or the~~ Executive Director, State Administrator, or designee, as specified in this policy.

~~j.~~i. Major shall mean a principal field of academic specialization that usually accounts for 25 to 50 percent of the total degree requirements. The concentration of coursework in a subject matter major serves to distinguish one program from others leading to the same or a similar degree.

~~k.~~j. Short Proposal shall mean a document submitted to the Board Office or IDCTE that contains details about non-substantive changes to academic or career technical education programming or administration that require review and approval by the Executive Director, State Administrator, or designee, as specified in this policy. The Short Proposal template is developed and maintained by the Board Office in collaboration with IDCTE as appropriate.~~Executive Director, State Administrator, or designee as applicable to the type of program~~.

2. Roles and Responsibilities

Program planning, review, and approval shall be a collaborative process which includes the Board, Board office staff, IDCTE staff, the institutions, faculty, external advisory groups, regional and specialized accreditation bodies, and other stakeholders pursuant to Board Policy III.Z.

a. Each institution shall establish and maintain policies and procedures for evaluating existing programs and developing new program proposals. This evaluation process should be an integral component of the institution's academic and career technical education planning and budgeting processes.

b. The Council on Academic Affairs and Programs (CAAP) shall review ~~N~~new program proposals and discontinuation requests ~~shall be reviewed by the Council on Academic Affairs and Programs (CAAP~~). CAAP shall make recommendations to the Instruction, Research, and Student Affairs (IRSA) committee on instructional programmatic matters and related policy issues.

c. The State Administrator ~~of IDCTE~~ shall approve academic microcredentials developed by the institutions, in consultation with Board Staff, in addition to career technical microcredentials. ~~The Idaho Division of Career Technical Education~~The State Administrator shall review and make recommendations as appropriate to the IRSA Committee and/or the Board on instructional programmatic matters and policy issues related to ~~their~~ IDCTE's roles and responsibilities. ~~The State Administrator of the Idaho Division of Career Technical Education is authorized to approve academic microcredentials developed by the institutions in addition to career technical microcredentials.~~

~~The Professional Standards Commission shall review and make recommendations as appropriate to the Board on educator preparation programs for educator certification purposes. Educator preparation program approval for state certification purposes is governed by Administrative Code through a separate process. The processes for earning approval for certification should be conducted concurrently with the program approval process when practicable~~.

3. Procedures for Review and Approval of Changes to Academic Programming and Administration ~~Proposal Submission and Approval~~

Proposed changes to academic programs and administration at the institutions shall be submitted to the Board for one of three levels of review: a Full Proposal, a Short Proposal, or a Letter of Notification. Institution staff~~s~~ shall ~~are strongly encouraged to~~ consult with Board staff to determine the appropriate level of review before submitting proposed changes to the Board office.

a. Actions Requiring a Full Proposal

Subsequent to institutional review and consistent with institutional policies, but prior to implementation, actions related to academic programs or units identified in this subsection require approval by the Board or the Executive Director or designee as indicated, and shall be submitted by the institution as a Full Proposal. There are three different types of Full Proposal forms: a form for a discontinuation of a program, a form for new instructional/administrative units, and a form for all other actions requiring a Full Proposal.

i. The following actions require approval by the Board:

1) Establishment of a new branch campus or change in location geographically apart from the main campus, regardless of financial impact. A location of an institution that is geographically apart and independent of the main campus is permanent in nature; offers at least 50% of the courses of an educational program leading to a degree, certificate, or other educational credential; has its own faculty and

administrative organization; and has its own budgetary and hiring authority. Subsection 3.a.i.1 does not apply to ~~the~~ community colleges.

2) Establishment of any new academic undergraduate or graduate program with a financial impact of $250,000 or more per fiscal year.

   a) All doctoral program proposals shall require an external peer review, regardless of financial impact. The external peer-review panel shall consist of at least two (2) members and will be selected by the Executive Director or designee and the requesting institution's Chief Academic Officer. Board staff shall notify the institution in writing whether it may proceed with the external peer-review process. External reviewers shall not be affiliated with a public Idaho institution. The review shall consist of a paper and on-site peer review, followed by the issuance of a report and recommendations by the panel. Each institution shall provide the panel with a template developed by the Executive Director or designee. The peer reviewer report and recommendations shall be a significant factor in the Board's evaluation of the program.

      i. For programs that require specialized accreditation, external review for the accreditation process may supplant standard external peer review as described in this paragraph, and may occur after approval of the program by the Board, if and only if receipt of initial accreditation is required before any student enrolls in the program. Institutions must receive from the Executive Director or designee approval to supplant external peer review with specialized accreditation review prior to submitting a doctoral program proposal. Institutions shall submit a copy of the specialized accreditation report to the Board Office within 30 days of completion of the review.

   b) New educator preparation programs must utilize the Board approved new education preparation program approval process and require ~~concurrent~~ submission of a Full Proposal to the Executive Director or designee ~~and the Professional Standards Commission (PSC),~~ regardless of financial impact. The ~~PSC~~ new education preparation program approval process ensures programs meet the Idaho standards for educator certification. The Executive Director or designee ensures the program proposal is consistent with the program approval process and meets the standards approved by the Board and ~~established by rule in Administrative Code~~ pursuant to Section 33-1254 Idaho Code. ~~The PSC makes recommendations to the Board for approval of programs as vehicles for meeting the state certification requirements.~~

3) Establishment by a community college of any new applied baccalaureate program, pursuant to Section 33-2107A, Idaho Code.

4) Establishment of any new program with academic program fees as defined in Board Policy Section V.R.
5) Adding program fees to existing programs requires full Board approval consistent with Board Policy Section V.R; however, such changes do not require submission of a Full Proposal.

ii. The following actions require approval by the Executive Director or designee:

1) Establishment of any new academic undergraduate or graduate program with a financial impact of less than $250,000 per fiscal year.
2) Discontinuation of an academic undergraduate or graduate program or instructional or administrative unit.
3) Establishment of any new instructional or administrative unit.
4) Establishment of any new or discontinuation of any existing academic undergraduate and graduate certificates consisting of more than 30 credits and with a financial impact of $250,000 or more per fiscal year.
5) Expansion of an existing program outside an institution's Designated Service Region, with the exception of programs for which institutions have statewide program responsibilities as defined in Board Policy III.Z.
6) Conversion of a program option into a stand-alone program with a financial impact of $250,000 or more per fiscal year.
7) Consolidation of two or more undergraduate programs into one undergraduate program with a financial impact of $250,000 or more per fiscal year.
8) Consolidation of two or more graduate programs into one program.
9) Splitting of a graduate program into two or more programs.
10) Addition of an academic undergraduate, graduate, or specialized certificate~~s~~ ~~or degrees~~ to an existing program~~s~~ with a financial impact of $250,000 or more per fiscal year.

Each Full Proposal shall be reviewed by ~~the Council on Academic and Affairs and Programs~~CAAP within thirty (30) days of ~~receipt~~submission to the Board Office. At the sole discretion of the Executive Director or designee, any Full Proposal may be referred to the full Board for review and approval. The Executive Director or designee shall develop and publish a timeline for review of full proposals for timely inclusion on the agendas of regularly scheduled board meetings. ~~To ensure review by the full Board, the 30-day review must end at least fifteen (15) calendar days before the agenda material submission deadline for the targeted regular Board meeting~~. ~~Requests requiring new state appropriations shall be submitted to the Board for review prior to or concurrently with submission of an institution's annual budget request.~~

b. Actions Requiring a Short Proposal

Subsequent to institutional review and consistent with institutional policies, but prior to implementation, the following actions related to academic programs or units require approval by the Executive Director or designee and shall be submitted by the institution as a Short Proposal:

i. Establishment of a new or discontinuation of any existing academic undergraduate or graduate certificate consisting of more than 30 credits with a financial impact of less than $250,000 per fiscal year.
ii. Addition of an academic undergraduate, graduate, or specialized certificate ~~or degree~~ to an existing program with a financial impact of less than $250,000 per fiscal year.
iii. Splitting of an undergraduate program into two or more undergraduate programs.
iv. Consolidation of two or more undergraduate programs into one undergraduate program with a financial impact of less than $250,000 per fiscal year.
v. Conversion of one program option into a stand-alone program with a financial impact of less than $250,000 per fiscal year.
vi. Conversion or transition of a degree type (e.g., Bachelor of Arts to Bachelor of Science).
vii. Conversion or transition of a certificate type (e.g., Technical Certificate of Completion to Basic Technical Certificate).
viii. Deviation from certificate or degree program credit definitions as provided in Board Policy III.E.
ix. Changes to program names or degree titles related to Statewide Program Responsibilities as defined in Policy III.Z (requires full board approval).
x. Establishment of new programs consisting of multiple certificates with similar coursework.
xi. Establishment of a dual degree from existing programs with a financial impact of less than $250,000 per fiscal year.
xii. Modification to existing academic instructional or administrative units.

At the sole discretion of the Executive Director or designee, institutions may be required to submit a Full Proposal for any action identified in this subsection.

c. Actions Requiring a Letter of Notification

Subsequent to institutional review and consistent with institutional policies, and ~~within~~ at least 30 days ~~after~~ before implementation, institutions shall notify the Executive Director or designee of the following actions related to academic programs or units via a Letter of Notification:

i. Establishment of a new, modification to, or discontinuation of an academic program component.

ii. Establishment of a new or discontinuation of any existing academic undergraduate or graduate certificate consisting of fewer than thirty (30) credits.
iii. Expansion of an existing ~~P~~program ~~expansion~~ within an institution's Service Region as defined in Board Policy III.Z.
iv. Expansion of an existing statewide program offered by an institution with Statewide Program Responsibilities as defined in Board Policy III.Z.
~~iv. A change from clock hours to credit hours for an academic program.~~
v. Addition of an online option to an existing academic program.
vi. Transition of an academic program with less than fifty percent (50%) of courses offered online exclusively to fifty percent (50%) or more of courses offered online exclusively.
vii. Transition of an academic program to an exclusively online format.
viii. Addition or removal of courses that represent a significant departure from existing academic program offerings or method of delivery.
ix. A change in name or title of any academic program or instructional or administrative unit.
x. A change of Classification of Instructional Program (CIP) code for any academic program.
xi. A ~~credit~~ change to the total number of credits required to earn a certificate or degree to an existing academic program.

At the sole discretion of the Executive Director or designee, institutions may be required to submit a Short Proposal or Full Proposal for any action identified in this subsection.

d. Other ~~M~~minor content changes to curriculum, descriptions of individual courses, or catalog listings do not require notification to or approval by the Board or the Executive Director or designee.
~~d.~~e. Requests to establish, modify, or discontinue a microcredential, as defined in Board Policy III.E, require approval by the State Administrator or shall be submitted by the institution in accordance with a templated developed by IDCTE.

4. Career Technical Program Proposal Submission and Approval

a. Actions Requiring a Full Proposal

Subsequent to institutional review and consistent with institutional policies, but prior to implementation, requests for changes to career technical programs or units identified in this subsection require approval by the State Administrator ~~or the Executive Director~~ or designee and shall be submitted by the institution as a Full Proposal.

i. Establishment of a new career technical education program or certificate. New career technical programs or certificates with a financial impact of $250,000 or more per fiscal year require approval by the full Board.
ii. Discontinuation of career technical programs ~~and components~~.
iii. Establishment of new career technical administrative or instructional units.
iv. Expansion of a career technical program outside an institution's Designated Service Region as defined in Board Policy III.Z.
v. Consolidation of two or more career technical programs into one career technical program with a financial impact of $250,000 or more per fiscal year.
vi. Conversion of one certificate or degree option within a career technical program ~~option~~ into a stand-alone career technical program with a financial impact of $250,000 or more per fiscal year.
vii. Addition of career technical certificates or degrees to existing career technical programs with a financial impact of $250,000 or more per fiscal year.

For new or modified career technical programs or certificates, a Program Profile ~~Attachment B~~ is required. Each Full Proposal shall be reviewed by ~~the Council on Academic and Affairs and Programs~~CAAP within 30 days of ~~receipt.~~ submission to IDCTE. At the sole discretion of the State Administrator ~~or Executive Director~~ or designee, any Full Proposal may be referred to the Board for review and approval. The State Administrator shall develop and publish a timeline for review of full proposals for timely inclusion on the agendas of regularly scheduled board meetings. ~~To ensure review by the full Board, the 30-day review must end at least fifteen (15) calendar days before the agenda material submission deadline for the targeted regular Board meeting.~~

b. Actions Requiring a Short Proposal

Subsequent to institutional review and consistent with institutional policies, but prior to implementation, requests for changes in career technical programs or units identified in this subsection require approval by the State Administrator ~~or Executive Director~~ or designee and shall be submitted by the institution as a Short Proposal.

i. Splitting of a career technical program into two or more career technical programs.
ii. Consolidation of two or more career technical programs into one career technical program with a financial impact of less than $250,000 per fiscal year.
iii. Conversion of one certificate or degree option within a career technical program ~~option~~ into a stand-alone career technical program with a financial impact of less than $250,000 per fiscal year.
iv. Addition of career technical certificates, specialized certificates, or degrees to existing career technical programs with a financial impact of less than $250,000 per fiscal year.

v. Inactivation of a career technical program (refer to paragraph 8 of this policy).~~Inactivation of a career technical program. Inactivation allows program re-evaluation and assessment in response to rapid changes in industry for up to three years. If industry demand for the program does not resume within three years following approved inactivation, the program shall be discontinued pursuant to paragraph 7 of this policy.~~
vi. Addition or removal of courses that represent a significant departure from existing career technical program offerings or method of delivery.
vii. Modification to existing career technical instructional or administrative units.
viii. Conversion or transition of one career technical program degree or certificate level to another degree or certificate level.
ix. Transition of a career technical program to an exclusively online format.
x. Addition of an online option to an existing career technical program.
xi. Transition of a career technical program with less than fifty percent (50%) of courses offered online exclusively to fifty percent (50%) or more of courses offered online exclusively.

For the addition or modification of career technical programs or certificates, a Program Profile ~~Attachment B~~ is required. Upon the recommendation of the State Administrator or at the discretion of the Executive Director or designee, institutions may be required to submit a Full Proposal for any action identified in this subsection.

c. Actions Requiring a Letter of Notification

Subsequent to institutional review and consistent with institutional policies, and within 30 days ~~after~~ before implementation, institutions shall notify the State Administrator ~~or the Executive Director~~ or designee of the following changes to career technical programs or units via a Letter of Notification and Program Profile as appropriate:

~~i. Establishment of a new, modification to, or discontinuation of a career technical program component.~~
~~ii.~~i. Career technical program expansion within an institution's Designated Service Region as defined in Board policy III.Z.
ii. Re-activation of a career technical program within three years from inactivation.
iii. A change from clock hours to credit hours for a career technical program.
iv. A change in the name or title of any career technical program or instructional or administrative unit.
v. A change of Classification of Instructional Program (CIP) code for any career technical program.
vi. A ~~credit~~ change to the total number of credits required to earn a certificate or degree to an existing career technical program.
vii. Minor changes to career technical courses. ~~Requires a program profile Attachment B and letter.~~

Upon the recommendation of the State Administrator ~~or at the discretion of the Executive Director~~ or designee, institutions may be required to submit a Short Proposal or Full Proposal for any action identified in this subsection.

d. Requests to establish, modify, or discontinue a microcredential, as defined in Board Policy III.E, require approval by the State Administrator or shall be submitted by the institution in accordance with a template developed by ~~the Division of Career Technical Education~~IDCTE.

e. Requests requiring new state appropriations shall be included in the annual budget request of ~~the Idaho Division of Career Technical Education~~ IDCTE for Board approval.

5. Sunset Clause for Academic and Career Technical Program Approval

Academic and career technical programs approved by the Board, ~~or~~ Executive Director, or State ~~Adminstrator~~Administrator must be implemented within five years. A program not implemented within five years from the approval date requires submission for approval of an updated proposal. Institutions shall notify the Executive Director, State Administrator, or designee in writing when an approved program has not been officially implemented within the sunset timeframe. Institutions may request a change in the sunset timeframe indicated in the program proposal if a program's implementation is delayed.

6. Academic and Career Technical Program Proposal Review Timeline and Denial Procedures

a. The Executive Director, State Administrator, or designees shall act on any Full Proposal or Short Proposal within ~~thirty~~forty-five (~~30~~45) days from proposal submission~~.~~

b. If the Executive Director or designee denies a proposal, he/she shall provide specific reasons in writing to the institution. The institution shall have thirty (30) days in which to address the issue(s) for denial of the proposal. The Executive Director or designee shall have ten (10) working days after the receipt of the institution's response to re-consider the denial. If the Executive Director or designee denies the request after re-consideration, the institution may send its request and the supporting documents related to the denial to the Board for final reconsideration.

7. Program Discontinuance

The primary considerations for program discontinuance are whether the program is an effective use of the institution's resources, no longer serves student or industry

needs, or when programs no longer have sufficient students to warrant allocation of resources. This policy does not apply to programs that are discontinued as a result of financial exigency as defined in Board Policy Section II.N.

a. Institutions shall develop policies, in accordance with the Northwest Commission on Colleges and Universities Accreditation Handbook, which requires institutions to make appropriate arrangements for enrolled students to complete affected programs in a timely manner with minimum interruptions.

b. Any faculty or staff members whose employment the institution seeks to terminate due to the discontinuance of a program based upon Board Policy Section III.G. shall be entitled to the following procedures:

   i. Non-classified contract employees, including non-tenured faculty, may be dismissed or have their contracts terminated or non-renewed in accordance with Board and institutional policies.

   ii. State of Idaho classified employees shall be subject to layoff as provided in the rules of the Division of Human Resources. Classified employees of the University of Idaho shall be subject to layoff as provided in the policies of the University of Idaho.

   iii. Tenured faculty will be notified in writing that the institution intends to dismiss them as a result of program discontinuance. This notice shall be given at least twelve (12) months prior to the effective date of termination.

   iv. An employee who receives a notice of termination as a result of program discontinuance is entitled to use the internal grievance procedures of the institution. The sole basis to contest a dismissal following a program closure is in compliance with these policies.

8. Career Technical Program Reduction, ~~or~~ Termination, Prioritization, and Inactivation

For the reduction or termination of career technical programs, institutions shall adhere to criteria set forth by ~~Idaho Division of Career Technical Education~~IDCTE.

a. Conditions for Reduction or Termination

A program is subject to reduction or termination when ~~one~~ two or more of the following conditions exist. Standards for the metrics listed below will be predetermined at the local level according to the institution's program health metrics for each category.

i. Inadequate Job Opportunities
ii. Inadequate Student Enrollment
iii. Inadequate Positive Placement
iv. Inadequate Completion Rate

v. Inadequate Finances

b. Inactivation allows program re-evaluation and assessment in response to rapid changes in industry for up to three years. If industry demand for the program does not resume within three years following approved inactivation, the institution shall submit a discontinuation full proposal pursuant to paragraph 4 of this policy.

~~b.~~c. Notice to Employees

The institution must give notice in writing to employees who are affected by a program reduction or termination in accordance with Board and institutional policies.

9. Reporting

a. ~~The Executive Director or designee shall report s~~Semi-annually all approved program changes shall be reported to the Board ~~regarding all program proposals approved by the Executive Director or designee~~.

b. All baccalaureate and graduate level programs approved by the Board require a report on the program's progress in accordance with a timeframe and template developed by the Executive Director or designee.

SUBJECT

Board Policy III.Q., Admission Standards – Second Reading

REFERENCE

June 2007	Board approved the first reading of amendments to Board Policy III.Q.
August 2007	Board approved the second reading of amendments to Board Policy III.Q.
December 2013	Board approved the first reading of amendments to Board Policy III.Q.
February 2014	Board approved the second reading of amendments to Board Policy III.Q.
April 2017	Board approved the first reading of amendments to Board Policy III.Q.
June 2017	Board approved the second reading of amendments to Board Policy III.Q.
June 2020	Board approved a temporary waiver of the College Entrance Exam minimum admission requirement in response to the COVID-19 pandemic.
June 2021	Board approved removing College Entrance Exam minimum admission requirements.
April 2024	Board approved the first reading of amendments to Board Policy III.Q to update sections on direct admissions, high school requirements, and Career Technical Education program admissions.

APPLICABLE STATUTES, RULE OR POLICY

Idaho State Board of Education Governing Policies & Procedures, Section III.Q, Admission Standards

BACKGROUND / DISCUSSION

In Spring 2024, postsecondary representatives agreed to include Idaho Standard Achievement Test (ISAT) scores, along with GPA and SAT scores, as criteria for the Direct Admissions program. This decision was supported by research data and specifically adjusts admissions criteria for Lewis-Clark State College and Idaho State University.

The policy updates and improves the admissions process by offering more tailored communications, simplifying high school course requirements, streamlining Career Technical Education (CTE) admissions, and refining provisional admissions for high-achieving students from non-accredited high schools.

IMPACT

Approval of the policy amendments will improve readability and interpretability of

the policy. Additionally, amendments provide clearer guidance to Board staff and institutions on direct admissions decisions and to institutional admissions offices on acceptable approaches for high school admission.

ATTACHMENTS

Attachment 1 – Board Policy III.Q. Admission Standards – Second Reading

STAFF COMMENTS AND RECOMMENDATIONS

The proposed policy amendments were reviewed by Board staff, enrollment/admissions staff at all eight institutions, career technical college deans, the Council on Academic Affairs and Programs at their March 28, 2024 meeting, and the Instruction, Research, and Student Affairs Committee of the Board at their April 4, 2024 meeting.

There were no changes between first and second reading. Staff recommends approval.

BOARD ACTION

I move to approve the second reading of proposed amendments to Board Policy III.Q, Admission Standards as presented in Attachment 1.

Moved by _____ Seconded by _____ Carried Yes _____ No _____

ATTACHMENT 1

Idaho State Board of Education
GOVERNING POLICIES AND PROCEDURES
SECTION: III. POSTSECONDARY AFFAIRS
SUBSECTION: Q. Admission Standards ~~June 2021~~June 2024

1. Institution Policies

   Each postsecondary institution must establish institutional policies which meet or exceed the following minimum academic and career technical admission standards. Additional and more rigorous requirements also may be established by the institutions for admission to specific programs, departments, schools, or colleges. Consistent with institutional policies, admission decisions may be appealed by applicants to the institutional admissions committee. Career Technical Education program admission requirements apply to all technical colleges, including the College of Eastern Idaho, the College of Southern Idaho, the College of Western Idaho, Lewis-Clark State College, Idaho State University College of Technology, and North Idaho College.

2. Institutional Academic ~~Program~~ Admission

   a. ~~a.~~ Direct Admission
   Students attending an Idaho public school, or Idaho private school that has entered a Direct Admission participation agreement with the Board, may be notified of their admission to an Idaho public college or university through the State Board's Direct Admission Program. ~~Admission awarded through the program is contingent on the verified level of achievement in high school curriculum and successful completion of Idaho high school graduation requirements~~. Direct admissions offers are based on the following criteria:

Verified Achievement	Institution Admission
ISAT Math level ≥3 and ELA/Literacy level ≥3 OR Unweighted GPA = 3.0	Admission to all Idaho public institutions.
Unweighted GPA between 2.25 and 2.99	Admission to Idaho's public community colleges, Lewis-Clark State College and Idaho State University.
Unweighted GPA < 2.25	Admission to Idaho's public community colleges.

   Admission awarded though the program is contingent on the verified level of achievement in high school curriculum (grade point average), performance on the

11th grade Idaho Standards Achievement Test (ISAT), and successful completion of Idaho high school graduation requirements. Direct admission decisions apply only to offers of admission to Idaho public institutions made between October 1 to June 30 of the senior year of high school.

~~a.~~b. Academic ~~Program~~ Regular Admission

An applicant who is not admitted under the Board's Direct Admission Program must graduate from a high school accredited by a body recognized by the Board and complete the Admission Standards Core Courses with a minimum 2.00 cumulative grade point average. Cognia is the Board's recognized high school accrediting body. Applicants who graduated from high school prior to ~~1989~~ 1995 will be subject to the admission standards at the time of their high school graduation. Each institution may develop a separate policy for the admission~~s~~ and placement of international students.

Admission Standards Core Courses

Subject Area	Minimum Requirement	Select from These Subject Areas
Secondary Language Arts and Communication	8 credits	Composition, Literature, and Oral Communication
Mathematics	6 credits	A minimum of six (6) credits. Secondary Mathematics includes Integrated Mathematics, Applied Mathematics, Business Mathematics, Algebra, Geometry, Trigonometry, Fundamentals of Calculus, Probability and Statistics, Discrete Mathematics, and courses in Mathematical Problem Solving and Quantitative Reasoning. A total of 8 credits are strongly recommended. Four (4) of the required mathematics credits must be taken after 9th grade. Courses not identified by traditional titles, (i.e., Algebra I or Geometry), may be used as long as they contain all of the critical components of higher math functions prescribed by the State Mathematics Content Standards. Institutions may recognize other Mathematics courses as meeting this requirement if those courses are taken in compliance with the Idaho state minimum graduation requirements.
Social Studies	5 credits	American Government (state and local), Geography, U.S. History, and World History. Other courses may be selected from Economics, including Consumer Economics, if it aligns to the state content standards, Psychology, and Sociology.
Science	6 credits	Secondary sciences include instruction in Applied Sciences, Earth and Space Sciences, Physical Sciences, and Life Sciences. ~~A maximum of two (2) credits may be derived from career technical~~

		~~science courses when courses are aligned to state career technical content standards, and/or Applied Biology, and/or Applied Chemistry. (Maximum of two (2) credits).~~ Institutions may recognize other Science courses as meeting this requirement if those courses are taken in compliance with the Idaho state minimum graduation requirements. Must have laboratory science experience in at least two (2) credits. A laboratory science course is defined as one in which at least one (1) class period per week is devoted to providing students with the opportunity to manipulate equipment, materials, or specimens; to develop skills in observation and analysis; and to discover, demonstrate, illustrate, or test scientific principles or concepts.
Arts and Humanities (including world languages)	2 credits	Humanities courses include instruction in Visual Arts, Music, Theatre, Dance, or World Language aligned to the Idaho content standards for those subjects. Other courses such as Literature, History, Philosophy, Architecture, or Comparative World Religions may satisfy the humanities standards if the course is aligned to the Interdisciplinary Humanities Content Standards. History courses beyond those required for state high school graduation may be counted toward this category. World Language is strongly recommended. The Native American Languages may meet the world language credit requirement
Other College Preparation	3 credits	Speech or Debate [no more than one (1) credit]. Debate must be taught by a certified teacher. Studio/Performing Arts (art, dance, drama, and music). Foreign Language (beyond any foreign language credit applied in the Humanities/Foreign Language category). Secondary Career Technical courses. ~~(no more than two (2) credits) in Agricultural Science and Technology; Business Technology Education; Computer Science Technology; Engineering; Family and Consumer Sciences; Marketing Technology Education; Technology Education, and individualized occupational training.~~

If the student graduated from a high school that does not offer a required course, applicants may contact the institutional admission officer for clarification of provisional admission procedures.

High school credit counted in one (1) category (e.g., Humanities/World Languages) may not also count in another category.

c~~b~~. Academic ~~Provisional~~ Alternative Admission

i. ~~A d~~Degree-seeking applicants who do~~es~~ not qualify for admission based on

subsection 2.ba. above, but who may be granted alternative admission if they satisfies satisfy one (1) or more of the criteria below, may seek provisional admission by petitioning the institutional admissions officer:

1) Graduated from a secondary school accredited by a body recognized by the Board but has not completed the Admission Standards Core courses set forth above;

2) Did not graduate from a secondary school accredited by a body recognized by the Board, [e.g. including home--schooled students, and has acceptable performance on either the General Educational Development (GED) diploma holders], and have acceptable predictive indicators of academic success approvedtest or another standardized diagnostic test accepted by the institution;

3) Deserves consideration by the institution because of special status (e.g., disadvantaged or minority students, delayed entry students, returning veterans, or gifted and talented students wishing to enter college early, or other students in unique circumstances as determined by the institution). Each institution may develop a separate policy for the admission of special status students.

A student seeking provisional admission to any public postsecondary institution must take at least one (1) assessment indicator that will allow the institution to assess competency and placement.

ii. If provisionally admitted, a student will enroll with provisional standing and is subject to the institutional grade retention. Students granted alternative admission may have conditions placed on their admission, subject to institutional policies. A provisionally admitted student may change to regular admission status upon satisfactory completion of Students may be granted admission and be required to satisfactorily complete up to fourteen (14) baccalaureate level credits, twelve (12) of which must be general education courses credits. Regular admission status must be attained within three (3) registration periods or the student will be dismissed, subject to institutional committee appeal procedures.

dc. Academic Transfer Admission

i. A degree-seeking student who, after graduating from high school or earning a GED, has earned at least fourteen (14) or more semester hours of transferable academic college level credit from a regionally accredited college or university with a minimum cumulative GPA of 2.00 may be admitted.

ii. A student not meeting the requirement in subsection 62.ba. may petition the

institutional admissions officer to be admitted. If admitted, the student ~~must enroll on probation status, meet all conditions imposed by the institutional admissions committee, and complete the first semester with a minimum 2.00 GPA, or may be dismissed.~~may have conditions placed on their admission, subject to institutional policies as described in subsection 2.c~~b~~.ii.

d. Academic Program Placement

Placement assessment indicating potential for success may be required for some academic programs. Placement requirements vary according to the program. Each institution shall establish academic program placement policies and publish these policies in an accessible manner on the institution's website.

3. Career Technical Program Admission~~s~~

~~a. Admission Standards~~

~~Regular or Provisional~~ Institutional academic admission standards apply to individuals who seek a technical certificate or Associate of Applied Science (A.A.S.) degree through a career technical program. The admission standards and placement criteria do not apply to workforce development or short-term training programs. Career technical programs employ program admission and student advising/navigation processes in addition to institutional ~~program~~ academic admission.

~~b. Student Advising~~

~~i. Clarify the importance of career planning and preparation: high school students should be actively engaged in career planning prior to entering the 9th grade. Career planning assures that students have sufficient information about self and work requirements to adequately design an education program to reach their career goals.~~

~~ii. Emphasize that career technical courses in high school, including career technical advanced opportunities and work-based learning connected to school-based learning, are beneficial to students seeking continued education in career technical programs at the postsecondary level.~~

~~iii. Clarify the kind of educational preparation necessary to successfully enter and complete postsecondary studies. Mathematics and science are essential for successful performance in many career technical programs. Programs of a technical nature generally require greater preparation in applied mathematics and laboratory sciences.~~

~~iv. Clarify that career technical programs of one or two years in length may require additional time if applicants lack sufficient educational preparation.~~

~~c. Career Technical Program Regular Admission~~

~~Students desiring Regular Admission to any of Idaho's technical colleges must meet the following standards. Students planning to enroll in programs of a technical nature are also strongly encouraged to complete the recommended courses.~~ Admission to a specific career technical program is based on the capacity of the program and specific academic and/or physical requirements established by the technical college/program.

~~i. Standards for students who graduated from high school in 1997 or earlier~~

~~1) High School diploma with a minimum 2.0 GPA[1] from a high school accredited by a body recognized by the Board; and~~

~~2) Placement examination as determined by the institution. Scores may also be used to determine placement eligibility for specific career technical programs; and~~

~~3) Satisfactory completion of high school coursework that includes at least the following:~~

~~a) Mathematics — 4 credits (6 credits recommended) from challenging math sequences of increasing rigor selected from courses such as Algebra I, Geometry, Applied Math I, II, and III, Algebra II, Trigonometry, Discrete Math, Statistics, and other higher-level math courses. Two (2) mathematics credits must be taken in the 11th or 12th grade. Less rigorous mathematics courses taken in grades 10-12 after 1998, such as pre-algebra, review mathematics, and remedial mathematics, shall not be counted.~~

~~b) Science — 4 credits (6 credits recommended, with 4 credits in laboratory science) including at least 2 credits of laboratory science from challenging science courses including applied biology/chemistry, principles of technology (applied physics), anatomy, biology, earth science, geology, physiology, physical science, zoology, physics, chemistry, and agricultural science and technology courses (500 level and above).~~

~~c) Secondary Language Arts and Communication — 8 credits. Applied English in the Workplace may be counted for English credit.~~

~~d) Other — Career technical courses, including postsecondary credits~~

~~[1]An institution may substitute a composite index placement exam score and high school GPA for the GPA admission requirement.~~

~~earned pursuant to Board Policy III.Y. Advanced Opportunities and organized work-based learning experiences connected to the school-based curriculum, are strongly recommended. High School Work Release time not connected to the school-based curriculum will not be considered.~~

~~ii. Standards for Others Seeking Regular Career Technical Program Admission~~

~~Individuals who graduated from high school, received their GED prior to 1997, or who are at least 21 years old and who desire Regular Admission to the technical colleges must have a:~~

~~1) High School diploma with a minimum 2.0 GPA from a high school accredited by a body recognized by the Board; or~~

~~2) General Educational Development (GED) certificate; and~~

~~3) Diagnostic/placement tests as determined by the institution. Scores may also be used to determine admission eligibility for specific career technical programs.~~

~~d. Career Technical Program Provisional Admission~~

~~Students who do not meet all requirements for Regular Admission may apply to a technical program under provisional admission. Provisionally admitted students who are conditionally admitted must complete appropriate remedial, general and/or technical education coursework related to the career technical program for which Regular Admission status is desired, and to demonstrate competence with respect to that program through methods and procedures established by the technical college. Students desiring Provisional Admission must meet the following standards:~~

~~i. High School diploma or GED certificate; and~~

~~ii. diagnostic/placement tests as determined by the institution. Scores may also be used to determine placement eligibility for specific career technical programs.~~

~~iii. Institutions may allow individuals who do not have a high school diploma or GED to be admitted if the applicant can demonstrate the necessary ability to succeed in a career technical program through appropriate tests or experiences as determined by the institution.~~

~~e~~a. Career Technical Program Placement Criteria

Placement test scores indicating potential for success ~~are generally~~ may be required for enrollment in a career technical program of choice. Placement score requirements vary according to the program.

Each institution shall establish career technical program placement policies and publish these policies in an accessible manner on the institution's website.

Specific career technical programs may require different levels of academic competency and admission requirements. Students must also be familiar with the demands of a particular occupation and how that occupation matches individual career interests and goals. Therefore, before students can enroll in a specific program, the following placement requirements must be satisfied:

i. Specific program requirements (including placement exam scores) established by the technical program. A student who does not meet the established requirements for the program of choice will have the opportunity to participate in remedial education to improve their skills; and

ii. Formal procedures and definitions for program admission employed by the technical college. Program admission requirements and procedures shall be clearly defined and published for each program.

BOISE STATE UNIVERSITY

SUBJECT

Bachelor of Science in Neuroscience

APPLICABLE STATUTE, RULE, OR POLICY

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

BACKGROUND/DISCUSSION

Boise State University proposes to offer a Bachelor of Science in Neuroscience degree program. This interdisciplinary degree program will have two tracks: a cellular and molecular track, and a cognitive and behavioral track. Faculty members from various departments, most notably departments of Biological Sciences, Psychological Sciences, and Kinesiology will collaboratively offer the core courses as well as the emphasis and elective courses, providing students with a comprehensive and versatile educational experience.

Neuroscience is a growing interdisciplinary field that works closely with other disciplines including biology, chemistry, psychology and medicine, studying cellular, functional, behavioral, molecular and medical aspects of the nervous system. Neuroscience contributes to a better understanding of a wide range of conditions such as Alzheimer's, autism spectrum disorders, epilepsy, addiction, and the effects of stroke etc., and to strategies to treat and prevent these and many other health issues.

IMPACT

A bachelor's degree in neuroscience offers a versatile skillset applicable across numerous industries. Graduates find themselves working in research, academia, healthcare (as providers, support staff, or doing clinical research), pharmaceuticals, biotechnology, and even tech industries. In Idaho, the demand for a bachelor's degree prepared workforce is greatest in the biotechnology and medical technology fields. Furthermore, with nearly all counties in Idaho lacking sufficient numbers of healthcare providers, neuroscience graduates are well-positioned to alleviate this critical need. The proposed program will substantially strengthen the pre-professional preparation of future providers, such as is necessary to ensure a strong pipeline of these licensed professionals.

A November 2023 Market Analysis performed by Hanover Research for Boise State University summarized the demand as follows: "Labor and student demand indicators are strong for neuroscience-related bachelor's degree programs and for related occupations. Regional and national student demand for bachelor's degrees in neuroscience degrees has increased faster than the average growth observed for bachelor's degrees in all fields between 2017 and 2021. Likewise, employment projections for related occupations are strong. Whether graduates of the program decide to go directly into the workforce or pursue a professional degree, demand

for related occupations is projected to increase over the next decade. Moreover, the competitive environment supports the creation of a new bachelor's degree in neuroscience program in the region."

The significance of neuroscience extends far beyond career opportunities. It underpins advancements in treating mental health issues, addiction, and age-related neurodegenerative diseases. Neuroscience also plays a vital role in supporting children with developmental disabilities and preparing workplaces for a neurodivergent workforce. Emerging fields like neurotechnology hold even greater promise for improving lives. Neuroscience research is fundamental to enhancing well-being, productivity, and overall societal progress.

This interdisciplinary program capitalizes on existing coursework across various departments, minimizing the need for additional resources. This program will add two lab courses; one in cellular and molecular neuroscience (NEURO 395) and a course in applied and computational neuroscience (NEURO 396). This program is expected to grow to approximately 200 students by year six generating revenue from new enrollments. In the initial years, the program will likely incur a small deficit based on estimated tuition revenue, which will be covered by one-time support from institutional funds.

Once the program is fully up and running and reaches approximately 200 students, the program will require annual instructional needs to include clinical faculty members, adjuncts, GTAs and administrative personnel. In particular, the program will require the addition of one clinical faculty member in the Department of Psychological Sciences, and one professional staff member to assist with marketing, recruiting, and advising students in the program. The addition of 14 sections of lecture will not require specialized teaching space and would not create a significant impact on the academic units. The program will also require six additional sections of labs. The lab space for Biology (BIOL 228), Kinesiology (KINES 371), and two sections of Neuroscience I (NEURO 395) labs are available for this purpose. Boise State University is in the planning stages of constructing a new science building. Space for the two neuroscience labs is included as a priority area in the plans for the building. There are four new content areas that will require textbooks. Boise State estimates that, with the currently available texts, there will be one-time costs of approximately $475, with occasional updates for new editions.

Total expenditures range from $38,743 - $553,860 of on-going funding over a four-year period and $45,000 one-time funding in year one. A $20,000 stipend for the program director will be covered by the College of Health Sciences. Additional funds will come from the Memorandum of Agreement to cover program deficits through the first couple of years. Student fees will include special course fees for the two new lab courses. The first year will focus on course design without lab courses. This will give faculty time to design the courses and propose the fees in accordance with Board policy.

ATTACHMENTS

Attachment 1 – Bachelor of Science, Neuroscience Proposal

STAFF COMMENTS AND RECOMMENDATIONS

Boise State University anticipates 20 initial enrollments at implementation reaching 190 by year five and graduating five students in FY28 and 25 by FY29. Based on comparable experiences at the University of Montana and the significant population disparity between Missoula and Boise, BSU conservatively estimates attracting twice the number of majors into its neuroscience program once fully established. As provided in the proposal, market analyses conducted by the College of Innovation and Design and the Division of Extended Studies validate this demand, particularly highlighting the absence of undergraduate neuroscience programs in Idaho and the growing need for such degrees in the state.

The program identified 80-100 students for program sustainability. If the program does not reach 50 by year three, it will be evaluated and considered for major changes. If the number is 80 or below by year five, the program will be considered for discontinuation.

Boise State's request to offer a Bachelor of Science in Neuroscience is consistent with their Service Region Program Responsibilities and their current institution plan for Delivery of Academic Programs in Region III. There are presently no undergraduate programs offered in the state. A search in the state's program inventory shows that University of Idaho offers a Master of Science and PhD in Neuroscience. Currently, no institution has statewide program responsibility specifically for neuroscience multidisciplinary programs.

The proposal completed the program review process and was presented to the Council on Academic Affairs and Programs on May 2, 2024; and to the Instruction, Research, and Student Affairs on May 30, 2024.

BOARD ACTION

I move to approve the request by Boise State University to create a Bachelor of Science in Neuroscience, as presented in Attachment 1.

Moved by _____ Seconded by _____ Carried Yes _____ No _____

Institutional Tracking No. _____

Idaho State Board of Education

FULL PROPOSAL FORM

Academic Degree and Certificate Program

Date of Proposal Submission:	April 5, 2024				
Institution Submitting Proposal:	Boise State University				
Name of College, School, or Division:	College of Health Sciences, School of Allied Health Sciences				
Name of Department(s) or Area(s):	Interdisciplinary. (Biology, Psychology, and Kinesiology are the lead departments).				
Official Name of the Program:	Neuroscience				
Implementation Date:	August 2024				
Degree Information:	Degree Level: Undergraduate		Degree Type: Bachelor of Science		
CIP code (consult IR /Registrar):	26.1501				
Method of Delivery: Indicate percentage of face-to-face, hybrid, distance delivery, etc.	Face to face				
Geographical Delivery:	Location(s)	Boise	Region(s)	III	
Indicate (X) if the program is/has: (Consistent with Board Policy V.R.)		Self-Support fee		Professional Fee	Online Program Fee
Indicate (X) if the program is: (Consistent with Board Policy III.Z.)	X	Regional Program Responsibility		Statewide Program Responsibility	

Proposed Action

☐ **New program offering**
- [X] Undergraduate program
- [ ] Graduate program
- [ ] Undergraduate certificate (30 credits or more)
- [ ] Graduate certificate (30 credits or more)

☐ **New branch campus or change in location**

☐ **Modification of Existing Academic Programs**
- [ ] Converting one program option to a stand-alone program
- [ ] Consolidating two or more undergraduate programs into one
- [ ] Consolidating two or more graduate programs into one
- [ ] Splitting an existing program into two or more programs
- [ ] Program expansion outside an institution's Designated Service Region as defined in Board Policy III.Z.
- [ ] Adding certificate or degrees to existing programs

Tim Dunnagan (Mar 19, 2024 15:46 MDT)	03/19/202		
College Dean	Date	Vice President for Research NA	Date
Leslie Durham (Mar 20, 2024 16:54 MDT)	03/20/202		4/30/2024
College Dean	Date	Academic Affairs Program Manager, OSBE	Date
Jo Ellen DiNucci (Apr 4, 2024 09:02 MDT)	04/04/202		04/30/2024
FVP/Chief Fiscal Officer	Date	Chief Financial Officer, OSBE	Date
John Buckwalter (Mar 25, 2024 16:53 MDT)	03/25/2024		5/8/2024
Provost/VP for Instruction	Date	Chief Academic Officer, OSBE	Date
	04/04/2024		
President	Date	SBOE/Executive Director or Designee Approval	Date

Rationale for Creation or Modification of the Program

1. **Describe the request and give an overview of the changes that will result.** What type of substantive change are you requesting? Will this program be related or tied to other programs on campus? Identify any existing program that this program will replace. If this is an Associate degree, please describe transferability.

   Boise State University proposes the creation of an interdisciplinary **Bachelor of Science (BS) in Neuroscience** degree program. Leveraging existing courses and resources, the program will draw upon a critical mass of tenured and tenure-track faculty with established expertise in relevant fields. Faculty members from various departments, most notably departments of Biological Sciences, Psychological Sciences, and Kinesiology, will collaboratively offer the core courses as well as the emphasis and elective courses, providing students with a comprehensive and versatile educational experience. The program will have two tracks: cellular and molecular track and cognitive and behavioral track.

   Neuroscience is a growing interdisciplinary field that works closely with other disciplines including biology, chemistry, psychology and medicine, studying cellular, functional, behavioral, molecular and medical aspects of the nervous system. Neuroscience contributes to a better understanding of a wide range of conditions such as Alzheimer's, autism spectrum disorders, epilepsy, addiction, and the effects of stroke etc., and to strategies to treat and prevent these and many other health issues.

   A bachelor's degree in an interdisciplinary area such as neuroscience is marketable across many labor sectors. A November 2023 Market Analysis performed by Hanover Research for Boise State University summarized the demand as follows:

   > "Labor and student demand indicators are strong for neuroscience-related bachelor's degree programs and for related occupations. Regional and national student demand for bachelor's degrees in neuroscience degrees has increased faster than the average growth observed for bachelor's degrees in all fields between 2017 and 2021. Likewise, employment projections for related occupations are strong. Whether graduates of the program decide to go directly into the workforce or pursue a professional degree, demand for related occupations is projected to increase over the next decade. Moreover, the competitive environment supports the creation of a new bachelor's degree in neuroscience program in the region."

2. **Need for the Program**. Describe evidence of the student, regional, and statewide needs that will be addressed by this proposal to include student clientele to be served and address the ways in which the proposed program will meet those needs.

   a. **Workforce and economic need:** Provide verification of state workforce needs that will be met by this program. Include job titles and cite the data source. Describe how the proposed program will stimulate the state economy by advancing the field, providing research results, etc.

      National Demand. The Hanover Research Market Analysis indicates that "at the national level, neuroscience-related bachelor's degree conferral volume grew at an annualized rate of 10.4 percent, much faster than the 1.3 percent annualized growth rate for bachelor's

degree conferrals across all fields in the nation." Further, the US Bureau of Labor statistics expects a 13% increase in the number of jobs for persons with a Neuroscience degree over the next decade. Of course, many of these opportunities are spread across several occupations or disciplines as described, below. Further, it is important to note that many jobs, such as those in academia and research will likely also require graduate level education (such as is available at the University of Idaho), and this program will prepare students for those masters and doctoral level programs as well.

A recent (2023) Biospace report describes the large increase in demand for neuroscientists as being particularly relevant to the following sectors:

1. **Research and Academia:** Many graduates with a bachelor's degree in neuroscience find opportunities to work as research assistants or lab technicians in academic and research institutions. They contribute to ongoing research projects, assist in data collection and analysis, and support the work of faculty and researchers. Graduates may go on to receive doctoral degrees supporting the state's needs for higher education in traditional fields such as biological sciences and psychological sciences, but many of these scientists will also go on to emerging disciplines such as bioinformatics and functional genomics that are becoming increasingly more important areas of study and application. Importantly, the University of Idaho has graduate degree programs in Neuroscience and offers opportunities for those with undergraduate degrees who wish to go onto research and other academic positions.
2. **Healthcare Providers:** Nationally, as well as here in Idaho, there is a shortage of licensed healthcare providers in practically all disciplines, many of which require a graduate degree (e.g., physician, physician assistant, physical therapist, occupational therapist, etc.). Across the country, neuroscience is becoming increasingly more desirable as the undergraduate degree of choice for students moving on into these healthcare careers. For example, at the university of Montana, in just four years, the Bachelor of Science in Neuroscience has become the 2nd most popular undergraduate degree in the division of Biological Sciences and the 3rd most popular degree for pre-med students. Noting that there are currently no undergraduate degree programs in neuroscience available in the state of Idaho, it is evident that the proposed program will fill a gap in undergraduate education in an area that is becoming increasingly important in the preparation of future healthcare providers.
3. **Healthcare Provider Support and Clinical Research**: Graduates with undergraduate neuroscience degrees also find positions in healthcare settings, working alongside medical professionals to assist in patient care, conduct clinical trials, and contribute to the understanding of neurological disorders. Neuroscience is a growing area of interest among clinicians in Southwest Idaho. Serving the needs of patients with chronic conditions such as Alzheimer's and related dementias, Parkinson's Disease, as well as people with physical and cognitive developmental disabilities, just to name a few. All of these patient groups need services that cannot be entirely met through a medical model, but require comprehensive health and wellness services throughout a lifetime.
4. **Pharmaceutical and Biotechnology Industry:** The pharmaceutical and biotechnology industries often seek individuals with neuroscience backgrounds for roles in drug development, testing, and clinical research. These professionals play a crucial role in advancing treatments for neurological conditions. This also includes pharmacogenetics as well as new and exciting emerging field of electroceuticals that are showing promise for regenerating damaged nerve tissue.

5. **Neuropsychology and Mental Health Support:** Graduates with BS degrees are also needed in roles such as neuropsychological technicians, aiding in the assessment and treatment of individuals with cognitive and neurological disorders. They may also find roles in mental health facilities or rehabilitation centers.
6. **Education and Outreach:** Some individuals with a bachelor's degree in neuroscience pursue careers in education, working as science educators or outreach coordinators in science museums, educational institutions, or community organizations.
7. **Tech Industry:** The technology industry relies heavily on modeling human behavior to support needs across a wide array of labor sectors. For example, organizations such as Amazon and Google rely heavily on understanding of human perception and behavior, and seek out young professionals who have a background in neuroscience to support product development.
8. **Government and Policy:** A background in neuroscience can be valuable in roles related to policy-making, regulatory affairs, and public health initiatives focused on human behavior, and neurological issues. This particularly relevant as we face several crises of addiction, suicide ideation, and many behavioral health needs.
9. **Communication and Journalism**: Graduates can work as science writers, communicators, or journalists, helping not only to bridge the gap between scientific research and the general public, but understanding effective communication strategies for individuals with unique backgrounds and learning strategies.
10. **Other:** A bachelor's degree in an interdisciplinary area such as neuroscience is marketable across many labor sectors. It is impossible to touch on all of the opportunities for which such a degree would provide excellent preparation. Further, the impact of this area of academic preparation is not simply limited to those obtaining the BS degree. Therefore, we will also offer opportunities for students to receive a minor in Neuroscience, thereby strengthening their academic preparation in fields such as Special Education, Counseling, Business, Computer Science, Theater, Art, Linguistics, Radiologic Sciences, and of course other subdisciplines in Biology, Psychology, Kinesiology, and many more.

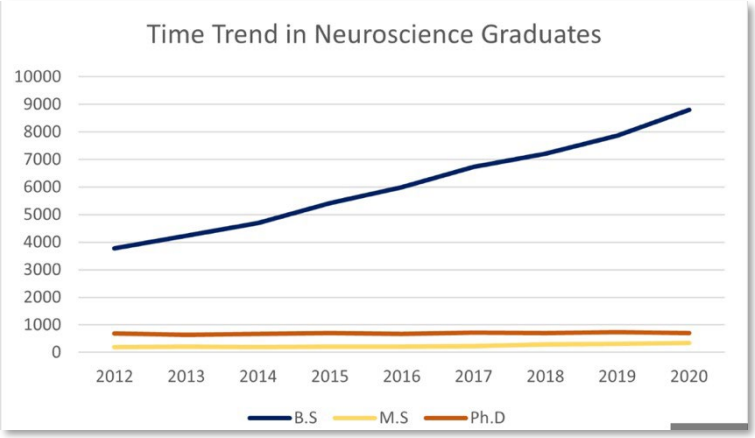
State and Regional Demand. The November 2023 market analysis from Hanover concludes that "regional student demand for bachelor's in neuroscience degrees increased between 2017 and 2021.The volume of regional bachelor's degree conferrals in the field grew by 6.3 percent annually over the observed period, which is faster than the 4.9 percent annualized growth rate observed for all fields." Moreover, "graduates of the bachelor's in neuroscience degree can expect a thriving labor market through 2031. Employment for neuroscience-related occupations is projected to grow between 2021 and 2031 at all geographical levels. An analysis of job postings from regional employers over the last six months indicates that most employers seek candidates with bachelor's degrees. Hospitals, higher education institutions, and healthcare companies…are the top regional employers." They further report that currently there are 7400 job opportunities in this region and that roughly 64% of these require a Bachelor's degree.

In Idaho, the demand for a bachelor's degree prepared workforce is greatest in the biotechnology and medical technology fields. Of course, students with a neuroscience degree are highly sought out by nearly every sector of the economy as described above. However, the results of the Hanover market analysis suggest that the tremendous need for healthcare providers and healthcare industry leaders will drive a considerable amount of the enrollment in this undergraduate degree program. Nearly every county in Idaho is a medically underserved

provider area. As an example, according to a 2021 State Physician Workforce Data Report from the Association of American Medical Colleges, Idaho has the greatest shortage of physicians with only 184.3 physicians per 100,000 people. The national average is 283.4 per 100,000 people. With respect to rehabilitative fields, such as physical therapy and occupational therapy, a 2021 report from Projection Central estimates that between 2020 and 2030 the fields of Physical and Occupational Therapy will experience a 24% and 11% increase in job demand, respectively. The proposed program will substantially heighten the interest in and strengthen the pre-professional preparation of future providers, such as is necessary to ensure a strong pipeline of these licensed professionals.

b. **Student demand.** What is the most likely source of students who will be expected to enroll (full-time, part-time, outreach, etc.)? Provide evidence of student demand/ interest from inside and outside of the institution.

Nationally, the rate at which undergraduate degrees in neuroscience are conferred has more than doubled over the last decade. In 2012 there were less than 4000 degrees awarded across the US, compared to 2020, when nearly 9000 undergraduate students completed their neuroscience degrees.



In fact, currently, out of 1800 fields of study available to undergraduate students in the US, neuroscience is the 75th most popular, placing it in the top 4% of programs.

Regionally, we have already demonstrated that the closest undergraduate degree program in neuroscience (Missoula, MT) has enjoyed tremendously popularity. While it is impossible to establish cause an effect, it is also important to note that the implementation of the degree program at University of Montana also coincides with a plateau of the dramatic decrease in enrollment they had faced in previous years. But we can easily surmise that the implementation of this creative interdisciplinary program has had its intended positive impact on interest and enrollment.

The University of Montana and surrounding community is roughly one-third the size of Boise. This fall the university of Montana admitted slightly over 1200 freshman, while Boise State admitted nearly 3300. Based on the current undergraduate enrollment of approximately 100 students majoring in neuroscience at the University of Montana, it would not be unreasonable to anticipate an enrollment of more than 200 students at Boise State when the program is fully subscribed.

Locally, we believe that the program will attract new students as well as many of those who would otherwise have come to Boise State anyway to pursue degrees in fields such a Biological Sciences, Psychological Sciences and Kinesiology, to name a few. Collectively these programs are home to over 2,000 students. A recent survey of 360 current students in these programs indicates that 10% would seriously consider the neuroscience major, another 15% might consider it, and 50% indicate they would consider it were it not for the fact that they are too close to graduation. Further, it is evident that while high school enrollment in Boise is flat or trending slightly downward, the high school enrollment inclusive of surrounding communities throughout Southwest Idaho is up approximately 3.5%.

c. **Societal Need**. Describe additional societal benefits and cultural benefits of the program.

There are many serious societal issues for which neuroscience provides an essential area of knowledge and study. The growing mental health crisis and prevalence of addictive behavior require both behavioral and pharmacologic treatment strategies that are highly dependent on our understanding of neurobiology and behavioral science. The dramatic increase in the number of older adults creates a societal need not only for the study of healthy aging, but of particular relevance is the clear demand to develop treatment strategies for those persons suffering with neurodegenerative diseases such as Alzheimer's Disease and other related Dementia's, Parkinson's Disease and so on. At the other end of the age spectrum, neuroscience is crucial to our ability to support children with developmental disabilities, including the recent increased incidence of autism spectrum disorders and the like. As these young people move towards working age, businesses are seeking to better understand how to accommodate neurodiverse populations in the work force. An emerging related area is neurotechnology. Advances in neuroscience contribute to the development of neurotechnology like brain-computer interfaces (BCIs) that can improve the lives of people with disabilities, offering them greater independence and opportunities for participation in society. This is just scratching the surface of the areas where the study of neuroscience provides knowledge that is essential to solving societal issues. In short, the study of neuroscience addresses a wide range of societal needs, ultimately contributing to better overall well-being, productivity, and social progress. Continued investment in neuroscience education and research is essential to address these pressing societal challenges.

3. Program Prioritization

Is the proposed new program a result of program prioritization?

Yes_____No_X____

If yes, how does the proposed program fit within the recommended actions of the most recent program prioritization findings.

4. Credit for Prior Learning

Indicate from the various cross walks where credit for prior learning will be available. If no PLA has been identified for this program, enter 'Not Applicable'.

Not Applicable.

5. Affordability Opportunities

Describe any program-specific steps taken to maximize affordability, such as: textbook options (e.g., Open Educational Resources), online delivery methods, reduced fees, compressed course

scheduling, etc. This question applies to certificates, undergraduate, graduate programs alike.

This interdisciplinary program capitalizes on existing coursework across various departments, minimizing the need for additional resources. While only three new courses and a "Finishing Foundations" experience are required, two of these courses will involve laboratory components, potentially incurring a minimal lab fee. However, the department is committed to optimizing cost efficiency through measures like minimizing lab supply expenses and maximizing their utilization. Faculty teaching these courses have the autonomy to select appropriate textbooks, while remaining mindful of students' financial constraints and utilize open educational resources as appropriate.

Enrollments and Graduates

6. **Existing similar programs at Idaho Public Institutions.** Using the chart below, provide enrollments and numbers of graduates for similar existing programs at your institution and other Idaho public institutions for the most past four years.

There are no undergraduate degrees in Neuroscience in Idaho.

Instit.	Program Name	Fall Headcount Enrollment in Program				Number of Graduates From Program (Summer, Fall, Spring)			
	None	FY___	FY___	FY___	FY_ (most recent)	FY___	FY___	FY___	FY_ (most recent)
	N/A								

7. **Justification for Duplication** (if applicable). If the proposed program is similar to another program offered by an Idaho public higher education institution, provide a rationale as to why any resulting duplication is a net benefit to the state and its citizens. Describe why it is not feasible for existing programs at other institutions to fulfill the need for the proposed program.

Not Applicable. There are no undergraduate degrees in Neuroscience in Idaho.

8. **Projections for proposed program:** Using the chart below, provide projected enrollments and number of graduates for the proposed program:

Proposed Program: Projected Enrollments and Graduates First Five Years	
Program Name:	
Projected Fall Term Headcount Enrollment in Program	Projected Annual Number of Graduates From Program

FY 25 (first year)	FY 26	FY 27	FY 28	FY 29		FY 25 (first year)	FY 26	FY 27	FY 28	FY 29	
20	45	95	145	190		0	0	0	5	25	

9. **Describe the methodology for determining enrollment and graduation projections.** Refer to information provided in Question #2 "Need for the Program" above. What is the capacity for the program? Describe your recruitment efforts? How did you determine the projected numbers above?

   Our best estimate of the demand for the degree is based on the recent experience of the University of Montana. We believe this is an apt comparison insofar as they have a strong biology and chemistry department, but until the introduction of neuroscience there was not as heavy an emphasis on human biology and biochemistry. Because the population of Boise and the undergraduate enrollment of Boise State are roughly two-and-a-half to three times the size of Missoula and the University of Montana, respectively, we conservatively estimate that we will draw twice the number of majors into our neuroscience program when it is fully established.

   Our investigation included gauging interest among existing students in relevant fields such as Biology, Psychology, and Kinesiology, as well as college-bound high school students. Additionally, market analysis studies conducted by the College of Innovation and Design and the Division of Extended Studies confirmed a growing demand for this degree in Idaho, especially considering its absence at the undergraduate level. These findings were further bolstered by the independent analysis from Hanover Research.

10. **Minimum Enrollments and Graduates.**
    a. What are the minimums that the program will need to meet in order to be continued, and what is the logical basis for those minimums?

       Based on the projected revenue per student for this program, and the estimated costs for running the program, we would need a minimum of 80 - 100 students in the program in order to be long-term sustainable.

    b. If those minimums are not met, what is the sunset clause by which the program will be considered for discontinuance?

       If the program does not reach to 50 students by year 3, it will be evaluated and considered for major changes. If number of students in the program is at 80 or below by year 5, program will be considered for discontinuation.

11. **Assurance of Quality.** Describe how the institution will ensure the quality of the program. Describe the institutional process of program review. Where appropriate, describe applicable specialized accreditation and explain why you do or do not plan to seek accreditation.

Regional Institutional Accreditation: Boise State University is regionally accredited by the Northwest Commission on Colleges and Universities (NWCCU). Regional accreditation of the university has been continuous since initial accreditation was conferred in 1941. Boise State University is currently accredited at all degree levels (A, B, M, D).

Program Review: Boise State has instituted a new program review procedure. At the inception of new programs, the programs will submit to the Office of the Provost a three-year assessment plan to be scheduled into the Periodic Review/Assessment Reporting Cycle. The plan includes program learning outcomes; and an implementation plan with a timeline identifying when and what will be assessed, how the programs will gather assessment data, and how the program will use that information to make improvements. Then, every three years, the programs will provide Program Assessment Reports (PAR), which will be reviewed by a small team of faculty and staff using a PAR Rubric, which includes feedback, next steps, and a follow-up report with a summary of actions.

Program Prioritization (PP, 5-year review cycle): Program prioritization is a mandatory process of the State Board of Education for all Idaho universities. Program prioritization is designed to increase alignment of resources with mission and the strategic plan and priorities of an institution, and help make informed decisions through conducting a careful evaluation of programs and services.

Similar to Biology, Psychology, and Kinesiology, Neuroscience does not have a professional license or accrediting body that provides a discipline specific external review. Consequently, this proposed curriculum was developed by a group of eight faculty members representing different disciplines (Biological Sciences, Psychological Sciences, Kinesiology, and Special education). In addition, input was sought from the departments of Computer Science and Languages and Linguistics. The steps taken to inform the group also included chairs visiting University of Montana and bringing University of Montana faculty to Boise State to meet with our university leadership, college leadership, department chairs, and faculty members.

If the program is approved, we will provide continued quality assurance through the following means:

- Annual informal assessment (described in Section 17 below)
- Participation in the university required 3-year academic program review process (describe in section 17 below).
- Creation of a community advisory panel from clinicians and industry partners with an background in neuroscience.
- Period site visit (once every 7 years) from faculty at peer institutions.

The assessment process is described in more detail in section 17.

12. **In accordance with Board Policy III.G., an external peer review is required for any new doctoral program.** Attach the peer review report as **Appendix A**

N/A.

13. **Teacher Education/Certification Programs** All Educator Preparation programs that lead to certification require review and recommendation from the Professional Standards Commission (PSC) and approval from the State Board of Education.

Will this program lead to certification?

Yes_____No__X____

If yes, on what date was the Program Approval for Certification Request submitted to the Professional Standards Commission?

14. Three-Year Plan: If this is a new proposed program, is it on your institution's approved 3-year plan?

Yes X No _____

If yes, proceed to question 15. If no:

a. Which of the following statements address the reason for adding this program outside of the regular three-year planning process.

Indicate (X) by each applicable statement:

	Program is important for meeting your institution's regional or statewide program responsibilities.
	The program is in response to a specific industry need or workforce opportunity.
	The program is reliant on external funding (grants, donations) with a deadline for acceptance of funding.
	There is a contractual obligation or partnership opportunity related to this program.
	The program is in response to accreditation requirements or recommendations.
	The program is in response to recent changes to teacher certification/endorsement requirements.

b. Provide an explanation for all statements you selected.

N/A

Educational Offerings: Curriculum, Intended Learning Outcomes, and Assessment Plan

15. Curriculum. Provide descriptive information of the educational offering.

a. Summary of requirements. Provide a summary of program requirements using the following table.

Credit hours in required courses offered by the department (s) offering the program.	66-69 credit hours (depending on emphasis and choice of stats course.
Credit hours in required courses offered by other departments:	3 credits of Computer Science are required.
Credit hours in institutional general education curriculum	38 credit hours of University Foundations are required.
Credit hours in free electives	8-13 credit hours
Total credit hours required for degree program:	120 credit hours

b. Curriculum. Provide the curriculum for the program, including credits to completion, courses by title and assigned academic credit granted.

I. University Foundations

- Must Complete:
  - CHEM 111 - General Chemistry I (FN) (3)
  - CHEM 111L - General Chemistry I Laboratory (FN) (1)
  - PSYC 101 - Introduction to Psychology (FS) (3)
  - BIOL 227 - Human Anatomy and Physiology I + lab (FN) (4)

II. Major CORE Requirements

- Complete the following
  - BIOL 117 - Intro to Neuroscience through Disease Models (3)
  - BIOL 228 - Human Anatomy and Physiology II + lab (4)
  - KINES 303 - Neuroanatomy and Physiology (3)
  - PSYC 335 - Biological Basis of Behavior (3)
  - PSYC 367 - Neuroscience of Human Brain Research (3)
  - BIOL 310 - Human Genetics (3)
  - NEURO 311 - Introduction to Neurogenetics (3)
  - NEURO 395 - Lab Techniques in Neuroscience I (4)
  - NEURO 396 - Lab Techniques in Neuroscience II (4)
  - NEURO 401 - Capstone in Neuroscience (1)
  - CHEM 112 - General Chemistry II (3)
  - CHEM 112L - General Chemistry II Laboratory (1)
  - NEURO 402 - Endocrinology (3)

- Complete 1 of the following
  - MATH 254 Statistical Methods (FM)* (3)
  - PSYC 295 Statistical Methods (3)
  - KINES 301 Statistics, Measurement and Evaluation (3)

* Can be used to fulfill a Foundations requirement.

- Complete 6 credits of the following
  - VIP 100 - Introduction to Vertically Integrated Projects (1)
  - VIP 200 - Vertically Integrated Projects (1-2)
  - VIP 400 - Vertically Integrated Projects (1-2)
  - WRITE 212 - Introduction to Technical Communication (3)

- PSYC 488 - Directed Research (3)
- BIOL 479 - Undergraduate Research Experience (1-3)
- KINES 479 - Undergraduate Research Experience (1-3)
- NEURO 479 - Undergraduate Research Experience (1-3)

* At least 3 credits must come from upper division courses.

- Complete 1 of the following
  - CS 111- Introduction to Programming (3)
  - CS 133* - Foundations of Data Science (3)
  - MSE 150 - Computational Tools for Material Science (3)

  * recommended

- Complete 1 of the following
  - AMI 330 - Introduction to Sectional Anatomy (2)
  - KINES 270 - Applied Anatomy (2)

III. Track Requirements

- Complete 1 of the following tracks
  - **Cellular/Molecular Track**

    Take the following
    - BIOL 192 – Biology II: Introduction to the Diversity of Life (4)
    - BIOL 320 – Cell Biology (3)
    - BIOL 431 – Pharmacology (3)
    - BIOL 442 – Molecular Neurobiology (3)
    - CHEM 308 – Organic Chemistry I Laboratory (2)

    Take at least 1 of the following:
    - CHEM 301 – Survey of Organic Chemistry (3)
    - CHEM 307 – Organic Chemistry I (3)

  - **Cognitive /Behavioral Track**

    Take the following
    - KINES 375 - Motor Learning and Human Performance (2)
    - KINES 378 - Motor Development & Human Behavior (2)
    - PSYC 341 - Sensation & Perception (3)

    Take at least 1 of the following:
    - PSYC 343 – Cognitive Psychology (3)

- NEURO 343 – Cognitive Neuroscience (3)

Take at least 9 credits of the following

- IMGSCI 408 - Sectional Anatomy in Imaging Sciences (3)
- PHYS 111 - General Physics I (FN) (4)
- PHYS 211 - Physics I with Calculus (FN) (4)
- PHYS 211L - Physics I with Calculus Lab (FN) (1)
- KINES 370 - Biomechanics (3)
- KINES 371 - Biomechanics Lab (1)
- KINES 363 - Exercise Psychology (3)
- ED-ESP 358 - Severe Disabilities (3)
- ED-ESP 458 - Autism Spectrum Disorders (3)
- LING 305 - Introduction to Linguistics (3)
- LING 406 - Psycholinguistics (3)

IV. Electives

Take at least 3 credits of approved elective(s).

- AHS 455 - Cardiovascular Physiology (3)
- AHS 355 - Physical Dimensions of Aging (3)
- KINES 416 - Neuromechanics (3)
- KINES 429/435 - Neuromechanics Research (3)
- KINES 363 - Exercise Psychology (3)
- KINES 330 - Exercise Physiology (3)
- KINES 331 - Lab for Exercise Physiology (1)
- PHYS 112 - General Physics II (FN) (4)
- PHYS 212 - Physics II with Calculus (4)
- PHYS 212L - Physics II with Calculus Lab (1)
- VIP 100 - Introduction to Vertically Integrated Projects (1)
- VIP 200 - Vertically Integrated Projects (1-2)
- VIP 400 - Vertically Integrated Projects (1-2)
- ADST 109 - Drugs of Use and Abuse (3)
- ADST 255 - Introduction to the Field of Addiction (3)

Take at least 10 credits from the following: Electives to total 120 credits (10)

c. Additional requirements. Describe additional requirements such as comprehensive

examination, senior thesis or other capstone experience, practicum, or internship, some of which may carry credit hours included in the list above.

NEURO 401 – Capstone in Neuroscience**:** a finishing foundation course that will include a capstone project, the nature of which can vary depending upon the student's career interest, but in any case, will represent the culmination of research hours, experiential learning, or other guided discovery experiences.

16. Learning Outcomes: Expected Student Learning Outcomes and Connection to Curriculum.

a. Intended Learning Outcomes. List the Intended Learning Outcomes for the proposed program, using learner-centered statements that indicate what students will know, understand, and be able to do, and value or appreciate as a result of completing the program.

Graduates will be able to:

1. Identify and describe the anatomy, physiology, and neurochemistry of the nervous and endocrine systems, and their control of homeostasis. (Core/Foundational)

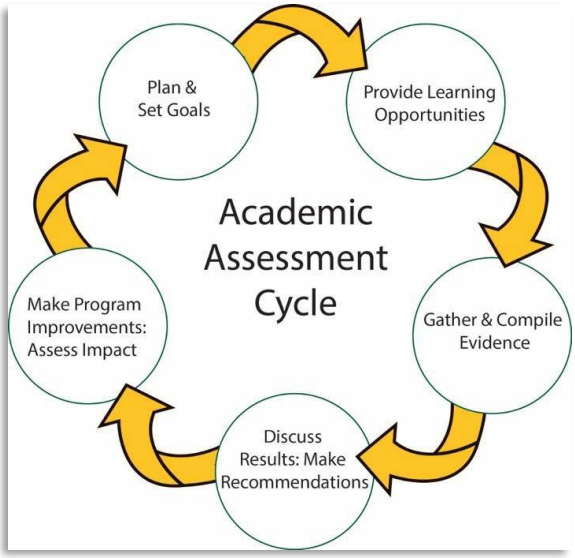
2. Apply neuroanatomy to understand behavior and/or functional characteristics of the nervous system of human and/or other living beings. (Both Emphases).

3. Demonstrate the ability to distinguish normal from abnormal neuroanatomy and physiology and their implications on functional abilities of human and/or other living beings. (Both Emphases)

4. Demonstrate the ability to identify, critically analyze and synthesize neuroscience research. (Core/Foundational)

5. Demonstrate neuroscience research relevant skills and methodologies, including but not limited to: ethical considerations, hypothesis forming, laboratory skills, and data collection and analysis. (Core/Foundational)

6. Demonstrate proficiency in verbal and written communication of neuroscience concepts and research findings. (Core/Foundational)



17. Assessment plans.

a. Assessment Process. Describe the assessment plan for student learning outcomes that will be used to evaluate student achievement and how the results will be used to improve the program.

The Neuroscience degree program director will be responsible for informal annual program assessment.

Program Review: Boise State has instituted a program review procedure. At the inception of new programs, the programs will submit to the Office of the Provost a three-year assessment plan to be scheduled into the Periodic Review/Assessment Reporting Cycle. The plan includes program learning outcomes; and an implementation plan with a timeline identifying when and what will be assessed, how the programs will gather assessment data, and how the program will use that information to make improvements. Then, every three years, the programs will provide Program Assessment Reports (PAR), which will be reviewed by a small team of faculty and staff using a PAR Rubric, which includes feedback, next steps, and a follow-up report with a summary of actions.

Gather and Collect Evidence: A variety of metrics will be used to evaluate the quality of the program and student experiences. Relative to the specific program learning outcomes listed above, we have created the following curriculum map identifying courses that address the PLOs. At the most elementary level, student performance in these courses will provide insight into the extent of their learning.

Of particular relevance to the assessment of the program "overall" is the evaluation of student performances in "Vertically Integrated Project" courses, research hours, and the NEURO 401 capstone projects.

In addition, the following metrics will provide additional information that will be used in assessing the overall quality of the student experiences, and integrated into the assessment process:

- Student satisfaction surveys/exit interviews
- Acceptance rates to graduate and professional degree programs
- Input from a Community Advisory Board
- Alumni surveys

Recommendations, Improvements, and Impact: Following a discussion of the evidence, the faculty will make recommendations for program improvements, considering the impact of a curriculum change on the entire student experience. The program director and adviser will then meet with department chairs to evaluate the impact that the recommendations might have on the operations of affected units as well as students and other student service offices.

Plan and set goals: Once the impact has been evaluated, the new goals will be articulated along with plans that either do not create any significant negative impact or include a mitigation strategy to protect against any unintended consequences of a curriculum change.

The formal academic program review is submitted every three years to the Provost's office for University level review.

Resources Required for Implementation – fiscal impact and budget.
Organizational arrangements required within the institution to accommodate the change including administrative, staff, and faculty hires, facilities, student services, library; etc.

18. **Physical Facilities and Equipment:** Describe the provision for physical facilities and equipment.

    a. **Existing resources**. Describe equipment, space, laboratory instruments, computer(s), or other physical equipment presently available to support the successful implementation of the program.

    This program adds two lab courses; one in cellular and molecular neuroscience (NEURO 395) as well as a course in applied and computational neuroscience (NEURO 396). As for the cellular and molecular course, Professor Troy Rohn in the department of Biological Sciences manages a basic science lab that is equipped to support the instructional needs of this course. Thus, the space and equipment are already in place. The space needed for the applied and computational neuroscience labs has not yet been finalized; however, there are some options available. One option is for students to work in a variety of spaces where equipment is already located. There are several pieces of equipment and computing resources that will support this course, such as EEG, EMG, ECG and other non-invasive cardiovascular measurement instruments, NiFR, and other imaging equipment. In addition, we also have sophisticated gait and human movement analysis systems. Thus, space is not a barrier to implementation of this program.

    It is important to note that the university is in the planning stages of constructing a new science building. Space for these two “neuroscience labs” is included as a priority area in the plans for the building.

    b. **Impact of new program**. What will be the impact on existing programs of increased use of physical resources by the proposed program? How will the increased use be accommodated?

    Lecture Space. The proposed degree program, once fully enrolled and assuming 200 majors, will require the addition of 14 sections of lecture courses [1 in Biology, 4 in Kinesiology, 5 in Psychology, and 4 in Neuroscience (School Allied Health)]. The lecture components of these courses do not require specialized teaching space and thus would not create a significant impact on the academic units.

    Lab Spaces. The proposed degree program, once fully enrolled and assuming 200 majors will require 6 additional sections of labs (1 in Biology, 1 in Kinesiology, and 4 in Neuroscience). The lab space for Biology (BIOL 228), Kinesiology (KINES 371), and two sections of Neuroscience I (NEURO 395) labs are available for this purpose. We have as of yet to identify a space for one of Neuroscience II (NEURO 396) labs; however, we have options as described above. Thus, space is not a barrier to implementation of this program. Maintenance/replacement of equipment and supplies will be assured through lab fees, including fees for the new lab courses (NEURO 395 and NEURO 396).

    Office Space. The proposed degree program includes the addition of one clinical faculty member in the department of Psychological Sciences, and one professional staff member to assist with marketing, recruiting, and advising students in the program. The clinical

faculty member will have an office in the department of Psychological Sciences the New staff member will be housed in an existing and currently available office space in Norco suite 113.

Thus, the proposed work does not significantly impact physical resources of the involved units. Again, the university is in the planning stages of a new science building, and has indicated that the plans are going to include dedicated space for Neuroscience teaching and research labs.

c. **Needed resources.** List equipment, space, laboratory instruments, etc., that must be obtained to support the proposed program. Enter the costs of those physical resources into the budget sheet.

There are only two new lab courses for this degree program; NEURO 395 and 396. As noted above, the basic science lab needed for NEURO 395 already exists and is fully operational. While we have not yet identified a specific space for NEURO 396, ample equipment exists to support the laboratory experiences for this course. Equipment includes, but is not limited to, 3-D gait and human movement analysis equipment, EMG, EEG, NiFR, ECG and other non-invasive cardiovascular function equipment, computers for computational neuroscience instruction, and certain imaging modalities including body segment MRI. Thus, because a critical mass of faculty members is already engaged in teaching and research in the area of neuroscience, there will not be a need for additional equipment.

19. **Library and Information Resources:** Describe adequacy and availability of library and information resources.

a. **Existing resources and impact of new program**. Evaluate library resources, including personnel and space. Are they adequate for the operation of the present program? Will there be an impact on existing programs of increased library usage caused by the proposed program? For off-campus programs, clearly indicate how the library resources are to be provided.

We have consulted with Megan Davis, Library Liaison for the College of Health Sciences. She has assessed existing resources and indicates that the Boise State Library owns or otherwise has access to scores of journals and texts that are among the most popular in the field of neuroscience. Because the vast majority of courses in the program already exist and the vast majority of research faculty are already on campus, the need for any additional materials does not seem significant.

b. **Needed resources**. What new library resources will be required to ensure successful implementation of the program? Enter the costs of those library resources into the budget sheet.

There are four new content areas that will require textbooks. While the texts have not yet been selected, we estimate that, with the currently available texts, there will be onetime costs of approximately $475, with occasional updates for new editions.

20. **Faculty/Personnel resources**

a. **Needed resources.** Give an overview of the personnel resources that will be needed to

implement the program. How many additional sections of existing courses will be needed? Referring to the list of new courses to be created, what instructional capacity will be needed to offer the necessary number of sections.

This degree plan has costs associated with the following:

- addition of five new core courses, including two labs (NEURO 310, 343, 395, 396,402),
- a "Finishing Foundations" experience (NEURO 401),
- an expected increase in demand for some existing core courses when the program is well-established with 200 students, and
- some costs for administration of the program (e.g., operations, advising, marketing & recruiting etc.)

Instructional Personnel. We evaluated seat capacity for 200 majors (when the program reaches its projected size when fully established) in all of the current courses in Biological Sciences, Psychological Sciences, and Kinesiology that are either core, emphasis, or optional courses for the BS in Neuroscience. We estimated instructional needs takes into account additional sections and additional resources in existing courses as well as the five new core courses, including the two new labs mentioned above to estimate the needs for instructional personnel and resources needs.

When the program reaches approximately 200 students, we estimate the following annual instructional needs:

BIOLOGY: $68,156

- $47,135.30 for a 0.5 FTE clinical faculty member. A clinical faculty member in Biology is currently 97,270.60 ($67,000 salary, $13,750 fixed fringe and, $13,520.60 in variable fringe).
- $21,021 for 0.5 GTA (0.25FTE). A 1.0 GTA currently costs $42,041 (including health insurance and variable fringe).

PSYCHOLOGY: $97,271

- $97,270.60 for a 1.0 FTE clinical faculty member ($67,000 salary, $13,750 fixed fringe and, $13,520.60 in variable fringe).

KINESIOLOGY: $86,815

- $60,794 for a 0.625 FTF clinical faculty (9-month base salary ($67,000 salary, $13,750 fixed fringe, and $13,520.60 in variable fringe).
- $21,021 for 0.5 GTA (0.25FTE). A 1.0 GTA currently costs $42,041 (including health insurance and variable fringe).
- $5,000 for one adjunct

NEUROSCIENCE (School of Allied Health): $46,000

- $11,000 per year to support 0.125 FTF faculty (NEURO 310)
- $5,000 per year to support one adjunct faculty member (NEURO 402)
- $30,000 per year to support Vertically Integrated Project (VIP) instruction that will be transferred to participating units.

Administrative Personnel. The attached budget shows funding for a professional staff member who will be responsible for marketing, recruiting, and advising students in the program. The staff member will also be asked to work with other School of Allied Health staff personnel to support day-to-day business operations of the school, particularly as

related to the administration of the Neuroscience program. The School of Allied Health has resources to support faculty time for program leadership.

b. **Existing resources**. Describe the existing instructional, support, and administrative resources that can be brought to bear to support the successful implementation of the program.

Instructional support. There are at least ten faculty members across the three lead units (Biological Sciences, Psychological Sciences, and Kinesiology) whose work supports this degree program. There is some "unused capacity" in existing coursework that is available to support this program. There are 11 courses that currently have capacity to accommodate this program. In addition, these faculty members will provide research experiences and vertically integrated project opportunities that will support the students' educational experiences.

Over the past three years or so the department of Biological Sciences has filled two faculty vacancies with this program in mind, Psychological Sciences has made one such hire, as has the department of Kinesiology. In addition, there is one vacant line in the School of Allied Health Sciences that will be devoted to supporting the instructional and research activities associated with this program.

Administrative resources. This program will be housed in the School of Allied Health Sciences, one of four schools in the College of Health Sciences. The School Director and Business Office Manager will provide day-to-day operational support for the program. The School also has resources sufficient to support the administrative duties of a program director.

c. **Impact on existing programs**. What will be the impact on existing programs of increased use of existing personnel resources by the proposed program? How will quality and productivity of existing programs be maintained?

The practical impact on participating units is primarily limited to the addition of sections of already existing coursework. The requisite research experiences of the students (a minimum of 6 credit hours) may, in some instances, pull a faculty member away from other instructional activities, but this is always the case and might occur irrespective of this program. Importantly, the introduction of this interdisciplinary program into the experiences of these departments has the potential to offer a significant positive impact for faculty, staff and students. The collaborative efforts across units will create opportunities for interdisciplinary work that is necessary to answer complex problems. Thus, the impact on existing programs is likely to be incredibly positive.

Regardless, all programs participate in periodic academic review to ensure that program quality is maintained. We have also developed a memorandum of agreement among the lead departments (BIOL, PSYCH, KINES), colleges (COAS, COHS), and the university that creates guardrails to ensure that the instructional needs of programs are met.

d. **Needed resources.** List the new personnel that must be hired to support the proposed program. Enter the costs of those personnel resources into the budget sheet.

- 1.0 FTE Clinical faculty in the department of Psychological Sciences
- 0.5 FTE Clinical faculty in the department of Biological Sciences
- 0.625 FTE Clinical faculty in the department of Kinesiology
- 1.0 FTE Professional Staff (marketing, recruiting, advising, some operations)

- 1.0 FTE Graduate Teaching Assistants (i.e., two graduate assistants)
- Approximately 2.50 FTE of Adjunct/overload support.

21. Revenue Sources

a) **Reallocation of funds:** If funding is to come from the reallocation of existing state appropriated funds, please indicate the sources of the reallocation. What impact will the reallocation of funds in support of the program have on other programs?

N/A

b) **New appropriation**. If an above Maintenance of Current Operations (MCO) appropriation is required to fund the program, indicate when the institution plans to include the program in the legislative budget request.

N/A. This program will be funded through tuition from new enrollments. In the initial years, the program will incur a small deficit based on estimated tuition revenue, but the institution will not incur a deficit. The deficit at the program level will be covered by one-time support from the institutional funds as described below.

c) **Non-ongoing sources**:

i. If the funding is to come from one-time sources such as a donation, indicate the sources of other funding. What are the institution's plans for sustaining the program when that funding ends?

Funding of $20,000 for program director stipend will come from the College of Health Sciences. Additional institutional funds will come from a Memorandum of Agreement by the Office of Provost, College of Arts and Sciences and College of Health Sciences to cover program deficits through the first couple of years of the program. It is estimated that in year 2, the program will run a deficit of $78,228.80, and in year 3 the program will incur a deficit of $43,650.99. The program is expected to be quite small in its first year (soft-launch year) with limited expenses and capacity in existing first year classes will be sufficient.

ii. Describe the federal grant, other grant(s), special fee arrangements, or contract(s) that will be valid to fund the program. What does the institution propose to do with the program upon termination of those funds?

N/A

d) **Student Fees**:

i. If the proposed program is intended to levy any institutional local fees, explain how doing so meets the requirements of Board Policy V.R., 3.b.

The two new lab courses are likely to result in "special course" fees as described in subsection "e" of the State Board of Education Policy V. If the degree program is approved, the faculty members who will develop those courses will propose lab fees for those courses. We will not offer these courses in the first year of the program as they are upper division courses, thereby giving the faculty members time to design the courses and propose the fees in accordance with state policy.

ii. Provide estimated cost to students and total revenue for self-support programs and

for professional fees and other fees anticipated to be requested under Board Policy V.R., if applicable.

N/A

22. Using the excel **budget template** provided by the Office of the State Board of Education, provide the following information:

- Indicate all resources needed including the planned FTE enrollment, projected revenues, and estimated expenditures for the first **four** fiscal years of the program.
- Include reallocation of existing personnel and resources and anticipated or requested new resources.
- Second- and third-year estimates should be in constant dollars.
- Amounts should reconcile subsequent pages where budget explanations are provided.
- If the program is contract related, explain the fiscal sources and the year-to-year commitment from the contracting agency(ies) or party(ies).
- Provide an explanation of the fiscal impact of any proposed discontinuance to include impacts to faculty (i.e., salary savings, re-assignments).

I. PLANNED STUDENT ENROLLMENT

	FY 25		FY 26		FY 27		FY 28	
	FTE	Headcount	FTE	Headcount	FTE	Headcount	FTE	Headcount
A. New enrollments		10		40		90		140
B. Shifting enrollments		10		5		5		5
Total Enrollment		20		45		95		145

II. REVENUE

	FY 25		FY 26		FY 26		FY 27	
	On-going	One-time	On-going	One-time	On-going	One-time	On-going	One-time
1. New Appropriated Funding Request								
2. Institution Funds	$20,000.00		$20,000.00	$78,228.80	$20,000.00	$43,650.00	$20,000.00	
3. Federal								
4. New Tuition Revenues from Increased Enrollments	$88,125.00		$318,082.50		$636,135.00		$989,390.00	
5. Student Fees								
6. Other (i.e., Gifts)								
Total Revenue	$108,125.00	$0.00	$338,082.50	$78,228.80	$656,135.00	$43,650.00	$1,009,390.00	$0.00

III. EXPENDITURES

	FY 25		FY 26		FY 26		FY 27	
	On-going	One-time	On-going	One-time	On-going	One-time	On-going	One-time
A. Personnel Costs								
1. FTE			3.250		5.000		6.250	
2. Faculty					$ 103,515.00		$ 142,160.60	
3. Adjunct Faculty			$ 69,364.21		$ 68,639.37		$ 92,670.64	
4. Graduate/Undergrad Assistants	$ 18,743.00		$ 18,743.00		$ 37,486.00		$ 56,229.00	
5. Research Personnel								
6. Directors/Administrators	$ 20,000.00		$ 20,000.00		$ 20,000.00		$ 20,000.00	
7. Administrative Support Personnel			$ 61,000.00		$ 62,830.00		$ 64,714.90	
8. Fringe Benefits			$ 22,270.78		$ 52,247.87		$ 69,084.37	
9. Other:								
Total Personnel and Costs	$ 38,743.00	$ -	$ 191,377.99	$ -	$ 344,718.24	$ -	$ 444,859.51	$ -

	FY 25		FY 26		FY 27		FY 28	
	On-going	One-time	On-going	One-time	On-going	One-time	On-going	One-time
B. Operating Expenditures								
1. Travel			$4,000.00		$4,000.00		$4,000.00	
2. Professional Services				$30,000.00		$30,000.00	$30,000.00	
3. Other Services		$10,000.00		$30,000.00	$30,000.00		$30,000.00	
4. Communications		$30,000.00		$10,000.00		$10,000.00	$10,000.00	
5. Materials and Supplies (incl LIbrary		$5,000.00		$5,000.00	$1,367.01	$3,649.99	$5,000.00	
6. Rentals								
7. Materials & Goods for Manufacture & Resale								
8. Miscellaneous			$16,772.00	$3,228.80	$25,000.00		$30,000.00	
Total Operating Expenditures	$0.00	$ 45,000.00	$20,772.00	$ 78,228.80	$ 60,367.01	$ 43,649.99	$ 109,000.00	$ -

	FY 25		FY 26		FY 27		FY 28	
	On-going	One-time	On-going	One-time	On-going	One-time	On-going	One-time
C. Capital Outlay								
1. Library Resources								
2. Equipment								
Total Capital Outlay	$0	$0	$0	$0	$0	$0	$0	$0

	FY 25		FY 26		FY 27		FY 28	
	On-going	One-time	On-going	One-time	On-going	One-time	On-going	One-time
D. Capital Facilities Construction or Major Renovation								
E. Other Costs								
Utilites								
Maintenance & Repairs								
Other								
Total Other Costs	$0	$0	$0	$0	$0	$0	$0	$0
TOTAL EXPENDITURES:	$38,743	$45,000	$212,150	$78,229	$405,085	$43,650	$553,860	$0
Net Income (Deficit)	$69,382	-$45,000	$125,933	$0	$251,050	$0	$455,530	$0

Budget Notes (specify row and add explanation where needed; e.g., "I.A.,B. FTE is calculated using..."):	
I.A.B.	Under FTE are students who are new to the program and under Headcount are total students. The shifting enrollments under FTE are students who change major to Neuroscience. The shifting enrollments under Headcount reflect attrition
II.2	College of Health Sciences will contribute $20,000 of institutional funds to cover the stipend for the Program Director. Provost will contribute one-time funds to make up Bronco Budget 2.0 deficits in years 2 and 3, if needed.
II.4	New tuition is estimated assumign half of students are "new" and the 2/3 of students are in state and 1/3 out of state
III A	Year 2 = 1.0 FTE staff, 0.000 FTE faculty, 2.0 FTE adjuncts, 0.25 FTE GAs (0.5 GTAs) = 3.250 total FTE Year 3 = 1.0 FTE staff, 1.500 FTE faculty, 2.0 FTE adjuncts, 0.50 FTE GAs (1.0 GTAs) = 5.000 total FTE Year 4 = 1.0 FTE staff, 2.000 FTE faculty, 2.5 FTE adjuncts; 0.75 FTE GAs (1.5 GTAs) = 6.250 total FTE
III B 2-5	The COHS has recommended significant expenditures for marketing and recruiting in years 1-4
III B 5	This include $475 for Library materials
III B 8	Operating costs

BOISE STATE UNIVERSITY

SUBJECT

Online Bachelor of Arts/Bachelor of Applied Science in Public Service Leadership

APPLICABLE STATUTE, RULE, OR POLICY

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

BACKGROUND/DISCUSSION

Boise State University proposes the creation of a new interdisciplinary baccalaureate degree program in Public Service Leadership in both fully online and hybrid delivery formats. The proposal describes 1) a *wholly online program* that will award a Bachelor of Arts (BA) or Bachelor of Applied Science (BAS) in Public Service Leadership. The BA/BAS program in Public Service Leadership will utilize the Online Program Fee model outlined in SBOE Policy V.R. as it pertains to wholly online programs; and 2) a *traditional/hybrid* Bachelor of Arts (BA) in Public Service Leadership, which will incorporate courses from the online programs but allow flexibility for students who prefer an in-person program as well those students who may have already earned credits toward another School of Public Service degree.

The Bachelor of Arts (BA) or Bachelor of Applied Science (BAS) in Public Service Leadership program provides a unique and interdisciplinary approach to public service careers. This program goes beyond traditional Social and Political Science degrees by combining a strong foundation in public service theory with leadership development. This customizable structure allows students to tailor their learning to their specific interests within the public sector, making it ideal for those seeking a focused education with real-world application. Designed for individuals passionate about making a positive impact through public service careers, the program welcomes both traditional and non-traditional students, including those already working in the public and non-profit sectors.

IMPACT

Idaho's growing population and rising demand for strong public and non-profit organizations require new public service leaders who can collaborate effectively and provide leadership throughout these industries. Our program addresses this need by equipping graduates with the skills to navigate complex public policy issues and lead across diverse organizations, ensuring a more responsive and effective public sector.

The Public Service Leadership program is designed to be both accessible and impactful. Recognizing the challenges faced by busy individuals balancing work, family, and education, Boise State proposes to offer the program in both online and hybrid formats, catering to diverse learning styles and allowing those with non-

traditional backgrounds to thrive. This flexibility makes the program ideal for those seeking a focused education that fits their busy lives.

Affordability is another key consideration. The fully online programs (BA/BAS) will be launching at a very market competitive rate of $375 per credit hour in accordance with Board Policy V.R. For 120 credit hours this amounts to a total of $45,000. Full-time students are able to finish this flexible degree in 3-5 semesters depending on the number of credits they transfer in. This structure makes the Public Service Leadership program an attractive option for those seeking a cost-effective path to a fulfilling career. Programs operating under the online program fee model at Boise State University are expected to be fiscally sustainable. If enrollments do not meet expectations, expenses will be adjusted to reflect actual activity. The program's financial sustainability will be evaluated annually.

The School of Public Service program director will oversee administration, eliminating the need for additional staff. Experienced instructional staff and adjunct instructors will deliver the online courses, with their salaries funded by program revenue. The traditional/hybrid program will employ a cost-effective approach where students will utilize online versions of the new courses, requiring no additional instructors and existing Public Service courses and certificates. The anticipated smaller enrollment size for the in-person/hybrid program further ensures minimal disruption to our course offerings and staffing plans.

Total expenditures range from $118,764 - $237,976 of one-time funding over four years. In year one and two, existing resources will absorb all additional workload and responsibilities for both online and face-to-face/hybrid programs. Depending on enrollment in all programs, years three, four, and five may require hiring additional adjunct faculty and allocating additional administrative support. As the program grows, adjunct faculty may need to be hired to teach additional course sections.

ATTACHMENTS

Attachment 1 - Bachelor of Arts and Bachelor of Applied Science in Public Service Leadership Proposal

STAFF COMMENTS AND RECOMMENDATIONS

Boise State University projects 10 initial enrollments for the online program option to reach 111 by Fall 2028 and graduating seven starting in FY26. For the face-to-face program option, the program projects six initial enrollments to reach 34 by Fall 2028 and graduating four starting in FY27. Because the program will be using the online program fee model, minimum enrollments are based on course registrations. This includes 126 annual credits and 4.2 annual FTEs in Year one; 361 annual credits and 12.0 annual FTEs in Year two; 412 annual credits and 13.7 FTEs in Year three; 453 annual credits and 15.1 FTEs in Year four, and 553 annual credits and 18.4 FTEs in Year five.

The minimum expected enrollment for the face-to-face option is 10 enrolled students by year three and 15 by year five. For the face-to-face program, given it will also rely on online courses, the decision to continue the degree will be determined by the success of the online program. If the combined enrollment for both program options is below 20 after year three, the program will be evaluated and considered for major changes. If the combined enrollment remains at 30 or below after year six, all will be evaluated for discontinuation.

Boise State's request to offer an online Bachelor of Arts in Public Service Leadership is consistent with their Service Region Program Responsibilities and their current institution plan for Delivery of Academic Programs in Region III. There are presently no comparable online programs offered in the state. Currently, no institution has statewide program responsibility specifically for public service education programs.

Boise State also requests approval to assess an online program fee of $375 per credit for the bachelor's program consisting of 120 credits, which amounts to $45,000. Based on the information for the online program fee provided in the proposal, staff finds that the policy criteria have been met for this program.

The proposal completed the program review process and was presented to the Council on Academic Affairs and Programs on May 2, 2024; and to the Instruction, Research, and Student Affairs on May 30, 2024.

BOARD ACTION

I move to approve the request by Boise State University to create a new online Bachelor of Arts and Bachelor of Applied Science in Public Service Leadership, and a hybrid/face-to-face Bachelor of Arts in Public Service Leadership as presented in Attachment 1.

Moved by _____ Seconded by _____ Carried Yes _____ No _____

AND

I move to approve the request by Boise State University to charge an online program fee of $375 per credit for the BA/BAS Public Service Leadership program, in conformance with the program budget submitted to the Board in Attachment 1.

Moved by _____ Seconded by _____ Carried Yes _____ No _____

Institutional Tracking No. _____

Idaho State Board of Education

FULL PROPOSAL FORM

Academic Degree and Certificate Program

Date of Proposal Submission:	April 5, 2024					
Institution Submitting Proposal:	Boise State University					
Name of College, School, or Division:	School of Public Service					
Name of Department(s) or Area(s):						
Official Name of the Program:	Public Service Leadership					
Implementation Date:	Fall 2024					
Degree Information:	Degree Level: Undergraduate		Degree Type: Bachelor's			
CIP code (consult IR /Registrar):	44.0401 Public Administration					
Method of Delivery: Indicate percentage of face-to-face, hybrid, distance delivery, etc.	Fully online (BA/BAS), face-to-face/hybrid (BA)					
Geographical Delivery:	Location(s)	Boise	Region(s)	III		
Indicate (X) if the program is/has: (Consistent with Board Policy V.R.)		Self-Support fee		Professional Fee	X	Online Program Fee
Indicate (X) if the program is: (Consistent with Board Policy III.Z.)		Regional Program Responsibility		Statewide Program Responsibility		

Proposed Action

[X] **New program offering**
- [X] Undergraduate program
- [ ] Graduate program
- [ ] Undergraduate certificate (30 credits or more)
- [ ] Graduate certificate (30 credits or more)

[ ] **New branch campus or change in location**

[ ] **Modification of Existing Academic Programs**
- [ ] Converting one program option to a stand-alone program
- [ ] Consolidating two or more undergraduate programs into one
- [ ] Consolidating two or more graduate programs into one
- [ ] Splitting an existing program into two or more programs
- [ ] Program expansion outside an institution's Designated Service Region as defined in Board Policy III.Z.
- [ ] Adding certificate or degrees to existing programs

Angie Bos (Mar 27, 2024 12:39 MDT)	03/27/2024		
College Dean	Date	Vice President for Research (as applicable)	Date 4/30/2024
Graduate Dean/other (as applicable)	Date	Academic Affairs Program Manager, OSBE	Date
Jo Ellen DiNucci (Apr 4, 2024 08:37 MDT)	04/04/202		05/01/2024
FVP/Chief Fiscal Officer	Date	Chief Financial Officer, OSBE	Date
John Buckwalter (Mar 31, 2024 21:59 MDT)	03/31/2024		5/8/24
Provost/VP for Instruction	Date 04/04/2024	Chief Academic Officer, OSBE	Date
President	Date	SBOE/Executive Director or Designee Approval	Date

Before completing this form, refer to Board Policy Section III.G., Postsecondary Program Approval and Discontinuance. This proposal form must be completed for the creation of each new program. All questions must be answered.

Rationale for Creation or Modification of the Program

1. **Describe the request and give an overview of the changes that will result.** What type of substantive change are you requesting? Will this program be related or tied to other programs on campus? Identify any existing program that this program will replace. If this is an Associate degree, please describe transferability.

   Boise State University proposes the creation of a new interdisciplinary baccalaureate degree program in **Public Service Leadership** in both fully online and hybrid delivery formats. The proposal describes 1) a **wholly online program** that will award a **Bachelor of Arts (BA) or Bachelor of Applied Science (BAS)** in **Public Service Leadership.** The BA/BAS program in Public Service Leadership will utilize the Online Program Fee model outlined in SBOE Policy V.R. as it pertains to wholly online programs; and 2) an **in-person Bachelor of Arts (BA) in Public Service Leadership**, which will incorporate courses from the online programs but allow flexibility for students who prefer an in-person program as well those students who may have already earned credits toward another SPS degree.

   The proposed program is interdisciplinary and aligns with the need to offer a general and customizable public service degree. Public Service is an interdisciplinary field applicable to a multitude of industries. The combination of public service theory and leadership skills gained in the proposed programs will establish a well-defined path for students to earn their bachelor's degree.

   The BA/BAS in Public Service Leadership is an academic program designed for individuals passionate about making a difference through public service careers. It provides a specialized curriculum distinct from other Social and Political Science (SPS) programs, catering to students interested in or already working within the public and/or nonprofit sector. This program is ideal for those seeking a focused public service education with greater flexibility compared to traditional SPS degrees such as criminal justice or political science. By offering a customizable curriculum, the program allows students to tailor their learning to their specific interests and public sector career aspirations. This flexibility, combined with the program's focus on public service, makes it a compelling choice for those dedicated to positive community impact.

2. **Need for the Program**. Describe evidence of the student, regional, and statewide needs that will be addressed by this proposal to include student clientele to be served and address the ways in which the proposed program will meet those needs.

   a. **Workforce and economic need:** Provide verification of state workforce needs that will be met by this program. Include job titles and cite the data source. Describe how the proposed program will stimulate the state economy by advancing the field, providing research results, etc.

      The employment demand for public service leadership skills crosses multiple industry government and non-government organizations (NGO) sectors and aligns with various academic disciplines. Approximately 100,000 unique job postings in the U. S. from October 2022 to October 2023 required or preferred a bachelor's degree in public service with specific skills in auditing, compliance, human services, case management or psychology.

The U. S. workforce demand for public service leaders with a bachelor's degree has a gradual upward trend spanning from approximately four thousand job postings per month in November 2019 to approximately six thousand job postings in 2022.

Job Titles

- Social and Community Service Managers (SOC 11-9150)
- Miscellaneous Social Scientists and Related Workers (SOC 19-3090)
- Urban and Regional Planners (SOC19-3050)
- Compliance Officers (SOC 13-1040)
- Legislators (SOC 11-1030)

2021 National Employment Matrix Title and Code		**Employment**		**Job Openings Due to Growth & Replacement Needs 2021-2031**
		2021 (in thousands)	**2031 (in thousands)**	
Social and Community Service Manager	11-9150	175,805	218,000	+42,195
Miscellaneous Social Scientists and Related Workers	19-3090	64,283	72,696	+8,413
Urban and Regional Planners	19-3050	39,408	45,574	+6,166
Compliance Officers	13-1040	349,207	424,240	+75,033
Legislators	11-1030	52,023	57,157	+5,134
TOTAL		680,726	817,667	+136,941

2021-2031 Idaho Long Term Employment Projections		**Employment**		**Job Openings Due to Growth & Rep. Needs 2021-2031**
		2021	**2031**	
Social and Community Service Manager	11-9150	990	1166	+176
Miscellaneous Social Scientists and Related Workers	19-3090	326	400	+74

Urban and Regional Planners	19-3050	412	539	+127
Compliance Officers	13-1040	1696	2068	+372
Legislators	11-1030	640	765	+125
TOTAL		4,064	4,938	+874

b. **Student demand.** What is the most likely source of students who will be expected to enroll (full-time, part-time, outreach, etc.). Provide evidence of student demand/ interest from inside and outside of the institution.

The online public service leadership degrees primarily serve post-traditional students, including those coming back from a break in their undergraduate education seeking to complete their degree as well as those looking to build on degrees earned in community colleges. These students often juggle multiple responsibilities, such as full-time employment, family, or other commitments, and seek the flexibility and accessibility characteristic of an online program.

The in-person/hybrid public service leadership degree will serve students whose public service interests do not necessarily fit within traditional programs, such as political science and criminal justice. Prospective students for all three programs may have an interest or may already be working in the public and/or nonprofit sector, as well as prior credits earned toward another SPS undergraduate degree.

There are four different types of students who will enter this program.

- The career starter who is new to the field
- The career advancer who is already employed in the field and is interested in moving up in the field
- The degree finisher who has previous college experience that fits within the field, but has not yet finished a degree
- The career changer who is currently employed in a different field and is interested in changing fields

Student demand is anticipated to be 60% part-time and 40% full-time.

c. **Societal Need**: Describe additional societal benefits and cultural benefits of the program.

Idaho's growing population and increasing demand for organizations that provide a structure and support to our governmental and NGO organizations underscore a pressing demand for contemporary public service leaders who can provide empathetic leadership throughout these industries. With public service roles evolving to require collaboration among individuals from diverse organizations, within various divisions, and across different cultures, it is crucial to impart our students with the essential skills needed to address the evolving needs and expectations of society. Our program focuses on policy, ethics, leadership, and problem-solving in the public realm, ensuring that students are well-prepared not only for fundamental processes but also for the intricate dynamics inherent in modern public service settings. This emphasis underscores the

immediate necessity for effective leadership in shaping a more responsive and effective public sector.

3. **Program Prioritization**
Is the proposed new program a result of program prioritization?

Yes_____No _X___

If yes, how does the proposed program fit within the recommended actions of the most recent program prioritization findings.

4. **Credit for Prior Learning**
Indicate from the various cross walks where credit for prior learning will be available. If no PLA has been identified for this program, enter 'Not Applicable'.

Not Applicable

5. **Affordability Opportunities**
Describe any program-specific steps taken to maximize affordability, such as: textbook options (e.g., Open Educational Resources), online delivery methods, reduced fees, compressed course scheduling, etc. This question applies to certificates, undergraduate, graduate programs alike.

The fully online programs will be launching at a very market competitive rate of $375 per credit hour. Full-time students are able to finish this degree in 3-5 semesters depending on the number of credits in transfer.

Aside from the baseline tuition rate, faculty are exploring Open Educational Resources (OER) to defray costs for books for both the in-person and online degree options.

Enrollments and Graduates

6. **Existing similar programs at Idaho Public Institutions.** Using the chart below, provide enrollments and numbers of graduates for similar existing programs at your institution and other Idaho public institutions for the most past four years.

Instit	Program Name	Fall Headcount Enrollment in Program				Number of Graduates From Program (Summer, Fall, Spring)			
		FY___	FY___	FY___	FY_ (most recent)	FY___	FY___	FY___	FY_ (most recent)
	None - No similar programs offered in Idaho								

7. **Justification for Duplication** (if applicable). If the proposed program is similar to another program offered by an Idaho public higher education institution, provide a rationale as to why any resulting duplication is a net benefit to the state and its citizens. Describe why it is not feasible for existing programs at other institutions to fulfill the need for the proposed program.

   No other Idaho public institution offers a similar program. Not applicable.

8. **Projections for proposed program:** Using the chart below, provide projected enrollments and number of graduates for the proposed program:

Proposed Program: Projected Enrollments and Graduates First Five Years											
Program Name: Public Service Leadership											
Projected Fall* Term Headcount Enrollment in Program (Online BA and BAS)						**Projected Annual Number of Graduates from Program (Online BA and BAS)**					
Fall 2024 (first year)	Fall 2025	Fall 2026	Fall 2027	Fall 2028		FY25 (first year)	FY26	FY27	FY28	FY29	
10	37	67	90	111		0	7	15	29	39	
Projected Fall Term Headcount Enrollment in Program (Face to face / Hybrid BA)						**Projected Annual Number of Graduates from Program (Face to Face / Hybrid BA)**					
Fall 2024 (first year)	Fall 2025	Fall 2026	Fall 2027	Fall 2028		FY25 (first year)	FY26	FY27	FY28	FY29	
6	13	19	26	34		0	1	4	7	10	

*Please note that the projected fall term headcount enrollment for reported in this table is slightly lower than the numbers reported in the attached budget for FY25 – FY29 since students can start this program both in fall and in spring semesters.

9. **Describe the methodology for determining enrollment and graduation projections.** Refer to information provided in Question #2 "Need for the Program" above. What is the capacity for the program? Describe your recruitment efforts? How did you determine the projected numbers above?

   The online enrollment and graduation estimates come from a rigorous analysis of year-over-year growth in comparable programs, accounting for a conservative attrition rate. The in-person estimates follow a similar conservative methodology with the expectation that the online program will experience faster growth, as in-person students will likely continue to prefer traditional SPS degrees, such as political science or criminal justice. The program's

size will be scaled to demand for the program. The numbers in the table above reflect a reasonable and attainable scaling up of both the online and in-person programs.

Student services include both student support staff and faculty. Marketing, recruitment, and advising efforts will be managed by the program director and his/her support staff at the School of Public Service, along with the support from Extended Studies for the online programs in coordination with other online programs.

Marketing and recruitment efforts will include a digital marketing campaign, a web landing page, request for information form and a full program website with details regarding the key program assets, curriculum plan, and costs. In addition, a comprehensive communication plan will be implemented to attract and nurture interested students. Strategic, personalized communications will engage and support students throughout the recruitment life cycle. For the online programs, our coaching approach to student services will support online students and maintain their connection to Boise State through graduation.

10. Minimum Enrollments and Graduates.

a. What are the minimums that the program will need to meet in order to be continued, and what is the logical basis for those minimums?

Because the online program will be utilizing the online fee model, it is best to put minimum enrollment in terms of course registrations, which are what translate to revenue. Based on estimated expenses for instruction and for support personnel expenses, estimate the minimum number of course registrations to achieve break-even is:

- Year 1: Annual credits 126, Annual FTEs 4.2
- Year 2: Annual credits 361, Annual FTEs 12.0
- Year 3: Annual credits 412, Annual FTEs 13.7
- Year 4: Annual credits 453, Annual FTEs 15.1
- Year 5: Annual credits 553, Annual FTEs 18.4

The minimum expected enrollment for the face to face/hybrid program is 10 students enrolled in the program by Year 3 and 15 students by Year 5.

b. If those minimums are not met, what is the sunset clause by which the program will be considered for discontinuance?

Programs operating under the online program fee model at Boise State University are expected to be fiscally sustainable. If enrollments do not meet expectations, expenses will be adjusted to reflect actual activity. The program's financial sustainability will be evaluated annually. If it is determined to be fiscally unsustainable in the long term, it will be discontinued. This approach ensures financial prudence.

Because the in-person program will rely on the online program offerings as well as existing SPS courses, the decision to continue the degree will be determined by the success of the online program. If the combined enrollment in online and face-to-face/hybrid programs is below 20 after Year 3, program will be evaluated and considered for major changes. If the combined number of students in these programs

remain at 30 or below by Year 6, all baccalaureate programs in Public Service Leadership will be considered for discontinuation.

11. **Assurance of Quality.** Describe how the institution will ensure the quality of the program. Describe the institutional process of program review. Where appropriate, describe applicable specialized accreditation and explain why you do or do not plan to seek accreditation.

Regional Institutional Accreditation: Boise State University is regionally accredited by the Northwest Commission on Colleges and Universities (NWCCU). Regional accreditation of the university has been continuous since initial accreditation was conferred in 1941. Boise State University is currently accredited at all degree levels (A, B, M, D).

Program Review: Boise State has instituted a new program review procedure. At the inception of new programs, the programs will submit to the Office of the Provost a three-year assessment plan to be scheduled into the Periodic Review/Assessment Reporting Cycle. The plan includes program learning outcomes; and an implementation plan with a timeline identifying when and what will be assessed, how the programs will gather assessment data, and how the program will use that information to make improvements. Then, every three years, the programs will provide Program Assessment Reports (PAR), which will be reviewed by a small team of faculty and staff using a PAR Rubric, which includes feedback, next steps, and a follow-up report with a summary of actions.

Program Development Support: The online **Bachelor's in Public Service Leadership** is one of several that are being created via the eCampus Expansion Initiative at Boise State University.

- Program Design: Boise State's online program development process includes a facilitated program design process to assist program faculty members in the creation of an intentional, cohesive course progression aligned to both course and program learning outcomes.
- Course Design and Development: Each course is designed and developed by a faculty member. They work with the assistance of a team of experts, which includes an instructional designer, a multimedia developer, a quality assurance specialist, and a course developer. The end result is a program version of each course. All courses for the program are developed with a consistent look and feel using a common course template aligned with nationally recognized Quality Matters course design standards.
- Course Maintenance: The academic department is responsible for the continuous course improvement of online program courses.

The development of the in-person Bachelor's in Public Service Leadership program will follow the development of the online program.

Academic Integrity: Academic integrity is vital to the mission of Boise State University and encompasses the totality of academic rigor, ethical behavior, intellectual curiosity, appropriate teamwork, and persistence. All assignments submitted by a student must represent his/her own ideas, concepts, and current understanding or must cite the original source. Boise State proactively supports academic integrity by providing training, maintaining a website dedicated to academic integrity, providing tools such as pedagogical strategies, workshops, and tips for designing tests, as well as establishing policies and procedures for students who violate the

academic integrity policy within the Student Code of Conduct. For the online program and courses, we will use the following strategies to encourage academic integrity:

- During the design and development of the curriculum and assessment of each course, instructors will be informed by staff of Boise State's eCampus Center about best practices for online course design based on Quality Matters ™ and best practice strategies to promote academic integrity in online education based on WCET's recommendations (Version 2.0, June 2009)
- Through the program development process, course production, course launch support provided by the eCampus Center, and other means, instructors will be reminded about the importance of academic integrity and encouraged to report and act upon suspected violations.
- Academic integrity will be addressed within online student orientation. Programs may require online students to complete the university's Academic Integrity Online Workshop.
- At the beginning of each course, the instructor will communicate expectations regarding academic integrity to students in the syllabus and verbally and may require completion of the university's Academic Integrity Online Workshop.

Student Authentication: The online program and courses will include mechanisms by which we authenticate the identity of students enrolled in the program. We will use the following mechanisms:

- During the admissions process, the university will confirm required official transcripts and other documentation required for admission into the program.
- Associated with access to and use of our Learning Management System, a secure log-in environment will be provided and students will be required to use strong passwords and change them every 90 days.
- When high-stakes exams are required, faculty will be encouraged to utilize remote or online proctoring services when appropriate. In those instances, students will need to provide valid photo identification before gaining access to the graded assessments or other required activities.
- Instructors will utilize Turnitin plagiarism detection program when appropriate.
- Instructors are expected to be informed of and aware of the importance of student identity authentication and to report and act upon suspected violations.

12. **In accordance with Board Policy III.G., an external peer review is required for any new doctoral program.** Attach the peer review report as **Appendix A**.

13. **Teacher Education/Certification Programs** All Educator Preparation programs that lead to certification require review and recommendation from the Professional Standards Commission (PSC) and approval from the State Board of Education.

Will this program lead to certification?

Yes_____No_X__

If yes, on what date was the Program Approval for Certification Request submitted to the Professional Standards Commission?

14. Three-Year Plan: If this is a new proposed program, is it on your institution's approved 3-year plan?

Yes X No _____

If yes, proceed to question 15. If no:

a. Which of the following statements address the reason for adding this program outside of the regular three-year planning process.

Indicate (X) by each applicable statement:

	Program is important for meeting your institution's regional or statewide program responsibilities.
	The program is in response to a specific industry need or workforce opportunity.
	The program is reliant on external funding (grants, donations) with a deadline for acceptance of funding.
	There is a contractual obligation or partnership opportunity related to this program.
	The program is in response to accreditation requirements or recommendations.
	The program is in response to recent changes to teacher certification/endorsement requirements.

b. Provide an explanation for all statements you selected.

Educational Offerings: Curriculum, Intended Learning Outcomes, and Assessment Plan

15. Curriculum. Provide descriptive information of the educational offering.

- **Summary of requirements.** Provide a summary of program requirements using the following table.

Credit hours in required courses offered by the department (s) offering the program.	24
Credit hours in required courses offered by other departments:	0
Credit hours in institutional general education curriculum	37-41
Credit hours in free electives	31-47
Total credit hours required for degree program:	120

- **Curriculum.** Provide the curriculum for the program, including credits to completion, courses by title and assigned academic credit granted.

Fully Online BA

- Take at least 37 credits from: University Foundations
- Take the following:

- SPS200 - Problem Solving in Public Service (3)
- SPS240 - Data in Public Service (3)
- SPS301 - Engagement and Empathy in Public Service (3)
- LEAD325 - Foundations of Leadership (3)
- SPS361 - Ethics in Public Service (3)
- SPS362 - Policy Analysis (3)
- SPS363 - Applied Research for Public Service (3)
- SPS491 - Public Service Capstone (3)

- Take 15 credits from the following:
  - Complete 1 of the following
  - Take 15 credits from:
    CONFLICT, CJ, SPS, POLS, ENVSTD, GLOBAL, LEAD, MILSCI, URBAN, or PUBADM 300-499
    - Or a certificate with additional courses from above to total 15 credits
      - Complete 1 of the following:
        - Conflict Management Online Certificate
        - Conflict Management Certificate
        - Leadership and Human Relations Certificate
        - Planning Certificate
- Take at least 6 credits from the following:
  - Upper-division electives
- Take at least 38 credits from the following:
  - Electives to total 120 credits

Fully Online BAS

- Take between 20 and 48 credits from the following types of courses:
  - Technical associate degree (AAS or equivalent), an advanced technical certificate (ATC), or an intermediate technical certificate (ITC) awarded by a regionally accredited institution
- Take at least 37 credits from: University Foundations
- Take the following:
  - SPS200 - Problem Solving in Public Service (3)
  - SPS240 - Data in Public Service (3)
  - SPS301 - Engagement and Empathy in Public Service (3)
  - LEAD325 - Foundations of Leadership (3)
  - SPS361 - Ethics in Public Service (3)
  - SPS362 - Policy Analysis (3)
  - SPS363 - Applied Research for Public Service (3)
  - SPS491 - Public Service Capstone (3)
- Complete 1 of the following
  - Take 12 credits from:
    CONFLICT, CJ, SPS, POLS, ENVSTD, GLOBAL, LEAD, MILSCI, URBAN, or PUBADM 300-499
  - Or a certificate with additional courses from above to total 12 or more credits
    - Complete one of the following
      - Conflict Management Certificate
      - Conflict Management Certificate

        - Leadership and Human Relations Certificate
        - Planning Certificate
    - Take between 27 and 0 credits from the following types of courses:
        - Electives to total 120 credits

In-person BA

- Take at least 37 credits from: University Foundations
- Take the following:
    - SPS200 - Problem Solving in Public Service (3)
    - SPS240 - Data in Public Service (3)
    - SPS301 - Engagement and Empathy in Public Service (3)
    - LEAD325 - Foundations of Leadership (3)
    - SPS362 - Policy Analysis (3)
    - SPS491 - Public Service Capstone (3)
- Take at least 3 credits from the following:
    - POLS412 - Ethics in Public Policy (1 - 3)
    - SPS361 - Ethics in Public Service (3)
- Take at least 1 of the following:
    - POLS301 - Advanced Political Science Methods (3)
    - SPS363 - Applied Research for Public Service (3)
    - **Take 16 credits from the following:**
        - Complete 1 of the following
            - Take 16 credits from:
              CONFLICT, CJ, SPS, POLS, ENVSTD, GLOBAL, LEAD, MILSCI, URBAN, or PUBADM 300-499
            - Or a certificate with additional courses from above to total 16 credits
        - Complete 1 of the following
            - Conflict Management Certificate
            - Leadership and Human Relations Certificate
            - Planning Certificate
    - Take at least 6 credits from the following:
        - Upper-division electives
    - Take at least 37 credits from the following:
        - Electives to total 120 credits

- **Additional requirements.** Describe additional requirements such as comprehensive examination, senior thesis or other capstone experience, practicum, or internship, some of which may carry credit hours included in the list above.
    - SPS 491: Capstone and/or Project - Students apply their knowledge and skills in public service leadership as it aligns with their career goals, develop and present their professional portfolio.

16. Learning Outcomes: Expected Student Learning Outcomes and Connection to Curriculum.

a. **Intended Learning Outcomes.** List the Intended Learning Outcomes for the proposed program, using learner-centered statements that indicate what students will know, understand, and be able to do, and value or appreciate as a result of completing the program.

   a. Comprehend the landscape of public service: Describe the complexities and challenges associated with the field of public service, especially as they relate to democratic institutions and collaboration with non-governmental organizations.
   b. Develop and implement evidence-based problem-solving strategies to make informed decisions that enhance the quality and impact of public services.
   c. Learn and apply leadership competencies tailored to the diverse organizational contexts and settings characteristic of the public sector.
   d. Employ theoretical knowledge to enhance the application of practical skills in resolving real-world policy challenges

17. Assessment plans.

a. **Assessment Process.** Describe the assessment plan for student learning outcomes that will be used to evaluate student achievement and how the results will be used to improve the program.

   Student achievement and satisfaction of student learning outcomes will be assessed through assignments in course work and completion of the capstone course. The BA/BAS in Public Service Leadership programs will also undergo annual program assessment that includes interviews of graduating students, faculty observations and discussions, and compilations of student capstone work. In coordination with the School of Public Service Dean and eCampus, the Program Lead will monitor admission, enrollment, degree process, and career placement. These key metrics will inform regular reviews of the programs and assessment of their health.

<u>Resources Required for Implementation – fiscal impact and budget.</u>
Organizational arrangements required within the institution to accommodate the change including administrative, staff, and faculty hires, facilities, student services, library; etc.

18. Physical Facilities and Equipment: Describe the provision for physical facilities and equipment.

a. **Existing resources**. Describe equipment, space, laboratory instruments, computer(s), or other physical equipment presently available to support the successful implementation of the program.

   No impact is anticipated.

b. **Impact of new program**. What will be the impact on existing programs of increased use of physical resources by the proposed program? How will the increased use be accommodated?

   No impact is anticipated.

c. **Needed resources.** List equipment, space, laboratory instruments, etc., that must be obtained to support the proposed program. Enter the costs of those physical resources into the budget sheet.

N/A

19. Library and Information Resources: Describe adequacy and availability of library and information resources.

a. **Existing resources and impact of new program**. Evaluate library resources, including personnel and space. Are they adequate for the operation of the present program? Will there be an impact on existing programs of increased library usage caused by the proposed program? For off-campus programs, clearly indicate how the library resources are to be provided.

Library resources are currently adequate with no anticipated impact on usage. The Albertson library provides research databases, electronic textbook reserves and also books by mail for distance studies students.

b. **Needed resources**. What new library resources will be required to ensure successful implementation of the program? Enter the costs of those library resources into the budget sheet.

No additional library resources are required.

20. Faculty/Personnel resources

a. **Needed resources.** Give an overview of the personnel resources that will be needed to implement the program. How many additional sections of existing courses will be needed? Referring to the list of new courses to be created, what instructional capacity will be needed to offer the necessary number of sections?

Personnel: There are no additional resources required for the administration of this program as this program will fall within the scope of duties for the School of Public Service program director Luke Fowler. The primary resources for personnel will be to use existing instructional staff and adjunct instructors. These costs are covered by revenue generated from the online program fees in the fully online BA/BAS program.

We do not anticipate additional instructional expenses for the in-person/hybrid program, as students enrolled in that program will take the online versions of the new courses. We anticipate that enrollment in the in-person/hybrid program will be small enough that it will not change the initial plans or timeline for scaling the program course offerings.

Courses: This program will require the creation of four new courses. The creation of these courses will use existing teaching capacity with expertise in public service in coordination with program and course design consultation in the Division of Extended Studies.

Please note that there are no separate expenses for the face-to-face / hybrid program since all instructional expenses for the four new online courses, and program director and administrative services are accounted for in the budget for the online program.

b. Existing resources. Describe the existing instructional, support, and administrative resources that can be brought to bear to support the successful implementation of the program.

For years one and two, existing resources including faculty, advising and administrative support will absorb all additional workload and responsibilities for both the online and in-person/hybrid programs. Depending on enrollment in all programs, years three, four and five may require hiring of additional adjunct faculty and allocating additional administrative support.

c. Impact on existing programs. What will be the impact on existing programs of increased use of existing personnel resources by the proposed program? How will the quality and productivity of existing programs be maintained?

This program was designed collaboratively with the various departments within the School of Public Service to meet the needs of students who want a more general degree and as the starting point for a pathway that is customizable using existing and developing certificates.

d. Needed resources. List the new personnel that must be hired to support the proposed program. Enter the costs of those personnel resources into the budget sheet.

Current advising and support staff will be used to meet the needs for advising and other support. As the program grows, adjunct faculty may need to be hired to teach additional course sections.

21. Revenue Sources

a) **Reallocation of funds:** If funding is to come from the reallocation of existing state appropriated funds, please indicate the sources of the reallocation. What impact will the reallocation of funds in support of the program have on other programs?

N/A

b) **New appropriation**. If an above Maintenance of Current Operations (MCO) appropriation is required to fund the program, indicate when the institution plans to include the program in the legislative budget request.

No new appropriation will be needed.

c) **Non-ongoing sources**:

i. If the funding is to come from one-time sources such as a donation, indicate the sources of other funding. What are the institution's plans for sustaining the program when that funding ends?

N/A

ii. Describe the federal grant, other grant(s), special fee arrangements, or contract(s) that will be valid to fund the program. What does the institution propose to do with the program upon termination of those funds?

N/A

d) **Student Fees**:

i. If the proposed program is intended to levy any institutional local fees, explain how doing so meets the requirements of Board Policy V.R., 3.b.

N/A

ii. Provide estimated cost to students and total revenue for self-support programs and for professional fees and other fees anticipated to be requested under Board Policy V.R., if applicable.

i. The student fee for the online programs will be in accordance with the Online Program Fee as defined in the Board Policy V.R., 3.a.x. That policy enables the institution to set a price-point appropriate for the program; students will pay an online program fee in lieu of tuition. The price-point for the online program fee will be as follows: $375 per credit.
ii. We project that by the third year of the program, it will generate a gross revenue of $203,725 and $92,027 in Year 3 net revenue, with a cumulative net revenue of $39,549 for the online program fee model program itself.
iii. The Public Service Leadership bachelor's degree program plans to open enrollment to any student within the online program fee model ecosystem. This means, there will be additional revenue from students enrolled in online programs that are not seeking the Public Service Leadership degree.

22. Using the excel **budget template** provided by the Office of the State Board of Education, provide the following information:

- Indicate all resources needed including the planned FTE enrollment, projected revenues, and estimated expenditures for the first **four** fiscal years of the program.
- Include reallocation of existing personnel and resources and anticipated or requested new resources.
- Second- and third-year estimates should be in constant dollars.
- Amounts should reconcile subsequent pages where budget explanations are provided.
- If the program is contract related, explain the fiscal sources and the year-to-year commitment from the contracting agency(ies) or party(ies).
- Provide an explanation of the fiscal impact of any proposed discontinuance to include impacts to faculty (i.e., salary savings, re-assignments).

Budget for Fully Online BA/BAS

I. PLANNED STUDENT ENROLLMENT

	FY 2025		FY 2026		FY 2027		FY 2028	
	FTE	Headcount	FTE	Headcount	FTE	Headcount	FTE	Headcount
A New enrollments	3.8	18	12.6	42	22.3	70	30.8	93
B. Shifting enrollments	0.4	2	L4	5	2.5	8	3.4	10
Total Enroflmenr	4.2	20	14.0	47	24.8	78	34.2	103
Srudenr Credit Hours Generated	126		4m		743		1,027	

II. REVENUE

	FY 2025		FY 2026		FY 2027		FY 2028	
	On goi11g	O11e-tiime	On-,going	One-time	On-,going	One-time	On-,going	One-time
1. New Appropriated Funding!Request								
2. I11stitlIltiOl1Funds								
3. Fed,eral								
. New Tuition!Revenues from Increased E11rollments								
5. Stud,ent Fees		$47,250		$156,955		$278,572		$385,1.22
6. Other, Shared Course Revenue		$1,481		$4,918		$8,724		$12,053
Tora! Revenue	$0	$48,731	$0	$161,872	$0	$287,297	$0	$397,176

Budget Notes:

I.A, B. Calculation of FTE and headcount as follows:

>1 FTE = 24 credits

>Headcount determined as the distinct number of students in the program that year.

>Assume that 90% of the enrollments will be new enrollments and 10% will be shifting enrollments.

>Assume 25% attrition from 1st to 2nd semester, then 3% attrition every semester. No attrition for last semester.

II.5. Student Fee revenue calculated as Student Credit Hours * $375 per credit.

$375 calculated as estimate of 2024-2025 per credit rate.

To be conservative, assume in calculations that per-credit fee does not increase over time to align with the amount charged to traditional resident students.

II.6. The Public Service Leadership bachelors will receive revenue from SPS students taking classes within the shared course suite. This has been calculated with each degree student taking an additional 6 credits over 4 semesters at $47/per credit.

III. EXPENDITURES

	FY 2025		FY 2026		FY 2027		FY 2028	
	On-going	One-time	On-going	One-time	On-going	One-time	On-going	One-time
A. Personnel Costs								
1. FTE		1.10		1.20		1.70		1.75
2. Faculty		$0		$14,907		$15,342		$15,776
3. Adjunct Faculty		$23,688		$24,399		$25,109		$25,820
4. Graduate/Undergrad Assistants		$0.00		$0.00		$0.00		$0.00
5. Research Personnel		$0.00		$0.00		$0.00		$0.00
6. Directors/Administrators		$33,531		$23,024		$23,715		$30,533
7. Administrative Support Personnel		$2,942		$3,030		$3,121		$3,214
8. Fringe Benefits		$14,429		$16,871		$19,335		$21,735
9. Other: Discussion Group Leads		$0		$0		$10,076		$10,362
Total Personnel and Costs	$0	$74,589	$0	$82,231	$0	$96,698	$0	$107,439

Budget Notes (continued)

III.A.2 Faculty FTE: Calculated using (Credit hour load)/24 for faculty; assistant professor teaching capston courses at buyout rate

III.A.3 Adjunct FTE: Calculated using (Credit hour load)/24; calculated at $1,316 cost per credit hour; Y1 18 credits of instruction, Y2 24 credits of instruction, Y3/Y4 36 credits of instruction, Y5 45 credits of instruction

III.A.6 Administrator: Program Coordinator (.1-.3 FTE); paid for via existing workload paid for by SPS arrangement

III.A.7 Support: Scheduling Coordinator (.05 FTE); paid for via existing workload paid for by SPS arrangement

III.A.8 Benefits calculated at staff fringe rate of $13,750+(annual wage*20.52%) professional staff and $13,750+(annual wage*20.52%) classified staff

III.A.9 Discussion Group Lead FTE: Calculated using (Credit hour load)/24; calculated at $792.17 per credit hour; Y3/Y4 12 credits of instruction, Y5 18 credits of instruction

	FY 2025		FY 2026		FY 2027		FY 2028	
	On-going	One-time	On-going	One-time	On-going	One-time	On-going	One-time
B. Operating Expenditures								
1. Travel								
2. Marketing and Promotion		$20,000		$10,000		$10,000		$10,000
3. Other Services								
4. Communications								
5. Materials and Supplies		$10,000		$5,000		$5,000		$5,000
6. Rentals								
7. Materials & Goods for Manufacture & Resale								
8. Miscellaneous - Computer Hardware/Software								
Total Operating Expenditures	$0	$30,000	$0	$15,000	$0	$15,000	$0	$15,000

Budget Notes (continued):
III.B.2 Expenses to market the program
III.B.5 Materials & Supplies: Office supplies and materials

	FY 2025		FY 2026		FY 2027		FY 2028	
	On-going	One-time	On-going	One-time	On-going	One-time	On-going	One-time
C. Capital Outlay								
1. Library Resources								
2. Equipment								
Total Capital Outlay	$0	$0	$0	$0	$0	$0	$0	$0

	FY 2025		FY 2026		FY 2027		FY 2028	
	On-going	One-time	On-going	One-time	On-going	One-time	On-going	One-time
D. Capital Facilities Construction or Major Renovation								
E. Other Costs								
1. Boise State University Support		$14,175		$47,086		$83,572		$115,537
2. Expenses								
Utilities								
Maintenance & Repairs								
3. Student Scholarships		$0						
Total Other Costs	$0	$14,175	$0	$47,086	$0	$83,572	$0	$115,537
TOTAL EXPENDITURES:	$0	$118,764	$0	$144,318	$0	$195,270	$0	$237,976
Net Income (Deficit) to College	$0	-$70,033	$0	$17,555	$0	$92,027	$0	$159,199

Budget Notes (specify row and add explanation where needed; e.g., "I.A.,B. FTE is calculated using..."):

III.E.1 Boise State University Support is defined as follows:

Boise State Central Services (10.00% of revenue): A fund dedicated to funding support services for online students.

Boise State eCampus Center (8.75% of revenue): Provide funding for initiative management, online course/program development and other support services

Boise State Online Innovation Fund (2.3% of revenue): Seed funding for academic programs, course development stipends to faculty, open education resource grants and eventually innovation grants

Boise State Online Tuition Fund (1.5% of revenue)

Boise State Online Marketing, Recruitment, Enrollment, Advising and Retention Fund (7.45% of revenue): A fund dedicated to marketing the program, recruiting students, enrolling qualified students, advising students and retaining students throughout the life of the program

Budget for Face-to-Face/Hybrid BA

I. PLANNED STUDENT ENROLLMENT

	FY 2025		FY 2026		FY 2027		FY 2028	
	FTE	Headcount	FTE	Headcount	FTE	Headcount	FTE	Headcount
A. New enrollments	1.5	6	4.7	12	7.5	17	10.2	24
B. Shifting enrollments	0.2	1	0.5	1	0.8	2	1.1	3
Total Enrollment	1.6	6	5.3	13	8.3	19	11.4	26
Student Credit Hours Generated	49		158		249		341	

II. REVENUE

	FY 2025		FY 2026		FY 2027		FY 2028	
	On-going	One-time	On-going	One-time	On-going	One-time	On-going	One-time
1. New Appropriated Funding Request								
2. Institution Funds								
3. Federal								
4. New Tuition Revenues from Increased Enrollments		$5,778.00		$11,228.39		$15,456.24		$20,618.51
5. Student Fees								
6. Other, Shared Course Revenue								
Total Revenue	$0	$5,778	$0	$11,228	$0	$15,456	$0	$20,619

Budget Notes:

I.A, B. Calculation of FTE and headcount as follows:

>1 FTE = 24 credits

>Headcount determined as the distinct number of students in the program that year.

>Assume that 90% of the enrollments will be new enrollments and 10% will be shifting enrollments.

>Assume 25% attrition from 1st to 2nd semester, then 3% attrition every semester. No attrition for last semester.

III. EXPENDITURES

	FY 2025		FY 2026		FY 2027		FY 2028	
	On-going	One-time	On-going	One-time	On-going	One-time	On-going	One-time
A. Personnel Costs								
1. FTE								
2. Faculty								
3. Adjunct Faculty								
4. Graduate/Undergrad Assistants								
5. Research Personnel								
6. Directors/Administrators								
7. Administrative Support Personnel								
8. Fringe Benefits								
9. Other: Discussion Group Leads								
Total Personnel and Costs	$0	$0	$0	$0	$0	$0	$0	$0

Budget Notes (continued)
III.A Personnel Costs shared with online programs

	FY 2025		FY 2026		FY 2027		FY 2028	
	On-going	One-time	On-going	One-time	On-going	One-time	On-going	One-time
B. Operating Expenditures								
1. Travel								
2. Marketing and Promotion								
3. Other Services								
4. Communications								
5. Materials and Supplies								
6. Rentals								
7. Materials & Goods for Manufacture & Resale								
8. Miscellaneous - Computer Hardware/Software								
Total Operating Expenditures	$0	$0	$0	$0	$0	$0	$0	$0

Budget Notes (continued):
III.B.2 Operating expenditures shared with online program

	FY 2025		FY 2026		FY 2027		FY 2028	
	On-going	One-time	On-going	One-time	On-going	One-time	On-going	One-time
C. Capital Outlay								
1. Library Resources								
2. Equipment								
Total Capital Outlay	$0	$0	$0	$0	$0	$0	$0	$0

	FY 2025		FY 2026		FY 2027		FY 2028	
	On-going	One-time	On-going	One-time	On-going	One-time	On-going	One-time
D. Capital Facilities Construction or Major Renovation								
E. Other Costs								
1. Boise State University Support								
2. Expenses								
Utilities								
Maintenance & Repairs								
3. Student Scholarships								
Total Other Costs	$0							
TOTAL EXPENDITURES:	$0							
Net Income (Deficit) to College	$0	$5,778	$0	$11,228	$0	$15,456	$0	$20,619

Budget Notes (specify row and add explanation where needed; e.g., "I.A.,B. FTE is calculated using..."):
III. C,D,E Capital and other costs shared with online programs

UNIVERSITY OF IDAHO

SUBJECT

School of Health and Medical Professions

APPLICABLE STATUTE, RULE, OR POLICY

Idaho State Board of Education Governing Policies & Procedures, Sections III.G.
Idaho Code § 33-113

BACKGROUND/DISCUSSION

As a unit of the University of Idaho (UI), we propose to establish the School of Health and Medical Professions (SHAMP) in the College of Graduate Studies. The school will provide the citizens of the State of Idaho an opportunity to fill a critical workforce shortage in healthcare. Idaho's population has been growing at an exceptional rate for five consecutive years, surpassing the national growth rate by a substantial margin. The mission of SHAMP is to improve the health of the people of Idaho by developing a robust academic health care delivery system that will educate and set forth a skilled workforce of healthcare professionals to attack this critical healthcare shortage.

To fulfill our mission, the following goals and objectives are set forth:

- To create educational opportunities to train the citizens of the State of Idaho in healthcare professions which will in turn expand and strengthen the healthcare services in Idaho.
- Expand health care academic programs to address the critical workforce shortage.
- Addressing Idaho's rural health care needs which often face the brunt of workforce shortages.
- Developing academic programs to help train and retain healthcare professionals, ensuring that even the most remote areas receive adequate medical and mental health services.
- Meeting the needs of the future which shows a continual population growth both in Idaho and nationally. This underscores the importance of establishing healthcare academic programs now to meet future workforce needs and reduce reliance on out-of-state recruitment.
- To build the school upon the highest quality, basic, applied, and clinical research available at the University of Idaho.

IMPACT

Idaho's population has been growing at an exceptional rate for five consecutive years, surpassing the national growth rate by a substantial margin. This population surge has strained the state's healthcare system, underscoring the necessity for expanding healthcare services within Idaho. For example, Idaho ranks at the bottom among all states in terms of practicing physicians per capita. Moreover, a

significant percentage of the state's physicians are approaching retirement age, further exacerbating the shortage.

Furthermore, it is quite evident that we simply do not have enough health care workers to take care of us and the situation could get worse if we do not act. The Idaho Business for Education sponsored a Health Care Summit in June of 2022 to address the workers' healthcare crisis. In the report, they explored why we have a crisis, how it affects our health care professionals and their patients, and it recommends specific ways our leaders can help solve it. One of the chief ways to solve this crisis is ramping up educational opportunities for the citizens in the State of Idaho.

Healthcare jobs in Idaho are projected to be the fastest growing professions this decade, with nearly 10,000 new jobs being projected, according to the Idaho Department of Labor. The population that the new School will serve encompasses a broad demographic from the classroom to the bedside, by training a healthcare workforce who will in turn provide essential healthcare services to the people of Idaho.

Based on this important need, we propose to create the School of Health and Medical Professions at the University of Idaho which will provide the citizens of the State of Idaho an opportunity to fill this critical workforce shortage. The school will include three new departments and six new programs, along with existing programs such as the WWAMI Medical Education program and the Athletic Training program. The areas of justification include the following:

- Critical Workforce Shortage
- Enhancing Access to Care
- Addressing Rural Healthcare Need
- Future Demand

The School is requesting 3.5 FTE; $589,200 total General Fund personnel cost funding with benefits. In addition to the state support, the School will match the FTE and salary for a total personnel cost of $1,080,010 (includes fringe benefits) for 7.0 FTE. This includes an Associate Dean of Curriculum, Associate Dean of Clinical Curriculum, Associate Dean of Admissions and Assessment, as well as department chairs and program coordinators. All personnel costs are based on market data and costs for comparable positions per the University of Idaho's Market-based Compensation model. Faculty and staff within WWAMI will also be redirected to the School.

The budget also consists of various expenditures to support the School and its programs. This includes $100,000 in operating expenditures, as well as a one-time request for $200,000 in capital outlay for equipment costs. The total amount for the FY25 budget is $1,180,010. Each following year includes a 5% inflation added to the budget for all expenditures. Alternate funding has been identified for the

Physician Assistant Program, as required by legislative intent for FY 2025.Total expenditures are $1,180,010 ongoing annually to include $200,000 one-time funding.

ATTACHMENTS

Attachment 1 – School of Health and Medical Professions Proposal
Attachment 2 – School of Health and Medical Professions Organizational Chart
Attachment 3 – Letters of Support
Attachment 4 – Institution Response
Attachment 5 – HB 734 College and Universities 2025 Appropriation

BOARD STAFF COMMENTS AND RECOMMENDATIONS

As provided in the proposal, the proposed new School of Health and Medical Professions will consist of three departments (Department of Medicine, Department of Clinical Medicine, and Department of Nursing). The Departments of Medicine and Clinical Medicine were approved in April 2022 under separate proposals which were established to provide medical education programming for Idaho WWAMI students and provide an administrative home for the WWAMI program. The Department of Nursing has not yet been approved and is included in the proposal as part of the request to establish the School. The School has also identified six new programs to help address the critical workforce shortage in health care. Three of these have been submitted through full proposals and will be considered by the Board under separate agenda items. These include Direct-Entry Master of Science in Nursing, Master of Science in Gerontology, and Direct-Entry Master of Physician Assistant Studies. The other three programs will be submitted separately in the future. Staff notes that the six programs were added to the university's updated three-year plan, which will be considered by the Board in August of this year.

Included in the proposal are plans to reorganize these programs once reviewed and approved by the Board and existing programs into the departments. An organizational chart is provided under Attachment 2.

- The Department of Medicine currently houses the existing WWAMI program and will include the Doctorate of Anatomical Sciences (not yet submitted), and the proposed MS in Gerontology.
- The Department of Clinical Medicine will house the Doctorate of Psychology (not yet submitted), the proposed Direct-entry Master of Physician Assistant Studies, and existing Athletic Training programs.
- The new Department of Nursing will house the proposed Direct-entry MSN and the Doctorate, Certified Registered Nurse Anesthetist (not yet submitted).

The proposal completed the review process and was presented to the Council on Academic Affairs and Programs on March 28, 2024 and to the Instruction,

Research, and Student Affairs committee on May 30, 2024. Letters of support are also provided under Attachment 3.

Staff notes that the fiscal impact for the proposed School surpasses the threshold for Executive Director approval and is being forwarded to the Board for its consideration consistent with Board Policy III.G.

Idaho State University has shared concerns about the establishment of a new instructional unit that would effectively not have program offerings yet. These, in part, include Direct-Entry Master of Physician Assistant Studies, Direct-Entry Master of Science in Nursing, and Master of Science in Gerontology. ISU has expressed significant concerns about the Physician Assistant program and Master of Science in Nursing to include costly and duplicative programming, increased stress to an already overburdened preceptor system, unnecessary costs to students, and lack of collaboration with the state's existing MPAS program. Given the concerns raised, ISU is requesting that the Board hold the approval of the new school to assess concerns of the proposed programming from University of Idaho.

Staff recommends the Board consider whether there is a need for two schools of health professions within the state system focused on similar and unique health care programs. Staff recommends the Board table this proposal pending consideration of the underlying new program requests.

BOARD ACTION

I move to approve the request by the University of Idaho to establish the School of Health and Medical Professions as presented in Attachment 1.

Moved by _____ Seconded by _____ Carried Yes _____ No _____

Institutional Tracking No. _____

Idaho State Board of Education

Revised 5/15/2024-ps

PROPOSAL FORM

Instructional and Administrative Units

Date of Proposal Submission:	09/26/2023, Revised 3/19/2024 per OSBE Request
Institution Submitting Proposal:	University of Idaho
Name of School, School, or Division:	The School of Health and Medical Professions
Name of Department(s) or Area(s):	Department of Medicine, Department of Clinical Medicine, Department of Nursing
Title of Proposed Unit	School of Health and Medical Professions
Proposed Implementation Date:	FY25 (Fall of 2024)

Indicate whether this request is either of the following:

[X] New Administrative Unit [ ] New Instructional Unit

Dean — Date: 3/20/24

Vice President for Research **(as applicable)** — Date

Graduate Dean **(as applicable)** — Date: 3/20/24

OSBE Program Manager/IDCTE Director, Program Services — Date

FVP/Chief Fiscal Officer — Date: 3/20/24

State Administrator, IDCTE — Date

Provost/VP for Instruction — Date

Chief Financial Officer, OSBE — Date

President — Date

Chief Academic Officer, OSBE — Date

SBOE/Executive Director or Designee Approval — Date

Institutional Tracking No. _____

Idaho State Board of Education

PROPOSAL FORM

Instructional and Administrative Units

Date of Proposal Submission:	09/26/2023, Revised 3/19/2024 per OSBE Request
Institution Submitting Proposal:	University of Idaho
Name of School, School, or Division:	The School of Health and Medical Professions
Name of Department(s) or Area(s):	Department of Medicine, Department of Clinical Medicine, Department of Nursing
Title of Proposed Unit	School of Health and Medical Professions
Proposed Implementation Date:	FY25 (Fall of 2024)

Indicate whether this request is either of the following:

[X] New Administrative Unit

[ ] New Instructional Unit

Jeffrey G. Seegmiller, Ed.D. 10/9/23

Dean Date

Vice President for Research **(as applicable)** Date

Graduate Dean **(as applicable)** Date

OSBE Program Manager/IDCTE Director, Program Services Date

FVP/Chief Fiscal Officer Date

State Administrator, IDCTE Date

Provost/VP for Instruction Date

Chief Financial Officer, OSBE Date

President Date

Chief Academic Officer, OSBE Date

SBOE/Executive Director or Designee Approval Date

1. What are the goals and objectives for the new unit?

   As a unit of the University of Idaho, we intend to establish the School of Health and Medical Professions (SHAMP) which will provide the citizens of the State of Idaho an opportunity to fill a critical workforce shortage in healthcare. Idaho's population has been growing at an exceptional rate for five consecutive years, surpassing the national growth rate by a substantial margin. The mission of SHAMP is to improve the health of the people of Idaho by developing a robust academic health care delivery system that will educate and set forth a skilled workforce of healthcare professionals to attack this critical healthcare shortage.

   To fulfill our mission, the following goals and objectives are set forth:

   - To create educational opportunities to train the citizens of the State of Idaho in healthcare professions which will in turn expand and strengthen the healthcare services in Idaho.
   - Expand health care academic programs to address the critical workforce shortage.
   - Addressing Idaho's rural health care needs which often face the brunt of workforce shortages.
   - Developing academic programs to help train and retain healthcare professionals, ensuring that even the most remote areas receive adequate medical and mental health services.
   - Meeting the needs of the future which shows a continual population growth both in Idaho and nationally. This underscores the importance of establishing healthcare academic programs now to meet future workforce needs and reduce reliance on out-of-state recruitment.
   - To build the school upon the highest quality, basic, applied, and clinical research available at the University of Idaho.

2. What is the relationship of the unit to the university's mission and priorities? Is the unit involved in instruction and if so, to what extent?

   The mission of the University of Idaho is to shape the future through innovative thinking, community engagement and transformative education. The School of Health and Medical Professions stands firm in this mission by providing educational offerings that will transform the lives of our students through engaged learning and self-reflection. Our teaching and learning will include graduate, professional and continuing education offered through face-to-face instruction, technology-enabled delivery and hands-on experience. Our educational programs will strive for excellence and will be enriched by the knowledge, collaboration, diversity and creativity of our faculty, students and staff. The programs listed below have been identified as areas of workforce development to help meet the needs of the healthcare shortage.

   The School of Health and Medical Professions will be the foundation on which our programs will grow. The school will be located within the College of Graduate Studies. Please note that the bulk of these specific programs are currently not being offered in our state institutions, except for the Physician's Assistant Program.

   Doctorate Psychology (PsyD) program*
   The entire state of Idaho is a mental health shortage area and Idaho has the lowest number of psychiatrists per capita. Considering overall mental health care, Mental Health America ranks Idaho 49th out of 51 (including D.C.) in adult care, 45th in youth care, while ranking 50th (second highest) in the prevalence of mental illness (19% average). The University of Idaho has a foundation of faculty and facilities that can be leveraged to develop a doctorate in this clinical

psychology program that will address deficiencies in mental health care. Once implemented, graduates will be able to focus on mental health needs related to early childhood development, adolescent, and young adult care needs, such as suicide prevention, substance use disorder and mental health counseling, and geriatric care.

Direct-Entry Master of Science in Nursing (MSN)
The University of Idaho has a foundation of faculty and facilities that can be leveraged to develop a Master of Science in Nursing (MSN). The MSN prepares the graduate for a position as a Registered Nurse, as well as a leadership role in varied settings such as hospitals, health department, clinics, among other practice areas.

Doctorate – Anatomical Science Education (DAS)*
Expert knowledge of the anatomical sciences is central to diagnosis and treatment of disease and as such in-depth coursework in this area has long been the foundation of health sciences curricula. Despite this, health sciences programs nationwide are facing an increasing shortage of highly trained anatomy educators. The Doctorate of Anatomical Sciences program is designed to train individuals to become fully qualified educators in all of the anatomical disciplines and conduct educational scholarly research for promotion and tenure.

Master of Science, Gerontology
The Master of Science in Gerontology prepares graduates to assume major leadership roles in the field of aging, primarily in the planning, administration, and evaluation of programs in the private and public sectors, as well as executive positions in the delivery of direct services to older people and their families and in the instruction of older adults and service providers.

Certified Registered Nurse Anesthetist (CRNA) Doctorate*
The practice of anesthesia is a recognized specialty in nursing. Considered an essential role to the health care workforce, nurse anesthetists provide anesthesia and related care before and after surgical, therapeutic, diagnostic, and obstetrical procedures. They also provide pain management and emergency services such as airway management.

Physician Assistant (PA) - Masters
Working interdependently with physicians, PAs (Physician Assistant) provide diagnostic and therapeutic patient care in virtually all medical specialties and settings. They take patient histories, perform physical examinations, order laboratory and diagnostic studies, prescribe medications, and develop patient treatment plans. Their job descriptions are as diverse as those of their supervising physicians, and include clinical practice, patient education, team leadership, medical education, health administration, and research.

*Program proposals for each of these academic programs will be submitted separately to SBOE for review and approval.

3. What is the demand for the unit's services? What population will the unit serve?

Idaho's population has been growing at an exceptional rate for five consecutive years, surpassing the national growth rate by a substantial margin.

This population surge has strained the state's healthcare system, underscoring the necessity for expanding healthcare services within Idaho. For example, Idaho ranks at the bottom among all states in terms of practicing physicians per capita. Moreover, a significant percentage of the state's physicians are approaching retirement age, further exacerbating the shortage.

Furthermore, it is quite evident that we simply do not have enough health care workers to take care of us and the situation could get worse if we do not act. The Idaho Business for Education sponsored a Health Care Summit in June of 2022 to address the workers' healthcare crisis. In the report, they explored why we have a crisis, how it affects our health care professionals and their patients, and it recommends specific ways our leaders can help solve it. One of the chief ways to solve this crisis is ramping up educational opportunities for the citizens in the State of Idaho. Please see following white paper from the Idaho Business for Education: http://idahobe.org/wp-content/uploads/2022/08/HEALTH-CARE-SUMMIT-WHITE-PAPER-3.0.pdf

Healthcare jobs in Idaho are projected to be the fastest growing professions this decade, with nearly 10,000 new jobs being projected, according to the Idaho Department of Labor. The population that the new School will serve encompasses a broad demographic from the classroom to the bedside, by training a healthcare workforce who will in turn provide essential healthcare services to the people of Idaho.

Based on this important need, we propose to create the School of Health and Medical Professions at the University of Idaho which will provide the citizens of the State of Idaho an opportunity to fill this critical workforce shortage. The school will include three new departments and six new programs, along with existing programs such as the WWAMI Medical Education program and the Athletic Training program. The areas of justification include the following:

- Critical Workforce Shortage: Idaho's healthcare workforce shortage poses a significant threat to public health and access to quality care. Expanding healthcare academic programs is essential to address this urgent need.
- Enhancing Access to Care: Building on the success of the WWAMI medical program and partnerships, this budget request will allow the University of Idaho to initiate new healthcare programs within the School of Health and Medical Professions.
- Addressing Rural Healthcare Needs: Rural communities often face the brunt of workforce shortages. Developing academic programs will help train and retain healthcare professionals, ensuring that even the most remote areas receive adequate medical and mental health services.
- Future Demand: Projected growth in demand for healthcare professionals, both in Idaho and nationally, underscores the importance of establishing healthcare academic programs now to meet future workforce needs and reduce reliance on out-of-state recruitment.

4. Describe the proposed unit's organizational structure.

The new School of Health and Medical Professions located within the College of Graduate Studies will be supported by the many excellent administrative and academic units at the University of Idaho main campus (Financial Services, Human Resources, Risk Management, Facilities Management, and Business & Administrative services). The Dean for the School of

Health and Medical Professions provides leadership to the Administration and Business Affairs division, which includes an executive assistant, support staff in finance, marketing and strategic initiatives, and laboratory management. The dean will oversee five academic and business divisions. We are currently proposing the new school and six new programs under three departments (Department of Medicine, Department of Clinical Medicine and the Department of Nursing). Our Idaho WWAMI Medical Education program is also included in this organizational structure and is under the Department of Medicine.

1) Department of Medicine
   a) WWAMI Medical Education Program
   b) Doctorate of Anatomical Sciences
   c) Master of Science – Gerontology

2) Department of Clinical Medicine
   a) Doctorate of Psychology
   b) Physician Assistant
   c) Athletic Training

3) Department of Nursing*
   a) Master of Science – Nursing
   b) Doctorate, Certified Registered Nurse Anesthetist

*To better align the proposed nursing programs with the University of Idaho policy, we propose to establish a Department of Nursing to be housed in the School of Health and Medical Professions. This will help to streamline and clarify our administrative tasks. We do not anticipate any additional cost. As instructed by board staff, this serves as our letter of notification process.

We are working closely with the College of Education, Health and Human Sciences to transition their Athletic Training Programs into the new School as shown on the attached organizational chart. In addition, our future strategic plan is to improve healthcare for all on-campus students and create "Vandal Health" which will provide hands-on experience and training for our students in these healthcare programs. Note: Please see the attached organizational chart.

5. What targets have been set to assess the proposed unit's success in achieving objectives?

GOAL 1: A WELL, EDUCATED CITIZENRY – Continuously improve access to health and medical education for individuals of all backgrounds, ages, abilities, and economic means.

GOAL 2: CRITICAL THINKING AND INNOVATION - SHAMP will provide an environment for the development of innovative ideas, and practical and theoretical knowledge to foster the development of healthcare workers (psychologists, gerontologists, physician assistants, nurses, anatomists, and future physicians) who contribute to the health and wellbeing of Idaho's people and communities.

GOAL 3: Effective and Efficient Delivery Systems – Deliver health and medical education, training,

research, and service in a manner which makes efficient use of resources and contributes to the successful completion of our health and medical education program goals for Idaho.

6. Briefly describe the processes that will demonstrate the quality of the unit.

1. Set School and program performance measures as a series of goals to meet over time.
2. Define goals and objectives of the school and its programs and evaluate.
3. Report and use the evaluation findings to improve the school, programs, and its courses.
4. Each program will have an assessment process to be used for continuous program improvement through the following mechanisms:

- To evaluate how well students are achieving the intended learning outcomes, the following assessment processes will be employed:
- Examinations and Quizzes: Regular assessments will include written examinations and quizzes to evaluate knowledge acquisition and critical thinking skills.
- Clinical Skills Assessment: Clinical skills will be assessed through direct observation, practical examinations, and skills checklists during clinical rotations.
- Case Studies and Care Plans: Students will complete case studies and care plans to demonstrate their ability to apply theoretical knowledge to real-world patient care scenarios.
- Reflective Journals and Portfolios: Students will maintain reflective journals and e-portfolios, providing insights into their personal and professional growth.
- Peer and Self-Assessment: Peer evaluations and self-assessments will be incorporated for group projects and personal reflection on skills development.

Assessment findings will be used for continuous program improvement through the following mechanisms:

- Faculty Meetings: Regular faculty meetings will involve discussions of assessment results, with a focus on identifying areas of improvement and refining teaching methods and curriculum.
- Curriculum Review: Assessment data will inform curriculum revisions, ensuring alignment with current healthcare trends and best practices.
- Faculty Development: Faculty will receive training and support to enhance assessment techniques and teaching strategies, addressing areas where student performance needs improvement.
- Feedback Loops: Continuous feedback loops will be established with students, incorporating their input to make program enhancements.

Assessment Activity Timing - Assessment activities will occur throughout the program at various frequencies:

- Formative assessments (quizzes, in-class discussions) will be ongoing throughout each semester.
- Summative assessments (midterm, final examinations) will occur at the end of relevant courses and following year one and year two. Alumni and industry surveys will be completed two years following graduation.
- Clinical skills assessments and evaluations will be conducted during clinical rotations.
- Case studies, care plans, and projects will be assigned periodically.

7. Indicate the number of students, businesses, industries, and/or other clients to be served by this unit. Include a description of faculty participation and student involvement in the unit if applicable.

Entering Enrollment	Program/Degree Title
15	Direct Entry – Master of Science Degree, Nursing (MSN)
20	Doctorate – Anatomical Science Education (DAS) - Self Support
20	Master of Science – Gerontology – Self Support
10	Certified Registered Nurse Anesthetist (CRNA) - Self Support
20	Physician Assistant
15	Doctorate of Psychology (PsyD)

Academic Personnel	Description
11	Fulltime Faculty
4.5	Parttime Faculty
7	Administration and Staff

Hospital/Clinic Training Sites	Location
Gritman Medical Center and Medical Clinics	Moscow, Idaho
St. Joseph Regional Medical Center	Lewiston, Idaho
Tri State Hospital and Medical Clinics	Clarkston, Washington
Whitman Hospital and Medical Clinics	Colfax, Washington
Pullman Regional Hospital and Medical Clinics	Pullman, Washington
Kootenai Medical Center	Coeur d'Alene, Idaho
Bonner General Health	Sandpoint, Idaho
North Idaho Acute Care Hospital	Post Falls, Idaho

8. Financial Impact: Using the **budget template**, provide a narrative budget summarizing the needs and requirements for implementing the new unit.

The WWAMI Medical Education Program has recently submitted a request for Fiscal Year 2025 to the State of Idaho for educational support to create a new School of Health and Medical Professions (SHAMP). Based on feedback from policymakers and Idaho business leaders, our request is dedicated to addressing healthcare workforce needs, one of the most pressing issues the state is facing today. We acknowledge the importance of flexibility to adapt to evolving challenges and workforce needs of the future. The budget summary is as follows:

Positions will be full-time, and part-time and most will be benefit-eligible.

Healthcare Workforce – this request for the new School includes the programs that will require State support (Doctorate in Psychology, along with state support for the new School which includes Associate Dean of Curriculum, Associate Dean of Clinical Curriculum, Associate Dean of Admissions and Assessment, as well as department chairs and program coordinators. (Requesting 3.5 FTP; $589,200 total General Fund PC funding with benefits). In addition to the state support, SHAMP will match the FTE and salary for a total personnel cost of $1,080,010 (includes fringe benefits) for 7.0 FTE.

All personnel costs are based on market data and costs for comparable positions as per the University of Idaho's Market-based Compensation model.

The budget included in this proposal not only includes the budget request for FTE, salary and benefits that were submitted to the State of Idaho for FY25. It is necessary to include various expenditures to support the School and its programs. Therefore, the budget for this proposal includes $100,000 in operating expenditures, as well as a one-time request for $200,000 in capital outlay for equipment costs. The total amount for the FY25 budget is $1,180,10.00. Each following year includes a 5% inflation added to the budget for all expenditures.

Current staff and faculty will be re-directed. Faculty and staff within WWAMI will be redirected to the new School of Health and Medical Professions. Please see the organizational chart under supportive documentation.

Alternate funding has been identified for the Physician Assistance Program, as required by legislative intent for FY 2025.

In conclusion, the primary beneficiaries, if this request is granted, are the individuals and communities who will be served by future PAs or Nurses, Clinical Psychologists, and other graduates of the new School of Health and Medical Professions. Thus, the impact could encompass all of Idaho. The approval of the proposal will reduce shortages of health professionals and enable Idahoans seeking care to obtain it. Many Idahoans who seek these health professional degrees will be more likely to stay in Idaho to practice.

Program Resource Requirements.

- Indicate all resources needed including the planned FTE enrollment, projected revenues, and estimated expenditures for the first **four** fiscal years of the
- Include reallocation of existing personnel and resources and anticipated or requested new resources.
- Second and third year estimates should be in constant dollars.
- Amounts should reconcile subsequent pages where budget explanations are provided.
- If the program is contract related, explain the fiscal sources and the year-to-year commitment from the contracting agency(ies) or party(ies).
- Provide an explanation of the fiscal impact of any proposed discontinuance to include impacts to faculty (i.e., salary savings, re-assignments).

I. PLANNED STUDENT ENROLLMENT

	FY 25		FY 26		FY 27		FY 28	
	FTE	Headcount	FTE	Headcount	FTE	Headcount	FTE	Headcount
A. New enrollments								
B. Shifting enrollments								
Total Enrollment	0	0	0	0	0	0	0	0

II. REVENUE

	FY 25		FY 26		FY 27		FY 28	
	On-going	One-time	On-going	One-time	On-going	One-time	On-going	One-time
1. New Appropriated Funding Reques	$589,200.00	$100,000.00	$589,200.00		$589,200.00		$589,200.00	
2. Institution Funds	$590,810.00	$100,000.00	$590,810.00		$590,810.00		$590,810.00	
3. Federal								
4. New Tuition Revenues from Increased Enrollments								
5. Student Fees								
6. Other (i.e., Gifts)								
Total Revenue	$1,180,010	$200,000	$1,180,010	$0	$1,180,010	$0	$1,180,010	$0

Ongoing is defined as ongoing operating budget for the program which will become part of the base.
One-time is defined as one-time funding in a fiscal year and not part of the base.

III. EXPENDITURES

	FY 25		FY 26		FY 27		FY 28	
	On-going	One-time	On-going	One-time	On-going	One-time	On-going	One-time
A. Personnel Costs								
1. FTE	7.0		7.0		7.0		7.0	
2. Faculty								
3. Adjunct Faculty								
4. Graduate/Undergrad Assistants								
5. Research Personnel								
6. Directors/Administrators	695000		695000		695000		695000	
7. Administrative Support Personnel	120000		120000		120000		120000	
8. Fringe Benefits	265010		265010		265010		265010	
9. Other:								
Total Personnel and Costs	$1,080,010	$0	$1,080,010	$0	$1,080,010	$0	$1,080,010	$0

	FY 25		FY 26		FY 27		FY 28	
	On-going	One-time	On-going	One-time	On-going	One-time	On-going	One-time
B. Operating Expenditures								
1. Travel	$20,000.00		$20,000.00		$20,000.00		$20,000.00	
2. Professional Services	$10,000.00		$10,000.00		$10,000.00		$10,000.00	
3. Other Services								
4. Communications	$20,000.00		$20,000.00		$20,000.00		$20,000.00	
5. Materials and Supplies	$40,000.00		$40,000.00		$40,000.00		$40,000.00	
6. Rentals								
7. Materials & Goods for Manufacture & Resale								
8. Miscellaneous	$10,000.00		$10,000.00		$10,000.00		$10,000.00	
Total Operating Expenditures	$100,000	$0	$100,000	$0	$100,000	$0	$100,000	$0

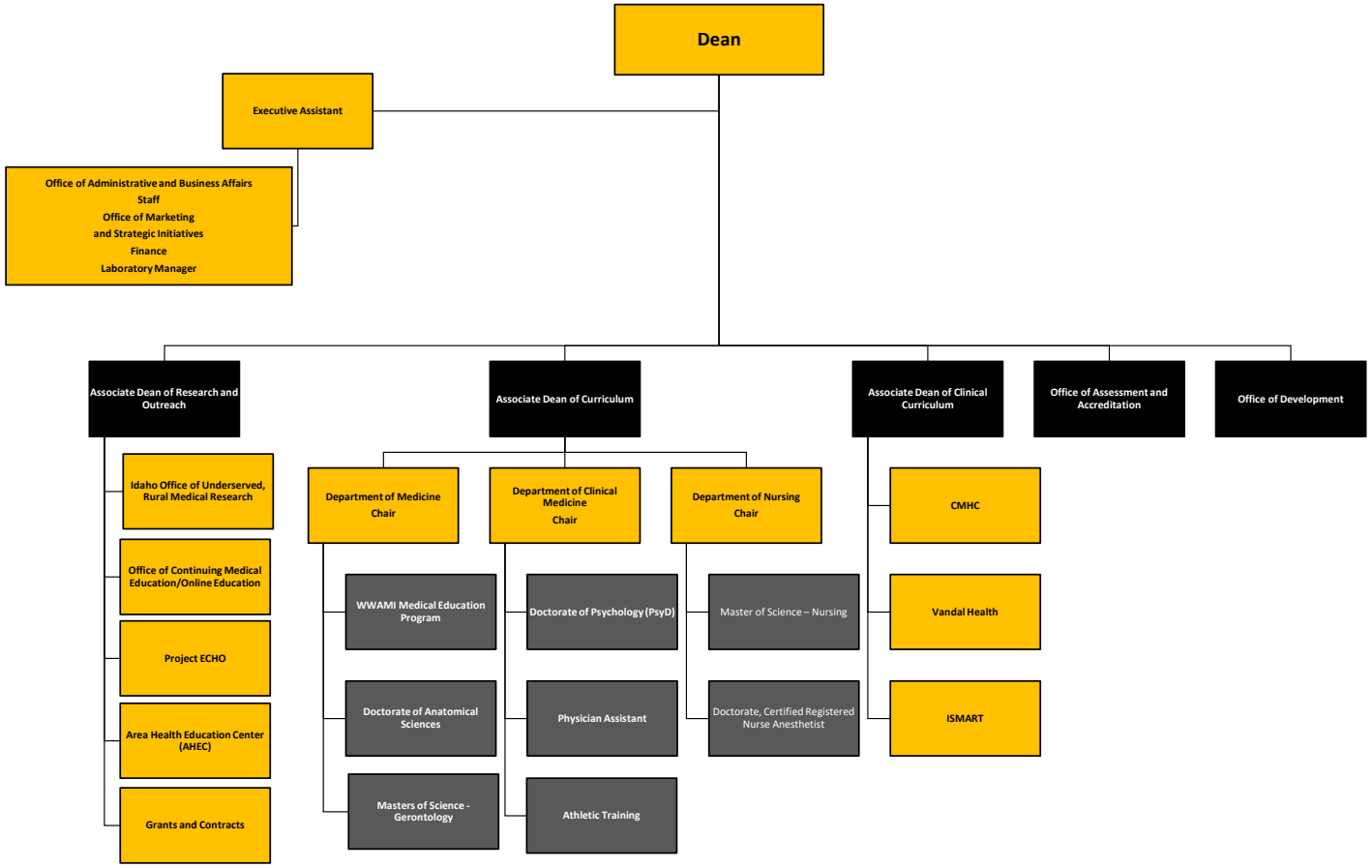
	FY		FY		FY		FY	
	On-going	One-time	On-going	One-time	On-going	One-time	On-going	One-time
C. Capital Outlay								
1. Library Resources								
2. Equipment		$200,000.00						
Total Capital Outlay	$0	$200,000	$0	$0	$0	$0	$0	$0

	FY		FY		FY		FY	
	On-going	One-time	On-going	One-time	On-going	One-time	On-going	One-time
D. Capital Facilities Construction or Major Renovation								
E. Other Costs								
Utilites								
Maintenance & Repairs								
Other								
Total Other Costs	$0	$0	$0	$0	$0	$0	$0	$0
TOTAL EXPENDITURES:	$1,180,010	$200,000	$1,180,010	$0	$1,180,010	$0	$1,180,010	$0
Net Income (Deficit)	$0	$0	$0	$0	$0	$0	$0	$0

Budget Notes (specify row and add explanation where needed; e.g., "I.A.,B. FTE is calculated using…"):

III.A	Salary costs are split 50/50 between Appropriation and Institutional funds.
III.A.1	FTE - 3.5 Appropriation / 3.5 Institution
III.A.8	Fringe Benefits - 41.3% staff/Administrative/31% Director/Administrators
III.B	Operating expenditures - these were not included in the budget request to the State of Idaho for FY25, but are necessary to support the School
III.C	Capital Outlay - Equipment - Computers, components, software (one time)

School of Health and Medical Professions



University of Idaho

April 15, 2024
William F. Ganz, MD, FACS
1502 West Bellerive Lane
Coeur D'Alene, ID 83814
208-755-7707

Jeff Seegmiller, Ed.D., AT
Regional Dean, Director & Professor
Idaho WWAMI Medical Education Program
University of Idaho

Dear Dr. Seegmiller,
I am writing to express my support for the University of Idaho and the proposed health professions program, including the proposed School of Health and Medical Professions.

As a practicing neurosurgeon in Coeur D'Alene, Idaho since 2001 I have seen rapid growth of our population, but unfortunately I have not seen commensurate growth in health care professionals. The recent Covid 19 pandemic exposed the marginal health care workforce and because of over-worked health care professionals, many of our best nurses, physician assistants, respiratory therapists, OR technicians, physical and occupational therapists retired from the workforce. Even a number of physicians retired early because of the workload burnout. As you may be aware, Idaho ranks near the bottom in the ratio of physicians and nurses to patients. There is no sign of decreased population growth in Idaho and we need to be prepared to train more physicians , nurses , PAs and other health care workers to care for our growing population.

I am encouraged to learn of the direct entry Master of Science in Nursing(MSN), the Doctor of Psychology in Clinical Psychology(PsyD, the Doctor of Anatomical Sciences(DAS), the Certified Nurse Anesthetist(CRNA) DNP degree, the Masters of Science in Gerontology(MS), and the Physician Assistant(PA) training programs. In my experience, Physician Assistants are particularly in short supply and difficult to recruit from out of our state. Also, there is an acute need for Clinical Neuropsychologists; there are none practicing in North Idaho and it is a significant need.

As you are aware, 98% of the counties in Idaho are designated Health Provider Shortage Areas (HSPAs) for medical care and 100% of the counties are HSPAs for mental health. These are daunting deficits in our ability to deliver health care to the citizens of our state.

The best way to recruit health care workers to our state is to train them in our state. There is a critical shortage in training programs in the State of Idaho. This initiative by the University of Idaho is key starting solution to address this issue which is getting worse each year. This what our educational institutions should be addressing and promptly! Have you tried getting in to see

a health care provider lately? It typically takes weeks to get into see a physician: primary care and specialists, which is not good care.

I fully support these proposed academic programs and urge the Idaho State Board of Education to act expeditiously to approve these programs. The School of Health and Medical Professions is a vital asset to our state, but needs to grow to meet the needs of our growing population.

Sincerely,

William F. Ganz, MD, FACS

William F. Ganz, MD, FACS
Kootenai Neurosurgery and Spine

Steven E. Ozeran, MD, FACS

Board-Certified
American Board of Plastic Surgery, American Board of Surgery

Fellow
American College of Surgeons

Residency
Plastic Surgery, University of Wisconsin-Madison; General Surgery, University of California-Davis

MD
University of Chicago-Pritzker

Member
American Society of Plastic Surgeons, American Medical Association, Idaho Medical Association

Surgical procedures:
- Breast enlargement
- Breast reduction
- Breast lift
- Breast reconstruction
- Blepharoplasty (eyelid surgery)
- Gynecomastia (male breast reduction)
- Tummy tuck
- SmartLipo MPX body contouring
- Body lift after weight loss
- Reconstructive surgery
- Hand surgery
- Scar Revision

Non surgical enhancements:
- Botox® Cosmetic
- Restylane®
- Radiesse®
- Cosmetic peels
- Dermabrasion
- Obagi® skin care products

For your comfort & convenience:
- Caring, highly experienced staff
- Accredited surgery center
- Insurance accepted
- Visa & MasterCard welcome

Steven E. Ozeran, MD, FACS
Ozeran
Plastic & Reconstructive Surgery
Bringing beauty to life.

Jeff Seegmiller, Ed.D., AT

Regional Dean/Director, Professor

Idaho WWAMI Medical Education Program

University of Idaho

Dear Dr. Seegmiller:

I am writing to express my support for the University of Idaho and their proposed health professions programs. I understand that these include the direct entry Master of Science in Nursing, the Doctor of Psychology, in Clinical Psychology, the Doctor of Anatomical Sciences, the Certified RN Anesthetist degree (CRNA), the Master's of Science in Gerontology, and Physician's Assistant (PA) training programs. All of these programs would greatly help improve the state's healthcare infrastructure and help with medical provider shortages across the state. As a physician in Idaho for nearly 30 years, I can personally attest to decline in patients' ability to access necessary healthcare evaluations and treatments; it's quite common for patients to wait weeks, sometimes months for appointments with their doctors or healthcare providers . Emergency rooms have become overburdened as patients need somewhere to go for care and this adds further to the financial stress on our healthcare systems. Some patient delays can result in delayed diagnoses with associated increased morbidity and even death. The value in the establishment of these training programs as there is already tremendous stress on our local healthcare systems. We need more qualified healthcare providers. And as the population of the state has shown tremendous growth, further adding stress to an already strained system, educating more healthcare providers is definitely needed as this is not a short-term problem.

I believe that these proposed programs will not complete with existing healthcare programs at other institutions as this phenomenon is not unique to Idaho. There is currently a national shortage of healthcare providers, but more dire in Idaho and some other states; and it would behoove us to educate our own. One of the things we see with local training programs is that many of these providers continue to practice in this state which further helps Idaho meet its goal of treating its citizens. These needs are not only limited to the present, but with population growth, they are expected to worsen. Currently, 98% of the counties in Idaho are designated Health Provider Shortage Areas (HPSA's) for medical care, and 100% are HPSA's for mental heath. With

1630 23rd Avenue, Suite 901-A | Lewiston, ID 83501 | T: 208.746.4479 | F: 208.746.4186 | www.ozeranmd.com

the continued population growth and the current shortage of training facilities, these crises will only become more dire.

I thus fully support these academic programs and urge the Idaho State Board of Education to move quickly and approve these programs, as well as the School of Health and Medical Professions.

Sincerely,

Steven E. Ozeran, M. D.

Jeff Seegmiller, Ed.D., AT
Regional Dean/ Director, Professor
Idaho WWAMI Medical Education Program
University of Idaho

Dear Dr. Seegmiller,

On behalf of Northwest Specialty Hospital, I am writing to express our support for the University of Idaho and their proposed health professions programs, including the direct entry Master of Science in Nursing (MSN) and the Physician Assistant (PA) training programs. As an organization dedicated to advancing healthcare and well-being, we recognize the critical need for increased access to specialized professionals in our community and state. At present, 98% of the counties in Idaho are designated Health Provider Shortage Areas (HSPAs) and Idahoans are left with severe shortages of healthcare access.

Importantly, these proposed programs will not compete with existing healthcare programs at other institutions but would rather improve a workforce that is highly needed. Statewide shortages in a healthcare workforce are related both to drastic population growth in the state, as well as a paucity of academic programs to meet the state needs. Increases in the number of Idaho residents and a demographic surge of aging Idahoans will continue to strain the state's healthcare infrastructure, underscoring the necessity for universities to expand healthcare services within Idaho to meet this need.

We stand in full support of these academic programs and urge the Idaho State Board of Education to move quickly and approve these programs.

Sincerely,

Rick Rasmussen

CEO, Northwest Specialty Hospital

Rick.Rasmussen@nwsh.com // 208-262-2310

To:
Jeff Seegmiller, Ed.D., AT
Regional Dean/ Director, Professor
Idaho WWAMI Medical Education Program
University of Idaho

Dear Dr. Seegmiller,

Thank you for your continued focus on the critical shortages in medical providers that Idahoans experience and for providing solutions to this challenge. I was very happy that the state legislature approved funding for the Doctorate Psychology (PsyD), Direct-Entry Master of Science in Nursing (MSN), Doctorate - Anatomical Science Education (DAS), Master of Science, Gerontology, Certified Registered Nurse Anesthetist (CRNA) Doctorate, and the Physician Assistant (PA)/Masters programs. This approval was imperative and reflects the core values of Idahoans to create solutions that reflect the unique needs of our state and our communities.

As an independent primary care physician practicing for over 30 years and a business owner, I have seen the need first-hand for more medical professionals and the consequences of provider shortages. Workforce shortages in the medical professions affect everyone: Patients, other employees, business owners, medical providers, and our great state. The strain on our current system not only affects individuals personally but also affects society at large by decreasing productivity, decreasing revenues, and making it more difficult for businesses to find and retain talent. Our future workforce throughout all sectors will continue to be affected if we do not respond to the current healthcare challenge.

As a physician, patient, business owner, and medical provider working in and with health organizations, I believe the University of Idaho health professions programs, including the proposed School of Health and Medical Professions are essential to the health of Idaho. Of note, these programs will not compete with existing healthcare programs at other institutions but will contribute to improving the diversity of the healthcare workforce which will be required in the future for a healthy Idaho.

I stand in full support of these academic programs and strongly encourage the State Board of Education to approve these programs as well as the School of Health and Medical Professions quickly.

Sincerely,

John J. Eck MD
208 Solutions LLC
188 W. Hulls Ridge Ct.
Boise, Idaho 83702

Jeff Seegmiller, Ed.D., AT
Regional Dean/Director, Preofessor
Idaho WWAMI Medical Education Program
University of Idaho

Dear Dr. Seegmiller,

I retired 2 years ago after 41 years of emergency medicine practice at St. Joseph's Regional Medical Center in Lewiston, Idaho. I am writing to support the proposed School of Health and Medical Professions.

As an emergency physician, I was acutely aware of the shortage of mental health professionals, nurses and physician assistants. The need for mental health care grew exponentially during my years in practice, but when I left my hospital, our mental health services had been reduced by 75% from the level of care 15 years earlier. Due to difficulties in nurse recruitment, we had to staff positions with locum tenens who, although well qualified, had no commitment to the community and were much more expensive than hiring a local person. A training program at the University of Idaho would undoubtedly help alleviate these shortages.

I am especially excited about the prospect of the Masters of Gerontology program (and not just because I am now a senior citizen.) Gerontology was historically a neglected area of medicine and given our aging population, the need for practitioners specializing in care of the aged continues to grow.

I believe that people often choose to work close to where they have received their medical training, so a program at the University of Idaho would benefit Idaho. I urge the Idaho State Board of Education to approve these programs.

Sincerely,

Jay Hunter M.D.

PO Box 415
Hayden, ID 83835
April 8, 2024

Jeff Seegmiller, Ed.D.
Regional Dean/ Director, Professor
Idaho WWAMI Medical Education Program
The University of Idaho

Dear Dr. Seegmiller,

As a retired general surgeon and strong supporter of medical education, I am writing to express my support for the University of Idaho and their proposed health professions programs, including the establishment of the School of Health and Medical Professions.

I am pleased to learn of the direct entry Master of Science in Nursing (MSN), the Doctor of Psychology in Clinical Psychology (PsyD), the Doctor of Anatomical Sciences (DAS), the Certified Registered Nurse Anesthetist (CRNA) DNP degree, the Master's of Science in Gerontology (MS), and the Physician Assistant (PA) training programs. The demand for medical professionals in these fields is high. Expanded medical education in these particular areas will help Idaho address serious health provider shortages.

The University of Idaho is well-positioned to develop and implement expanded medical education programs. It is important to note that the proposed programs will not compete with existing healthcare programs at other institutions but would rather improve a workforce that is highly needed

Expanded medical education is essential for the overall future of healthcare. Developing the next generation of medical professionals will help to ensure that patients have access to high-quality care.

I fully support these academic programs and urge the Idaho State Board of Education to move quickly with their approval for the establishment of the School of Health and Medical Professions.

Sincerely,

Thomas K. Thilo, MD
tomthilo@hotmail.com
(208) 661-1114

John Huckabay

7800 S Swan Ct Coeur dAlene ID 83814

dhuckabay@aol.com (208) 771 4426

14 April 2024

Jeff Seegmiller, Ed.D., AT
Regional Dean/ Director, Professor
Idaho WWAMI Medical Education Program
University of Idaho

Dear Jeff:

A few comments on your proposed expansion of the Medical School in Moscow. It can go without saying that I am deeply vested in the School. I fully believe that your proposed expansion of programs is badly needed. All help address the critical shortage of heath care in Idaho. As the lowest ranked State in the US in medical professionals per population we need to do all we can to reverse this trend to provide better care for our population.

The program that I believe has the potential for quickest results is the Physician Assistant one. I work with other institutions with these programs. It fits very well with the MD instruction in that 23 of the 25 month program is identical. I realize that the purpose of the Education Board is to assure that costs are not duplicated with competing programs. This is not the case with your proposal as there are very few new costs and by adding to the existing classes you will actually lower the per student cost.

I have my personal medical care provided by practices that have PA's as the first line in patient care. I am always amazed at the quality and empathy that I see. Several of these practices are run by past students that I have supported that are now MD's. I get to chat with them about their experiences with the PA's and have never had a negative comment.

I will tell you a bit of a story on the CRNA program. As you are aware I worked in the military. I used to need to put in the nerve blocks for certain surgeries. It normally takes three, my average time was about 30 minutes, and I did a lot of them. I had emergency surgery a few years back. The CRNA completed the block procedure in less than 10 minutes, and was gentle in doing it. Obviously, I was impressed.

I believe that your proposed expansion is needed quickly. You have shown that you manage the School with limited overhead. I work with many other School's and none have a lower support and administration to student ratio. This shows me that you are not trying to build an empire at the burden of the taxpayers.

I fully support your proposals to the point that should they come to pass I will increase my financial support to the students in these programs to help assure their success. At least with the PA and CRNA ones you will find that most of the applicants will be alternative students, meaning they have come from the workforce and have obligations. It is critical to assist these people to rapidly become productive.

I certainly hope that you gain rapid approval for the expansion of education in Moscow.

Regards,

John Huckabay
Via email

JACK T. RIGGS, M.D.

04-25-24

To: Jeff Seegmiller, Ed.D., AT
Regional Dean/ Director, Professor
Idaho WWAMI Medical Education Program
University of Idaho

From: Jack T. Riggs, MD

Dear Dr. Seegmiller,

I am writing today to express my enthusiastic support for the **University of Idaho** and their newly proposed health professions programs, including the proposed **School of Health and Medical Professions (SHAMP)**.

The addition of direct entry Master of Science in Nursing (MSN), Doctor of Psychology in Clinical Psychology (PsyD), Doctor of Anatomical Sciences (DAS), Certified Registered Nurse Anesthetist (CRNA) DNP degree, Master of Science in Gerontology (MS), and Physician Assistant (PA) training programs at the University of Idaho will truly benefit all the citizens of Idaho.

As you know, there is a critical need for increased access to specialized professionals in our state. Currently, 98% of the counties in Idaho are designated Health Provider Shortage Areas (HSPAs) for medical care and 100% of the counties are HSPAs for mental health. Too many Idahoans are left with severe shortages of healthcare access.

I believe these proposed programs would improve and increase a healthcare workforce that is highly needed. A statewide shortage in healthcare workers is a combination of significant population growth combined with too few academic programs to meet the state needs. A growing and aging population will continue to strain the state's healthcare system, underscoring the necessity for universities to expand healthcare services within Idaho to meet this need.

I fully support these academic programs and urge the Idaho State Board of Education to move quickly and approve these programs, as well as the School of Health and Medical Professions.

Sincerely,

Jack T. Riggs, MD
Former Lt. Governor of Idaho
Former WWAMI Student E-76
Member, WWAMI Advisory Board
jack@rephasing.com
208-818-1763

J-U-B ENGINEERS, INC.

J-U-B COMPANIES THE LANGDON GROUP GATEWAY MAPPING INC.

April 24, 2024

Dr. Jeff Seegmiller, Ed.D., AT
Regional Dean/ Director, Professor
Idaho WWAMI Medical Education Program
University of Idaho

Dear Dr. Seegmiller,

On behalf of J-U-B ENGINEERS, Inc., we are writing to express our support for the University of Idaho and their proposed health professions programs, including the proposed School of Health and Medical Professions.

We are excited to learn of the direct entry Master of Science in Nursing (MSN), the Doctor of Psychology in Clinical Psychology (PsyD), the Doctor of Anatomical Sciences (DAS), the Certified Registered Nurse Anesthetist (CRNA) DNP degree, the Master's of Science in Gerontology (MS), and the Physician Assistant (PA) training programs.

As a midsize employer with our entire employee base residing in the intermountain west, we recognize the critical need for increased access to specialized professionals in our community and state. In recent years there has been a decline in healthcare access or services for many populations in our region. Quality healthcare is a primary concern for our employees and a critical recruitment aspect for attracting quality talent to our organization.

Importantly, we believe these proposed programs will not compete with existing healthcare programs at other institutions but would rather improve a workforce that is highly needed. Statewide shortages in a healthcare workforce are related both to drastic population growth in the state, as well as a paucity of academic programs to meet the state needs. Increases in the number of Idaho residents and a demographic surge of aging Idahoans will continue to strain the state's healthcare infrastructure, underscoring the necessity for universities to expand healthcare services within Idaho to meet this need.

We stand in full support of these academic programs and urge the Idaho State Board of Education to move quickly and approve these programs, as well as the School of Health and Medical Professions.

Sincerely,

J-U-B ENGINEERS, Inc.

Brian Smith, P.E.
President/CEO

a 2760 W. Excursion Lane, STE 400, Meridian, Idaho 83642 *p* 208 376 7330 *w* www.jub.com

Coeur d'Alene Public Schools
DISTRICT ADMINISTRATIVE CENTER
1400 N. Northwood Center Court, Coeur d'Alene, ID 83814
OFFICE 208.664.8241
FAX 208.664.1748
www.cdaschools.org

April 29, 2024

Jeff Seegmiller, Ed.D., LAT, ATC
Regional Dean and Director, Professor
Idaho WWAMI Medical Education Program
University of Idaho
1875 Perimeter Drive MS 4061
Moscow, ID 83844-4061

Dear Dr. Seegmiller,

On behalf of Coeur d'Alene District 271, we are writing to express our support for the University of Idaho and their proposed health professions programs, including the proposed School of Health and Medical Professions.

We are thrilled to learn of the direct entry Master of Science in Nursing (MSN), the Doctor of Psychology in Clinical Psychology (PsyD), the Doctor of Anatomical Sciences (DAS), the Certified Registered Nurse Anesthetist (CRNA) DNP degree, the Master's of Science in Gerontology (MS), and the Physician Assistant (PA) training programs.

Health education plays a pivotal role in improving community well-being by promoting knowledge and healthy practices across all age groups. As an academic organization we know the importance of health education and development allowing increased access to specialized professionals in our community and state. At present, 98% of the counties in Idaho are designated Health Provider Shortage Areas (HSPAs) for medical care and 100% of the counties are HSPAs for mental health. As such, Idahoans are left with severe shortages of healthcare access.

Importantly, we believe these proposed programs will not compete with existing healthcare programs at other institutions but would rather improve a workforce that is highly needed. Statewide shortages in a healthcare workforce are related both to drastic population growth in the state, as well as a paucity of academic programs to meet the state needs. Increases in the number of Idaho residents and a demographic surge of aging Idahoans will continue to strain the state healthcare infrastructure, underscoring the necessity for universities to expand healthcare services within Idaho to meet this need.

We stand in full support of these academic programs and urge the Idaho State Board of Education to move quickly and approve these programs, as well as the School of Health and Medical Professions.

Sincerely,

Dr. Shon Hocker
Superintendent of Schools
Coeur d'Alene Public School District 271
shon.hocker@cdaschools.org
208-664-8241 ext. 10008

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KootenaiHealth

2003 Kootenai Health Way
Coeur d'Alene, ID 83814
208.625.4000 **tel**
kh.org

Dear Dr. Seegmiller,

In my capacity as the Chief Nursing Officer of Kootenai Health, I wish to express our strong support for the University of Idaho's proposed School of Health and Medical Professions (SHMP).

The introduction of the direct entry Master of Science in Nursing (MSN), Doctor of Psychology in Clinical Psychology (PsyD), Doctor of Anatomical Sciences (DAS), Certified Registered Nurse Anesthetist (CRNA) DNP degree, Master's of Science in Gerontology (MS), and Physician Assistant (PA) training programs reflects a proactive response to the escalating health care needs of our community and state.

At Kootenai Health, we recognize the critical shortage of healthcare professionals across Idaho, especially in medically underserved areas. This shortage not only challenges our ability to meet the diverse healthcare needs of our population but also underscores the importance of expanding access to specialized health care education.

These proposed programs align closely with our commitment to excellence in patient care and nursing education. By enhancing the availability of advanced nursing education opportunities, we can cultivate a highly skilled workforce capable of delivering comprehensive and compassionate care to our patients.

Moreover, we firmly believe that these programs will complement existing health care initiatives, contributing to the overall enhancement of health care services throughout Idaho. As our population continues to grow and age, the demand for qualified health care professionals will only intensify, making the approval of these programs all the more urgent.

In conclusion, I am proud to lend my full support to the University of Idaho's efforts to establish the School of Health and Medical Professions and its associated programs. I urge the Idaho State Board of Education to approve these initiatives, as they represent a significant step forward in addressing our state's healthcare challenges.

Thank you for your dedication to advancing healthcare education and improving the health and well-being of all Idahoans.

Sincerely,

Kelly Espinoza, PhD, RN

Chief Nursing Officer, Kootenai Health

2003 Kootenai Health Way
Coeur d'Alene, ID 83814
208.625.4000 **tel**
kh.org

To:
Jeff Seegmiller, Ed.D., AT
Regional Dean/ Director, Professor
Idaho WWAMI Medical Education Program
University of Idaho

Dear Dr. Seegmiller,

As the Executive Vice President of Kootenai Clinic, I am pleased to convey our organization's support for the University of Idaho's proposed School of Health and Medical Professions (SHMP).

We are excited about the potential of the direct entry Master of Science in Nursing (MSN), the Doctor of Psychology in Clinical Psychology (PsyD), the Doctor of Anatomical Sciences (DAS), the Certified Registered Nurse Anesthetist (CRNA) DNP degree, the Master's of Science in Gerontology (MS), and the Physician Assistant (PA) training programs to address the pressing health care needs in our community and state.

At Kootenai Clinic, we are keenly aware of the challenges posed by the shortage of specialized health care professionals across Idaho. With 98% of Idaho counties designated as Health Provider Shortage Areas (HSPAs) for medical care and 100% for mental health, there is an urgent need to expand access to quality health care services.

We firmly believe these proposed programs will not only alleviate the shortage of health care professionals, but also enhance the overall quality of care provided to Idaho residents. By addressing the growing demand for health care services, we can improve health outcomes and enhance the well-being of our community.

Moreover, we view these programs as complementary rather than competitive, recognizing the need for collaboration among academic institutions to meet the evolving health care needs of our state. As Idaho's population continues to grow and age, the strain on our health care infrastructure will only increase, further highlighting the importance of expanding health care services within the state.

In conclusion, I urge the Idaho State Board of Education to approve the establishment of the School of Health and Medical Professions and its associated programs. Kootenai Clinic stands ready to support these initiatives and looks forward to collaborating with the University of Idaho to advance health care education and improve access to quality care for all Idahoans.

Sincerely,

John Weinsheim

Executive Vice President of Kootenai Clinic

2003 Kootenai Health Way
Coeur d'Alene, ID 83814
208.625.4000 **tel**
kh.org

To:
Jeff Seegmiller, Ed.D., AT
Regional Dean/ Director, Professor
Idaho WWAMI Medical Education Program
University of Idaho

Dear Dr. Seegmiller,

As a dedicated board member of Kootenai Health, I am pleased to convey our steadfast support for the University of Idaho's proposed health professions programs, including the establishment of the School of Health and Medical Professions.

The inclusion of the direct entry Master of Science in Nursing (MSN), Doctor of Psychology in Clinical Psychology (PsyD), Doctor of Anatomical Sciences (DAS), Certified Registered Nurse Anesthetist (CRNA) DNP degree, Master's of Science in Gerontology (MS), and Physician Assistant (PA) training programs exemplifies a proactive approach to addressing the pressing health care needs of our community and state.

Kootenai Health recognizes the profound impact of health care workforce shortages on our region, with the majority of Idaho counties designated as Health Provider Shortage Areas (HSPAs) for medical and mental health care. These shortages underscore the critical need for expanded access to specialized health care professionals.

Importantly, we view these proposed programs as complementary rather than competitive, aimed at bolstering the existing health care workforce to better serve our growing population. The demographic surge of aging Idahoans further emphasizes the urgency of expanding health care services within the state.

Therefore, we wholeheartedly endorse these academic programs and urge the Idaho State Board of Education to expeditiously approve the establishment of the School of Health and Medical Professions, along with the proposed programs.

Thank you for your dedication to advancing health care education and improving access to quality care for all Idahoans.

Sincerely,

Dave Bobbitt

Secretary and Treasurer, Kootenai Health Board of Trustees

KootenaiHealth

2003 Kootenai Health Way
Coeur d'Alene, ID 83814
208.625.4000 **tel**
kh.org

To:
Jeff Seegmiller, Ed.D., AT
Regional Dean/ Director, Professor
Idaho WWAMI Medical Education Program
University of Idaho

Dear Dr. Seegmiller,

I am writing to express Kootenai Health's support for the proposed School of Health and Medical Professions (SHAMP) at the University of Idaho. As the CEO of Kootenai Health, the regional referral center for the ten northern counties of Idaho, I can confidently say the creation of SHAMP will greatly contribute to the advancement of health care delivery in our state.

The programs outlined in the proposal for SHAMP align closely with the evolving health care needs of Idahoans. We recognize the immense value they would bring to our health system and the patients we care for. In particular, there is a critical shortage of Advanced Practice Providers (APPs) in North Idaho, and the only programs in our region are offered through private, out-of-state universities.

Each degree, Clinical Psychology (PsyD), Direct-Entry Master of Science in Nursing (MSN), Doctorate in Anatomical Science Education (DAS), Master of Science in Gerontology, Certified Registered Nurse Anesthetist (CRNA) DNP degree, and Physician Assistant (PA) Master's programs are all critical in preparing highly skilled health care professionals to meet the complex demands of quality health care delivery.

We firmly believe the establishment of SHAMP will enhance educational opportunities for aspiring health care professionals in our community, fostering a pipeline of talent that will contribute to the improvement of health care delivery and patient outcomes. Importantly, we believe these proposed programs will not compete with existing healthcare programs at other institutions but would rather improve a workforce that is highly needed. Statewide shortages in a healthcare workforce are related both to drastic population growth in the state, as well as a paucity of academic programs to meet the state needs. Increases in the number of Idaho residents and a demographic surge of aging Idahoans will continue to strain the state's healthcare infrastructure, underscoring the necessity for universities to expand healthcare services within Idaho to meet this need.

Kootenai Health fully supports the establishment of the School of Health and Medical Professions at the University of Idaho. We are confident that SHAMP will play a pivotal role in shaping the future of health care education and practice, and we look forward to the opportunity to collaborate closely with the university in realizing this vision.

Sincerely,

Jameson C. Smith
CEO, Kootenai Health

CdA EDC
COEUR D'ALENE AREA
ECONOMIC DEVELOPMENT CORPORATION
3731 N Ramsey Rd, Suite 110B ~ Coeur d'Alene, ID 83814 ~ 1.208.667.4753

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Wally Jacobson
Panhandle Area Council
Gynii A. Gilliam
President & CEO

April 29, 2024

To: Jeff Seegmiller, Ed.D., AT
Regional Dean/ Director, Professor
Idaho WWAMI Medical Education Program
University of Idaho

Dear Dr. Seegmiller,

On behalf of the Coeur d'Alene Area Economic Development Corporation/Jobs Plus, Inc., we are writing to express our support for the University of Idaho and their proposed health professions programs, including the proposed School of Health and Medical Professions.

We are thrilled to learn of the direct entry Master of Science in Nursing (MSN), the Doctor of Psychology in Clinical Psychology (PsyD), the Doctor of Anatomical Sciences (DAS), the Certified Registered Nurse Anesthetist (CRNA) DNP degree, the Master of Science in Gerontology (MS), and the Physician Assistant (PA) training programs.

As an organization dedicated to economic development and assisting businesses with workforce challenges, we recognize the critical need for increased access to specialized professionals in our community and state. At present, 98% of the counties in Idaho are designated Health Provider Shortage Areas (HSPAs) for medical care and 100% of the counties are HSPAs for mental health. As such, Idahoans are left with severe shortages for healthcare access.

We strongly believe these proposed programs will not compete with existing healthcare programs at other institutions, but rather, would improve talent supply that is highly needed. Statewide shortages in our healthcare workforce are related both to drastic population growth in the state, as well as a paucity of academic programs to meet the state needs. Increases in the number of Idaho residents and a demographic surge of aging Idahoans will continue to strain the state's healthcare infrastructure, underscoring the necessity for universities to expand healthcare services within Idaho to meet this need.

We stand in full support of these academic programs and urge the Idaho State Board of Education to move quickly and approve these programs, as well as the School of Health and Medical Professions.

Sincerely,

Gynii A Gilliam, President/CEO
Email: gynii@cdaedc.org; Phone: (208)667-4753

2003 Kootenai Health Way
Coeur d'Alene, ID 83814
208.625.4000 **tel**
kh.org

To:
Jeff Seegmiller, Ed.D., AT
Regional Dean/Director, Professor
Idaho WWAMI Medical Education Program
University of Idaho

Dear Dr. Seegmiller,

On behalf of Kootenai Health, we are writing to express our support for the University of Idaho and its proposed health professions programs, including the proposed School of Health and Medical Professions.
We are thrilled to learn of the direct entry Master of Science in Nursing (MSN), the Doctor of Psychology in Clinical Psychology (PsyD), the Doctor of Anatomical Sciences (DAS), the Certified Registered Nurse Anesthetist (CRNA) DNP degree, the Master of Science in Gerontology (MS), and the Physician Assistant (PA) training programs.

As an organization dedicated to advancing healthcare and well-being, we recognize the critical need for increased access to specialized professionals in our community and state. At present, 98% of the counties in Idaho are designated Health Provider Shortage Areas (HSPAs) for medical care, and 100% of the counties are HSPAs for mental health. As such, Idahoans are left with severe shortages of healthcare access.

Importantly, we believe these proposed programs will not compete with existing healthcare programs at other institutions but would improve a highly needed workforce. Statewide shortages in the healthcare workforce are related to drastic population growth in the state and a paucity of academic programs to meet the state's needs. Increases in the number of Idaho residents and a demographic surge of aging Idahoans will continue to strain the state's healthcare infrastructure, underscoring the necessity for universities to expand healthcare services within Idaho to meet this need.

We fully support these academic programs and urge the Idaho State Board of Education to move quickly and approve these programs, as well as the School of Health and Medical Professions.

Sincerely,

Kelly McCarthy Pöl, DNP, RN, NP-D, CHSE
Manager Clinical Education and Simulation

Kootenai Health
2003 Kootenai Health Way
Coeur d'Alene, ID 83814
208.625.5189
kpol@kh.org

To:
Jeff Seegmiller, Ed.D., AT
Regional Dean/ Director, Professor
Idaho WWAMI Medical Education Program
University of Idaho

Dear Dr. Seegmiller,

On behalf of Syringa Hospital & Clinics, we are writing to express our support for the University of Idaho and their proposed health professions programs, including the proposed School of Health and Medical Professions.

We are excited to learn of the direct entry Master of Science in Nursing (MSN), the Doctor of Psychology in Clinical Psychology (PsyD), the Doctor of Anatomical Sciences (DAS), the Certified Registered Nurse Anesthetist (CRNA) DNP degree, the Master's of Science in Gerontology (MS), and the Physician Assistant (PA) training programs.

As a rural hospital dedicated to advancing improving the health and well-being of our community, we recognize the critical need for increased access to specialized professionals in both our local community and in our state. At present, 98% of the counties in Idaho are designated Health Provider Shortage Areas (HSPAs) for medical care and 100% of the counties are HSPAs for mental health. As such, Idahoans are left with severe shortages of healthcare access.

We believe these proposed programs will not compete with existing healthcare programs at other institutions but would rather grow and develop a workforce that is greatly needed. Statewide shortages in a healthcare workforce are related both to drastic population growth in the state, as well as a paucity of academic programs to meet the state needs. Increases in the number of Idaho residents and a demographic surge of aging Idahoans will continue to strain the state's healthcare infrastructure, underscoring the necessity for universities to expand healthcare services within Idaho to meet this need.

We stand in full support of these academic programs and urge the Idaho State Board of Education to move quickly and approve these programs, as well as the School of Health and Medical Professions.

Sincerely,

Abner King, FACHE
Chief Executive Officer
aking@syringahospital.org
208-983-8525

To:
Jeff Seegmiller, Ed.D., AT
Regional Dean/ Director, Professor
Idaho WWAMI Medical Education Program
University of Idaho

Dear Dr. Seegmiller,

On behalf of Bonner General Hospital, we are writing to express our support for the University of Idaho and their proposed health professions programs, including the proposed School of Health and Medical Professions.

We are thrilled to learn of the direct entry Master of Science in Nursing (MSN), the Doctor of Psychology in Clinical Psychology (PsyD), the Doctor of Anatomical Sciences (DAS), the Certified Registered Nurse Anesthetist (CRNA) DNP degree, the Master's of Science in Gerontology (MS), and the Physician Assistant (PA) training programs.

As an organization dedicated to advancing healthcare and well-being, we recognize the critical need for increased access to specialized professionals in our community and state. At present, 98% of the counties in Idaho are designated Health Provider Shortage Areas (HSPAs) for medical care and 100% of the counties are HSPAs for mental health. As such, Idahoans are left with severe shortages of healthcare access.

Importantly, we believe these proposed programs will not compete with existing healthcare programs at other institutions but would rather improve a workforce that is highly needed. Statewide shortages in a healthcare workforce are related both to drastic population growth in the state, as well as a paucity of academic programs to meet the state needs. Increases in the number of Idaho residents and a demographic surge of aging Idahoans will continue to strain the state's healthcare infrastructure, underscoring the necessity for universities to expand healthcare services within Idaho to meet this need.

We stand in full support of these academic programs and urge the Idaho State Board of Education to move quickly and approve these programs, as well as the School of Health and Medical Professions.

Sincerely,

John Hennessy
Chief Executive Officer
Bonner General Hospital

520 N. THIRD AVENUE SANDPOINT, IDAHO 83864-1507 TEL (208) 263-1441
bonnergeneral.org

Shoshone
MEDICAL CENTER
www.shoshonehealth.com

25 Jacobs Gulch • Kellogg, Idaho 83837 • (208) 784-1221 • Fax (208) 784-0961

To:
Jeff Seegmiller, Ed.D., AT
Regional Dean/ Director, Professor
Idaho WWAMI Medical Education Program
University of Idaho

Dear Dr. Seegmiller,

On behalf of Shoshone Medical Center, I am writing to express support for the University of Idaho and their proposed health professions programs, including the proposed School of Health and Medical Professions.

Several of the planned programs would help expand access to critical healthcare and mental health services in Idaho. As an organization dedicated to advancing healthcare and well-being, we recognize the critical need for increased access to specialized professionals in our community and state. Shoshone county is a designated Health Provider Shortage Area (HSPA) for both medical care and mental health services. Providing these educational pathways will help alleviate the critical shortage of services we currently experience. Population growth and an aging population will continue to increase demand for medical and mental health services, underscoring the necessity for universities to expand healthcare services within Idaho to meet this need.

Thank you for the opportunity to express support for these academic programs; I urge the Idaho State Board of Education to move quickly and approve these programs, as well as the School of Health and Medical Professions.

Sincerely,

Paul Lewis
CEO
plewis@shomed.org

Shoshone Medical Center does not discriminate against any person on the basis of race, color, national origin, handicap, age, sex or creed in the provision of services, benefits or employment.
Programs of the United States Department of Agriculture are available to all eligible people regardless of race, sex, color, national origin, age or handicap.

To:
Jeff Seegmiller, Ed.D., AT
Regional Dean/ Director, Professor
Idaho WWAMI Medical Education Program
University of Idaho

Dear Dr. Seegmiller,

On behalf of the Coeur d'Alene Casino Resort Hotel, we are writing to express our support for the University of Idaho and their proposed health professions programs, including the proposed School of Health and Medical Professions.

We are thrilled to learn of the direct entry Master of Science in Nursing (MSN), the Doctor of Psychology in Clinical Psychology (PsyD), the Doctor of Anatomical Sciences (DAS), the Certified Registered Nurse Anesthetist (CRNA) DNP degree, the Master's of Science in Gerontology (MS), and the Physician Assistant (PA) training programs.

As an organization dedicated to advancing healthcare and well-being, we recognize the critical need for increased access to specialized professionals in our community and state. At present, 98% of the counties in Idaho are designated Health Provider Shortage Areas (HSPAs) for medical care and 100% of the counties are HSPAs for mental health. As such, Idahoans are left with severe shortages of healthcare access.

Importantly, we believe these proposed programs will not compete with existing healthcare programs at other institutions but would rather improve a workforce that is highly needed. Statewide shortages in a healthcare workforce are related both to drastic population growth in the state, as well as a paucity of academic programs to meet the state needs. Increases in the number of Idaho residents and a demographic surge of aging Idahoans will continue to strain the state's healthcare infrastructure, underscoring the necessity for universities to expand healthcare services within Idaho to meet this need.

We stand in full support of these academic programs and urge the Idaho State Board of Education to move quickly and approve these programs, as well as the School of Health and Medical Professions.

Sincerely,

Laura Penney, CEO

lpenney@cdacasino.com

North Idaho College
1000 West Garden Avenue, Coeur d'Alene, Idaho 83814
www.nic.edu

President's Office
(208)769-3303 phone
nick.swayne@nic.edu

18 March 2024

Idaho State Board of Education
650 West State Street, 3rd Floor
Boise, ID 83702

Dear Idaho State Board of Education,

I am writing to express my wholehearted support for the University of Idaho and their proposed health professions programs. As President of North Idaho College, I am acutely aware of the healthcare challenges facing our state, particularly in northern Idaho, where shortages of healthcare providers have reached unprecedented levels.

The statistics paint a stark picture: with 98% of the state designated as health professional shortage areas, our citizens are left grappling with limited access to essential healthcare services. This not only impacts our economy but, more importantly, jeopardizes the well-being of our community members.

The University of Idaho's proposal to introduce a doctorate in clinical psychology (PsyD), a Physician Assistant program, and a direct entry Master of Science in Nursing are much-needed steps towards addressing these critical shortages. These programs are tailored to meet the specific needs of our region, where the shortage of healthcare professionals is most acute.

It's important to emphasize that these proposed programs are not intended to compete with existing offerings at other universities, but rather to complement and enhance the range of healthcare education available within the state. There is a clear and demonstrated need for these programs, with a level of interest that is currently underserved.

As we look towards the future, it is imperative that we invest in the growth of all health professional programs to ensure the vitality of our healthcare workforce. The University of Idaho, as our state's top research institution, is well-positioned to play a leading role in this endeavor.

(continued)

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I am enthusiastic about the prospect of collaboration between the University of Idaho's new health programs and our own North Idaho College health professions programs to expand collaborative initiatives. Together, we can work towards meeting the healthcare needs of northern Idaho and the state as a whole.

Thank you for your attention to this matter. I stand ready to offer any assistance or support necessary to bring these vital programs to fruition.

Sincerely,

Nick Swayne, PhD
President, North Idaho College

Idaho State Board of Education

March 28th, 2024

Re: University of Idaho Proposal to Form College of Health and Medical Professions

This letter constitutes Idaho State University's response to the University of Idaho's recent proposal to inaugurate a School of Health and Medical Professions. This proposal rests on the assumption that the School will have 3 viable programmatic offerings: a Physician Assistant program, a Master of Science in Nursing program, and a Master of Science in Gerontology program. ISU has expressed significant reservations about the Physician Assistant program and the Master of Science in Nursing program, as these programs will be ineffectual in responding to state needs, result in costly and duplicative programming, stress an already overburdened clinical preceptor system, expose students to unnecessary costs, and fail to leverage the state's existing investment in other institutions of higher education that could partner with them on expanding programming. Should the State Board of Education wish to see any additional data not contained in our individual proposal responses to assess the validity of these concerns, we welcome the opportunity to provide such data.

Given the significant reservations about the proposed programming, and the necessity of such programming to justify the instantiation of the School of Health and Medical Professions, ISU petitions the State Board of Education to reject approval of this proposal until such time as the programmatic offerings of the University of Idaho justify its creation.

Office of Academic Affairs
921 South 8th Avenue, Stop 4092 | Pocatello, ID 83209 | (208) 282-4026 | isu.edu/provost

LEGISLATURE OF THE STATE OF IDAHO
Sixty-seventh Legislature Second Regular Session - 2024

IN THE HOUSE OF REPRESENTATIVES

HOUSE BILL NO. 734

BY APPROPRIATIONS COMMITTEE

AN ACT

RELATING TO THE APPROPRIATION TO THE STATE BOARD OF EDUCATION AND THE BOARD OF REGENTS OF THE UNIVERSITY OF IDAHO; APPROPRIATING ADDITIONAL MONEYS TO THE STATE BOARD OF EDUCATION AND THE BOARD OF REGENTS OF THE UNIVERSITY OF IDAHO FOR COLLEGE AND UNIVERSITIES AND THE OFFICE OF THE STATE BOARD OF EDUCATION FOR FISCAL YEAR 2025; REDUCING THE APPROPRIATION TO THE STATE BOARD OF EDUCATION AND THE BOARD OF REGENTS OF THE UNIVERSITY OF IDAHO FOR COLLEGE AND UNIVERSITIES AND THE OFFICE OF THE STATE BOARD OF EDUCATION FOR FISCAL YEAR 2025; PROVIDING FOR THE USE OF APPROPRIATED FUNDS; PROVIDING FOR THE USE OF APPROPRIATED FUNDS; AND DECLARING AN EMERGENCY AND PROVIDING AN EFFECTIVE DATE.

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

SECTION 1. In addition to any other appropriation provided by law, there is hereby appropriated to the State Board of Education and the Board of Regents of the University of Idaho for College and Universities and the Office of the State Board of Education the following amounts to be expended according to the designated programs and expense classes from the listed funds for the period July 1, 2024, through June 30, 2025:

	FOR PERSONNEL COSTS	FOR OPERATING EXPENDITURES	TOTAL
I. BOISE STATE UNIVERSITY:			
FROM:			
General Fund	$4,292,600		$4,292,600
Unrestricted Fund	521,000		521,000
TOTAL	$4,813,600		$4,813,600
II. IDAHO STATE UNIVERSITY:			
FROM:			
General Fund	$2,991,900	$552,100	$3,544,000
Charitable Institutions Endowment Income Fund	31,700		31,700
Normal School Endowment Income Fund	357,200		357,200

	FOR PERSONNEL COSTS	FOR OPERATING EXPENDITURES	TOTAL
Unrestricted			
Fund	589,700	0	589,700
TOTAL	$3,970,500	$552,100	$4,522,600
III. LEWIS-CLARK STATE COLLEGE:			
FROM:			
General			
Fund	$551,700	$268,800	$820,500
Normal School Endowment Income			
Fund		352,200	352,200
Unrestricted			
Fund	225,000	0	225,000
TOTAL	$776,700	$621,000	$1,397,700
IV. UNIVERSITY OF IDAHO:			
FROM:			
General			
Fund	$3,548,200	$290,000	$3,838,200
Agricultural College Endowment Income			
Fund		65,700	65,700
Scientific School Endowment Income			
Fund		49,700	49,700
University Endowment Income			
Fund		266,500	266,500
Unrestricted			
Fund	942,900	0	942,900
TOTAL	$4,491,100	$671,900	$5,163,000
GRAND TOTAL	$14,051,900	$1,845,000	$15,896,900

SECTION 2. Notwithstanding any other provision of law to the contrary, the appropriation to the State Board of Education and the Board of Regents of the University of Idaho for College and Universities for Boise State University is hereby reduced by $4,600 from the General Fund from operating expenditures for the period July 1, 2024, through June 30, 2025.

SECTION 3. USE OF APPROPRIATED FUNDS. State-appropriated funds shall not be utilized to support diversity, equity, inclusion, or social justice ideology as part of any student activities, clubs, events, or organizations

on campus. Each college and university shall submit a written report of its expenditures related to these activities to the Joint Finance-Appropriations Committee no later than December 1, 2024.

SECTION 4. USE OF APPROPRIATED FUNDS. State-appropriated funds for capacity enhancement at the University of Idaho shall not be utilized to support undergraduate nursing or physician assistant programs that are provided by other colleges, universities, and community colleges that receive state appropriated funds.

SECTION 5. An emergency existing therefor, which emergency is hereby declared to exist, this act shall be in full force and effect on and after July 1, 2024.

UNIVERSITY OF IDAHO

SUBJECT

Online Master of Science in Gerontology

APPLICABLE STATUTE, RULE, OR POLICY

Idaho State Board of Education Governing Policies & Procedures, Sections III.G., and III.Z.

BACKGROUND/DISCUSSION

University of Idaho proposes to establish an online Master of Science in Gerontology degree program in the proposed School of Health and Medical Professions (SHAMP) in the College of Graduate Studies. The University of Idaho has a foundation of faculty and facilities that can be leveraged to develop this degree. The Master of Science in Gerontology prepares graduates to assume major leadership roles in the field of aging, primarily in the planning, administration, and evaluation of programs in the private and public sectors, as well as executive positions in the delivery of direct services to older people and their families and in the instruction of older adults and service providers.

Gerontologists are essential members of the healthcare workforce and play a crucial role in expanding access to quality healthcare for Idaho's most rural communities. Current workforce projections estimate job growth in areas of human services (noted below). Individuals with a strong academic degree in gerontology will be well-suited to work in and be leaders in multiple fields germane to aging. For example, individuals in medicine and other social services (psychology, nursing, social work, etc.) may benefit from additional training and certification in gerontology. Law and policy professionals may likewise benefit from training, given the projected shift in policymaking related to aging, Medicare, and elder law (Morton 2015).

IMPACT

Idaho's population has been growing at an exceptional rate for five consecutive years, surpassing the national growth rate by a substantial margin. This population surge has strained the state's healthcare system, underscoring the necessity for expanding healthcare services within Idaho. It is quite evident that we simply do not have enough healthcare workers to take care of us and the situation could get worse if we do not act.

Idaho students and Idaho citizens would benefit from an advanced degree option in gerontology. Idaho currently has no Gerontology degree options. North Idaho College offers a 6-week, 25-hour Certificate in Gerontology, and Boise State University offers an Adult-Gerontology Nurse Practitioner (NP) master's degree.

The aging population brings with it a significant shift in economic, health, and social factors, all of which are not adequately addressed in the current workforce. For

example, the aging population is at increased risk of chronic health conditions and normal aging factors, such as musculoskeletal changes, sensory-perceptual changes, and immune system changes. Dementia: dementia is characterized as a decline in cognition that negatively impacts function. Unfortunately, dementia is more common with age. Alzheimer's disease and related dementias (ADRD) are a significant public health concern and contribute to mortality and morbidity. The Alzheimer's Disease International (ADI) organization estimates that 55 million people worldwide currently live with dementia, but this number is projected to reach 78 million by 2030 and 131 million by 2050 (ADI 2015 report; ADI 2021 report). The economic impact was estimated to be $818 billion in 2015, $1 trillion in 2018, and is projected to be $2 trillion by 2030.

Idaho Projections: From 2012 to 2030, Idaho's aging population (data from age 60+) is expected to grow 33%. The prevalence of Alzheimer's disease in Idaho will increase 32% and Medicaid costs will increase $60 million dollars between 2018 and 2025.

Gerontology programs are typically comprised of multidisciplinary faculty and undergraduate applicants come from a wide range of fields. There is no specific undergraduate major in gerontology that would be required. The degree will likely be of interest to those in health and human services, who have an interest in aging. Gerontology may be included in healthcare support occupations and allied fields. The table below provides projected employment growth in Idaho in a 2020-2030 projection model.

Code	Title	Percentage increase by 2030
31-9000	Other Healthcare Support Occupations	22.9%
31-0000	Healthcare Support Occupations	19.7%
31-1120	Home Health and Personal Care Aides	18.6%
21-1022	Healthcare social work	20.3%
21-1091	Health Educators	9.4%
21-1094	Community Health Workers	19.5%
21-1099	Community/Social Service Specialists, All Other	12.5%
25-1072	Postsecondary Nursing Instructors	19.0%
29-1122	Occupational Therapy	23.2%
29-1126	Respiratory Therapy	21%
29-1127	Speech-Language Pathology	20%
29-1181	Audiology	25.7%

Healthcare jobs in Idaho are projected to be the fastest growing professions this decade, with nearly 10,000 new jobs being projected, according to the Idaho Department of Labor. The population that the Gerontology program will serve encompasses a broad demographic from the classroom to the bedside, by training a healthcare workforce who will in turn provide essential healthcare services to the people of Idaho.

Based on this important need, we propose to create the Masters of Gerontology degree to fill this critical workforce shortage. The areas of justification include the following:

- Critical Workforce Shortage
- Enhancing Access to Care
- Addressing Rural Healthcare Need
- Future Demand

In summary, if this request is granted, the primary beneficiaries are the individuals and communities who will be served by future Gerontologists. In addition, Idahoans who desire to seek a Gerontology degree will be able to remain in the state for their training, and therefore, increasing the likelihood they will stay in Idaho to practice.

The program will be offered online so there are no resources required for facilities and equipment. Courses will be created and offered with existing WWAMI faculty and adjunct faculty. The program proposes to hire 1 FTE as a director and 1 additional faculty member as an assistant professor. Faculty and staff within WWAMI will be redirected to the College of Graduate Studies (see organizational chart, Attachment 2). Total expenditures are $291,935 – 301,935 of ongoing funds annually and $60,000 of one-time funds in year one a program director, associate assistant, adjunct, or associate professors (to equal two FTEs), and costs associated with travel, materials, and communication. The program is requesting a self-support fee of $12,000 per year. A budget addendum is included to demonstrate how the program aligns with State Board Policy V.R requirements.

ATTACHMENTS

Attachment 1 – Master of Science in Gerontology Program Proposal
Attachment 2 – Letters of Support
Attachment 3 – Presidents' Response to Health Proposals
Attachment 4 – HB 734 College and Universities 2025 Appropriation

BOARD STAFF COMMENTS AND RECOMMENDATIONS

The proposed program aims to address the increasing demand for professionals equipped to address the complex challenges of an aging population in Idaho. Through the establishment of this program, the university seeks to provide a comprehensive interdisciplinary education tailored to individuals working in various fields, including healthcare, social services, law, and policy.

The program projects 20 initial enrollments at implementation reaching 60 by year five and graduating 18 starting in FY27. These numbers were based on current faculty availability and the planned hiring for adjunct faculty. To maintain program sustainability, the program identified five students per term, assuming the revenue for five students will not meet expenditure for FTE salaries. Should those numbers not be reached, the program will be evaluated after three years of concurrent

enrollment deficiency. The program will sunset following four years of enrollment deficiency and teach-outs will occur for matriculating students.

In accordance with State Board Policy III.Z responsibilities, no institution has statewide program responsibility specifically for gerontology programs. Additionally, Policy III.Z is not applicable to programs for which 90% or more of all activity is required or completed online. The proposed program is not listed in the university's current approved three-year plan; however, it has been added to their updated plan which will be reviewed by the Board in August of this year.

Boise State University offers an Adult-Gerontology Nurse Practitioner master's degree, which is scheduled to be discontinued. The options listed below were recently changed to create a new Family Nurse Practitioner emphasis and a new Adult-Gerontology Nurse Practitioner, Acute Care emphasis under the Doctor of Nursing Practice.

Program	CIP Code	Degree	Location	Responsibility	Method of Delivery
Adult-Gerontology Nurse Practitioner – Acute Care option **(scheduled for discontinuation)**	53.3818	MN	Boise	Regional	Online
Adult-Gerontology Nurse Practitioner-Primary Care option **(scheduled for discontinuation)**	53.3818	MN	Boise	Regional	Online

University of Idaho also requests approval to assess a self-support program fee of $12,000 per year for the master's program in accordance with Board Policy V.R. Based on the information for the self-support program fee provided in the proposal and addendum, staff finds that the criteria have been met for this program.

The proposal completed the program review process and was presented to the Council on Academic Affairs and Programs on March 28, 2024; and to the Instruction, Research, and Student Affairs on May 30, 2024.

Board staff recommends approval.

BOARD ACTION

I move to approve the request by the University of Idaho to create an online Master of Science in Gerontology, as presented in Attachment 1.

Moved by _____ Seconded by _____ Carried Yes _____ No _____

AND

I move to approve the request by the University of Idaho to charge a self-support fee of $12,000 per year for the Master of Science in Gerontology, in conformance with the program budget submitted to the Board in Attachment 1.

Moved by _____ Seconded by _____ Carried Yes _____ No _____

Institutional Tracking No. _____

Idaho State Board of Education

Revised 5/8/2024-ps

FULL PROPOSAL FORM

Academic Degree and Certificate Program

Date of Proposal Submission:	12/8/2023			
Institution Submitting Proposal:	University of Idaho			
Name of College, School, or Division:	College of Graduate Studies			
Name of Department(s) or Area(s):	College of Graduate Studies			
Official Name of the Program:	Master's of Science in Gerontology			
Implementation Date:	Fall 2025			
Degree Information:	Degree Level: Graduate	Degree Type: Masters		
CIP code (consult IR /Registrar):	30.1101			
Method of Delivery: Indicate percentage of face-to-face, hybrid, distance delivery, etc.	Online			
Geographical Delivery:	Location(s)	Online	Region(s)	Online
Indicate (X) if the program is/has: (Consistent with Board Policy V.R.)	X Self-Support fee		Professional Fee	Online Program Fee
Indicate (X) if the program is: (Consistent with Board Policy III.Z.)	X Regional Program Responsibility		Statewide Program Responsibility	

Proposed Action

- [X] **New program offering**
  - [ ] Undergraduate program
  - [X] Graduate program
  - [ ] Undergraduate certificate (30 credits or more)
  - [ ] Graduate certificate (30 credits or more)
- [ ] **New branch campus or change in location**
- [ ] **Modification of Existing Academic Programs**
  - [ ] Converting one program option to a stand-alone program
  - [ ] Consolidating two or more undergraduate programs into one
  - [ ] Consolidating two or more graduate programs into one
  - [ ] Splitting an existing program into two or more programs
  - [ ] Program expansion outside an institution's Designated Service Region as defined in Board Policy III.Z.
  - [ ] Adding certificate or degrees to existing programs

[signature]	3/20/24		
College Dean	Date	Vice President for Research (as applicable)	Date
[signature]	3/20/24		
Graduate Dean/other (as applicable)	Date	Academic Affairs Program Manager, OSBE	Date
[signature]	3/20/24		
FVP/Chief Fiscal Officer	Date	Chief Financial Officer, OSBE	Date
[signature]			
Provost/VP for Instruction	Date	Chief Academic Officer, OSBE	Date
[signature]			
President	Date	SBOE/Executive Director or Designee Approval	Date

Before completing this form, refer to Board Policy Section III.G., Postsecondary Program Approval and Discontinuance. This proposal form must be completed for the creation of each new program. All questions must be answered.

Rationale for Creation or Modification of the Program

1. **Describe the request and give an overview of the changes that will result.** What type of substantive change are you requesting? Will this program be related or tied to other programs on campus? Identify any existing program that this program will replace. If this is an Associate degree, please describe transferability.

Response: The Idaho WWAMI Medical Education program proposes the development of a Master of Science in Gerontology. It will not replace any existing programs. This is a substantive change, with a new program offering, requiring the addition of courses not currently offered at the University of Idaho.

2. **Need for the Program**. Describe evidence of the student, regional, and statewide needs that will be addressed by this proposal to include student clientele to be served and address the ways in which the proposed program will meet those needs.

   a. **Workforce and economic need:** Provide verification of state workforce needs that will be met by this program. Include job titles and cite the data source. Describe how the proposed program will stimulate the state economy by advancing the field, providing research results, etc.

   b. **Student demand.** What is the most likely source of students who will be expected to enroll (full-time, part-time, outreach, etc.). Provide evidence of student demand/ interest from inside and outside of the institution.

   c. **Societal Need**: Describe additional societal benefits and cultural benefits of the program.

Response to item 2, parts a-c above:

Rationale

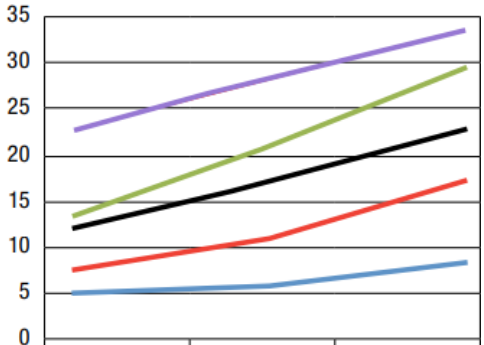
With rising longevity and the aging population, older adults (age 65+) will represent a large portion of our population.

Table 1.2 and figure 1.1 below are from the Alzheimer's Disease International (ADI) 2015 report. These data demonstrate a continued increase in the aging population worldwide.

Table 1.2
The world's population of older people (age 60 and over, millions), and their distribution according to country income level (World Bank Classification 2009 and 2015)

	Current and projected numbers of older people (% of total population)					% increase over time	
Year	2010	2015		2030	2050	2015-2030	2015-2050
World Bank income classification	2009	2009	2015	2015	2015	2015	2015
HIC	232.3 (30.4%)	258.7 (28.9%)	309.4 (34.6%)	403.9 (29.4%)	482.5 (23.9%)	31%	56%
UMIC	116.4 (15.2%)	135.3 (15.1%)	319.8 (35.7%)	531.5 (38.7%)	760.8 (37.7%)	66%	138%
L-MIC	356.2 (46.6%)	431.7 (48.2%)	233.1 (26.0%)	386.0 (28.1%)	665.3 (32.9%)	66%	185%
LIC	59.8 (7.8%)	69.5 (7.8%)	32.9 (3.7%)	53.5 (3.9%)	111.4 (5.5%)	63%	239%
World	764.7 (100%)	895.2 (100%)		1347.8 (100%)	2020.0 (100%)	51%	126%

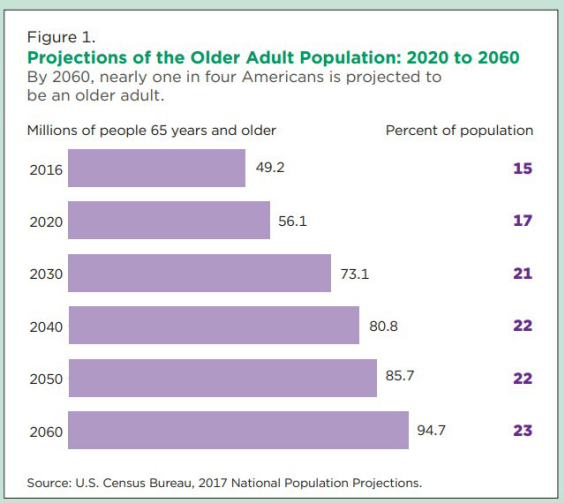
Figure 1.1
Percentage of the total population aged 60 years and over, by country income level, 2015 to 2050



	2015	2030	2050
LIC	5.2	6.0	8.4
L-MIC	8.1	11.2	16.3
UMIC	13.3	20.5	28.9
HIC	22.0	27.3	31.6
World	12.2	16.3	21.2

US Data:

By 2030, all baby boomers will be over 65 years old and by 2034, older adults will outnumber children for the first time (US Census Bureau) and 1 in 5 Americans will be over 65 years old (Vespa et al., 2018; See figure below).



The aging population brings with it a significant shift in economic, health, and social factors, all of which are not adequately addressed in the current workforce. For example, the aging population is at increased risk of chronic health conditions and normal aging factors, such as musculoskeletal changes, sensory-perceptual changes, and immune system changes. Dementia: dementia is characterized as a decline in cognition that negatively impacts function. Unfortunately, dementia is more common with age. Alzheimer's disease and related dementias (ADRD) are a significant public health concern and contribute to mortality and morbidity. The Alzheimer's Disease International (ADI) organization estimates that 55 million people worldwide currently live with dementia, but this number is projected to reach 78 million by 2030 and 131 million by 2050 (ADI 2015 report; ADI 2021 report). The economic impact was estimated to be $818 billion in 2015, $1 trillion in 2018, and is projected to be $2 trillion by 2030.

Idaho Projections:

From 2012 to 2030, Idaho's aging population (data from age 60+) is expected to grow 33%. The prevalence of Alzheimer's disease in Idaho will increase 32% and Medicaid costs will increase $60 million dollars between 2018 and 2025 (Idaho Commission on Aging, Annual Report retrieved from https://aging.idaho.gov/wp-content/uploads/2019/01/ICOA_AnnualReport_SFY18_FINAL.pdf)

Idaho currently has no Gerontology degree options. North Idaho College offers a 6-week, 25-hour Certificate in Gerontology, and Boise State University offers an Adult-Gerontology Nurse Practitioner (NP) master's degree. Idaho students and Idaho citizens would benefit from an advanced degree option in gerontology.

Plan:

The University of Idaho College of Graduate Studies will create and offer a master's (MS) in gerontology, delivered as an online 30-credit degree. Gerontology is the scientific study of aging from a biopsychosocial perspective, including content themes related to development, healthy aging, biological aspects of aging, social and emotional function in aging, and economic and policy factors related to aging.

Projected Growth of Workforce

Current workforce projections estimate job growth in areas of human services (noted below). Individuals with a strong academic degree in gerontology will be well-suited to work in and be leaders in multiple fields germane to aging. For example, individuals in medicine and other social services (psychology, nursing, social work, etc.) may benefit from additional training and certification in gerontology. Law and policy professionals may likewise benefit from training, given the projected shift in policymaking related to aging, Medicare, and elder law (Morton, 2015).

Gerontology programs are typically comprised of multidisciplinary faculty and undergraduate applicants come from a wide range of fields. There is no specific undergraduate major in gerontology that would be required. The degree will likely be of interest to those in health and human services, who have an interest in aging. Gerontology may be included in healthcare support occupations and allied fields. The table below provides projected employment growth in Idaho in a 2020-2030 projection model (retrieved from https://lmi.idaho.gov/data-tools/occupational-industry-projections/).

Code	Title	Percentage increase by 2030
31-9000	Other Healthcare Support Occupations	22.9%
31-0000	Healthcare Support Occupations	19.7%
31-1120	Home Health and Personal Care Aides	18.6%
21-1022	Healthcare social work	20.3%
21-1091	Health Educators	9.4%
21-1094	Community Health Workers	19.5%
21-1099	Community and Social Service Specialists, All Other	12.5%
25-1072	Postsecondary Nursing Instructors	19.0%
29-1122	Occupational Therapy	23.2%
29-1126	Respiratory Therapy	21%
29-1127	Speech-Language Pathology	20%
29-1181	Audiology	25.7%

Citations:

Gauthier, S., Rosa-Neto, P., Morais, J. A., & Webster, C. (2021). World Alzheimer Report 2021: Journey through the diagnosis of dementia. *Alzheimer's Disease International*, *2022*, 30.

Morton, S. (2015). *Addressing the health needs of an aging America: New opportunities for evidence-based policy solutions*. Health Policy Institute at University of Pittsburgh.

Prince, M., Wimo, A., Guerchet, M., Ali, G. C., Wu, Y. T., & Prina, M. (2015). *World Alzheimer report 2015. The global impact of dementia: an analysis of prevalence, incidence, cost and trends* (Doctoral dissertation, Alzheimer's disease international).

Vespa, J., Armstrong, D. M., & Medina, L. (2018). *Demographic turning points for the United States: Population projections for 2020 to 2060* (pp. 25-1144). Washington, DC: US Department of Commerce, Economics and Statistics Administration, US Census Bureau.

3. Program Prioritization

Is the proposed new program a result of program prioritization?

Yes_____ No_X____

If yes, how does the proposed program fit within the recommended actions of the most recent program prioritization findings.

4. Credit for Prior Learning

Indicate from the various cross walks where credit for prior learning will be available. If no PLA has been identified for this program, enter 'Not Applicable'.

Not applicable.

5. **Affordability Opportunities**
Describe any program-specific steps taken to maximize affordability, such as: textbook options (e.g., Open Educational Resources), online delivery methods, reduced fees, compressed course scheduling, etc. This question applies to certificates, undergraduate, graduate programs alike.

Response:
Implementing cost-effective strategies such as utilizing Open Educational Resources (OER) for textbooks, along with our digital library resources, will reduce the need for students to purchase additional materials or subscriptions. Students will have access to a wide range of e-journals, e-books, and databases relevant to the gerontology program. Lastly, the gerontology program is 100% online which provides the students the flexibility to learn from anywhere, reducing any incurring costs of transportation.

Enrollments and Graduates

6. **Existing similar programs at Idaho Public Institutions.** Using the chart below, provide enrollments and numbers of graduates for similar existing programs at your institution and other Idaho public institutions for the most past four years.

Not applicable: There are no MS gerontology programs in Idaho.

Instit.	Program Name	Fall Headcount Enrollment in Program				Number of Graduates From Program (Summer, Fall, Spring)			
		FY__	FY__	FY__	FY_ (most recent)	FY__	FY__	FY__	FY_ (most recent)

7. **Justification for Duplication** (if applicable). If the proposed program is similar to another program offered by an Idaho public higher education institution, provide a rationale as to why any resulting duplication is a net benefit to the state and its citizens. Describe why it is not feasible for existing programs at other institutions to fulfill the need for the proposed program.

Not applicable.

8. **Projections for proposed program:** Using the chart below, provide projected enrollments and number of graduates for the proposed program:

Proposed Program: Projected Enrollments and Graduates First Five Years											
Program Name: MS in Gerontology											
Projected Fall Term Headcount Enrollment in Program						Projected Annual Number of Graduates From Program					
FY26 (first year)	FY27	FY28	FY29	FY30		FY26 (first year)	FY27	FY28	FY29	FY30	
20	40	60	60	60		0	18	36	54	54	

9. **Describe the methodology for determining enrollment and graduation projections.** Refer to the information provided in Question #2 "Need for the Program" above. What is the capacity for the program? Describe your recruitment efforts? How did you determine the projected numbers above?
As noted above, there are no MS Gerontology degrees offered in Idaho, but there are healthcare-related workforce needs and the population in ID is aging and is projected to age further. The above enrollment and graduation projections as based on current faculty availability and planned hiring for adjunct faculty.

10. **Minimum Enrollments and Graduates.**
    a. What are the minimums that the program will need to meet in order to be continued, and what is the logical basis for those minimums?

       5 Students per term, assuming the revenue for 5 students will meet expenditure for FTE salaries.

    b. If those minimums are not met, what is the sunset clause by which the program will be considered for discontinuance?

       In the event enrollment minimums are not met the program will undergo evaluation after three years of concurrent enrollment deficiency. The program will sunset following four years of enrollment deficiency. Teach-outs will occur for matriculating students and a new cohort will not be filled.

11. **Assurance of Quality.** Describe how the institution will ensure the quality of the program. Describe the institutional process of program review. Where appropriate, describe applicable specialized accreditation and explain why you do or do not plan to seek accreditation.

The program will undergo program prioritization as part of the University of Idaho quality improvement plan https://www.uidaho.edu/provost/ir/assessment-evaluation/program-review

While not required at the national level, there is a gerontology accreditation process put forth by the Accreditation for Gerontology Education Council based on standards for gerontology programs by the Academy for Gerontology in Higher Education (AGHE). The University of Idaho has structured the curriculum based on the distal goal of pursuing accreditation and the courses are designed to align with the accreditation process.

The AGHE offers competencies for graduate-level education in gerontology in three categories. These include the following:

1. Category 1 - Core competencies (expected of all programs)
    a. Frameworks for understanding human aging (e.g., developmental perspectives).
    b. Biological aspects of aging.
    c. Psychological aspects of aging.
    d. Social aspects of aging.
    e. The humanities and aging
    f. Research and Critical Thinking.
2. Category 2 - Interactional Competencies (should be broadly represented):
    a. Attitudes and prospectives: Developing a gerontological perspective
    b. Ethics and Professional Standards
    c. Communication with and on behalf of older persons.
    d. Interdisciplinary and community collaboration
3. Category 3 – Contextual Competencies Across Fields of Gerontology
    a. Well-being, health and mental health.
    b. Social Health
    c. Program/service development
    d. Arts and Humanities
    e. Business and finances
    f. Policy
    g. Research, application, and evaluation

12. In accordance with Board Policy III.G., an external peer review is required for any new doctoral program. Attach the peer review report as **Appendix A**.
Not applicable

13. Teacher Education/Certification Programs All Educator Preparation programs that lead to certification require review and recommendation from the Professional Standards Commission (PSC) and approval from the State Board of Education.

Will this program lead to certification?

Yes_____ No_X____

If yes, on what date was the Program Approval for Certification Request submitted to the Professional Standards Commission?

14. Three-Year Plan: If this is a new proposed program, is it on your institution's approved 3-year plan?

Yes ____ No X

If yes, proceed to question 15. If no:

a. Which of the following statements address the reason for adding this program outside of the regular three-year planning process.

Indicate (X) by each applicable statement:

	Program is important for meeting your institution's regional or statewide program responsibilities.

X	The program is in response to a specific industry need or workforce opportunity.
	The program is reliant on external funding (grants, donations) with a deadline for acceptance of funding.
	There is a contractual obligation or partnership opportunity related to this program.
	The program is in response to accreditation requirements or recommendations.
	The program is in response to recent changes to teacher certification/endorsement requirements.

b. Provide an explanation for all statements you selected.

Response: The program is in response to a specific industry need or workforce opportunity. As evidenced by the above-noted needs and current program offerings in Idaho, there is a critical shortage of expertise on aging and healthy aging and the proposed program will help full this state need and student demand.

Educational Offerings: Curriculum, Intended Learning Outcomes, and Assessment Plan

15. Curriculum. Provide descriptive information of the educational offering.

a. Summary of requirements. Provide a summary of program requirements using the following table.

Credit hours in required courses offered by the department (s) offering the program.	30
Credit hours in required courses offered by other departments:	
Credit hours in institutional general education curriculum	
Credit hours in free electives	
Total credit hours required for degree program:	30

b. Curriculum. Provide the curriculum for the program, including credits to completion, courses by title and assigned academic credit granted.

Courses to fulfill the above requirements: 30 credits required

1. Required:
    a. GERO 5xx: Theoretic foundations and introduction to gerontology: Examines historical developments of the field of gerontology from a multidisciplinary perspective and how gerontology fits into the health and social service landscape. Introduction to theories and critical issues of aging. 3 Credits.
    b. GERO 5xx: Research methods in Gerontology: research, data analysis, research report. Subject matter will include ethics, sampling, reliability and validity, hypothesis testing, study designs, dissemination of research findings, and critical appraisal of research, with a central requirement of designing and writing a study proposal. 3 Credits.

c. GERO 6xx: Biological aspects of Aging: Theory and science of senescence and longevity, focusing on normal aging versus pathological changes to health status in the aging processes. 3 Credits.
d. GERO 6xx: Mental and Cognitive health in aging: Covers the complex topic of psychological health in aging, evidence-based interventions (first half of term) as well as cognitive aging and dementia (second half of term). 3 Credits.
e. GERO 6xx: Health promotion and preventative care in aging: Founded on principles of health education and promotion, the course covers evidence-based factors that reduce age-related injuries and illnesses and how to promote behavioral change, focusing on maximizing quality of life. 3 Credits.
f. GERO 6xx: Diversity and ethics in aging: This course covers a wide range of topics related to culture and diversity, focusing on social determinants of health, health culture in aging, historical factors that have shaped culture and diversity in the aging US population, and covers rights and safety of vulnerable populations (ADA law and other elder law principles). 3 Credits.
g. GERO 6xx: Integrative Capstone: Requires a faculty sponsor to direct a capstone project. This may include a service-based project, program development or review, research experience, and another field experience as appropriate and approved by the faculty sponsor. Students will demonstrate the integration of gerontology content from didactics. 3 Credits.

2. Electives:
   a. GERO 6xx: Community-Engagement and Leisure Arts in Aging: Interdisciplinary approaches to recreational therapy and leisure accessibility in aging and how engagement promotes physical and mental health in aging. 3 Credits.
   b. GERO 6xx: The Business of Geriatric Care Management: Reviews business and ethical fundamentals of geriatric care management across multiple levels of care, from independent living communities to intensive long-term care models. 3 Credits.
   c. GERO 6xx: Program Development and Evaluation for Aging: Examine components of successful program development, implementation science, identification of and involvement of stakeholders, fundraising, grant writing, and the processes of evaluation program outcomes. 3 Credits.
   d. Rural Health and Aging: Survey course of the application of healthy aging and health intervention limitations in rural settings. 3 Credits.
   e. Seminar on Aging in the Arts: How aging is accurately and inaccurately depicted in media and arts. 3 Credits.

c. Additional requirements. Describe additional requirements such as comprehensive examination, senior thesis or other capstone experience, practicum, or internship, some of which may carry credit hours included in the list above.

a. GERO 6xx: Integrative Capstone: Requires a faculty sponsor to direct a capstone project. This may include a service-based project, program development or review, research experience, and another field experience as appropriate and approved by the faculty sponsor. Students will demonstrate the integration of gerontology content from didactics. 3 Credits.

16. Learning Outcomes: Expected Student Learning Outcomes and Connection to Curriculum.

a. Intended Learning Outcomes. List the Intended Learning Outcomes for the proposed program, using learner-centered statements that indicate what students will know, understand, and be able to do, and value or appreciate as a result of completing the program.
Based on item 11 above, learning outcomes are structured based on the Academy for Gerontology in Higher Education (AGHE) expected competencies in gerontology.
These profession-wide competencies are expected of all graduates and are partially demonstrated via:
- Coursework: Students will obtain a grade of B or higher.
- Other didactics: Capstone Project in gerontology

While not required at the national level, there is a gerontology accreditation process put forth by the Accreditation for Gerontology Education Council based on standards for gerontology programs by the Academy for Gerontology in Higher Education (AGHE). The University of Idaho has structured the curriculum based on the distal goal of pursuing accreditation and the courses are designed to align with the accreditation process.
The AGHE offers competencies for graduate-level education in gerontology in three categories. These include the following:

1. Category 1 - Core competencies (expected of all programs)
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    c. Psychological aspects of aging.
    d. Social aspects of aging.
    e. The humanities and aging
    f. Research and Critical Thinking.
2. Category 2 - Interactional Competencies (should be broadly represented):
    a. Attitudes and prospectives: Developing a gerontological perspective
    b. Ethics and Professional Standards
    c. Communication with and on behalf of older persons.
    d. Interdisciplinary and community collaboration
3. Category 3 – Contextual Competencies Across Fields of Gerontology
    a. Well-being, health and mental health.
    b. Social Health
    c. Program/service development
    d. Arts and Humanities
    e. Business and finances
    f. Policy
    g. Research, application, and evaluation

Based on these competencies, student learning outcomes will include the following:

- Students will be able to identify and explain developmental perspectives associated with aging.
- Students will be able to compare and contrast biological and psychosocial aspects of aging and apply this knowledge in health and human service settings to have a positive impact on the health of older adults.
- Develop comprehensive and meaningful concepts, definitions, and measures for well-being of older adults.
- Students will be able to critically analyze ethical and professional standards in gerontology.

- Students will demonstrate effective communication skills through their interactions with older adults and they will demonstrate knowledge of community resources related to the health and well-being of older adults.
- Develop a gerontological perspective through knowledge and self-reflection as achieved through class discussions and group assignments.
- Students will demonstrate the ability to collaborate with others to promote integrated approaches to aging. Achieved via class work, group projects, and capstone projects.
- Students will promote quality of life among older adults. They will also promote older individual's strengths to maximize well-being, health, and mental health, including promoting engagement in the arts and the community.
- Students will demonstrate knowledge of the science of gerontology via class work on research methods and via writing projects that require integration of empirical literature. The capstone project may include a research project.

17. Assessment plans.

a. Assessment Process. Describe the assessment plan for student learning outcomes that will be used to evaluate student achievement and how the results will be used to improve the program.
Assessment Process:

To evaluate how well students are achieving the intended learning outcomes, the following assessment processes will be employed:

1. Examinations and Quizzes: Regular assessments will include written examinations and quizzes to evaluate knowledge acquisition and critical thinking skills.

3. Case Studies and Care Plans: Students will complete case studies and care plans to demonstrate their ability to apply theoretical knowledge to real-world patient care scenarios.

4. Reflective Journals and Portfolios: Students will maintain reflective journals and e-portfolios, providing insights into their personal and professional growth.

5. Peer and Self-Assessment: Peer evaluations and self-assessment will be incorporated for group projects and personal reflection on skills development.

Using Assessment Findings for Program Improvement:

Assessment findings will be used for continuous program improvement through the following mechanisms:

1. Faculty Meetings: Regular faculty meetings will involve discussions of assessment results, with a focus on identifying areas of improvement and refining teaching methods and curriculum.

2. Curriculum Review: Assessment data will inform curriculum revisions, ensuring alignment with current healthcare trends and best practices.

3. Faculty Development: Faculty will receive training and support to enhance assessment

techniques and teaching strategies, addressing areas where student performance needs improvement.

4. Feedback Loops: Continuous feedback loops will be established with students, incorporating their input to make program enhancements.

Assessment Activity Timing:

Assessment activities will occur throughout the program at various frequencies:

• Formative assessments (quizzes, in-class discussions) will be ongoing throughout each semester.

• Summative assessments (midterm, final examinations) will occur at the end of relevant courses and following year one and year two. Alumni and industry surveys will be completed two years following graduation.

• Case studies, care plans, and projects will be assigned within courses.

Resources Required for Implementation – fiscal impact and budget.

Organizational arrangements required within the institution to accommodate the change including administrative, staff, and faculty hires, facilities, student services, library; etc.

18. Physical Facilities and Equipment: Describe the provision for physical facilities and equipment.

a. Existing resources. Describe equipment, space, laboratory instruments, computer(s), or other physical equipment presently available to support the successful implementation of the program.

The MS in Gerontology is designed to be remote and asynchronous. There would not be a direct impact on space from the students.

Impact of new program. What will be the impact on existing programs of increased use of physical resources by the proposed program? How will the increased use be accommodated?

The MS in Gerontology is designed to be remote and asynchronous. There would not be a direct impact on space from the students.

b. Needed resources. List equipment, space, laboratory instruments, etc., that must be

obtained to support the proposed program. Enter the costs of those physical resources into the budget sheet.

The online delivery of the MS in Gerontology would use a Learning Management System, such as Canvas. Initial creation and management of course content (videos and PowerPoint presentations) would come at a cost. UI has an excellent A/V lab that can be utilized to ensure high fidelity of recordings and material presented to students. https://www.lib.uidaho.edu/studio/
Additionally, there would be some start-up costs associated with the creation of each

course, which will require consultation with and hiring adjunct faculty.

19. Library and Information Resources: Describe adequacy and availability of library and information resources.

a. **Existing resources and impact of new program**. Evaluate library resources, including personnel and space. Are they adequate for the operation of the present program? Will there be an impact on existing programs of increased library usage caused by the proposed program? For off-campus programs, clearly indicate how the library resources are to be provided.

The University of Idaho houses the largest library in the state of Idaho servicing students and faculty on our campuses and virtually in all 44 counties. Students will have remote access to needed search databases, digital journals, and scholarly works related to aging, gerontology, and healthcare. It is not expected that the gerontology program will have a noticeable impact on library usage. Library resources for students and faculty attending online https://www.lib.uidaho.edu/services/distance.html

b. **Needed resources**. What new library resources will be required to ensure successful implementation of the program? Enter the costs of those library resources into the budget sheet.

No additional costs are needed.

20. Faculty/Personnel resources

a. **Needed resources.** Give an overview of the personnel resources that will be needed to implement the program. How many additional sections of existing courses will be needed? Referring to the list of new courses to be created, what instructional capacity will be needed to offer the necessary number of sections?

The courses are enumerated above in item 15.B and these will have one section. The courses can be created and offered with existing WWAMI faculty and adjunct faculty. The Gerontology program will require 2 FTE (full-time employees). This will include the following personnel: Program Director, Assistant and Adjunct or Affiliate professors.

b. **Existing resources**. Describe the existing instructional, support, and administrative resources that can be brought to bear to support the successful implementation of the program.

Faculty and staff within WWAMI will be redirected to the College of Graduate Studies. Please see the organizational chart under supportive documentation.

c. **Impact on existing programs**. What will be the impact on existing programs of increased use of existing personnel resources by the proposed program? How will quality and productivity of existing programs be maintained?

This will have minimal impact and can operate with existing WWAMI faculty and adjuncts. The program will undergo annual program prioritization as part of the University of Idaho quality improvement plan https://www.uidaho.edu/provost/ir/assessment-evaluation/program-review

d. **Needed resources.** List the new personnel that must be hired to support the proposed program. Enter the costs of those personnel resources into the budget sheet.

New personnel will include a Program Director, Associate, Assistant, Adjunct or Associate professors which will equal 2 FTEs. Please refer to section III.A. for personnel cost breakdown.

21. Revenue Sources

a) **Reallocation of funds:** If funding is to come from the reallocation of existing state-appropriated funds, please indicate the sources of the reallocation. What impact will the reallocation of funds in support of the program have on other programs?

The MS Gerontology degree will be self-support and will not include reallocation of funds.

b) **New appropriation**. If an above Maintenance of Current Operations (MCO) appropriation is required to fund the program, indicate when the institution plans to include the program in the legislative budget request.

No state funding was requested for this degree program.

c) **Non-ongoing sources**:

i. If the funding is to come from one-time sources such as a donation, indicate the sources of other funding. What are the institution's plans for sustaining the program when that funding ends? **Not applicable.**

ii. Describe the federal grant, other grant(s), special fee arrangements, or contract(s) that will be valid to fund the program. What does the institution propose to do with the program upon termination of those funds? **Not applicable.**

d) **Student Fees**:

i. If the proposed program is intended to levy any institutional local fees, explain how doing so meets the requirements of Board Policy V.R., 3.b. **Not applicable at the present time.**

ii. Provide estimated cost to students and total revenue for self-support programs and for professional fees and other fees anticipated to be requested under Board Policy V.R., if applicable.

The cost per student* for this graduate online program is $12,000 per student/per year.

*This program is defined as a self-support fee program in accordance with the policies set forth in Sections V.R.3.b.iv of the Idaho State Board of Education Governing Policies and Procedures.

22. Using the excel **<u>budget template</u>** provided by the Office of the State Board of Education, provide the following information:

- Indicate all resources needed including the planned FTE enrollment, projected revenues, and estimated expenditures for the first **four** fiscal years of the program.

- Include reallocation of existing personnel and resources and anticipated or requested new

resources.

- Second and third year estimates should be in constant dollars.
- Amounts should reconcile subsequent pages where budget explanations are provided.
- If the program is contract related, explain the fiscal sources and the year-to-year commitment from the contracting agency(ies) or party(ies).
- Provide an explanation of the fiscal impact of any proposed discontinuance to include impacts to faculty (i.e., salary savings, re-assignments).

Program Resource Requirements. MS GERO

- Indicate all resources needed including the planned FTE enrollment, projected revenues, and estimated expenditures for the first **four** fiscal years of the program
- Include reallocation of existing personnel and resources and anticipated or requested new resources.
- Second and third year estimates should be in constant dollars.
- Amounts should reconcile subsequent pages where budget explanations are provided.
- If the program is contract related, explain the fiscal sources and the year-to-year commitment from the contracting agency(ies) or party(ies).
- Provide an explanation of the fiscal impact of any proposed discontinuance to include impacts to faculty (i.e., salary savings, re-assignments).

I. PLANNED STUDENT ENROLLMENT

	FY 26		FY 27		FY 28		FY 29	
	FTE	Headcount	FTE	Headcount	FTE	Headcount	FTE	Headcount
A. New enrollments		20		40		60		60
B. Shifting enrollments								
Total Enrollment	0	20	0	40	0	60	0	60

II. REVENUE

	FY 26		FY 27		FY 28		FY 29	
	On-going	One-time	On-going	One-time	On-going	One-time	On-going	One-time
1. New Appropriated Funding Request	$0.00		$0.00		$0.00		$0.00	
2. Institution Funds		$130,000.00						
3. Federal								
4. New Tuition Revenues from Increased Enrollments								
5. Student Fees	$240,000.00		$480,000.00		$720,000.00		$720,000.00	
6. Other (i.e., Gifts)	$0.00		$0.00		$0.00		$0.00	
Total Revenue	$240,000	$130,000	$480,000	$0	$720,000	$0	$720,000	$0

Ongoing is defined as ongoing operating budget for the program which will become part of the base.
One-time is defined as one-time funding in a fiscal year and not part of the base.

III. EXPENDITURES

	FY 26		FY 27		FY 28		FY 29	
	On-going	One-time	On-going	One-time	On-going	One-time	On-going	One-time

A. Personnel Costs

1. FTE	2.0		2.0		2.0		2.0	
2. Faculty	$85,000.00		$85,000.00		$85,000.00		$85,000.00	
3. Adjunct Faculty		50000						
4. Graduate/Undergrad Assistants								
5. Research Personnel								
6. Directors/Administrators	103,500		103,500		103,500		103,500	
7. Administrative Support Personnel								
8. Fringe Benefits	58,435.00		58,435.00		58,435.00		58,435.00	
9. Other:								
Total Personnel and Costs	$246,935	$50,000	$246,935	$0	$246,935	$0	$246,935	$0

	FY 26		FY 27		FY 28		FY 29	
	On-going	One-time	On-going	One-time	On-going	One-time	On-going	One-time
B. Operating Expenditures								
1. Travel	$5,000.00		$5,000.00		$5,000.00		$5,000.00	
2. Professional Services	$10,000.00		$10,000.00		$10,000.00		$10,000.00	
3. Other Services								
4. Communications	$20,000.00		$30,000.00		$30,000.00		$30,000.00	
5. Materials and Supplies	$10,000.00		$10,000.00		$10,000.00		$10,000.00	
6. Rentals								
7. Materials & Goods for Manufacture & Resale								
8. Miscellaneous								
Total Operating Expenditures	$45,000	$0	$55,000	$0	$55,000	$0	$55,000	$0

	FY 26		FY 27		FY 28		FY 29	
	On-going	One-time	On-going	One-time	On-going	One-time	On-going	One-time
C. Capital Outlay								
1. Library Resources								
2. Equipment		$10,000.00						
Total Capital Outlay	$0	$10,000	$0	$0	$0	$0	$0	$0

	FY		FY		FY		FY	
	On-going	One-time	On-going	One-time	On-going	One-time	On-going	One-time
D. Capital Facilities Construction or Major Renovation								
E. Other Costs								
Utilites								
Maintenance & Repairs								
Other								
Total Other Costs	$0	$0	$0	$0	$0	$0	$0	$0
TOTAL EXPENDITURES:	$291,935	$60,000	$301,935	$0	$301,935	$0	$301,935	$0
Net Income (Deficit)	-$51,935	$70,000	$178,065	$0	$418,065	$0	$418,065	$0

Budget Notes (specify row and add explanation where needed; e.g., "I.A.,B. FTE is calculated using…"):

IA	Enrollment projections, matching the SBOE and CIM documentation
I.B.	Because this program is designed as a one year master's degree, there will be no shifting enrollments.
II.2	Initial WWAMI supported institutional funds for start up.
II.5	Student fees are self support fees in the amount of $12,000 per year, per student.
III.A.1	2 FTEs include 1 Director, and additional part time faculty members adding up to 1 FTE.
III.A.8	Faculty fringe benefits are based on the UI CFR rates at 31.0%

III.B.1	Travel for conferences for faculty.
III.B.4	Marketing and communications costs are for recruitment and retention.
III.C.2	Equipment includes computers and peripheral equipment as well as software
	The budget numbers submitted were based on estimated program rates, we will be bringing forward specific rates for approval in April 2025
	Please see attached Masters of Science - Gerontology Budget Addendum

Master's of Science - Gerontology Program Budget Addendum

iv. Self-Support Academic Program Fees

a) Self-support programs fees are charged in lieu of resident or non-resident tuition for programs that lead to degrees or certificates. To bring a Self support program fee to the Board for approval, all of the following criteria must be met:

1) An institution shall follow the program approval guidelines set forth in policy III.G.

Per Policy III.G. we are submitting a proposal for the Master of Science – Gerontology

2) The Self-support program shall be an academic program.

This is a health care professions master's degree program.

3) The Self-support program shall be distinct from the traditional offerings of the institution by serving a population that does not access the same activities, services and features as full-time, resident and non-resident tuition paying students, such as programs designed specifically for working professionals, programs offered off-campus, or programs delivered completely online.

These distance learners will not need campus services.

4) No appropriated funds may be used in support of Self-support programs. The Self-support program fee shall be all-inclusive and no other fees shall be charged in connection with participation in the program.

Students in the Master of Science - Gerontology program will be charged only a self support fee and no other fee.

5) Self-support program finances shall be segregated, tracked and accounted for separately from all other programs of the institution except as provided for in subsection 3.B.iv.b.

Self support program finances will be segregated, tracked and accounted for separately from all other programs.

April 15, 2024
William F. Ganz, MD, FACS
1502 West Bellerive Lane
Coeur D'Alene, ID 83814
208-755-7707

Jeff Seegmiller, Ed.D., AT
Regional Dean, Director & Professor
Idaho WWAMI Medical Education Program
University of Idaho

Dear Dr. Seegmiller,
I am writing to express my support for the University of Idaho and the proposed health professions program, including the proposed School of Health and Medical Professions.

As a practicing neurosurgeon in Coeur D'Alene, Idaho since 2001 I have seen rapid growth of our population, but unfortunately I have not seen commensurate growth in health care professionals. The recent Covid 19 pandemic exposed the marginal health care workforce and because of over-worked health care professionals, many of our best nurses, physician assistants, respiratory therapists, OR technicians, physical and occupational therapists retired from the workforce. Even a number of physicians retired early because of the workload burnout. As you may be aware, Idaho ranks near the bottom in the ratio of physicians and nurses to patients. There is no sign of decreased population growth in Idaho and we need to be prepared to train more physicians , nurses , PAs and other health care workers to care for our growing population.

I am encouraged to learn of the direct entry Master of Science in Nursing(MSN), the Doctor of Psychology in Clinical Psychology(PsyD, the Doctor of Anatomical Sciences(DAS), the Certified Nurse Anesthetist(CRNA) DNP degree, the Masters of Science in Gerontology(MS), and the Physician Assistant(PA) training programs. In my experience, Physician Assistants are particularly in short supply and difficult to recruit from out of our state. Also, there is an acute need for Clinical Neuropsychologists; there are none practicing in North Idaho and it is a significant need.

As you are aware, 98% of the counties in Idaho are designated Health Provider Shortage Areas (HSPAs) for medical care and 100% of the counties are HSPAs for mental health. These are daunting deficits in our ability to deliver health care to the citizens of our state.

The best way to recruit health care workers to our state is to train them in our state. There is a critical shortage in training programs in the State of Idaho. This initiative by the University of Idaho is key starting solution to address this issue which is getting worse each year. This what our educational institutions should be addressing and promptly! Have you tried getting in to see

a health care provider lately? It typically takes weeks to get into see a physician: primary care and specialists, which is not good care.

I fully support these proposed academic programs and urge the Idaho State Board of Education to act expeditiously to approve these programs. The School of Health and Medical Professions is a vital asset to our state, but needs to grow to meet the needs of our growing population.

Sincerely,

William F. Ganz, MD, FACS

William F. Ganz, MD, FACS
Kootenai Neurosurgery and Spine

Steven E. Ozeran, MD, FACS

Board-Certified
American Board of Plastic Surgery, American Board of Surgery

Fellow
American College of Surgeons

Residency
Plastic Surgery, University of Wisconsin-Madison; General Surgery, University of California-Davis

MD
University of Chicago-Pritzker

Member
American Society of Plastic Surgeons, American Medical Association, Idaho Medical Association

Surgical procedures:
- Breast enlargement
- Breast reduction
- Breast lift
- Breast reconstruction
- Blepharoplasty (eyelid surgery)
- Gynecomastia (male breast reduction)
- Tummy tuck
- SmartLipo MPX body contouring
- Body lift after weight loss
- Reconstructive surgery
- Hand surgery
- Scar Revision

Non surgical enhancements:
- Botox® Cosmetic
- Restylane®
- Radiesse®
- Cosmetic peels
- Dermabrasion
- Obagi® skin care products

For your comfort & convenience:
- Caring, highly experienced staff
- Accredited surgery center
- Insurance accepted
- Visa & MasterCard welcome

Steven E. Ozeran, MD, FACS
Ozeran
Plastic & Reconstructive Surgery
Bringing beauty to life.

Jeff Seegmiller, Ed.D., AT

Regional Dean/Director, Professor

Idaho WWAMI Medical Education Program

University of Idaho

Dear Dr. Seegmiller:

I am writing to express my support for the University of Idaho and their proposed health professions programs. I understand that these include the direct entry Master of Science in Nursing, the Doctor of Psychology, in Clinical Psychology, the Doctor of Anatomical Sciences, the Certified RN Anesthetist degree (CRNA), the Master's of Science in Gerontology, and Physician's Assistant (PA) training programs. All of these programs would greatly help improve the state's healthcare infrastructure and help with medical provider shortages across the state. As a physician in Idaho for nearly 30 years, I can personally attest to decline in patients' ability to access necessary healthcare evaluations and treatments; it's quite common for patients to wait weeks, sometimes months for appointments with their doctors or healthcare providers . Emergency rooms have become overburdened as patients need somewhere to go for care and this adds further to the financial stress on our healthcare systems. Some patient delays can result in delayed diagnoses with associated increased morbidity and even death. The value in the establishment of these training programs as there is already tremendous stress on our local healthcare systems. We need more qualified healthcare providers. And as the population of the state has shown tremendous growth, further adding stress to an already strained system, educating more healthcare providers is definitely needed as this is not a short-term problem.

I believe that these proposed programs will not complete with existing healthcare programs at other institutions as this phenomenon is not unique to Idaho. There is currently a national shortage of healthcare providers, but more dire in Idaho and some other states; and it would behoove us to educate our own. One of the things we see with local training programs is that many of these providers continue to practice in this state which further helps Idaho meet its goal of treating its citizens. These needs are not only limited to the present, but with population growth, they are expected to worsen. Currently, 98% of the counties in Idaho are designated Health Provider Shortage Areas (HPSA's) for medical care, and 100% are HPSA's for mental heath. With

1630 23rd Avenue, Suite 901-A | Lewiston, ID 83501 | T: 208.746.4479 | F: 208.746.4186 | www.ozeranmd.com

the continued population growth and the current shortage of training facilities, these crises will only become more dire.

I thus fully support these academic programs and urge the Idaho State Board of Education to move quickly and approve these programs, as well as the School of Health and Medical Professions.

Sincerely,

Steven E. Ozeran, M. D.

Jeff Seegmiller, Ed.D., AT
Regional Dean/ Director, Professor
Idaho WWAMI Medical Education Program
University of Idaho

Dear Dr. Seegmiller,

On behalf of Northwest Specialty Hospital, I am writing to express our support for the University of Idaho and their proposed health professions programs, including the direct entry Master of Science in Nursing (MSN) and the Physician Assistant (PA) training programs. As an organization dedicated to advancing healthcare and well-being, we recognize the critical need for increased access to specialized professionals in our community and state. At present, 98% of the counties in Idaho are designated Health Provider Shortage Areas (HSPAs) and Idahoans are left with severe shortages of healthcare access.

Importantly, these proposed programs will not compete with existing healthcare programs at other institutions but would rather improve a workforce that is highly needed. Statewide shortages in a healthcare workforce are related both to drastic population growth in the state, as well as a paucity of academic programs to meet the state needs. Increases in the number of Idaho residents and a demographic surge of aging Idahoans will continue to strain the state's healthcare infrastructure, underscoring the necessity for universities to expand healthcare services within Idaho to meet this need.

We stand in full support of these academic programs and urge the Idaho State Board of Education to move quickly and approve these programs.

Sincerely,

Rick Rasmussen

CEO, Northwest Specialty Hospital

Rick.Rasmussen@nwsh.com // 208-262-2310

To:
Jeff Seegmiller, Ed.D., AT
Regional Dean/ Director, Professor
Idaho WWAMI Medical Education Program
University of Idaho

Dear Dr. Seegmiller,

Thank you for your continued focus on the critical shortages in medical providers that Idahoans experience and for providing solutions to this challenge. I was very happy that the state legislature approved funding for the Doctorate Psychology (PsyD), Direct-Entry Master of Science in Nursing (MSN), Doctorate - Anatomical Science Education (DAS), Master of Science, Gerontology, Certified Registered Nurse Anesthetist (CRNA) Doctorate, and the Physician Assistant (PA)/Masters programs. This approval was imperative and reflects the core values of Idahoans to create solutions that reflect the unique needs of our state and our communities.

As an independent primary care physician practicing for over 30 years and a business owner, I have seen the need first-hand for more medical professionals and the consequences of provider shortages. Workforce shortages in the medical professions affect everyone: Patients, other employees, business owners, medical providers, and our great state. The strain on our current system not only affects individuals personally but also affects society at large by decreasing productivity, decreasing revenues, and making it more difficult for businesses to find and retain talent. Our future workforce throughout all sectors will continue to be affected if we do not respond to the current healthcare challenge.

As a physician, patient, business owner, and medical provider working in and with health organizations, I believe the University of Idaho health professions programs, including the proposed School of Health and Medical Professions are essential to the health of Idaho. Of note, these programs will not compete with existing healthcare programs at other institutions but will contribute to improving the diversity of the healthcare workforce which will be required in the future for a healthy Idaho.

I stand in full support of these academic programs and strongly encourage the State Board of Education to approve these programs as well as the School of Health and Medical Professions quickly.

Sincerely,

John J. Eck MD
208 Solutions LLC
188 W. Hulls Ridge Ct.
Boise, Idaho 83702

Jeff Seegmiller, Ed.D., AT
Regional Dean/Director, Preofessor
Idaho WWAMI Medical Education Program
University of Idaho

Dear Dr. Seegmiller,

I retired 2 years ago after 41 years of emergency medicine practice at St. Joseph's Regional Medical Center in Lewiston, Idaho. I am writing to support the proposed School of Health and Medical Professions.

As an emergency physician, I was acutely aware of the shortage of mental health professionals, nurses and physician assistants. The need for mental health care grew exponentially during my years in practice, but when I left my hospital, our mental health services had been reduced by 75% from the level of care 15 years earlier. Due to difficulties in nurse recruitment, we had to staff positions with locum tenens who, although well qualified, had no commitment to the community and were much more expensive than hiring a local person. A training program at the University of Idaho would undoubtedly help alleviate these shortages.

I am especially excited about the prospect of the Masters of Gerontology program (and not just because I am now a senior citizen.) Gerontology was historically a neglected area of medicine and given our aging population, the need for practitioners specializing in care of the aged continues to grow.

I believe that people often choose to work close to where they have received their medical training, so a program at the University of Idaho would benefit Idaho. I urge the Idaho State Board of Education to approve these programs.

Sincerely,

Jay Hunter M.D.

PO Box 415
Hayden, ID 83835
April 8, 2024

Jeff Seegmiller, Ed.D.
Regional Dean/ Director, Professor
Idaho WWAMI Medical Education Program
The University of Idaho

Dear Dr. Seegmiller,

As a retired general surgeon and strong supporter of medical education, I am writing to express my support for the University of Idaho and their proposed health professions programs, including the establishment of the School of Health and Medical Professions.

I am pleased to learn of the direct entry Master of Science in Nursing (MSN), the Doctor of Psychology in Clinical Psychology (PsyD), the Doctor of Anatomical Sciences (DAS), the Certified Registered Nurse Anesthetist (CRNA) DNP degree, the Master's of Science in Gerontology (MS), and the Physician Assistant (PA) training programs. The demand for medical professionals in these fields is high. Expanded medical education in these particular areas will help Idaho address serious health provider shortages.

The University of Idaho is well-positioned to develop and implement expanded medical education programs. It is important to note that the proposed programs will not compete with existing healthcare programs at other institutions but would rather improve a workforce that is highly needed

Expanded medical education is essential for the overall future of healthcare. Developing the next generation of medical professionals will help to ensure that patients have access to high-quality care.

I fully support these academic programs and urge the Idaho State Board of Education to move quickly with their approval for the establishment of the School of Health and Medical Professions.

Sincerely,

Thomas K. Thilo, MD
tomthilo@hotmail.com
(208) 661-1114

John Huckabay

7800 S Swan Ct Coeur dAlene ID 83814

dhuckabay@aol.com (208) 771 4426

14 April 2024

Jeff Seegmiller, Ed.D., AT
Regional Dean/ Director, Professor
Idaho WWAMI Medical Education Program
University of Idaho

Dear Jeff:

A few comments on your proposed expansion of the Medical School in Moscow. It can go without saying that I am deeply vested in the School. I fully believe that your proposed expansion of programs is badly needed. All help address the critical shortage of heath care in Idaho. As the lowest ranked State in the US in medical professionals per population we need to do all we can to reverse this trend to provide better care for our population.

The program that I believe has the potential for quickest results is the Physician Assistant one. I work with other institutions with these programs. It fits very well with the MD instruction in that 23 of the 25 month program is identical. I realize that the purpose of the Education Board is to assure that costs are not duplicated with competing programs. This is not the case with your proposal as there are very few new costs and by adding to the existing classes you will actually lower the per student cost.

I have my personal medical care provided by practices that have PA's as the first line in patient care. I am always amazed at the quality and empathy that I see. Several of these practices are run by past students that I have supported that are now MD's. I get to chat with them about their experiences with the PA's and have never had a negative comment.

I will tell you a bit of a story on the CRNA program. As you are aware I worked in the military. I used to need to put in the nerve blocks for certain surgeries. It normally takes three, my average time was about 30 minutes, and I did a lot of them. I had emergency surgery a few years back. The CRNA completed the block procedure in less than 10 minutes, and was gentle in doing it. Obviously, I was impressed.

I believe that your proposed expansion is needed quickly. You have shown that you manage the School with limited overhead. I work with many other School's and none have a lower support and administration to student ratio. This shows me that you are not trying to build an empire at the burden of the taxpayers.

I fully support your proposals to the point that should they come to pass I will increase my financial support to the students in these programs to help assure their success. At least with the PA and CRNA ones you will find that most of the applicants will be alternative students, meaning they have come from the workforce and have obligations. It is critical to assist these people to rapidly become productive.

I certainly hope that you gain rapid approval for the expansion of education in Moscow.

Regards,

John Huckabay
Via email

JACK T. RIGGS, M.D.

04-25-24

To: Jeff Seegmiller, Ed.D., AT
Regional Dean/ Director, Professor
Idaho WWAMI Medical Education Program
University of Idaho

From: Jack T. Riggs, MD

Dear Dr. Seegmiller,

I am writing today to express my enthusiastic support for the **University of Idaho** and their newly proposed health professions programs, including the proposed **School of Health and Medical Professions (SHAMP)**.

The addition of direct entry Master of Science in Nursing (MSN), Doctor of Psychology in Clinical Psychology (PsyD), Doctor of Anatomical Sciences (DAS), Certified Registered Nurse Anesthetist (CRNA) DNP degree, Master of Science in Gerontology (MS), and Physician Assistant (PA) training programs at the University of Idaho will truly benefit all the citizens of Idaho.

As you know, there is a critical need for increased access to specialized professionals in our state. Currently, 98% of the counties in Idaho are designated Health Provider Shortage Areas (HSPAs) for medical care and 100% of the counties are HSPAs for mental health. Too many Idahoans are left with severe shortages of healthcare access.

I believe these proposed programs would improve and increase a healthcare workforce that is highly needed. A statewide shortage in healthcare workers is a combination of significant population growth combined with too few academic programs to meet the state needs. A growing and aging population will continue to strain the state's healthcare system, underscoring the necessity for universities to expand healthcare services within Idaho to meet this need.

I fully support these academic programs and urge the Idaho State Board of Education to move quickly and approve these programs, as well as the School of Health and Medical Professions.

Sincerely,

Jack T. Riggs, MD
Former Lt. Governor of Idaho
Former WWAMI Student E-76
Member, WWAMI Advisory Board
jack@rephasing.com
208-818-1763

J-U-B ENGINEERS, INC.

J-U-B COMPANIES THE LANGDON GROUP GATEWAY MAPPING INC.

April 24, 2024

Dr. Jeff Seegmiller, Ed.D., AT
Regional Dean/ Director, Professor
Idaho WWAMI Medical Education Program
University of Idaho

Dear Dr. Seegmiller,

On behalf of J-U-B ENGINEERS, Inc., we are writing to express our support for the University of Idaho and their proposed health professions programs, including the proposed School of Health and Medical Professions.

We are excited to learn of the direct entry Master of Science in Nursing (MSN), the Doctor of Psychology in Clinical Psychology (PsyD), the Doctor of Anatomical Sciences (DAS), the Certified Registered Nurse Anesthetist (CRNA) DNP degree, the Master's of Science in Gerontology (MS), and the Physician Assistant (PA) training programs.

As a midsize employer with our entire employee base residing in the intermountain west, we recognize the critical need for increased access to specialized professionals in our community and state. In recent years there has been a decline in healthcare access or services for many populations in our region. Quality healthcare is a primary concern for our employees and a critical recruitment aspect for attracting quality talent to our organization.

Importantly, we believe these proposed programs will not compete with existing healthcare programs at other institutions but would rather improve a workforce that is highly needed. Statewide shortages in a healthcare workforce are related both to drastic population growth in the state, as well as a paucity of academic programs to meet the state needs. Increases in the number of Idaho residents and a demographic surge of aging Idahoans will continue to strain the state's healthcare infrastructure, underscoring the necessity for universities to expand healthcare services within Idaho to meet this need.

We stand in full support of these academic programs and urge the Idaho State Board of Education to move quickly and approve these programs, as well as the School of Health and Medical Professions.

Sincerely,

J-U-B ENGINEERS, Inc.

Brian Smith, P.E.
President/CEO

a 2760 W. Excursion Lane, STE 400, Meridian, Idaho 83642 *p* 208 376 7330 *w* www.jub.com

Coeur d'Alene Public Schools
DISTRICT ADMINISTRATIVE CENTER
1400 N. Northwood Center Court, Coeur d'Alene, ID 83814
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www.cdaschools.org

April 29, 2024

Jeff Seegmiller, Ed.D., LAT, ATC
Regional Dean and Director, Professor
Idaho WWAMI Medical Education Program
University of Idaho
1875 Perimeter Drive MS 4061
Moscow, ID 83844-4061

Dear Dr. Seegmiller,

On behalf of Coeur d'Alene District 271, we are writing to express our support for the University of Idaho and their proposed health professions programs, including the proposed School of Health and Medical Professions.

We are thrilled to learn of the direct entry Master of Science in Nursing (MSN), the Doctor of Psychology in Clinical Psychology (PsyD), the Doctor of Anatomical Sciences (DAS), the Certified Registered Nurse Anesthetist (CRNA) DNP degree, the Master's of Science in Gerontology (MS), and the Physician Assistant (PA) training programs.

Health education plays a pivotal role in improving community well-being by promoting knowledge and healthy practices across all age groups. As an academic organization we know the importance of health education and development allowing increased access to specialized professionals in our community and state. At present, 98% of the counties in Idaho are designated Health Provider Shortage Areas (HSPAs) for medical care and 100% of the counties are HSPAs for mental health. As such, Idahoans are left with severe shortages of healthcare access.

Importantly, we believe these proposed programs will not compete with existing healthcare programs at other institutions but would rather improve a workforce that is highly needed. Statewide shortages in a healthcare workforce are related both to drastic population growth in the state, as well as a paucity of academic programs to meet the state needs. Increases in the number of Idaho residents and a demographic surge of aging Idahoans will continue to strain the state healthcare infrastructure, underscoring the necessity for universities to expand healthcare services within Idaho to meet this need.

We stand in full support of these academic programs and urge the Idaho State Board of Education to move quickly and approve these programs, as well as the School of Health and Medical Professions.

Sincerely,

Dr. Shon Hocker
Superintendent of Schools
Coeur d'Alene Public School District 271
shon.hocker@cdaschools.org
208-664-8241 ext. 10008

INVEST | INSPIRE | INNOVATE
We invest in each student to prepare, challenge and advance
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KootenaiHealth

2003 Kootenai Health Way
Coeur d'Alene, ID 83814
208.625.4000 **tel**
kh.org

Dear Dr. Seegmiller,

In my capacity as the Chief Nursing Officer of Kootenai Health, I wish to express our strong support for the University of Idaho's proposed School of Health and Medical Professions (SHMP).

The introduction of the direct entry Master of Science in Nursing (MSN), Doctor of Psychology in Clinical Psychology (PsyD), Doctor of Anatomical Sciences (DAS), Certified Registered Nurse Anesthetist (CRNA) DNP degree, Master's of Science in Gerontology (MS), and Physician Assistant (PA) training programs reflects a proactive response to the escalating health care needs of our community and state.

At Kootenai Health, we recognize the critical shortage of healthcare professionals across Idaho, especially in medically underserved areas. This shortage not only challenges our ability to meet the diverse healthcare needs of our population but also underscores the importance of expanding access to specialized health care education.

These proposed programs align closely with our commitment to excellence in patient care and nursing education. By enhancing the availability of advanced nursing education opportunities, we can cultivate a highly skilled workforce capable of delivering comprehensive and compassionate care to our patients.

Moreover, we firmly believe that these programs will complement existing health care initiatives, contributing to the overall enhancement of health care services throughout Idaho. As our population continues to grow and age, the demand for qualified health care professionals will only intensify, making the approval of these programs all the more urgent.

In conclusion, I am proud to lend my full support to the University of Idaho's efforts to establish the School of Health and Medical Professions and its associated programs. I urge the Idaho State Board of Education to approve these initiatives, as they represent a significant step forward in addressing our state's healthcare challenges.

Thank you for your dedication to advancing healthcare education and improving the health and well-being of all Idahoans.

Sincerely,

Kelly Espinoza, PhD, RN

Chief Nursing Officer, Kootenai Health

2003 Kootenai Health Way
Coeur d'Alene, ID 83814
208.625.4000 **tel**
kh.org

To:
Jeff Seegmiller, Ed.D., AT
Regional Dean/ Director, Professor
Idaho WWAMI Medical Education Program
University of Idaho

Dear Dr. Seegmiller,

As the Executive Vice President of Kootenai Clinic, I am pleased to convey our organization's support for the University of Idaho's proposed School of Health and Medical Professions (SHMP).

We are excited about the potential of the direct entry Master of Science in Nursing (MSN), the Doctor of Psychology in Clinical Psychology (PsyD), the Doctor of Anatomical Sciences (DAS), the Certified Registered Nurse Anesthetist (CRNA) DNP degree, the Master's of Science in Gerontology (MS), and the Physician Assistant (PA) training programs to address the pressing health care needs in our community and state.

At Kootenai Clinic, we are keenly aware of the challenges posed by the shortage of specialized health care professionals across Idaho. With 98% of Idaho counties designated as Health Provider Shortage Areas (HSPAs) for medical care and 100% for mental health, there is an urgent need to expand access to quality health care services.

We firmly believe these proposed programs will not only alleviate the shortage of health care professionals, but also enhance the overall quality of care provided to Idaho residents. By addressing the growing demand for health care services, we can improve health outcomes and enhance the well-being of our community.

Moreover, we view these programs as complementary rather than competitive, recognizing the need for collaboration among academic institutions to meet the evolving health care needs of our state. As Idaho's population continues to grow and age, the strain on our health care infrastructure will only increase, further highlighting the importance of expanding health care services within the state.

In conclusion, I urge the Idaho State Board of Education to approve the establishment of the School of Health and Medical Professions and its associated programs. Kootenai Clinic stands ready to support these initiatives and looks forward to collaborating with the University of Idaho to advance health care education and improve access to quality care for all Idahoans.

Sincerely,

John Weinsheim

Executive Vice President of Kootenai Clinic

2003 Kootenai Health Way
Coeur d'Alene, ID 83814
208.625.4000 **tel**
kh.org

To:
Jeff Seegmiller, Ed.D., AT
Regional Dean/ Director, Professor
Idaho WWAMI Medical Education Program
University of Idaho

Dear Dr. Seegmiller,

As a dedicated board member of Kootenai Health, I am pleased to convey our steadfast support for the University of Idaho's proposed health professions programs, including the establishment of the School of Health and Medical Professions.

The inclusion of the direct entry Master of Science in Nursing (MSN), Doctor of Psychology in Clinical Psychology (PsyD), Doctor of Anatomical Sciences (DAS), Certified Registered Nurse Anesthetist (CRNA) DNP degree, Master's of Science in Gerontology (MS), and Physician Assistant (PA) training programs exemplifies a proactive approach to addressing the pressing health care needs of our community and state.

Kootenai Health recognizes the profound impact of health care workforce shortages on our region, with the majority of Idaho counties designated as Health Provider Shortage Areas (HSPAs) for medical and mental health care. These shortages underscore the critical need for expanded access to specialized health care professionals.

Importantly, we view these proposed programs as complementary rather than competitive, aimed at bolstering the existing health care workforce to better serve our growing population. The demographic surge of aging Idahoans further emphasizes the urgency of expanding health care services within the state.

Therefore, we wholeheartedly endorse these academic programs and urge the Idaho State Board of Education to expeditiously approve the establishment of the School of Health and Medical Professions, along with the proposed programs.

Thank you for your dedication to advancing health care education and improving access to quality care for all Idahoans.

Sincerely,

Dave Bobbitt

Secretary and Treasurer, Kootenai Health Board of Trustees

KootenaiHealth

2003 Kootenai Health Way
Coeur d'Alene, ID 83814
208.625.4000 **tel**
kh.org

To:
Jeff Seegmiller, Ed.D., AT
Regional Dean/ Director, Professor
Idaho WWAMI Medical Education Program
University of Idaho

Dear Dr. Seegmiller,

I am writing to express Kootenai Health's support for the proposed School of Health and Medical Professions (SHAMP) at the University of Idaho. As the CEO of Kootenai Health, the regional referral center for the ten northern counties of Idaho, I can confidently say the creation of SHAMP will greatly contribute to the advancement of health care delivery in our state.

The programs outlined in the proposal for SHAMP align closely with the evolving health care needs of Idahoans. We recognize the immense value they would bring to our health system and the patients we care for. In particular, there is a critical shortage of Advanced Practice Providers (APPs) in North Idaho, and the only programs in our region are offered through private, out-of-state universities.

Each degree, Clinical Psychology (PsyD), Direct-Entry Master of Science in Nursing (MSN), Doctorate in Anatomical Science Education (DAS), Master of Science in Gerontology, Certified Registered Nurse Anesthetist (CRNA) DNP degree, and Physician Assistant (PA) Master's programs are all critical in preparing highly skilled health care professionals to meet the complex demands of quality health care delivery.

We firmly believe the establishment of SHAMP will enhance educational opportunities for aspiring health care professionals in our community, fostering a pipeline of talent that will contribute to the improvement of health care delivery and patient outcomes. Importantly, we believe these proposed programs will not compete with existing healthcare programs at other institutions but would rather improve a workforce that is highly needed. Statewide shortages in a healthcare workforce are related both to drastic population growth in the state, as well as a paucity of academic programs to meet the state needs. Increases in the number of Idaho residents and a demographic surge of aging Idahoans will continue to strain the state's healthcare infrastructure, underscoring the necessity for universities to expand healthcare services within Idaho to meet this need.

Kootenai Health fully supports the establishment of the School of Health and Medical Professions at the University of Idaho. We are confident that SHAMP will play a pivotal role in shaping the future of health care education and practice, and we look forward to the opportunity to collaborate closely with the university in realizing this vision.

Sincerely,

Jameson C. Smith
CEO, Kootenai Health

CdA EDC
COEUR D'ALENE AREA
ECONOMIC DEVELOPMENT CORPORATION
3731 N Ramsey Rd, Suite 110B ~ Coeur d'Alene, ID 83814 ~ 1.208.667.4753

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Pam Houser
Jobs+ Action Committee
Wally Jacobson
Panhandle Area Council
Gynii A. Gilliam
President & CEO

April 29, 2024

To: Jeff Seegmiller, Ed.D., AT
Regional Dean/ Director, Professor
Idaho WWAMI Medical Education Program
University of Idaho

Dear Dr. Seegmiller,

On behalf of the Coeur d'Alene Area Economic Development Corporation/Jobs Plus, Inc., we are writing to express our support for the University of Idaho and their proposed health professions programs, including the proposed School of Health and Medical Professions.

We are thrilled to learn of the direct entry Master of Science in Nursing (MSN), the Doctor of Psychology in Clinical Psychology (PsyD), the Doctor of Anatomical Sciences (DAS), the Certified Registered Nurse Anesthetist (CRNA) DNP degree, the Master of Science in Gerontology (MS), and the Physician Assistant (PA) training programs.

As an organization dedicated to economic development and assisting businesses with workforce challenges, we recognize the critical need for increased access to specialized professionals in our community and state. At present, 98% of the counties in Idaho are designated Health Provider Shortage Areas (HSPAs) for medical care and 100% of the counties are HSPAs for mental health. As such, Idahoans are left with severe shortages for healthcare access.

We strongly believe these proposed programs will not compete with existing healthcare programs at other institutions, but rather, would improve talent supply that is highly needed. Statewide shortages in our healthcare workforce are related both to drastic population growth in the state, as well as a paucity of academic programs to meet the state needs. Increases in the number of Idaho residents and a demographic surge of aging Idahoans will continue to strain the state's healthcare infrastructure, underscoring the necessity for universities to expand healthcare services within Idaho to meet this need.

We stand in full support of these academic programs and urge the Idaho State Board of Education to move quickly and approve these programs, as well as the School of Health and Medical Professions.

Sincerely,

Gynii A Gilliam, President/CEO
Email: gynii@cdaedc.org; Phone: (208)667-4753

2003 Kootenai Health Way
Coeur d'Alene, ID 83814
208.625.4000 **tel**
kh.org

To:
Jeff Seegmiller, Ed.D., AT
Regional Dean/Director, Professor
Idaho WWAMI Medical Education Program
University of Idaho

Dear Dr. Seegmiller,

On behalf of Kootenai Health, we are writing to express our support for the University of Idaho and its proposed health professions programs, including the proposed School of Health and Medical Professions.
We are thrilled to learn of the direct entry Master of Science in Nursing (MSN), the Doctor of Psychology in Clinical Psychology (PsyD), the Doctor of Anatomical Sciences (DAS), the Certified Registered Nurse Anesthetist (CRNA) DNP degree, the Master of Science in Gerontology (MS), and the Physician Assistant (PA) training programs.

As an organization dedicated to advancing healthcare and well-being, we recognize the critical need for increased access to specialized professionals in our community and state. At present, 98% of the counties in Idaho are designated Health Provider Shortage Areas (HSPAs) for medical care, and 100% of the counties are HSPAs for mental health. As such, Idahoans are left with severe shortages of healthcare access.

Importantly, we believe these proposed programs will not compete with existing healthcare programs at other institutions but would improve a highly needed workforce. Statewide shortages in the healthcare workforce are related to drastic population growth in the state and a paucity of academic programs to meet the state's needs. Increases in the number of Idaho residents and a demographic surge of aging Idahoans will continue to strain the state's healthcare infrastructure, underscoring the necessity for universities to expand healthcare services within Idaho to meet this need.

We fully support these academic programs and urge the Idaho State Board of Education to move quickly and approve these programs, as well as the School of Health and Medical Professions.

Sincerely,

Kelly McCarthy Pöl, DNP, RN, NP-D, CHSE
Manager Clinical Education and Simulation

Kootenai Health
2003 Kootenai Health Way
Coeur d'Alene, ID 83814
208.625.5189
kpol@kh.org

To:
Jeff Seegmiller, Ed.D., AT
Regional Dean/ Director, Professor
Idaho WWAMI Medical Education Program
University of Idaho

Dear Dr. Seegmiller,

On behalf of Syringa Hospital & Clinics, we are writing to express our support for the University of Idaho and their proposed health professions programs, including the proposed School of Health and Medical Professions.

We are excited to learn of the direct entry Master of Science in Nursing (MSN), the Doctor of Psychology in Clinical Psychology (PsyD), the Doctor of Anatomical Sciences (DAS), the Certified Registered Nurse Anesthetist (CRNA) DNP degree, the Master's of Science in Gerontology (MS), and the Physician Assistant (PA) training programs.

As a rural hospital dedicated to advancing improving the health and well-being of our community, we recognize the critical need for increased access to specialized professionals in both our local community and in our state. At present, 98% of the counties in Idaho are designated Health Provider Shortage Areas (HSPAs) for medical care and 100% of the counties are HSPAs for mental health. As such, Idahoans are left with severe shortages of healthcare access.

We believe these proposed programs will not compete with existing healthcare programs at other institutions but would rather grow and develop a workforce that is greatly needed. Statewide shortages in a healthcare workforce are related both to drastic population growth in the state, as well as a paucity of academic programs to meet the state needs. Increases in the number of Idaho residents and a demographic surge of aging Idahoans will continue to strain the state's healthcare infrastructure, underscoring the necessity for universities to expand healthcare services within Idaho to meet this need.

We stand in full support of these academic programs and urge the Idaho State Board of Education to move quickly and approve these programs, as well as the School of Health and Medical Professions.

Sincerely,

Abner King, FACHE
Chief Executive Officer
aking@syringahospital.org
208-983-8525

To:
Jeff Seegmiller, Ed.D., AT
Regional Dean/ Director, Professor
Idaho WWAMI Medical Education Program
University of Idaho

Dear Dr. Seegmiller,

On behalf of Bonner General Hospital, we are writing to express our support for the University of Idaho and their proposed health professions programs, including the proposed School of Health and Medical Professions.

We are thrilled to learn of the direct entry Master of Science in Nursing (MSN), the Doctor of Psychology in Clinical Psychology (PsyD), the Doctor of Anatomical Sciences (DAS), the Certified Registered Nurse Anesthetist (CRNA) DNP degree, the Master's of Science in Gerontology (MS), and the Physician Assistant (PA) training programs.

As an organization dedicated to advancing healthcare and well-being, we recognize the critical need for increased access to specialized professionals in our community and state. At present, 98% of the counties in Idaho are designated Health Provider Shortage Areas (HSPAs) for medical care and 100% of the counties are HSPAs for mental health. As such, Idahoans are left with severe shortages of healthcare access.

Importantly, we believe these proposed programs will not compete with existing healthcare programs at other institutions but would rather improve a workforce that is highly needed. Statewide shortages in a healthcare workforce are related both to drastic population growth in the state, as well as a paucity of academic programs to meet the state needs. Increases in the number of Idaho residents and a demographic surge of aging Idahoans will continue to strain the state's healthcare infrastructure, underscoring the necessity for universities to expand healthcare services within Idaho to meet this need.

We stand in full support of these academic programs and urge the Idaho State Board of Education to move quickly and approve these programs, as well as the School of Health and Medical Professions.

Sincerely,

John Hennessy
Chief Executive Officer
Bonner General Hospital

520 N. THIRD AVENUE SANDPOINT, IDAHO 83864-1507 TEL (208) 263-1441
bonnergeneral.org

Shoshone
MEDICAL CENTER
www.shoshonehealth.com

25 Jacobs Gulch • Kellogg, Idaho 83837 • (208) 784-1221 • Fax (208) 784-0961

To:
Jeff Seegmiller, Ed.D., AT
Regional Dean/ Director, Professor
Idaho WWAMI Medical Education Program
University of Idaho

Dear Dr. Seegmiller,

On behalf of Shoshone Medical Center, I am writing to express support for the University of Idaho and their proposed health professions programs, including the proposed School of Health and Medical Professions.

Several of the planned programs would help expand access to critical healthcare and mental health services in Idaho. As an organization dedicated to advancing healthcare and well-being, we recognize the critical need for increased access to specialized professionals in our community and state. Shoshone county is a designated Health Provider Shortage Area (HSPA) for both medical care and mental health services. Providing these educational pathways will help alleviate the critical shortage of services we currently experience. Population growth and an aging population will continue to increase demand for medical and mental health services, underscoring the necessity for universities to expand healthcare services within Idaho to meet this need.

Thank you for the opportunity to express support for these academic programs; I urge the Idaho State Board of Education to move quickly and approve these programs, as well as the School of Health and Medical Professions.

Sincerely,

Paul Lewis
CEO
plewis@shomed.org

Shoshone Medical Center does not discriminate against any person on the basis of race, color, national origin, handicap, age, sex or creed in the provision of services, benefits or employment.
Programs of the United States Department of Agriculture are available to all eligible people regardless of race, sex, color, national origin, age or handicap.

To:
Jeff Seegmiller, Ed.D., AT
Regional Dean/ Director, Professor
Idaho WWAMI Medical Education Program
University of Idaho

Dear Dr. Seegmiller,

On behalf of the Coeur d'Alene Casino Resort Hotel, we are writing to express our support for the University of Idaho and their proposed health professions programs, including the proposed School of Health and Medical Professions.

We are thrilled to learn of the direct entry Master of Science in Nursing (MSN), the Doctor of Psychology in Clinical Psychology (PsyD), the Doctor of Anatomical Sciences (DAS), the Certified Registered Nurse Anesthetist (CRNA) DNP degree, the Master's of Science in Gerontology (MS), and the Physician Assistant (PA) training programs.

As an organization dedicated to advancing healthcare and well-being, we recognize the critical need for increased access to specialized professionals in our community and state. At present, 98% of the counties in Idaho are designated Health Provider Shortage Areas (HSPAs) for medical care and 100% of the counties are HSPAs for mental health. As such, Idahoans are left with severe shortages of healthcare access.

Importantly, we believe these proposed programs will not compete with existing healthcare programs at other institutions but would rather improve a workforce that is highly needed. Statewide shortages in a healthcare workforce are related both to drastic population growth in the state, as well as a paucity of academic programs to meet the state needs. Increases in the number of Idaho residents and a demographic surge of aging Idahoans will continue to strain the state's healthcare infrastructure, underscoring the necessity for universities to expand healthcare services within Idaho to meet this need.

We stand in full support of these academic programs and urge the Idaho State Board of Education to move quickly and approve these programs, as well as the School of Health and Medical Professions.

Sincerely,

Laura Penney, CEO

lpenney@cdacasino.com

North Idaho College
1000 West Garden Avenue, Coeur d'Alene, Idaho 83814
www.nic.edu

President's Office
(208)769-3303 phone
nick.swayne@nic.edu

18 March 2024

Idaho State Board of Education
650 West State Street, 3rd Floor
Boise, ID 83702

Dear Idaho State Board of Education,

I am writing to express my wholehearted support for the University of Idaho and their proposed health professions programs. As President of North Idaho College, I am acutely aware of the healthcare challenges facing our state, particularly in northern Idaho, where shortages of healthcare providers have reached unprecedented levels.

The statistics paint a stark picture: with 98% of the state designated as health professional shortage areas, our citizens are left grappling with limited access to essential healthcare services. This not only impacts our economy but, more importantly, jeopardizes the well-being of our community members.

The University of Idaho's proposal to introduce a doctorate in clinical psychology (PsyD), a Physician Assistant program, and a direct entry Master of Science in Nursing are much-needed steps towards addressing these critical shortages. These programs are tailored to meet the specific needs of our region, where the shortage of healthcare professionals is most acute.

It's important to emphasize that these proposed programs are not intended to compete with existing offerings at other universities, but rather to complement and enhance the range of healthcare education available within the state. There is a clear and demonstrated need for these programs, with a level of interest that is currently underserved.

As we look towards the future, it is imperative that we invest in the growth of all health professional programs to ensure the vitality of our healthcare workforce. The University of Idaho, as our state's top research institution, is well-positioned to play a leading role in this endeavor.

(continued)

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I am enthusiastic about the prospect of collaboration between the University of Idaho's new health programs and our own North Idaho College health professions programs to expand collaborative initiatives. Together, we can work towards meeting the healthcare needs of northern Idaho and the state as a whole.

Thank you for your attention to this matter. I stand ready to offer any assistance or support necessary to bring these vital programs to fruition.

Sincerely,

Nick Swayne, PhD
President, North Idaho College

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April 3, 2024

Idaho State Board of Education
650 West State Street
Boise ID, 83702

Members of the Idaho State Board of Education,

This letter represents the collective response of Idaho State University, Boise State University, and Lewis-Clark State College to the recent proposals forwarded by the University of Idaho to inaugurate a School of Health and Medical Professions and launch several programs in the health sciences. Institutional responses to individual program proposals have been submitted, but we write to express our collective concern related to how these proposals have emerged. The State Board of Education has encouraged collaboration among our institutions and a preference for "systemness" in our approach to building out programming. For the past half-decade we have worked together to meet the State's education needs leveraging systemness. We support and believe that leveraging existing programming with collaboration and partnerships is the best way to attend to critical workforce needs across a range of industries thanks to significant public and institutional resources already invested in these programs. We are committed to providing a diverse range of educational opportunities to Idahoans who desire them and acting as stewards of tax-payer funds by avoiding program duplication as we work collaboratively. Our goal should be to increase the production of critical health care professionals, not to needlessly increase the number of professional health care programs. The path forward needs to leverage existing institutional-specific strengths and investments in educational capacity and infrastructure. We stand ready to collaborate as a system of higher education to create needed programming to increase the healthcare education capacity of the state and are open to working with the University of Idaho to meet these goals.

The recently submitted proposals do not support collaboration among the institutions in their existing form. Although discussions have occurred in the past related to partnerships between our institutions, these current proposals were drafted without further conversation. Additionally, these proposals have the potential to make health sciences education in some disciplines more costly and result in the unnecessary expenditure of tax-payer funds and cost increases to students. Finally, the rhetoric that has been used to advance these proposals in communications to the legislature and the broader public, about the mortality rate of Idahoans, has been misleading and does not recognize the important educational efforts by state institutions that include public-private partnerships in key geographic areas. The individual program proposal responses include specific information on current programming and we encourage you to review all submitted responses. Should the State Board of Education wish to see additional data beyond that found in our individual proposal responses to assess the validity of these concerns, we welcome the opportunity to provide such data.

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We are committed to collaborative engagement and working among all eight Idaho institutions to identify opportunities to build program partnerships. These partnerships should leverage our existing programmatic areas of expertise–thus, building effective collaborations without unnecessary competition. We urge the Board to set aside these proposals and facilitate collective dialogue about how we might collaboratively address Idaho's healthcare workforce demands. We urge all institutions to come to that dialogue with a substantive commitment to the principles the Board has long expected.

DocuSigned by:
Robert Wagner
567879ED5373439...
Dr. Robert W. Wagner
President, Idaho State University

DocuSigned by:
Cynthia Pemberton
E88DEFB474D14C3...
Dr. Cynthia Pemberton
President, Lewis-Clark State College

DocuSigned by:
2274E655BAD240D...
Dr. Marlene Tromp
President, Boise State University

LEGISLATURE OF THE STATE OF IDAHO
Sixty-seventh Legislature Second Regular Session - 2024

IN THE HOUSE OF REPRESENTATIVES

HOUSE BILL NO. 734

BY APPROPRIATIONS COMMITTEE

AN ACT

RELATING TO THE APPROPRIATION TO THE STATE BOARD OF EDUCATION AND THE BOARD OF REGENTS OF THE UNIVERSITY OF IDAHO; APPROPRIATING ADDITIONAL MONEYS TO THE STATE BOARD OF EDUCATION AND THE BOARD OF REGENTS OF THE UNIVERSITY OF IDAHO FOR COLLEGE AND UNIVERSITIES AND THE OFFICE OF THE STATE BOARD OF EDUCATION FOR FISCAL YEAR 2025; REDUCING THE APPROPRIATION TO THE STATE BOARD OF EDUCATION AND THE BOARD OF REGENTS OF THE UNIVERSITY OF IDAHO FOR COLLEGE AND UNIVERSITIES AND THE OFFICE OF THE STATE BOARD OF EDUCATION FOR FISCAL YEAR 2025; PROVIDING FOR THE USE OF APPROPRIATED FUNDS; PROVIDING FOR THE USE OF APPROPRIATED FUNDS; AND DECLARING AN EMERGENCY AND PROVIDING AN EFFECTIVE DATE.

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

SECTION 1. In addition to any other appropriation provided by law, there is hereby appropriated to the State Board of Education and the Board of Regents of the University of Idaho for College and Universities and the Office of the State Board of Education the following amounts to be expended according to the designated programs and expense classes from the listed funds for the period July 1, 2024, through June 30, 2025:

	FOR PERSONNEL COSTS	FOR OPERATING EXPENDITURES	TOTAL
I. BOISE STATE UNIVERSITY:			
FROM:			
General Fund	$4,292,600		$4,292,600
Unrestricted Fund	521,000		521,000
TOTAL	$4,813,600		$4,813,600
II. IDAHO STATE UNIVERSITY:			
FROM:			
General Fund	$2,991,900	$552,100	$3,544,000
Charitable Institutions Endowment Income Fund	31,700		31,700
Normal School Endowment Income Fund	357,200		357,200

	FOR PERSONNEL COSTS	FOR OPERATING EXPENDITURES	TOTAL
Unrestricted			
Fund	589,700	0	589,700
TOTAL	$3,970,500	$552,100	$4,522,600
III. LEWIS-CLARK STATE COLLEGE:			
FROM:			
General			
Fund	$551,700	$268,800	$820,500
Normal School Endowment Income			
Fund		352,200	352,200
Unrestricted			
Fund	225,000	0	225,000
TOTAL	$776,700	$621,000	$1,397,700
IV. UNIVERSITY OF IDAHO:			
FROM:			
General			
Fund	$3,548,200	$290,000	$3,838,200
Agricultural College Endowment Income			
Fund		65,700	65,700
Scientific School Endowment Income			
Fund		49,700	49,700
University Endowment Income			
Fund		266,500	266,500
Unrestricted			
Fund	942,900	0	942,900
TOTAL	$4,491,100	$671,900	$5,163,000
GRAND TOTAL	$14,051,900	$1,845,000	$15,896,900

SECTION 2. Notwithstanding any other provision of law to the contrary, the appropriation to the State Board of Education and the Board of Regents of the University of Idaho for College and Universities for Boise State University is hereby reduced by $4,600 from the General Fund from operating expenditures for the period July 1, 2024, through June 30, 2025.

SECTION 3. USE OF APPROPRIATED FUNDS. State-appropriated funds shall not be utilized to support diversity, equity, inclusion, or social justice ideology as part of any student activities, clubs, events, or organizations

on campus. Each college and university shall submit a written report of its expenditures related to these activities to the Joint Finance-Appropriations Committee no later than December 1, 2024.

SECTION 4. USE OF APPROPRIATED FUNDS. State-appropriated funds for capacity enhancement at the University of Idaho shall not be utilized to support undergraduate nursing or physician assistant programs that are provided by other colleges, universities, and community colleges that receive state appropriated funds.

SECTION 5. An emergency existing therefor, which emergency is hereby declared to exist, this act shall be in full force and effect on and after July 1, 2024.

UNIVERSITY OF IDAHO

SUBJECT

Master of Physician Assistant Studies

APPLICABLE STATUTE, RULE, OR POLICY

Idaho State Board of Education Governing Policies & Procedures, Sections III.G., and III.Z.
H734, Section 4 (2024)
Idaho Code § 33-113

BACKGROUND/DISCUSSION

University of Idaho proposes to establish a Master of Physician Assistant Studies (MPAS) program in a proposed School of Health and Medical Professions (SHAMP) in the College of Graduate Studies. The University of Idaho has a foundation of faculty and facilities that can be leveraged to develop an MPAS degree. Working interdependently with physicians, a physician assistant provides diagnostic and therapeutic patient care in virtually all medical specialties and settings. They take patient histories, perform physical examinations, order laboratory and diagnostic studies, prescribe medications, and develop patient treatment plans. Their job descriptions are as diverse as those of their supervising physicians, and include clinical practice, patient education, team leadership, medical education, health administration, and research.

Currently, Idaho ranks at the bottom of all the states for number of practicing physicians per capita. The Idaho Department of Health and Welfare data indicates 98% of the state has a shortage of primary care physicians and 100% of the state has a shortage of mental health professionals. Further, 41% of Idaho physicians are age 55 or older, with higher populations of older physicians in Idaho's rural communities. Physician assistants can fill these gaps in the Idaho healthcare system, especially in rural communities; thus, our state has an immediate need and rising demand for physician assistants. The increasing shortage of health care professionals is an Idaho issue that needs to be addressed by higher education institutions within the state.

IMPACT

Idaho's population has been growing at an exceptional rate for five consecutive years, surpassing the national growth rate by a substantial margin. This population surge has strained the state's healthcare system, underscoring the necessity for expanding healthcare services within Idaho. It is quite evident that we simply do not have enough healthcare workers to take care of us and the situation could get worse if we do not act.

Certified Physician Assistants/Associates (PA-Cs) are essential members of the healthcare workforce and play a crucial role in expanding access to quality healthcare for Idaho's most rural communities. PAs are qualified to work in just

about every area of clinical medicine, from family medicine to surgical specialties. The three top specialties for PAs are family medicine (30.6%), emergency medicine (14.8%), and urgent care (10.1%). This versatility allows for PAs to be employed wherever a physician might be employed; by educating more PAs in Idaho, we can serve Idaho citizens with healthcare who may not receive it otherwise due the physician shortage.

The MPAS program at UI will serve baccalaureate prepared students from a variety of backgrounds who may enroll directly after completion of their undergraduate degree or as is often the case, after working in another health care field for a variable length of time. Our goal is to find qualified Idaho residents for at least two-thirds of the available seats in the program. We intend to attract individuals who want to serve their communities as providers of quality health care with an emphasis on evidence-based medicine. To that end, we will make a concerted effort to attract and accept a diverse student body to create a student-centered educational environment that engages individuals to become compassionate, competent physician assistants who possess the clinical skills to contribute positively to the dynamic health care needs of rural and underserved Idaho communities.

Healthcare jobs in Idaho are projected to be the fastest growing professions this decade, with nearly 10,000 new jobs being projected, according to the Idaho Department of Labor. The population that the PA program will serve encompasses a broad demographic from the classroom to the bedside, by training a healthcare workforce who will in turn provide essential healthcare services to the people of Idaho.

Based on this important need, we propose to create the PA degree to fill this critical workforce shortage. The areas of justification include the following:

- Critical Workforce Shortage
- Enhancing Access to Care
- Addressing Rural Healthcare Need
- Future Demand

In summary, if this request is granted, the primary beneficiaries are the individuals and communities who will be served by future PAs. In addition, Idahoans who desire to seek this MPAS degree will be able to remain in the state for their training, and therefore, increasing the likelihood they will stay in Idaho to practice.

The program will utilize facilities currently under the WWAMI program. Facilities include three active learning classrooms, a cadaver anatomy lab, nine standardized patient rooms, research offices and student common study areas. All of which will be shared with MPAS students. Impact to WWAMI program will be minimal. Classes for the PA students will be scheduled when WWAMI is not using the facilities. Current staff with capacity will be reassigned within the new school,

but new hires will be made to prevent detrimental effects on existing programs and personnel.

Resources will be needed for simulation training and clinical skills training. The MPAS program will be adding 108 credits in 35 new courses developed for the program. UI anticipates program will require 3.0 faculty FTE to implement teaching of the content (including the program director), 0.5 FTE for a Medical Director administrative position, and 2.0 FTE staff positions to execute the program and deliver on the clinical training experiences.

Total expenditures are $927,145 - $1,901,173 of ongoing funds over a four-year period which will cover faculty and personnel costs, travel, and other operational expenses. The program is requesting a professional fee of $23,000 per year. A budget addendum is included to demonstrate how the program aligns with State Board Policy V.R requirements.

ATTACHMENTS

Attachment 1 – Master of Physician Assistant Studies Proposal
Attachment 2 – Letters of Support
Attachment 3 – Institution Responses
Attachment 4 – Presidents' Response to Health Proposals
Attachment 5 – HB 734 College and Universities 2025 Appropriation
Attachment 6 – MOU Between Idaho State University and LC-State

BOARD STAFF COMMENTS AND RECOMMENDATIONS

The university provides many factors to demonstrate the need for another physician assistant studies program in Idaho such as the growth rate for PA positions in the state, the number of applicants not admitted to ISU's program and the comparable PA program at the University of Utah. The university asserts that the proposed program is tailored to serve the specific needs of their service region and allows for program design differences between ISU and UI, such as a more extensive emphasis on rural healthcare.

The program projects 20 students in its first year reaching 75 by year five and graduating 18 starting in year two. Based on the proposal, the program has capacity to equal enrollments at ISU and University of Utah based on regional application numbers and the expected growth of PA jobs in Idaho and the Pacific Northwest. The projected numbers were based on the capacity of the program based on its design, the capacity of northern Idaho to train PA students, and the cost structure of the program.

The program proposal identified a minimum class size of 15 students per cohort or 30 students overall to maintain sustainability. These minimums are based on revenues needed to sustain program delivery. If minimums are not met the program will be evaluated after three years of concurrent enrollment deficiency.

The program will sunset following four years of enrollment deficiency. Teach-outs will occur for matriculating students and a new cohort will not be filled.

The proposed program is not presently listed in the university's current approved three-year plan; however, it has been added to their updated plan which will be reviewed by the Board in August of this year. In accordance with State Board Policy III.Z responsibilities, Idaho State University has statewide program responsibility for the Master of Physician Assistant Studies and currently offers the program face-to-face in Regions III and V. Staff notes that ISU has added a potential expansion of their existing MPAS program to Regions I and II as part of a collaboration between Idaho State and Lewis-Clark State College.

The proposal completed the program review process and was presented to the Council on Academic Affairs and Programs on March 28, 2024; and to the Instruction, Research, and Student Affairs on May 30, 2024. At the IRSA committee meeting, several Board members expressed concerns that this program is being proposed prematurely. Some collaborative programmatic strategies were shared, including joint degree programs, that might lead to a more efficient use of resources and better serve students.

Boise State University, Lewis-Clark State College, and Idaho State University have shared comments and concerns about the program proposal, including claims the proposal is not responsive to requirements set forth in Board Policy III.Z. regarding criteria for high-demand programs, statewide program responsibilities and memoranda of understanding. Particularly, institutions raised concerns around collaboration efforts, unnecessary and costly duplication of an existing program (including duplicate accreditation costs), competition of clinical placements, increased cost of state resources, impacts to system-ness, and unnecessary competition. Detailed concerns from the institutions are provided in Attachment 2 for the Board's review.

Additionally, as part of the College and Universities FY2025 appropriation (H734), the Legislature adopted the following language: "State appropriated funds for capacity enhancement at the University of Idaho shall not be utilized to support undergraduate nursing or physician assistant programs that are provided by other colleges, universities, and community colleges that receive state appropriated funds." HB 734 is included for reference.

The Board should carefully consider all concerns and observations raised by the other institutions, to determine the need for the proposed program in Region II and whether it can be met solely by UI based on workforce needs and capacity identified in the proposal. The Board should also consider the letter and spirit of the legislative prohibition noted above. Staff notes the Board *must* consider Idaho State University's statewide program responsibilities for the Master of Physician Assistant Studies program and current Board policy related to statewide program responsibilities.

If the Board desires to approve this program, it must follow the procedures outlined in the "High-Demand Programs" section of Board Policy III.Z., including making the determination that the proposed program meets the criteria for high-demand programs, determine that an "emergency need" exists, and direct UI and ISU to enter an MOU to offer the program in Regions I and II. The Board may need to establish the terms of this MOU if the institutions cannot agree to acceptable terms on their own.

Staff recommends the Board direct Idaho State University and the University of Idaho to come back with a joint proposal for Idaho State University to offer a MPAS program in Regions I and II in collaboration with the University of Idaho. Any such agreement should take into account the recently signed MOU between Idaho State University and Lewis-Clark State College to offer the MPAS program in Region II.

BOARD ACTION

I move to approve the request by the University of Idaho to create a Master of Physician Assistant Studies, as presented in Attachment 1.

Moved by _____ Seconded by _____ Carried Yes _____ No _____

AND

I move to approve the request by the University of Idaho to charge a professional fee of $23,000 per year in addition to standard graduate tuition and fees for the Master of Physician Assistant Studies, in conformance with the program budget submitted to the Board in Attachment 1.

Moved by _____ Seconded by _____ Carried Yes _____ No _____

Institutional Tracking No. _____

Idaho State Board of Education

Revised 5/8/2024-ps

FULL PROPOSAL FORM

Academic Degree and Certificate Program

Date of Proposal Submission:	October 9, 2023				
Institution Submitting Proposal:	University of Idaho				
Name of College, School, or Division:	College of Graduate Studies				
Name of Department(s) or Area(s):	College of Graduate Studies				
Official Name of the Program:	Direct-Entry Master of Physician Assistant Studies				
Implementation Date:	Fall of 2025				
Degree Information:	Degree Level: Graduate		Degree Type: MPAS		
CIP code (consult IR /Registrar):					
Method of Delivery: Indicate percentage of face-to-face, hybrid, distance delivery, etc.	Face-to-face				
Geographical Delivery:	Location(s)	Moscow	Region(s)	2	
Indicate (X) if the program is/has: (Consistent with Board Policy V.R.)	~~X~~	Self-Support fee	X	Professional Fee	Online Program Fee
Indicate (X) if the program is: (Consistent with Board Policy III.Z.)	X	Regional Program Responsibility: University of Idaho		Statewide Program Responsibility	

Proposed Action

- [X] **New program offering**
  - [ ] Undergraduate program
  - [X] Graduate program
  - [ ] Undergraduate certificate (30 credits or more)
  - [ ] Graduate certificate (30 credits or more)
- [ ] **New branch campus or change in location**
- [ ] **Modification of Existing Academic Programs**
  - [ ] Converting one program option to a stand-alone program
  - [ ] Consolidating two or more undergraduate programs into one
  - [ ] Consolidating two or more graduate programs into one
  - [ ] Splitting an existing program into two or more programs
  - [ ] Program expansion outside an institution's Designated Service Region as defined in Board Policy III.Z.
  - [ ] Adding certificate or degrees to existing programs

College Dean	3/21/24 Date	Vice President for Research (as applicable)	Date
Graduate Dean/other (as applicable)	3/20/24 Date	Academic Affairs Program Manager, OSBE	Date
FVP/Chief Fiscal Officer	3/20/24 Date	Chief Financial Officer, OSBE	Date
Provost/VP for Instruction	Date	Chief Academic Officer, OSBE	Date
President	Date	SBOE/Executive Director or Designee Approval	Date

Before completing this form, refer to Board Policy Section III.G., Postsecondary Program Approval and Discontinuance. This proposal form must be completed for the creation of each new program. All questions must be answered.

Rationale for Creation or Modification of the Program

1. **Describe the request and give an overview of the changes that will result.** What type of substantive change are you requesting? Will this program be related or tied to other programs on campus? Identify any existing program that this program will replace. If this is an Associate degree, please describe transferability.

   The direct-entry Master of Physician Assistant Studies (MPAS) is a new proposed graduate program designed to prepare students to become a Physician Assistant. The MPAS program is an independent program and will be housed in the College of Graduate Studies at the University of Idaho. A School of Health and Medical Professions is currently being created and processed to eventually house these health care programs, under the College of Graduate Studies.

2. **Need for the Program**. Describe evidence of the student, regional, and statewide needs that will be addressed by this proposal to include student clientele to be served and address the ways in which the proposed program will meet those needs.

   a. **Workforce and economic need:** Provide verification of state workforce needs that will be met by this program. Include job titles and cite the data source. Describe how the proposed program will stimulate the state economy by advancing the field, providing research results, etc.

      Idaho has been one of the fastest growing states for 5 consecutive years: our population increased by 11.1% since 2016 and is expected to grow 10.5% between 2021 and 2026. The population increase in Idaho substantially outpaced the national growth rate of 1.8% by 13.5%. Additionally, Idaho's percentage of the population over the age of 65 has grown from 15% (2015) to 16% (2021). The rapid population growth and increased percentage of an aging population further burden a struggling healthcare system, exacerbating the industry need for expansion of healthcare services in Idaho. The Idaho Department of Labor predicts a 23% growth rate for PA positions in Idaho through 2030.

      Idaho is facing a severe healthcare workforce crisis; for example, in June of 2022, Idaho had 9,000 health care jobs that could not be filled. While a shortage of healthcare professionals is not unique to Idaho, the worsening shortages nationwide, and Idaho population increases has resulted in a need for more healthcare professionals and a decrease in the per capita healthcare provider ratio. This change in our population and a decrease in the healthcare provider ratio justifies seeking new solutions to increase the number of health care professionals who will care for the people of Idaho.

      Currently, Idaho ranks at the bottom of all the states for number of practicing physicians per capita. The Idaho Department of Health and Welfare data indicates 98% of the state has a shortage of primary care physicians and 100% of the state has a shortage of mental health professionals. Further, 41% of Idaho physicians are age 55 or older, with higher populations of older physicians in Idaho's rural communities. Physician assistants can fill these gaps in the Idaho healthcare system, especially in rural communities; thus, our state has an immediate need and rising demand for physician assistants. The increasing shortage of health care professionals is an Idaho issue that needs to be addressed by higher education institutions within the state.

Certified Physician Assistants/Associates (PA-Cs) are essential members of the healthcare workforce and play a crucial role in expanding access to quality healthcare for Idaho's most rural communities. PAs are qualified to work in just about every area of clinical medicine, from family medicine to surgical specialties. The three top specialties for PAs are family medicine (30.6%), emergency medicine (14.8%), and urgent care (10.1%). This versatility allows for PAs to be employed wherever a physician might be employed; by educating more PAs in Idaho, we can serve Idaho citizens with healthcare who may not receive it otherwise due to the physician shortage.

b. **Student demand.** What is the most likely source of students who will be expected to enroll (full-time, part-time, outreach, etc.). Provide evidence of student demand/ interest from inside and outside of the institution.

Currently, Idaho State University runs the only PA program in the state, with cohorts enrolled in three locations: Pocatello, Meridian, and Caldwell. It is a distance learning model that leverages the talents of faculty at all locations to serve students. Seventy-two students are admitted each year (out of ~650 to 900 applications), and the applicant pool of students not accepted has a large portion of Idaho residents (e.g., the ISU applicant 'alternate list' has been made up by 40% or more Idaho residents in 3 of the past 4 years).

Idaho State PA Program Admissions Information:

	2019	2020	2021	2022	Total
Number of complete applications	762	857	887	653	3159
Interviewed	147	163	129	177	616
Number enrolled	72	72	72	72	288

A comparable PA program at the University of Utah has similar PA production (i.e., 60-68 students per cohort out of ~2500 applicants per year). The University of Utah self-reports a 3% admission rate for their PA program. In short, more than 90% of applicants are not accepted to either of these programs. Further, in-state accredited PA programs do not exist in most of the Pacific Northwest (e.g., Montana, Wyoming, Alaska) and the regional admissions data supports a great student desire to pursue a career as a PA that is not being met in Idaho, as well as the Pacific Northwest. Low production of PAs in the region, combined with the great demand for PA graduates in the healthcare system, indicate that student and healthcare system demand are greater than ISU can meet, which supports the establishment of a program at UI to allows for student to be trained and prepared to meet the needs of northern Idaho and our rural communities (e.g., not training students in the Treasure Valley who are likely to remain in the Treasure Valley for clinical practice). The U of I's expansion into PA education, especially since our program will focus on recruitment from – and training in – Northern Idaho is needed for our students and our state.

The PA program at UI will serve baccalaureate prepared students from a variety of backgrounds who may enroll directly after completion of their undergraduate degree or as is often the case, after working in another health care field for a variable length of time. Our goal is to find qualified Idaho residents for at least two-thirds of the available seats in the program. We intend to attract individuals who want to serve their communities as providers of quality health care with an emphasis on evidence-based medicine. To that end, we will make a concerted effort to attract and accept a diverse student body to create a student-centered educational environment that engages individuals to become compassionate, competent physician assistants who possess the clinical skills to contribute positively to the dynamic health care needs of rural and underserved Idaho communities.

c. **Societal Need**: Describe additional societal benefits and cultural benefits of the program.

Idahoans, especially those in rural areas, face critical healthcare access challenges. The shortage of healthcare providers requires many Idahoans to go without care or to overcome substantial barriers to access healthcare within and outside of their communities. The University of Idaho, and the WWAMI Medical Education program, have a 50+ year history of training medical professionals in rural communities and returning a greater rate of providers to rural communities than is found nationwide. Communities would benefit from the training of MPAS students in their communities, as well greater benefit that would occur from the result of the recruitment and training of students who call those communities' home. The increased retention of UI MPAS graduates in Idaho communities would enhance physical health and quality of life for residents in those communities, while supporting the Idaho economy.

3. Program Prioritization

Is the proposed new program a result of program prioritization?

Yes_____ No_X____

If yes, how does the proposed program fit within the recommended actions of the most recent program prioritization findings.

4. Credit for Prior Learning

Indicate from the various crosswalks where credit for prior learning will be available. If no PLA has been identified for this program, enter 'Not Applicable'.

Not Applicable

5. Affordability Opportunities

Describe any program-specific steps taken to maximize affordability, such as: textbook options (e.g., Open Educational Resources), online delivery methods, reduced fees, compressed course scheduling, etc. This question applies to certificates, undergraduate, and graduate programs alike.

Our institution is deeply committed to ensuring that students pursuing the Master of Physician Assistant Studies (MPAS) degree have access to an affordable, high-quality education. To that end, we have implemented several measures aimed at maximizing affordability for our students:

1. Open Educational Resources (OER) for Textbooks: Recognizing the high cost of textbooks, our faculty have made a concerted effort to adopt Open Educational Resources wherever possible. These OER materials are freely accessible, openly licensed, and can be used, reused, or adapted, thus significantly reducing or even eliminating the cost of textbooks for our students.

2. Online Delivery Methods: We offer many of our MPAS courses hybrid-online, providing students the flexibility to learn from anywhere and reducing the need for physical attendance. This can lead to savings in terms of transportation, accommodation, and other related expenses.

3. Reduced Fees: We have worked diligently to minimize additional fees associated with the program.

4. Compressed Course Scheduling: Our MPAS program offers a compressed course schedule that allows students to complete their degree in a shorter timeframe. This not only gets them into the workforce faster but also reduces the overall cost of their education in terms of time and associated living expenses.

5. Cost-effective Clinical Placements: We coordinate with local healthcare providers to ensure that clinical placements are within reasonable commuting distances for students, minimizing travel-related expenses.

6. Digital Resources and Libraries: Our digital library resources are extensive, reducing the need for students to purchase additional materials or subscriptions. Students have access to a wide range of e-journals, e-books, and databases relevant to the MPAS program.

Enrollments and Graduates

6. **Existing similar programs at Idaho Public Institutions.** Using the chart below, provide enrollments and numbers of graduates for similar existing programs at your institution and other Idaho public institutions for the most past four years.

Instit.	Program Name	Fall Headcount Enrollment in Program				Number of Graduates From Program (Summer, Fall, Spring)			
		FY_20_	FY_21_	FY_22_	FY_23_ (most recent)	FY19	FY20_	FY21_	FY22_ (most recent)
ISU	**Physician Assistant Studies**	145	146	143	143	72	71	68	73

*Notes: Fiscal Year is Summer, Fall, and Spring. Data provided by Idaho State University.

7. **Justification for Duplication** (if applicable). If the proposed program is similar to another program offered by an Idaho public higher education institution, provide a rationale as to why any resulting duplication is a net benefit to the state and its citizens. Describe why it is not feasible for existing programs at other institutions to fulfill the need for the proposed program.

The Idaho Department of Labor projects a substantial 23% growth rate for PA positions in the state through 2030, signifying a pressing need for an expanded PA workforce. The introduction of a new program can effectively address this demand by increasing the capacity for training new PAs. Importantly, the new program can focus on training in underserved and rural areas, as well as Northern Idaho, filling a gap not fully accounted for in the current educational structure.

Currently, Idaho State University (ISU) runs the sole PA program in the state, admitting 72 students each year out of a vast applicant pool of 650 to 900 candidates. Notably, a substantial number of Idaho residents who apply to ISU's program are unable to secure admission. Adding a new PA program at the University of Idaho (UI) would enhance geographic accessibility, reducing the need for aspiring Idaho PAs to relocate for their education. This, in turn, opens opportunities for students in underserved regions of Idaho.

Furthermore, a comparable PA program at the University of Utah experiences similarly high competition, with more than 95% of applicants being turned away (i.e., 60-68 students per cohort out of ~2500 applicants; a 3% self-reported admission rate for the PA program). This data underscores the significant unmet demand for PA education in the region. The healthcare system also faces a growing need for PA graduates. The combination of student and healthcare system demand exceeds what ISU can currently accommodate. Establishing a program at UI would ensure that students are adequately trained to meet the needs of northern Idaho and rural communities, rather than concentrating on regions like the Treasure Valley.

Additionally, the diversification of PA programs in Idaho enhances the state's resilience in case of unforeseen circumstances, such as capacity constraints at a single institution. This not only supports the

state's ability to produce qualified PAs but also ensures a steady supply of healthcare professionals, critical for the state's healthcare system's stability.

UI's expansion into PA education, given our focus on recruitment from and training in Northern Idaho, is indispensable for both students and the state. The addition of a program at UI, tailored to serve the specific needs of the region, allows for program design differences between ISU and UI, such as a more extensive emphasis on rural healthcare. This diversification will better prepare PAs to meet Idaho's diverse healthcare challenges and contribute to the state's healthcare workforce by producing well-rounded, specialized healthcare professionals ready to address the unique healthcare needs of Idaho's communities.

8. **Projections for proposed program:** Using the chart below, provide projected enrollments and number of graduates for the proposed program:

Proposed Program: Projected Enrollments and Graduates First Five Years											
Program Name: Master of Physician Assistant Studies											
Projected Fall Term Headcount Enrollment in Program						**Projected Annual Number of Graduates From Program**					
FY26_ (first year)	FY27_	FY28_	FY29_	FY30_		FY26_ (first year)	FY27_	FY28_	FY29_	FY30_	
20	45	55	65	75		0	18	24	29	34	

9. **Describe the methodology for determining enrollment and graduation projections.** Refer to information provided in Question #2 “Need for the Program” above. What is the capacity for the program? Describe your recruitment efforts? How did you determine the projected numbers above?

   The program has the capacity to equal enrollments at Idaho State University and the University of Utah based on regional application numbers and the expected growth of PA jobs in Idaho and the Pacific Northwest. Recruitment efforts will occur at the University of Idaho, which has large student interest in pre-health undergraduate related majors and clubs. Further, recruitment efforts will be focused on other Idaho institutions given the number of applicants from those institutions who apply but are not admitted to the PA programs at Idaho State university and the University of Utah and our desire to train Idahoans to return to their communities to practice. Finally, regional recruitment will occur in other Pacific Northwest states that lack PA programs (e.g., Montana, Wyoming) or have an abundance of applicants to their PA programs based on the success of the WWAMI model to return physicians to Idaho. The projected numbers were based on the capacity of our program based on its design (e.g., desire to train students in rural Idaho communities), the capacity of North Idaho to train PA students, and the cost structure of the program.

10. **Minimum Enrollments and Graduates.**
    a. What are the minimums that the program will need to meet in order to be continued, and what is the logical basis for those minimums?

       The minimum class size is 15 students per cohort or 30 students overall. These minimums are based on revenues needed to sustain program delivery.

b. If those minimums are not met, what is the sunset clause by which the program will be considered for discontinuance?

In the event enrollment minimums are not met the program will undergo evaluation after three years of concurrent enrollment deficiency. The program will be sun-set following four years of enrolment deficiency. Teach-outs will occur for matriculating students and a new cohort will not be filled.

11. Assurance of Quality. Describe how the institution will ensure the quality of the program. Describe the institutional process of program review. Where appropriate, describe applicable specialized accreditation and explain why you do or do not plan to seek accreditation.

The program will undergo annual program prioritization as part of the University of Idaho quality improvement plan (https://www.uidaho.edu/provost/ir/assessment-evaluation/program-review).

The program will also undergo external accreditation through the Accreditation Review Commission on Education for the Physician Assistant (ARC-PA).

12. In accordance with Board Policy III.G., an external peer review is required for any new doctoral program. Attach the peer review report as **Appendix A**.

Not Applicable

13. Teacher Education/Certification Programs All Educator Preparation programs that lead to certification require review and recommendation from the Professional Standards Commission (PSC) and approval from the State Board of Education.

Will this program lead to certification?

Yes_____ No_X____

If yes, on what date was the Program Approval for Certification Request submitted to the Professional Standards Commission?

14. Three-Year Plan: If this is a new proposed program, is it on your institution's approved 3-year plan?

Yes ____ No X

If yes, proceed to question 15. If no:

a. Which of the following statements address the reason for adding this program outside of the regular three-year planning process.

Indicate (X) by each applicable statement:

X	Program is important for meeting your institution's regional or statewide program responsibilities.
X	The program is in response to a specific industry need or workforce opportunity.
	The program is reliant on external funding (grants, donations) with a deadline for

	acceptance of funding.
	There is a contractual obligation or partnership opportunity related to this program.
	The program is in response to accreditation requirements or recommendations.
	The program is in response to recent changes to teacher certification/endorsement requirements.

b. Provide an explanation for all statements you selected.

The University of Idaho, located in Northern Idaho, is the state's Land Grant institution. As a university in this region, we bear the responsibility of meeting the academic and career pipeline needs of the area. Further, being the premier research institution for the state and a leader in medical education, it is fitting for the university to develop and cater to the needs of students and citizens from our region, as well as the rest of the state, through an MPAS program.

Educational Offerings: Curriculum, Intended Learning Outcomes, and Assessment Plan

15. Curriculum. Provide descriptive information of the educational offering.

a. Summary of requirements. Provide a summary of program requirements using the following table.

Credit hours in required courses offered by the department (s) offering the program.	108
Credit hours in required courses offered by other departments:	0
Credit hours in institutional general education curriculum	0
Credit hours in free electives	0
Total credit hours required for degree program:	108

b. Curriculum. Provide the curriculum for the program, including credits to completion, courses by title and assigned academic credit granted.

First Semester (18 credits):

1. Anatomy (4 credits):
    a. This course provides students with exposure to human anatomy. Students will learn the structure of the human body through active participation in the classroom, interactive software programs, and in the planning, dissection, and presentation of findings in the laboratory setting. Students will apply this foundational, anatomical knowledge to diseases and disorders in humans.
2. Physiology (2 credits separate or part of anatomy)
    a. The basic concepts and principles that are essential to comprehending the fundamental mechanisms of human physiology at the cellular, tissue and organ levels and the requirements for the maintenance of homeostatic control. This course lays the foundation for understanding the underlying principles of the etiology, management, and prevention of human disease processes.
3. Foundations of Medical Science (4 credits)
    a. This course provides students with exposure to the basic sciences related to the practice of medicine. Students will learn select topics in physiology, microbiology, pharmacology, laboratory studies, infectious disease and immunology and be introduced to diagnostic imaging (e.g., point of care ultrasound, magnetic

resonance imaging). Students will apply this foundational, science knowledge to diseases and disorders in humans.

4. Introduction to Patient Care (5 credits)
    a. This course provides students with the tools to conduct a comprehensive medical interview and introduces skills to assist in performing a physical examination to support patient evaluation and management. Students will learn effective methods for obtaining and documenting historical information, developing communication skills with patients and health care providers, and providing patient counseling. Further, students will learn critical thinking skills, physical examination techniques, and interpretation and documentation of medical findings. Students will learn through lectures, case discussions, laboratory sessions and patient simulations, and small group discussions.
5. Introduction to Epidemiology & Biostatistics (2 credits)
    a. This course provides students with exposure to the basic concepts of descriptive and analytic epidemiology. Students will learn to read and interpret medical literature as it relates to disease frequency, probability, study design, sample size, hypothesis testing, test significance, measures of data quality and bias, multivariate models, survival analysis, and causality for the practice of evidence-based medicine. Students will develop these skills through lectures, journal article discussions, assignments, readings, and projects.
6. Humanism & Ethics in Health Care (1 credit)
    a. This course is designed to provide an exposure to ethical principles and practice in healthcare, while also service as a foundation for PA students to appreciate and apply humanism in health and healthcare in their professional practice. Topics covered in this course include ethical theories, the history and future of humanism in medicine, medicalization and over diagnosis, the science of empathy, and the intersection of marginalization, otherness and cultural competency. Students will engage with multiple learning modalities such as articles, videos, interactive group activities, and short written reflections and quizzes.

Second Semester (18 credits):

1. Patient Assessment and Diagnosis I (5 credits)
    a. The first class in a series that provides preparation on history-taking, physical examination techniques, counseling, documentation and presenting clinical information, the practical application of these clinical skills, along with the essentials of ordering, interpreting, and performing diagnostic studies used in the screening, diagnosis, management, and monitoring of common diseases. Emphasis is placed on acquiring the skills, knowledge and sensitivity needed to communicate and intervene effectively in a wide variety of patient encounters. Teaching methods include lectures, small group demonstrations and hands-on laboratory and practice sessions as well as clinical assignments to examine and/or interview standardized patients and patients in hospital, and outpatient settings. Students also access standardized patients in a controlled setting. Audiovisuals and asynchronous learning are also used. The topics of this course will be sequenced with the other content areas (e.g., clinical medicine, pharmacology) in the curriculum.
2. Clinical Medicine I (5 credits)
    a. The first course of a sequence of courses to explore the essentials of diagnosis and management of the most common clinical problems seen by primary care practitioners using an organ systems and life stages approach. Clinical information is presented in lectures, small group learning experiences, modules, and practicums. Content covered in this course is correlated with preceding courses on physiology, anatomy, and basic medical science to build upon and develop a learner's foundational understanding of pathophysiology and related mechanisms of health and disease. This course supports the development of clinical reasoning and problem-solving skills applied to inform preventative, emergent, chronic, and rehabilitative care. Patient cases are used in modules, practicums, and small group settings to enhance readings and lectures. These core courses serve as the foundation of clinical medicine and most other courses are organized and built around the curricular content provided.
3. Pharmacology I (2 credits)
    a. The essentials of basic pharmacological principles and disease process therapeutics. Topics for this course are sequenced with Clinical Medicine I, II and III (PHYASST 220, 221, 222) and are provided in lecture format.
4. Foundations in Community and Social Medicine (2 credits)
    a. This course provides students with an understanding of the social, economic, and environmental factors that impact the health of populations and communities. Students will learn about social determinants of health, implicit bias and how to engage patients as upstanders for patient and community health.
5. Evidence-based Medicine I (1 credit)
    a. A lecture and seminar course that provides a practical approach to making sound medical decisions based on current evidence in medical literature. Through a series of didactic presentations, group exercises, and reading, students will learn the basic principles of evidence-based medicine. Basic skills in using MEDLINE

and other medical databases will be emphasized and practiced. Research principles, research ethics, and basic statistical review are introduced.

6. Practice and the Health System I (1 credit)
    a. Provide an overview of the U.S. health care system with a focus on the PA profession. An interprofessional faculty will provide lectures and lead conversations on various aspects of PA practice and the health care system, including topics such as: the history of the PA profession, population health, health disparities, and health policy. The first part of the course sequence (PHS 1) will focus on sociocultural influences on health, wellness, and health care.
7. Complementary Medicine and Nutrition (2 credits)
    a. This course provides an overview of the importance of and role of the human lifestyle in healthcare, and the principles for maintaining good health through nutrition, sleep, exercise, stress, risky behavior reduction, and social connection. It will address the health hazards associated with dietary deficiencies including obesity, fad dieting, food contamination, and diet management of selected diseases. It will address the use of therapeutic lifestyle interventions as a primary modality to both prevent and treat chronic diseases including, but not limited to, cardiovascular disease, type 2 diabetes, and obesity.

Third Semester (18 credits):

1. Patient Assessment and Diagnosis II (5 credits)
    a. The second class in a series that provides preparation on history-taking, physical examination techniques, counseling, documentation and presenting clinical information, the practical application of these clinical skills, along with the essentials of ordering, interpreting, and performing diagnostic studies used in the screening, diagnosis, management, and monitoring of common diseases. Emphasis is placed on acquiring the skills, knowledge and sensitivity needed to communicate and intervene effectively in a wide variety of patient encounters. Teaching methods include lectures, small group demonstrations and hands-on laboratory and practice sessions as well as clinical assignments to examine and/or interview standardized patients and patients in hospital, and outpatient settings. Students also access standardized patients in a controlled setting. Audiovisuals and asynchronous learning are also used. The topics of this course will be sequenced with the other content areas (e.g., clinical medicine, pharmacology) in the curriculum.
2. Clinical Medicine II (5 credits)
    a. The second course of a sequence of courses to explore the essentials of diagnosis and management of the most common clinical problems seen by primary care practitioners using an organ systems and life stages approach. Clinical information is presented in lectures, small group learning experiences, modules, and practicums. Content covered in this course is correlated with preceding courses on physiology, anatomy, and basic medical science to build upon and develop a learner's foundational understanding of pathophysiology and related mechanisms of health and disease. This course supports the development of clinical reasoning and problem-solving skills applied to inform preventative, emergent, chronic, and rehabilitative care. Patient cases are used in modules, practicums, and small group settings to enhance readings and lectures. These core courses serve as the foundation of clinical medicine and most other courses are organized and built around the curricular content provided.
3. Pharmacology II (2 credits)
    a. The essentials of basic pharmacological principles and disease process therapeutics. Topics for this course are sequenced with Clinical Medicine I, II and III (PHYASST 220, 221, 222) and are provided in lecture format.
4. Evidence-based Medicine II (1 credit)
    a. A lecture and seminar course that provides a practical approach to making sound medical decisions on the basis of current evidence in the medical literature. Through a series of didactic presentations, group exercises, and reading, students will learn the basic principles of evidence-based medicine. Basic skills in using MEDLINE and other medical databases will be emphasized and practiced. Research principles, research ethics, and basic statistical review are introduced.
5. Practice and the Health System II (1 credit)
    a. Provide an overview of the U.S. health care system with a focus on the PA profession. An interprofessional faculty will provide lectures and lead conversations on various aspects of PA practice and the health care system, including topics such as: the history of the PA profession, population health, health disparities, and health policy. The second portion of the course sequence (PHS II) will continue discussion of the PA professional role, including interactions in the health care system and health policy, and practical application of content in professional settings.
6. Fundamentals of Surgery II (3 credits)
    a. The course focuses on the basic surgical concepts needed for the PA to function in primary care settings as well as major surgical areas. The course emphasizes surgical concepts, topics and surgical technique. A substantial part of this course consists of essential hands-on laboratory exercises emphasizing surgical skills required in a primary care setting.

7. Electrocardiography (ECG) and Life Support Procedures and Skills (1 credit)
    a. This course provides the basics for learning to interpret normal ECG tracings and applying those principles to interpret the ECG tracings of common cardiac disease. This course will also introduce the principles of advanced life support utilized in medical and surgical emergencies. Includes a review of the most common emergency situations encountered and provides hands-on practical training that will assist the clinician in developing the skills required to stabilize patients with life threatening conditions. Includes certification in Basic (BLS), Advanced Cardiac Life Support (ACLS), Pediatric Advanced Life Support (PALS), and Advanced Trauma Life Support (ATLS).

Fourth Semester (18 credits):

1. Patient Assessment and Diagnosis III (5 credits)
    a. The third class in a series that provides preparation on history-taking, physical examination techniques, counseling, documentation and presenting clinical information, the practical application of these clinical skills, along with the essentials of ordering, interpreting, and performing diagnostic studies used in the screening, diagnosis, management, and monitoring of common diseases. Emphasis is placed on acquiring the skills, knowledge and sensitivity needed to communicate and intervene effectively in a wide variety of patient encounters. Teaching methods include lectures, small group demonstrations and hands-on laboratory and practice sessions as well as clinical assignments to examine and/or interview standardized patients and patients in hospital, and outpatient settings. Students also access standardized patients in a controlled setting. Audiovisuals and asynchronous learning are also used. The topics of this course will be sequenced with the other content areas (e.g., clinical medicine, pharmacology) in the curriculum.
2. Clinical Medicine III (5 credits)
    a. The third course of a sequence of courses to explore the essentials of diagnosis and management of the most common clinical problems seen by primary care practitioners using an organ systems and life stages approach. Clinical information is presented in lectures, small group learning experiences, modules, and practicums. Content covered in this course is correlated with preceding courses on physiology, anatomy, and basic medical science to build upon and develop a learner's foundational understanding of pathophysiology and related mechanisms of health and disease. This course supports the development of clinical reasoning and problem-solving skills applied to inform preventative, emergent, chronic, and rehabilitative care. Patient cases are used in modules, practicums, and small group settings to enhance readings and lectures. These core courses serve as the foundation of clinical medicine and most other courses are organized and built around the curricular content provided.
3. Pharmacology III (2 credits)
    a. The essentials of basic pharmacological principles and disease process therapeutics. Topics for this course are sequenced with Clinical Medicine I, II and III (PHYASST 220, 221, 222) and are provided in lecture format.
4. Evidence-based Medicine III (3 credits):
    a. During this course PA students complete an evidence-based review paper on a clinical question of interest. Students will present their findings to faculty and student colleagues.
5. Practice and the Health System III (1 credit):
    a. The Practice & the Health System courses (PHS I, II, and III) provide an overview of the U.S. health care system with a focus on the PA profession. PHS III is the culmination of the course sequence. An interprofessional faculty approach provides lectures and leads discussions on various aspects of PA practice and the health care system, including topics such as: transition to professional practice, social and cultural determinants of health, medical billing and coding, advanced clinical medicine, licensure and certification, medication-assisted therapy training (MAT), professional ethics, team skills and communication, leadership development, and prescription writing/medication errors. The program's final summative evaluation is part of this course, which also serves as preparation for the PA National Certifying Examination (PANCE).
6. The Pathway to Patient Care (2 credits)
    a. This two-week course provides physician assistant students with preparation to begin the clinical year rotations. Topics covered include preceptor expectations, self-care, electronic medical records access, professionalism and formative and summative assessment of readiness to enter the clinical training environment.

Semesters 5-6

1. General Surgery (4 credits)
    a. This required 4-week clinical clerkship provides the student with exposure to the principles and practices of general surgery. Emphasis is placed on the management of patients who present with surgical issues. The students will participate in the pre-operative evaluation of patients, including history taking, physical examination, assessment and formulation of a plan and problem list, ordering and interpreting diagnostic tests, proper medical documentation, and reporting to the healthcare team as appropriate for the clerkship.

They will assist in the operating room, learn to write pre and post-operative notes, care for the post-operative patient, and report to the healthcare team as appropriate for the clerkship. During this clerkship, students may additionally participate in inpatient rounds, provide patient presentations to clinical team members, and perform bedside procedures. They will develop an understanding of how to function as part of the surgical team, develop effective communication with the patient, the healthcare team, and the patient's family.

2. Emergency Medicine (4 credits)
    a. This required 4-week clinical clerkship provides the student with exposure to the principles and practice of emergency medicine. Emphasis is placed on caring for patients presenting to the emergency department. Students will participate in the assessment of patient acuity, disease state, and appropriate management within the setting of the emergency department. They will participate in history-taking, physical examination, assessment and formulation of a plan and problem list, ordering and interpreting diagnostic tests, proper medical documentation, and reporting to the healthcare team as appropriate for the clerkship. During this clerkship, students may additionally participate in inpatient rounds, provide patient presentations to clinical team members, and bedside procedures. Students will develop an understanding of how to function as part of the medical team, develop effective communication with the patient, the healthcare team, and the patient's family.
3. Obstetrics and Gynecology (4 credits)
    a. This required 4-week clinical clerkship provides students with exposure to the principles and practice of obstetrics and gynecology, including health maintenance and screening. Emphasis is placed on caring for female patients across their life span, including menarche, family planning, childbearing years, perimenopause, menopause, and post-menopause. Students will learn how to recognize and treat sexually transmitted diseases, ovarian, breast, and uterine cancer, and evaluate and treat common ambulatory gynecologic problems. Students will learn prenatal counseling and care and may have exposure to labor and delivery. They will participate in history-taking, physical examination, assessment and formulation of a plan and problem list, ordering and interpreting diagnostic tests, proper medical documentation, and reporting to the healthcare team as appropriate for the clerkship. During this clerkship, students may additionally participate in inpatient rounds, provide patient presentations to clinical team members, and perform bedside procedures. They will develop an understanding of how to function as part of the medical team, improve effective communication with the patient, the healthcare team, and the patient's family.
4. Pediatrics (4 credits)
    a. This required 4-week clinical clerkship provides the student with exposure to the principles and practice of pediatric medicine in the ambulatory setting. Students will gain experience caring for neonates, infants, children, and adolescents, providing parental education and guidance, recognizing the appropriate milestone, preventing illness, injury, and accidents, and providing care unique to the pediatric patient. Students will participate in history-taking, physical examination, assessment and formulation of a plan and problem list, ordering and interpreting diagnostic tests, proper medical documentation, and reporting to the healthcare team as appropriate for the clerkship. During this clerkship, students may additionally participate in inpatient rounds, provide patient presentations to clinical team members, and perform bedside procedures. They will develop an understanding of how to function as part of the medical team, improve effective communication with the patient, the healthcare team, and the patient's family.
5. Internal Medicine (4 credits)
    a. This required 4-week clinical clerkship provides students with exposure to the principles and practice of internal medicine. Emphasis is placed on caring for the acutely and chronically ill adult patient who requires hospitalization. Students will participate in admission history taking, physical examination, assessment and formulation of a plan and problem list, ordering and interpreting diagnostic tests, proper medical documentation, and reporting to the healthcare team as appropriate for the clerkship. During this clerkship, students may additionally participate in inpatient rounds; provide patient presentations to clinical team members, and perform bedside procedures. Students will develop an understanding of how to function as part of the medical team, develop effective communication with the patient, the healthcare team, and the patient's family.
6. Family Medicine (4 credits)
    a. This required 4-week clinical clerkship provides the student with exposure to the principles and practice of family medicine. Emphasis is placed on disease prevention and health maintenance in adults and children. The students will develop an increased understanding of the social, economic, and environmental factors related to caring for the patient and extended family. They will participate in history-taking, physical examination, assessment and formulation of a plan and problem list, ordering and interpreting diagnostic tests, proper medical documentation, and reporting to the healthcare team as appropriate for the clerkship. During this clerkship, students may additionally participate in inpatient rounds, provide patient presentations to clinical team members, and perform bedside procedures. Students will develop an understanding of how to

function as part of the medical team, develop effective communication with the patient, the healthcare team, and the patient's family.

7. Primary Care Directive (4 credits)
    a. This required 4-week clinical clerkship provides students with further exposure to the principles and practice of Primary Care. Emphasis is placed on caring for patients with general medical problems in the outpatient or the inpatient setting. Students will participate in taking medical histories, physical examination, assessment and formulation of a plan and problem list, ordering, and interpreting diagnostic tests, proper medical documentation, and reporting to the healthcare team as appropriate for the clerkship. During this clerkship, students may additionally participate in rounds; provide patient presentations to clinical team members and perform procedures. Students will develop an understanding of how to function as part of the medical team, develop effective communication with the patient, the healthcare team, and the patient's family.
8. Clinical Elective I (4 credits)
    a. These elective 4-week clinical clerkships provide the student with the opportunity to gain additional experience in one of the core clerkship areas or to supplement the foundational core clerkships with specialty disciplines in medicine and surgery. Emphasis is placed on the management of patients within the specialty discipline. Students will utilize these electives to better understand how a primary care provider should manage a patient presenting with a disease/condition prior to specialty referral and upon follow up. They will participate in history-taking, physical examination, assessment and formulation of a plan and problem list, ordering and interpreting diagnostic tests, proper medical documentation, and reporting to the healthcare team as appropriate for the clerkship. During this clerkship, students may additionally participate in inpatient rounds, provide patient presentations to clinical team members, and perform bedside procedures. Students will develop an understanding of how to function as part of the medical team, develop effective communication with the patient, the healthcare team, and the patient's family.
9. Clinical Elective II (4 credits)
    a. These elective 4-week clinical clerkships provide the student with the opportunity to gain additional experience in one of the core clerkship areas or to supplement the foundational core clerkships with specialty disciplines in medicine and surgery. Emphasis is placed on the management of patients within the specialty discipline. Students will utilize these electives to better understand how a primary care provider should manage a patient presenting with a disease/condition prior to specialty referral and upon follow up. They will participate in history-taking, physical examination, assessment and formulation of a plan and problem list, ordering and interpreting diagnostic tests, proper medical documentation, and reporting to the healthcare team as appropriate for the clerkship. During this clerkship, students may additionally participate in inpatient rounds, provide patient presentations to clinical team members, and perform bedside procedures. Students will develop an understanding of how to function as part of the medical team, develop effective communication with the patient, the healthcare team, and the patient's family.

c. Additional requirements. Describe additional requirements such as comprehensive examination, senior thesis or other capstone experience, practicum, or internship, some of which may carry credit hours included in the list above.

MPAS students will complete 8 courses (3 credits) of practicum experience in the clinical setting. These courses are described in the curriculum above. Students will also complete a capstone research experience (i.e., research paper and presentation) in Evidence-Based Medicine III, as described above in the curriculum.

16. Learning Outcomes: Expected Student Learning Outcomes and Connection to Curriculum.

a. Intended Learning Outcomes. List the Intended Learning Outcomes for the proposed program, using learner-centered statements that indicate what students will know, understand, and be able to do, and value or appreciate as a result of completing the program.

- Our graduates will demonstrate entry-level proficiency as PAs in the following program defined learning outcomes:
    - Medical Knowledge for Practice

- Demonstrate knowledge about established and evolving biomedical and clinical sciences and the application of this knowledge to patient care. PAs should be able to:
- Demonstrate investigative and critical thinking in clinical situations.
- Access and interpret current and credible sources of medical information.
- Apply principles of epidemiology to identify health problems, risk factors, treatment strategies, resources, and disease prevention/health promotion efforts for individuals and populations.
- Differentiate among acute, chronic, and emergent disease states.
- Apply principles of clinical sciences to diagnose disease and utilize therapeutic decision-making, clinical problem-solving, and other evidence-based practice skills.
- Adhere to standards of care, and to relevant laws, policies, and regulations that govern the delivery of care in the United States.
- Consider cost-effectiveness when allocating resources for individual patients or population-based care.
- Work effectively and efficiently in various health care delivery settings and systems relevant to the PA's clinical specialty.
- Identify and address social determinants that affect access to care and deliver high quality care in a value-based system.
- Participate in surveillance of community resources to determine if they are adequate to sustain and improve health.
- Utilize technological advancements that decrease costs, improve quality, and increase access to sustain and improve healthcare.

▪ Interpersonal and Communication Skills
    - Demonstrate interpersonal and communication skills (verbal, nonverbal, written, and electronic) that result in the effective exchange of information and collaboration with patients, their families, and health professionals. PAs should be able to:
    - Establish meaningful therapeutic relationships with patients and families to ensure that patients' values and preferences are addressed and that needs and goals are met to deliver patient-centered care.
    - Provide effective, equitable, understandable, respectful, quality, and culturally competent care that is responsive to diverse cultural health beliefs and practices, preferred languages, health literacy, and other communication needs.
    - Accurately and adequately document information regarding care for medical, legal, quality, and financial purposes.
    - Demonstrate sensitivity, honesty, and compassion in all conversations.
    - Demonstrate emotional resilience, stability, adaptability, flexibility, and tolerance of ambiguity.
    - Recognize communication barriers and provide solutions.

▪ Patient-centered Care
    - Provide person-centered care that includes patient- and setting-specific assessment, evaluation, and management and healthcare that is evidence-based, supports patient safety, and advances in health equity. PAs should be able to:

- Accumulate accurate and essential information about patients through history-taking, physical examination, and diagnostic testing.
- Develop, implement, and monitor effectiveness of patient management plans.
- Maintain proficiency to perform safely all medical, diagnostic, and surgical procedures considered essential for primary care.
- Counsel, education, and empower patients and their families to participate in their care and enable shared decision-making.
- Refer patients appropriately, ensure continuity of care throughout transitions between providers or settings and follow-up on patient progress and outcomes.
- Provide health care service to patients, families, and communities to prevent health problems and to maintain health.

▪ Professionalism
  - Adhere to the standards of care in the role of the PA in the health care team.
  - Demonstrate responsiveness to patient needs that supersedes self-interest.
  - Demonstrate a high level of responsibility, ethical practice, and adherence to legal and regulatory requirements.
  - Demonstrate sensitivity to a diverse patient population by identifying the socio-cultural, familial, psychological, economic, environmental, and spiritual factors impacting health care and health care delivery; and responding to these factors by planning and advocating the appropriate course of action at both the individual and the community level.

▪ Practice-based Learning and Improvement
  - Demonstrate the ability to learn and implement quality improvement practices by engaging in critical analysis of one's own practice experience, the medical literature, and other information resources of the purpose of self-evaluation, lifelong learning, and practice management. PAs should be able to:
  - Use practice performance data and metrics to identify areas for improvement.
  - Critically evaluate the medical literature in order to use current practice guidelines and apply the principles of evidence-based medicine to patient care.

▪ Society and Population Health
  - Recognize and understand the influences of the ecosystem of person, family, population, environment, and policy on health of patients and integrate knowledge of these determinants of health into patient care decisions. PAs should be able to:
  - Apply principles of social-behavioral sciences by assessing the impact of psychosocial and cultural influences on health, disease, care seeking, and compliance.
  - Improve the health of patient populations through recognition of the influences of genetic, socioeconomic, environmental, and other determinants on the health of the individual and the community.

- Demonstrate accountability, responsibility, and leadership for removing barriers to health.

17. Assessment plans.

a. Assessment Process. Describe the assessment plan for student learning outcomes that will be used to evaluate student achievement and how the results will be used to improve the program.

To evaluate how well students are achieving the intended learning outcomes, the following assessment processes will be employed:

1. Examinations and Quizzes: Regular assessments will include written examinations and quizzes to evaluate knowledge acquisition and critical thinking skills.

2. Clinical Skills Assessment: Clinical skills will be assessed through direct observation, practical examinations, and skills checklists during clinical rotations.

3. Case Studies and Care Plans: Students will complete case studies and care plans to demonstrate their ability to apply theoretical knowledge to real-world patient care scenarios.

4. Reflective Journals and Portfolios: Students will maintain reflective journals and e-portfolios, providing insights into their personal and professional growth.

5. Peer and Self-Assessment: Peer evaluations and self-assessment will be incorporated for group projects and personal reflection on skills development.

Assessment findings will be used for continuous program improvement through the following mechanisms:

1. Faculty Meetings: Regular faculty meetings will involve discussions of assessment results, with a focus on identifying areas of improvement and refining teaching methods and curriculum.

2. Curriculum Review: Assessment data will inform curriculum revisions, ensuring alignment with current healthcare trends and best practices.

3. Faculty Development: Faculty will receive training and support to enhance assessment techniques and teaching strategies, addressing areas where student performance needs improvement.

4. Feedback Loops: Continuous feedback loops will be established with students, incorporating their input to make program enhancements.

Assessment Activity Timing (assessment activities will occur throughout the program at various frequencies):

• Formative assessments (quizzes, in-class discussions) will be ongoing throughout each semester.

• Summative assessments (midterm, final examinations) will occur at the end of relevant courses and following year one and year two. Alumni and industry surveys will be completed two years following graduation.

- Clinical skills assessments and evaluations will be conducted during clinical rotations.

- Case studies, care plans, and projects will be assigned periodically.

Resources Required for Implementation – fiscal impact and budget.
Organizational arrangements required within the institution to accommodate the change including administrative, staff, and faculty hires, facilities, student services, library; etc.

18. **Physical Facilities and Equipment:** Describe the provision for physical facilities and equipment.

    a. **Existing resources**. Describe equipment, space, laboratory instruments, computer(s), or other physical equipment presently available to support the successful implementation of the program.

    The University of Idaho is the home of the WWAMI Medical Education Program. This program is located in two buildings on the University of Idaho Moscow Campus. Facilities include three active learning classrooms, a cadaver anatomy lab, 9 standardized patient rooms, research offices and student common study areas. In the WWAMI program, we have access to Laboratory equipment and clinical assessment tools as well as a full suite of low-fidelity simulation equipment and supplies, all of which will be shared with MPAS students.

    b. **Impact of new program**. What will be the impact on existing programs of increased use of physical resources by the proposed program? How will the increased use be accommodated?

    The existing program is the WWAMI Medical Education Program. The impact will be minimal as the PA students will share the same buildings, classrooms, laboratories, and clinical spaces though the use will not overlap the medical student curriculum. In-person classes for the PA students will be scheduled when WWAMI is not using the facilities.

    c. **Needed resources.** List equipment, space, laboratory instruments, etc., that must be obtained to support the proposed program. Enter the costs of those physical resources into the budget sheet.

    Resources (e.g., clinical examination instruments, clinical exam tables, simulation equipment) will be needed for simulation training (e.g., Manikin-Based Simulation, Skills-Training Simulation, Tissue-based Simulation, etc.) and clinical skills training.

19. **Library and Information Resources:** Describe adequacy and availability of library and information resources.

    a. **Existing resources and impact of new program**. Evaluate library resources, including personnel and space. Are they adequate for the operation of the present program? Will there be an impact on existing programs of increased library usage caused by the proposed program? For off-campus programs, clearly indicate how the library resources are to be provided.

    The University of Idaho houses the largest library in the state of Idaho servicing students and faculty on our campuses and virtually in all 44 counties. Students on campus or attending online will have access to needed search databases, journals and scholarly

works related to medicine and healthcare. It is not expected that the MPAS program will have a noticeable impact on library usage. Library resources for students and faculty attending online https://www.lib.uidaho.edu/services/distance.html

b. **Needed resources**. What new library resources will be required to ensure successful implementation of the program? Enter the costs of those library resources into the budget sheet.

No additional costs are needed.

20. Faculty/Personnel resources

a. **Needed resources.** Give an overview of the personnel resources that will be needed to implement the program. How many additional sections of existing courses will be needed? Referring to the list of new courses to be created, what instructional capacity will be needed to offer the necessary number of sections?

The MPAS program will be adding 108 credits in 35 new courses developed for the degree (see curriculum provided above). We anticipate that we will require 3.0 faculty FTE to implement teaching of the content (including the program director), 0.5 FTE for a Medical Director administrative position, and 2.0 FTE staff positions to execute the program and deliver on the clinical training experiences.

b. **Existing resources**. Describe the existing instructional, support, and administrative resources that can be brought to bear to support the successful implementation of the program.

The University of Idaho has a state-of-the-art cadaver lab and anatomy facility supported by the State Board of Education. The facility is not utilized during certain months or parts of the semester by medical students in WWAMI program and is therefore available for use by the MPAS program. The WWAMI medical education program has a core of faculty and facilities that can be utilized for this degree. It is possible that some of these faculty will be able to teach in the MPAS program without detracting from their WWAMI teaching via distance education. The WWAMI program also has an administrative core in place and will be able to support FTE buyout to support the MPAS program. Please see the organizational chart under supportive documentation.

c. **Impact on existing programs**. What will be the impact on existing programs of increased use of existing personnel resources by the proposed program? How will quality and productivity of existing programs be maintained?

The MPAS program will use WWAMI resources when they are not currently used by other programs. Current staff with capacity will be reassigned within the new school (see new organizational chart), but new hires will be made to prevent detrimental effects on existing programs and personnel. The addition of new programming will allow for enhanced training and interprofessional team building of all students that will enhance their educational experiences.

d. **Needed resources.** List the new personnel that must be hired to support the proposed program. Enter the costs of those personnel resources into the budget sheet.

The MPAS program will require 3.0 FTE faculty (including a program director), 0.5 FTE for a Medical Director (MD/DO), and 2.0 FTE for staff support.

21. Revenue Sources

a) **Reallocation of funds:** If funding is to come from the reallocation of existing state

appropriated funds, please indicate the sources of the reallocation. What impact will the reallocation of funds in support of the program have on other programs?

Not applicable.

b) **New appropriation**. If an above Maintenance of Current Operations (MCO) appropriation is required to fund the program, indicate when the institution plans to include the program in the legislative budget request.

No state general fund resources for capacity enhancement are going to the program. This complies with House Bill 734, Section 4.

c) **Non-ongoing sources**:

i. If the funding is to come from one-time sources such as a donation, indicate the sources of other funding. What are the institution's plans for sustaining the program when that funding ends?

Not applicable.

ii. Describe the federal grant, other grant(s), special fee arrangements, or contract(s) that will be valid to fund the program. What does the institution propose to do with the program upon termination of those funds?

Not applicable.

d) **Student Fees**:

i. If the proposed program is intended to levy any institutional local fees, explain how doing so meets the requirements of Board Policy V.R., 3.b.

This program is requesting professional fee of $23,000 per year (3 semesters) as it falls within the cited SBOE policy (V.R.3.b.iii).

ii. Provide estimated cost to students and total revenue for self-support programs and for professional fees and other fees anticipated to be requested under Board Policy V.R., if applicable.

The estimated program cost for PA programs is estimated as:

- In state for 3 semesters (1 year) $17,848 and the professional fee is $23,000.
- Out of-state cost is $37,238 for 3 semesters (1 year) and the professional fee is $23,000.
- Summer tuition: $7032 x 20 students (in-state & out of state) = $140,640.

22. Using the excel **budget template** provided by the Office of the State Board of Education, provide the following information:

- Indicate all resources needed including the planned FTE enrollment, projected revenues, and estimated expenditures for the first **four** fiscal years of the program.

- Include reallocation of existing personnel and resources and anticipated or requested new resources.

- Second and third year estimates should be in constant dollars.
- Amounts should reconcile subsequent pages where budget explanations are provided.
- If the program is contract related, explain the fiscal sources and the year-to-year commitment from the contracting agency(ies) or party(ies).
- Provide an explanation of the fiscal impact of any proposed discontinuance to include impacts to faculty (i.e., salary savings, re-assignments).

Program Resource Requirements.

- Indicate all resources needed including the planned FTE enrollment, projected revenues, and estimated expenditures for the first **four** fiscal years of the program
- Include reallocation of existing personnel and resources and anticipated or requested new resources.
- Second and third year estimates should be in constant dollars.
- Amounts should reconcile subsequent pages where budget explanations are provided.
- If the program is contract related, explain the fiscal sources and the year-to-year commitment from the contracting agency(ies) or party(ies).
- Provide an explanation of the fiscal impact of any proposed discontinuance to include impacts to faculty (i.e., salary savings, re-assignments).

I. PLANNED STUDENT ENROLLMENT

	FY 26		FY 27		FY 28		FY 29	
	FTE	Headcount	FTE	Headcount	FTE	Headcount	FTE	Headcount
A. New enrollments		20		25		30		35
B. Shifting enrollments				20		25		30
Total Enrollment	0	20	0	45	0	55	0	65

II. REVENUE

	FY 26		FY 27		FY 28		FY 29	
	On-going	One-time	On-going	One-time	On-going	One-time	On-going	One-time
1. New Appropriated Funding Request								
2. Institution Funds								
3. Federal								
4. New Tuition Revenues from Increased Enrollments	$552,400.00		$1,233,282.00		$1,509,482.00		$1,804,918.00	
5. Student Fees	$460,000.00		$1,035,000.00		$1,265,000.00		$1,495,000.00	
6. Other (i.e., Gifts)								
Total Revenue	$1,012,400	$0	$2,268,282	$0	$2,774,482	$0	$3,299,918	$0

Ongoing is defined as ongoing operating budget for the program which will become part of the base.
One-time is defined as one-time funding in a fiscal year and not part of the base.

III. EXPENDITURES

	FY 26		FY 27		FY 28		FY 29	
	On-going	One-time	On-going	One-time	On-going	One-time	On-going	One-time

A. Personnel Costs

1. FTE	5.5		5.5		7.5		8.5	
2. Faculty	$240,000.00		$240,000.00		$480,000.00		$600,000.00	
3. Adjunct Faculty								
4. Graduate/Undergrad Assistants								
5. Research Personnel								
6. Directors/Administrators	275000		275000		275000		275000	
7. Administrative Support Personnel	115000		115000		115000		115000	
8. Fringe Benefits	207145		207145		281545		318745	
9. Other:								
Total Personnel and Costs	$837,145	$0	$837,145	$0	$1,151,545	$0	$1,308,745	$0

	FY 26		FY 27		FY 28		FY 29	
	On-going	One-time	On-going	One-time	On-going	One-time	On-going	One-time
B. Operating Expenditures								
1. Travel	$20,000.00		$20,000.00		$20,000.00		$20,000.00	
2. Professional Services	$10,000.00		$10,000.00		$10,000.00		$10,000.00	
3. Other Services								
4. Communications	$20,000.00		$20,000.00		$20,000.00		$20,000.00	
5. Materials and Supplies	$25,000.00		$25,000.00		$25,000.00		$25,000.00	
6. Rentals								
7. Materials & Goods for Manufacture & Resale								
8. Miscellaneous	$15,000.00		$15,000.00		$15,000.00		$15,000.00	
Total Operating Expenditures	$90,000	$0	$90,000	$0	$90,000	$0	$90,000	$0

	FY 26		FY 27		FY 28		FY 29	
	On-going	One-time	On-going	One-time	On-going	One-time	On-going	One-time

C. Capital Outlay								
1. Library Resources								
2. Equipment								
Total Capital Outlay	$0	$0	$0	$0	$0	$0	$0	$0

	FY		FY		FY		FY	
	On-going	One-time	On-going	One-time	On-going	One-time	On-going	One-time
D. Capital Facilities Construction or Major Renovation								
E. Other Costs								
Utilites								
Maintenance & Repairs								
Other								
Total Other Costs	$0	$0	$0	$0	$0	$0	$0	$0
TOTAL EXPENDITURES:	$927,145	$0	$927,145	$0	$1,241,545	$0	$1,398,745	$0
Net Income (Deficit)	$85,255	$0	$1,341,137	$0	$1,532,937	$0	$1,901,173	$0

Budget Notes (specify row and add explanation where needed; e.g., "I.A.,B. FTE is calculated using…"):

I.A.B.	20 students in the first year and a 5 student increase in cohort size each subsequent year. These enrollment projections are conservative.
II.4	New tuition revenue is based on university instate and out of state tuition.
II.5	Professional fee is based on a set amount of $23,000 per year (3 semesters)
III.B	Conference travel for professional development; professional services; program communciations; accreditation costs; program supplies.
	Please refer to the attached Physician Assistant Budget Addendum for an explanation of how this program meets the criterion for the self-support fee

Direct-Entry Master of Physician Assistant Studies Budget Addendum

a) Requirements. To designate a professional fee for a Board approved professional program, all of the following criteria must be met:

1) Credential or Licensure Requirement:

i) A professional fee may be charged for an academic professional program if graduates of the program obtain a specialized higher education certificate or degree that qualifies them to practice a professional service involving expert and specialized knowledge for which credentialing or licensing may be required.

The Direct-Entry Master of Physician Assistant Studies is designed to be consistent with the required training to be eligible to sit for the licensing examination (Physician Assistant National Certifying Examination) and the minimum requirements for state licensure in Idaho.

ii) Any such professional program must provide at least the minimum capabilities required for entry to the practice of a profession.

MPAS students will complete 8 courses (3 credits) of practicum experience in the clinical setting. Students will also complete a capstone research experience (i.e., research paper and presentation) in Evidence-Based Medicine III, as described in the attached full proposal. As a result, our graduates will demonstrate entry-level proficiency as PAs.

2) Accreditation Requirement: The program:

i) is accredited within the institution's regional accreditation; or

ii) is actively seeking accreditation if a new program; or

We will be applying for Provisional Accreditation from the Accreditation Review Commission on Education for the Physician Assistant (ARC-PA).

iii) will be actively seeking program accreditation after the first full year of existence if a new program by a regional or specialized accrediting agency.

3) Demonstration of Program Costs: Institutions may propose professional fees for Board approval based on the costs to deliver the program and other related costs. An institution must provide justification for the pricing of the professional program. Professional program fees must be additional fees above and beyond the normal resident and non-resident tuition rates.

The PA program is a significant financial investment, often requiring substantial resources to ensure high-quality education and compliance with accreditation standards. A professional fee of $23,000 per semester for three semesters per year (Fall, Spring & Summer). This fee will be charged in addition to the University of Idaho's graduate tuition rates and mandatory fees. These costs are necessary to cover the required resources that include but are not limited to (e.g., clinical examination instruments, clinical exam tables, simulation equipment) will be needed for simulation training (e.g., Manikin-Based Simulation, Skills-Training Simulation, Tissue-based Simulation, etc.) and clinical skills

training. As well as covering the costs of the personnel, instructors, and staff that will be needed to deliver the program.

b) Program Guidelines

1) The program must be consistent with academic offerings of the institution serving a population that accesses the same activities, services, and features as full-time, tuition-paying students.

These students will be on campus and will be utilizing the campus services.

2) Upon the approval and establishment of a professional fee, course fees associated with the same program shall be prohibited.

PA students will be charged both a professional program fee and tuition for this program.

Jeff Seegmiller, Ed.D., AT
Regional Dean/ Director, Professor
Idaho WWAMI Medical Education Program
University of Idaho

Dear Dr. Seegmiller,

On behalf of Northwest Specialty Hospital, I am writing to express our support for the University of Idaho and their proposed health professions programs, including the direct entry Master of Science in Nursing (MSN) and the Physician Assistant (PA) training programs. As an organization dedicated to advancing healthcare and well-being, we recognize the critical need for increased access to specialized professionals in our community and state. At present, 98% of the counties in Idaho are designated Health Provider Shortage Areas (HSPAs) and Idahoans are left with severe shortages of healthcare access.

Importantly, these proposed programs will not compete with existing healthcare programs at other institutions but would rather improve a workforce that is highly needed. Statewide shortages in a healthcare workforce are related both to drastic population growth in the state, as well as a paucity of academic programs to meet the state needs. Increases in the number of Idaho residents and a demographic surge of aging Idahoans will continue to strain the state's healthcare infrastructure, underscoring the necessity for universities to expand healthcare services within Idaho to meet this need.

We stand in full support of these academic programs and urge the Idaho State Board of Education to move quickly and approve these programs.

Sincerely,

Rick Rasmussen

CEO, Northwest Specialty Hospital

Rick.Rasmussen@nwsh.com // 208-262-2310

KootenaiHealth

2003 Kootenai Health Way
Coeur d'Alene, ID 83814
208.625.4003
kootenaihealth.org

March 27, 2024

Jeff Seegmiller, Ed.D., AT
Regional Dean/ Director, Professor
Idaho WWAMI Medical Education Program
University of Idaho

Dear Dr. Seegmiller,

On behalf of Kootenai Health, we are writing to express our support for the University of Idaho and their proposed health professions programs, including the direct entry Master of Science in Nursing (MSN) and the Physician Assistant (PA) training programs. As an organization dedicated to advancing healthcare and well-being, we recognize the critical need for increased access to specialized professionals in our community and state. At present, 98% of the counties in Idaho are designated Health Provider Shortage Areas (HSPAs) and Idahoans are left with severe shortages of healthcare access.

Importantly, these proposed programs will not compete with existing healthcare programs at other institutions but would rather improve a workforce that is highly needed. Statewide shortages in a healthcare workforce are related both to drastic population growth in the state, as well as a paucity of academic programs to meet the state needs. Increases in the number of Idaho residents and a demographic surge of aging Idahoans will continue to strain the state's healthcare infrastructure, underscoring the necessity for universities to expand healthcare services within Idaho to meet this need.

We stand in full support of these academic programs and urge the Idaho State Board of Education to move quickly and approve these programs.

Sincerely,

Karen Cabell, DO
Chief Physician Executive
kcabell@kh.org

PO Box 415
Hayden, ID 83835
April 8, 2024

Jeff Seegmiller, Ed.D.
Regional Dean/ Director, Professor
Idaho WWAMI Medical Education Program
The University of Idaho

Dear Dr. Seegmiller,

As a retired general surgeon and strong supporter of medical education, I am writing to express my support for the University of Idaho and their proposed health professions programs, including the establishment of the School of Health and Medical Professions.

I am pleased to learn of the direct entry Master of Science in Nursing (MSN), the Doctor of Psychology in Clinical Psychology (PsyD), the Doctor of Anatomical Sciences (DAS), the Certified Registered Nurse Anesthetist (CRNA) DNP degree, the Master's of Science in Gerontology (MS), and the Physician Assistant (PA) training programs. The demand for medical professionals in these fields is high. Expanded medical education in these particular areas will help Idaho address serious health provider shortages.

The University of Idaho is well-positioned to develop and implement expanded medical education programs. It is important to note that the proposed programs will not compete with existing healthcare programs at other institutions but would rather improve a workforce that is highly needed

Expanded medical education is essential for the overall future of healthcare. Developing the next generation of medical professionals will help to ensure that patients have access to high-quality care.

I fully support these academic programs and urge the Idaho State Board of Education to move quickly with their approval for the establishment of the School of Health and Medical Professions.

Sincerely,

Thomas K. Thilo, MD
tomthilo@hotmail.com
(208) 661-1114

To:
Jeff Seegmiller, Ed.D., AT
Regional Dean/ Director, Professor
Idaho WWAMI Medical Education Program
University of Idaho

Dear Dr. Seegmiller,

Thank you for your continued focus on the critical shortages in medical providers that Idahoans experience and for providing solutions to this challenge. I was very happy that the state legislature approved funding for the Doctorate Psychology (PsyD), Direct-Entry Master of Science in Nursing (MSN), Doctorate - Anatomical Science Education (DAS), Master of Science, Gerontology, Certified Registered Nurse Anesthetist (CRNA) Doctorate, and the Physician Assistant (PA)/Masters programs. This approval was imperative and reflects the core values of Idahoans to create solutions that reflect the unique needs of our state and our communities.

As an independent primary care physician practicing for over 30 years and a business owner, I have seen the need first-hand for more medical professionals and the consequences of provider shortages. Workforce shortages in the medical professions affect everyone: Patients, other employees, business owners, medical providers, and our great state. The strain on our current system not only affects individuals personally but also affects society at large by decreasing productivity, decreasing revenues, and making it more difficult for businesses to find and retain talent. Our future workforce throughout all sectors will continue to be affected if we do not respond to the current healthcare challenge.

As a physician, patient, business owner, and medical provider working in and with health organizations, I believe the University of Idaho health professions programs, including the proposed School of Health and Medical Professions are essential to the health of Idaho. Of note, these programs will not compete with existing healthcare programs at other institutions but will contribute to improving the diversity of the healthcare workforce which will be required in the future for a healthy Idaho.

I stand in full support of these academic programs and strongly encourage the State Board of Education to approve these programs as well as the School of Health and Medical Professions quickly.

Sincerely,

John J. Eck MD
208 Solutions LLC
188 W. Hulls Ridge Ct.
Boise, Idaho 83702

JACK T. RIGGS, M.D.

04-25-24

To: Jeff Seegmiller, Ed.D., AT
Regional Dean/ Director, Professor
Idaho WWAMI Medical Education Program
University of Idaho

From: Jack T. Riggs, MD

Dear Dr. Seegmiller,

I am writing today to express my enthusiastic support for the **University of Idaho** and their newly proposed health professions programs, including the proposed **School of Health and Medical Professions (SHAMP)**.

The addition of direct entry Master of Science in Nursing (MSN), Doctor of Psychology in Clinical Psychology (PsyD), Doctor of Anatomical Sciences (DAS), Certified Registered Nurse Anesthetist (CRNA) DNP degree, Master of Science in Gerontology (MS), and Physician Assistant (PA) training programs at the University of Idaho will truly benefit all the citizens of Idaho.

As you know, there is a critical need for increased access to specialized professionals in our state. Currently, 98% of the counties in Idaho are designated Health Provider Shortage Areas (HSPAs) for medical care and 100% of the counties are HSPAs for mental health. Too many Idahoans are left with severe shortages of healthcare access.

I believe these proposed programs would improve and increase a healthcare workforce that is highly needed. A statewide shortage in healthcare workers is a combination of significant population growth combined with too few academic programs to meet the state needs. A growing and aging population will continue to strain the state's healthcare system, underscoring the necessity for universities to expand healthcare services within Idaho to meet this need.

I fully support these academic programs and urge the Idaho State Board of Education to move quickly and approve these programs, as well as the School of Health and Medical Professions.

Sincerely,

Jack T. Riggs, MD
Former Lt. Governor of Idaho
Former WWAMI Student E-76
Member, WWAMI Advisory Board
jack@rephasing.com
208-818-1763

J-U-B ENGINEERS, INC.

J-U-B COMPANIES THE LANGDON GROUP GATEWAY MAPPING INC.

April 24, 2024

Dr. Jeff Seegmiller, Ed.D., AT
Regional Dean/ Director, Professor
Idaho WWAMI Medical Education Program
University of Idaho

Dear Dr. Seegmiller,

On behalf of J-U-B ENGINEERS, Inc., we are writing to express our support for the University of Idaho and their proposed health professions programs, including the proposed School of Health and Medical Professions.

We are excited to learn of the direct entry Master of Science in Nursing (MSN), the Doctor of Psychology in Clinical Psychology (PsyD), the Doctor of Anatomical Sciences (DAS), the Certified Registered Nurse Anesthetist (CRNA) DNP degree, the Master's of Science in Gerontology (MS), and the Physician Assistant (PA) training programs.

As a midsize employer with our entire employee base residing in the intermountain west, we recognize the critical need for increased access to specialized professionals in our community and state. In recent years there has been a decline in healthcare access or services for many populations in our region. Quality healthcare is a primary concern for our employees and a critical recruitment aspect for attracting quality talent to our organization.

Importantly, we believe these proposed programs will not compete with existing healthcare programs at other institutions but would rather improve a workforce that is highly needed. Statewide shortages in a healthcare workforce are related both to drastic population growth in the state, as well as a paucity of academic programs to meet the state needs. Increases in the number of Idaho residents and a demographic surge of aging Idahoans will continue to strain the state's healthcare infrastructure, underscoring the necessity for universities to expand healthcare services within Idaho to meet this need.

We stand in full support of these academic programs and urge the Idaho State Board of Education to move quickly and approve these programs, as well as the School of Health and Medical Professions.

Sincerely,

J-U-B ENGINEERS, Inc.

Brian Smith, P.E.
President/CEO

a 2760 W. Excursion Lane, STE 400, Meridian, Idaho 83642 *p* 208 376 7330 *w* www.jub.com

Coeur d'Alene Public Schools
DISTRICT ADMINISTRATIVE CENTER
1400 N. Northwood Center Court, Coeur d'Alene, ID 83814
OFFICE 208.664.8241
FAX 208.664.1748
www.cdaschools.org

April 29, 2024

Jeff Seegmiller, Ed.D., LAT, ATC
Regional Dean and Director, Professor
Idaho WWAMI Medical Education Program
University of Idaho
1875 Perimeter Drive MS 4061
Moscow, ID 83844-4061

Dear Dr. Seegmiller,

On behalf of Coeur d'Alene District 271, we are writing to express our support for the University of Idaho and their proposed health professions programs, including the proposed School of Health and Medical Professions.

We are thrilled to learn of the direct entry Master of Science in Nursing (MSN), the Doctor of Psychology in Clinical Psychology (PsyD), the Doctor of Anatomical Sciences (DAS), the Certified Registered Nurse Anesthetist (CRNA) DNP degree, the Master's of Science in Gerontology (MS), and the Physician Assistant (PA) training programs.

Health education plays a pivotal role in improving community well-being by promoting knowledge and healthy practices across all age groups. As an academic organization we know the importance of health education and development allowing increased access to specialized professionals in our community and state. At present, 98% of the counties in Idaho are designated Health Provider Shortage Areas (HSPAs) for medical care and 100% of the counties are HSPAs for mental health. As such, Idahoans are left with severe shortages of healthcare access.

Importantly, we believe these proposed programs will not compete with existing healthcare programs at other institutions but would rather improve a workforce that is highly needed. Statewide shortages in a healthcare workforce are related both to drastic population growth in the state, as well as a paucity of academic programs to meet the state needs. Increases in the number of Idaho residents and a demographic surge of aging Idahoans will continue to strain the state healthcare infrastructure, underscoring the necessity for universities to expand healthcare services within Idaho to meet this need.

We stand in full support of these academic programs and urge the Idaho State Board of Education to move quickly and approve these programs, as well as the School of Health and Medical Professions.

Sincerely,

Dr. Shon Hocker
Superintendent of Schools
Coeur d'Alene Public School District 271
shon.hocker@cdaschools.org
208-664-8241 ext. 10008

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KootenaiHealth

2003 Kootenai Health Way
Coeur d'Alene, ID 83814
208.625.4000 **tel**
kh.org

Dear Dr. Seegmiller,

In my capacity as the Chief Nursing Officer of Kootenai Health, I wish to express our strong support for the University of Idaho's proposed School of Health and Medical Professions (SHMP).

The introduction of the direct entry Master of Science in Nursing (MSN), Doctor of Psychology in Clinical Psychology (PsyD), Doctor of Anatomical Sciences (DAS), Certified Registered Nurse Anesthetist (CRNA) DNP degree, Master's of Science in Gerontology (MS), and Physician Assistant (PA) training programs reflects a proactive response to the escalating health care needs of our community and state.

At Kootenai Health, we recognize the critical shortage of healthcare professionals across Idaho, especially in medically underserved areas. This shortage not only challenges our ability to meet the diverse healthcare needs of our population but also underscores the importance of expanding access to specialized health care education.

These proposed programs align closely with our commitment to excellence in patient care and nursing education. By enhancing the availability of advanced nursing education opportunities, we can cultivate a highly skilled workforce capable of delivering comprehensive and compassionate care to our patients.

Moreover, we firmly believe that these programs will complement existing health care initiatives, contributing to the overall enhancement of health care services throughout Idaho. As our population continues to grow and age, the demand for qualified health care professionals will only intensify, making the approval of these programs all the more urgent.

In conclusion, I am proud to lend my full support to the University of Idaho's efforts to establish the School of Health and Medical Professions and its associated programs. I urge the Idaho State Board of Education to approve these initiatives, as they represent a significant step forward in addressing our state's healthcare challenges.

Thank you for your dedication to advancing healthcare education and improving the health and well-being of all Idahoans.

Sincerely,

Kelly Espinoza, PhD, RN

Chief Nursing Officer, Kootenai Health

2003 Kootenai Health Way
Coeur d'Alene, ID 83814
208.625.4000 **tel**
kh.org

To:
Jeff Seegmiller, Ed.D., AT
Regional Dean/ Director, Professor
Idaho WWAMI Medical Education Program
University of Idaho

Dear Dr. Seegmiller,

As the Executive Vice President of Kootenai Clinic, I am pleased to convey our organization's support for the University of Idaho's proposed School of Health and Medical Professions (SHMP).

We are excited about the potential of the direct entry Master of Science in Nursing (MSN), the Doctor of Psychology in Clinical Psychology (PsyD), the Doctor of Anatomical Sciences (DAS), the Certified Registered Nurse Anesthetist (CRNA) DNP degree, the Master's of Science in Gerontology (MS), and the Physician Assistant (PA) training programs to address the pressing health care needs in our community and state.

At Kootenai Clinic, we are keenly aware of the challenges posed by the shortage of specialized health care professionals across Idaho. With 98% of Idaho counties designated as Health Provider Shortage Areas (HSPAs) for medical care and 100% for mental health, there is an urgent need to expand access to quality health care services.

We firmly believe these proposed programs will not only alleviate the shortage of health care professionals, but also enhance the overall quality of care provided to Idaho residents. By addressing the growing demand for health care services, we can improve health outcomes and enhance the well-being of our community.

Moreover, we view these programs as complementary rather than competitive, recognizing the need for collaboration among academic institutions to meet the evolving health care needs of our state. As Idaho's population continues to grow and age, the strain on our health care infrastructure will only increase, further highlighting the importance of expanding health care services within the state.

In conclusion, I urge the Idaho State Board of Education to approve the establishment of the School of Health and Medical Professions and its associated programs. Kootenai Clinic stands ready to support these initiatives and looks forward to collaborating with the University of Idaho to advance health care education and improve access to quality care for all Idahoans.

Sincerely,

John Weinsheim

Executive Vice President of Kootenai Clinic

2003 Kootenai Health Way
Coeur d'Alene, ID 83814
208.625.4000 **tel**
kh.org

To:
Jeff Seegmiller, Ed.D., AT
Regional Dean/ Director, Professor
Idaho WWAMI Medical Education Program
University of Idaho

Dear Dr. Seegmiller,

As a dedicated board member of Kootenai Health, I am pleased to convey our steadfast support for the University of Idaho's proposed health professions programs, including the establishment of the School of Health and Medical Professions.

The inclusion of the direct entry Master of Science in Nursing (MSN), Doctor of Psychology in Clinical Psychology (PsyD), Doctor of Anatomical Sciences (DAS), Certified Registered Nurse Anesthetist (CRNA) DNP degree, Master's of Science in Gerontology (MS), and Physician Assistant (PA) training programs exemplifies a proactive approach to addressing the pressing health care needs of our community and state.

Kootenai Health recognizes the profound impact of health care workforce shortages on our region, with the majority of Idaho counties designated as Health Provider Shortage Areas (HSPAs) for medical and mental health care. These shortages underscore the critical need for expanded access to specialized health care professionals.

Importantly, we view these proposed programs as complementary rather than competitive, aimed at bolstering the existing health care workforce to better serve our growing population. The demographic surge of aging Idahoans further emphasizes the urgency of expanding health care services within the state.

Therefore, we wholeheartedly endorse these academic programs and urge the Idaho State Board of Education to expeditiously approve the establishment of the School of Health and Medical Professions, along with the proposed programs.

Thank you for your dedication to advancing health care education and improving access to quality care for all Idahoans.

Sincerely,

Dave Bobbitt

Secretary and Treasurer, Kootenai Health Board of Trustees

KootenaiHealth

2003 Kootenai Health Way
Coeur d'Alene, ID 83814
208.625.4000 tel
kh.org

To:
Jeff Seegmiller, Ed.D., AT
Regional Dean/ Director, Professor
Idaho WWAMI Medical Education Program
University of Idaho

Dear Dr. Seegmiller,

I am writing to express Kootenai Health's support for the proposed School of Health and Medical Professions (SHAMP) at the University of Idaho. As the CEO of Kootenai Health, the regional referral center for the ten northern counties of Idaho, I can confidently say the creation of SHAMP will greatly contribute to the advancement of health care delivery in our state.

The programs outlined in the proposal for SHAMP align closely with the evolving health care needs of Idahoans. We recognize the immense value they would bring to our health system and the patients we care for. In particular, there is a critical shortage of Advanced Practice Providers (APPs) in North Idaho, and the only programs in our region are offered through private, out-of-state universities.

Each degree, Clinical Psychology (PsyD), Direct-Entry Master of Science in Nursing (MSN), Doctorate in Anatomical Science Education (DAS), Master of Science in Gerontology, Certified Registered Nurse Anesthetist (CRNA) DNP degree, and Physician Assistant (PA) Master's programs are all critical in preparing highly skilled health care professionals to meet the complex demands of quality health care delivery.

We firmly believe the establishment of SHAMP will enhance educational opportunities for aspiring health care professionals in our community, fostering a pipeline of talent that will contribute to the improvement of health care delivery and patient outcomes. Importantly, we believe these proposed programs will not compete with existing healthcare programs at other institutions but would rather improve a workforce that is highly needed. Statewide shortages in a healthcare workforce are related both to drastic population growth in the state, as well as a paucity of academic programs to meet the state needs. Increases in the number of Idaho residents and a demographic surge of aging Idahoans will continue to strain the state's healthcare infrastructure, underscoring the necessity for universities to expand healthcare services within Idaho to meet this need.

Kootenai Health fully supports the establishment of the School of Health and Medical Professions at the University of Idaho. We are confident that SHAMP will play a pivotal role in shaping the future of health care education and practice, and we look forward to the opportunity to collaborate closely with the university in realizing this vision.

Sincerely,

Jameson C. Smith
CEO, Kootenai Health

CdA EDC
COEUR D'ALENE AREA
ECONOMIC DEVELOPMENT CORPORATION
3731 N Ramsey Rd, Suite 110B ~ Coeur d'Alene, ID 83814 ~ 1.208.667.4753

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Panhandle Area Council
Gynii A. Gilliam
President & CEO

April 29, 2024

To: Jeff Seegmiller, Ed.D., AT
Regional Dean/ Director, Professor
Idaho WWAMI Medical Education Program
University of Idaho

Dear Dr. Seegmiller,

On behalf of the Coeur d'Alene Area Economic Development Corporation/Jobs Plus, Inc., we are writing to express our support for the University of Idaho and their proposed health professions programs, including the proposed School of Health and Medical Professions.

We are thrilled to learn of the direct entry Master of Science in Nursing (MSN), the Doctor of Psychology in Clinical Psychology (PsyD), the Doctor of Anatomical Sciences (DAS), the Certified Registered Nurse Anesthetist (CRNA) DNP degree, the Master of Science in Gerontology (MS), and the Physician Assistant (PA) training programs.

As an organization dedicated to economic development and assisting businesses with workforce challenges, we recognize the critical need for increased access to specialized professionals in our community and state. At present, 98% of the counties in Idaho are designated Health Provider Shortage Areas (HSPAs) for medical care and 100% of the counties are HSPAs for mental health. As such, Idahoans are left with severe shortages for healthcare access.

We strongly believe these proposed programs will not compete with existing healthcare programs at other institutions, but rather, would improve talent supply that is highly needed. Statewide shortages in our healthcare workforce are related both to drastic population growth in the state, as well as a paucity of academic programs to meet the state needs. Increases in the number of Idaho residents and a demographic surge of aging Idahoans will continue to strain the state's healthcare infrastructure, underscoring the necessity for universities to expand healthcare services within Idaho to meet this need.

We stand in full support of these academic programs and urge the Idaho State Board of Education to move quickly and approve these programs, as well as the School of Health and Medical Professions.

Sincerely,

Gynii A Gilliam, President/CEO
Email: gynii@cdaedc.org; Phone: (208)667-4753

2003 Kootenai Health Way
Coeur d'Alene, ID 83814
208.625.4000 **tel**
kh.org

To:
Jeff Seegmiller, Ed.D., AT
Regional Dean/Director, Professor
Idaho WWAMI Medical Education Program
University of Idaho

Dear Dr. Seegmiller,

On behalf of Kootenai Health, we are writing to express our support for the University of Idaho and its proposed health professions programs, including the proposed School of Health and Medical Professions.
We are thrilled to learn of the direct entry Master of Science in Nursing (MSN), the Doctor of Psychology in Clinical Psychology (PsyD), the Doctor of Anatomical Sciences (DAS), the Certified Registered Nurse Anesthetist (CRNA) DNP degree, the Master of Science in Gerontology (MS), and the Physician Assistant (PA) training programs.

As an organization dedicated to advancing healthcare and well-being, we recognize the critical need for increased access to specialized professionals in our community and state. At present, 98% of the counties in Idaho are designated Health Provider Shortage Areas (HSPAs) for medical care, and 100% of the counties are HSPAs for mental health. As such, Idahoans are left with severe shortages of healthcare access.

Importantly, we believe these proposed programs will not compete with existing healthcare programs at other institutions but would improve a highly needed workforce. Statewide shortages in the healthcare workforce are related to drastic population growth in the state and a paucity of academic programs to meet the state's needs. Increases in the number of Idaho residents and a demographic surge of aging Idahoans will continue to strain the state's healthcare infrastructure, underscoring the necessity for universities to expand healthcare services within Idaho to meet this need.

We fully support these academic programs and urge the Idaho State Board of Education to move quickly and approve these programs, as well as the School of Health and Medical Professions.

Sincerely,

Kelly McCarthy Pöl, DNP, RN, NP-D, CHSE
Manager Clinical Education and Simulation

Kootenai Health
2003 Kootenai Health Way
Coeur d'Alene, ID 83814
208.625.5189
kpol@kh.org

To:
Jeff Seegmiller, Ed.D., AT
Regional Dean/ Director, Professor
Idaho WWAMI Medical Education Program
University of Idaho

Dear Dr. Seegmiller,

On behalf of Syringa Hospital & Clinics, we are writing to express our support for the University of Idaho and their proposed health professions programs, including the proposed School of Health and Medical Professions.

We are excited to learn of the direct entry Master of Science in Nursing (MSN), the Doctor of Psychology in Clinical Psychology (PsyD), the Doctor of Anatomical Sciences (DAS), the Certified Registered Nurse Anesthetist (CRNA) DNP degree, the Master's of Science in Gerontology (MS), and the Physician Assistant (PA) training programs.

As a rural hospital dedicated to advancing improving the health and well-being of our community, we recognize the critical need for increased access to specialized professionals in both our local community and in our state. At present, 98% of the counties in Idaho are designated Health Provider Shortage Areas (HSPAs) for medical care and 100% of the counties are HSPAs for mental health. As such, Idahoans are left with severe shortages of healthcare access.

We believe these proposed programs will not compete with existing healthcare programs at other institutions but would rather grow and develop a workforce that is greatly needed. Statewide shortages in a healthcare workforce are related both to drastic population growth in the state, as well as a paucity of academic programs to meet the state needs. Increases in the number of Idaho residents and a demographic surge of aging Idahoans will continue to strain the state's healthcare infrastructure, underscoring the necessity for universities to expand healthcare services within Idaho to meet this need.

We stand in full support of these academic programs and urge the Idaho State Board of Education to move quickly and approve these programs, as well as the School of Health and Medical Professions.

Sincerely,

Abner King, FACHE
Chief Executive Officer
aking@syringahospital.org
208-983-8525

Shoshone
MEDICAL CENTER
www.shoshonehealth.com

25 Jacobs Gulch • Kellogg, Idaho 83837 • (208) 784-1221 • Fax (208) 784-0961

To:
Jeff Seegmiller, Ed.D., AT
Regional Dean/ Director, Professor
Idaho WWAMI Medical Education Program
University of Idaho

Dear Dr. Seegmiller,

On behalf of Shoshone Medical Center, I am writing to express support for the University of Idaho and their proposed health professions programs, including the proposed School of Health and Medical Professions.

Several of the planned programs would help expand access to critical healthcare and mental health services in Idaho. As an organization dedicated to advancing healthcare and well-being, we recognize the critical need for increased access to specialized professionals in our community and state. Shoshone county is a designated Health Provider Shortage Area (HSPA) for both medical care and mental health services. Providing these educational pathways will help alleviate the critical shortage of services we currently experience. Population growth and an aging population will continue to increase demand for medical and mental health services, underscoring the necessity for universities to expand healthcare services within Idaho to meet this need.

Thank you for the opportunity to express support for these academic programs; I urge the Idaho State Board of Education to move quickly and approve these programs, as well as the School of Health and Medical Professions.

Sincerely,

Paul Lewis
CEO
plewis@shomed.org

Shoshone Medical Center does not discriminate against any person on the basis of race, color, national origin, handicap, age, sex or creed in the provision of services, benefits or employment.
Programs of the United States Department of Agriculture are available to all eligible people regardless of race, sex, color, national origin, age or handicap.

To:
Jeff Seegmiller, Ed.D., AT
Regional Dean/ Director, Professor
Idaho WWAMI Medical Education Program
University of Idaho

Dear Dr. Seegmiller,

On behalf of Bonner General Hospital, we are writing to express our support for the University of Idaho and their proposed health professions programs, including the proposed School of Health and Medical Professions.

We are thrilled to learn of the direct entry Master of Science in Nursing (MSN), the Doctor of Psychology in Clinical Psychology (PsyD), the Doctor of Anatomical Sciences (DAS), the Certified Registered Nurse Anesthetist (CRNA) DNP degree, the Master's of Science in Gerontology (MS), and the Physician Assistant (PA) training programs.

As an organization dedicated to advancing healthcare and well-being, we recognize the critical need for increased access to specialized professionals in our community and state. At present, 98% of the counties in Idaho are designated Health Provider Shortage Areas (HSPAs) for medical care and 100% of the counties are HSPAs for mental health. As such, Idahoans are left with severe shortages of healthcare access.

Importantly, we believe these proposed programs will not compete with existing healthcare programs at other institutions but would rather improve a workforce that is highly needed. Statewide shortages in a healthcare workforce are related both to drastic population growth in the state, as well as a paucity of academic programs to meet the state needs. Increases in the number of Idaho residents and a demographic surge of aging Idahoans will continue to strain the state's healthcare infrastructure, underscoring the necessity for universities to expand healthcare services within Idaho to meet this need.

We stand in full support of these academic programs and urge the Idaho State Board of Education to move quickly and approve these programs, as well as the School of Health and Medical Professions.

Sincerely,

John Hennessy
Chief Executive Officer
Bonner General Hospital

520 N. THIRD AVENUE SANDPOINT, IDAHO 83864-1507 TEL (208) 263-1441
bonnergeneral.org

Jeff Seegmiller, Ed.D., AT
Regional Dean/ Director, Professor
Idaho WWAMI Medical Education Program, University of Idaho

April 2024

Dear Dr. Seegmiller,

I'm writing to express our strong support for the University of Idaho and their proposed health professions programs, including the proposed School of Health and Medical Professions.

Intermax has 83 employees in North Idaho with families (older and younger) who rely upon the best professional health care we can get in our region. As the flagship institution in Idaho, the University of Idaho is a critical partner in expanding the area's professional medical education.

We are very encouraged to learn of the direct entry Master of Science in Nursing (MSN), the Doctor of Psychology in Clinical Psychology (PsyD), the Doctor of Anatomical Sciences (DAS), the Certified Registered Nurse Anesthetist (CRNA) DNP degree, the Master of Science in Gerontology (MS), and the Physician Assistant (PA) training programs.

We are a company who provides rural broadband. We've been active in telehealth with our rural local communities and the need is great. At present, 98% of the counties in Idaho are designated Health Provider Shortage Areas (HSPAs) for medical care and 100% of the counties are HSPAs for mental health. As such, Idahoans are left with severe shortages of healthcare access.

Importantly, we believe these proposed programs will not compete with existing healthcare programs at other institutions but would rather improve a workforce that is highly needed. Statewide shortages in the healthcare workforce are real and evident in our community. Increases in the number of Idaho residents and a demographic surge of aging Idahoans will continue to strain the state's healthcare infrastructure, underscoring the necessity for universities to expand healthcare services to meet this need.

We support these academic programs and urge the Idaho State Board of Education to move quickly and approve them - as well as the School of Health and Medical Professions.

Sincerely,

Michael R. Kennedy
President and CEO
mkennedy@intermaxteam.com
208-415-1772

To:
Jeff Seegmiller, Ed.D., AT
Regional Dean/ Director, Professor
Idaho WWAMI Medical Education Program
University of Idaho

Dear Dr. Seegmiller,

On behalf of the Coeur d'Alene Casino Resort Hotel, we are writing to express our support for the University of Idaho and their proposed health professions programs, including the proposed School of Health and Medical Professions.

We are thrilled to learn of the direct entry Master of Science in Nursing (MSN), the Doctor of Psychology in Clinical Psychology (PsyD), the Doctor of Anatomical Sciences (DAS), the Certified Registered Nurse Anesthetist (CRNA) DNP degree, the Master's of Science in Gerontology (MS), and the Physician Assistant (PA) training programs.

As an organization dedicated to advancing healthcare and well-being, we recognize the critical need for increased access to specialized professionals in our community and state. At present, 98% of the counties in Idaho are designated Health Provider Shortage Areas (HSPAs) for medical care and 100% of the counties are HSPAs for mental health. As such, Idahoans are left with severe shortages of healthcare access.

Importantly, we believe these proposed programs will not compete with existing healthcare programs at other institutions but would rather improve a workforce that is highly needed. Statewide shortages in a healthcare workforce are related both to drastic population growth in the state, as well as a paucity of academic programs to meet the state needs. Increases in the number of Idaho residents and a demographic surge of aging Idahoans will continue to strain the state's healthcare infrastructure, underscoring the necessity for universities to expand healthcare services within Idaho to meet this need.

We stand in full support of these academic programs and urge the Idaho State Board of Education to move quickly and approve these programs, as well as the School of Health and Medical Professions.

Sincerely,

Laura Penney, CEO

lpenney@cdacasino.com

North Idaho College
1000 West Garden Avenue, Coeur d'Alene, Idaho 83814
www.nic.edu

President's Office
(208)769-3303 phone
nick.swayne@nic.edu

18 March 2024

Idaho State Board of Education
650 West State Street, 3rd Floor
Boise, ID 83702

Dear Idaho State Board of Education,

I am writing to express my wholehearted support for the University of Idaho and their proposed health professions programs. As President of North Idaho College, I am acutely aware of the healthcare challenges facing our state, particularly in northern Idaho, where shortages of healthcare providers have reached unprecedented levels.

The statistics paint a stark picture: with 98% of the state designated as health professional shortage areas, our citizens are left grappling with limited access to essential healthcare services. This not only impacts our economy but, more importantly, jeopardizes the well-being of our community members.

The University of Idaho's proposal to introduce a doctorate in clinical psychology (PsyD), a Physician Assistant program, and a direct entry Master of Science in Nursing are much-needed steps towards addressing these critical shortages. These programs are tailored to meet the specific needs of our region, where the shortage of healthcare professionals is most acute.

It's important to emphasize that these proposed programs are not intended to compete with existing offerings at other universities, but rather to complement and enhance the range of healthcare education available within the state. There is a clear and demonstrated need for these programs, with a level of interest that is currently underserved.

As we look towards the future, it is imperative that we invest in the growth of all health professional programs to ensure the vitality of our healthcare workforce. The University of Idaho, as our state's top research institution, is well-positioned to play a leading role in this endeavor.

(continued)

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I am enthusiastic about the prospect of collaboration between the University of Idaho's new health programs and our own North Idaho College health professions programs to expand collaborative initiatives. Together, we can work towards meeting the healthcare needs of northern Idaho and the state as a whole.

Thank you for your attention to this matter. I stand ready to offer any assistance or support necessary to bring these vital programs to fruition.

Sincerely,

Nick Swayne, PhD
President, North Idaho College

Comments on two program proposals by University of Idaho: 1) Direct Entry MS in Nursing Program and 2) Masters of Physician Assistant Studies Program

Boise State University

It is our belief that the two programs, **Direct Entry MS in Nursing Program** and **Masters of Physician Assistant Studies Program**, proposed by University of Idaho, are or can be allowed under Idaho State Board of Education (SBOE) Policy III.Z, provided they follow the prescribed steps outlined by the Board and the SBOE governing policies and ensure the existing criteria are met. However, we have concerns that the process and criteria outlined in the Policy III.Z have yet to be met.

In particular, these two program proposals, as they are put forward, are violating Policy III.Z in two important ways. Firstly, statewide responsibility for these programs belongs to Idaho State University, and there is a clear process detailed in the Policy III.Z (pages 9 - 11 of the policy document) describing the Memorandum of Understanding (MOU) that needs to be established, in this case between University of Idaho and Idaho State University, and submitted as an addendum to the program proposal.

Secondly, these proposals are not following the specific steps identified for "high demand programs" in Policy III.Z (pages 5 - 6 of the policy document). This section specifically requires the proposals to meet a minimum of four criteria, demonstrating high demand and declaring that the submission of these proposals are "requested by the Board." The proposals do not indicate that these proposals are requested by the Board. More importantly, the requirement of establishing an MOU with the institution with the Statewide Responsibility, in this case Idaho State University, is not met.

> "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." (SBOE Policy III.Z, page 6).

Finally, these proposals do not meet the spirit of "systemness" or "managed competition" that the SBOE has put forth for higher education in Idaho, nor the goals of the Healthcare Committee Education and Training Workgroup that has been working for a coordinated and a collaborative approach to healthcare workforce shortage in Idaho. Proposals by University of Idaho to offer these two programs do not align with the Idaho State Board of Education's fundamental principles to "...[plan and coordinate] 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" (SBOE Governing Policies and Procedures, Policy III.Z, p. 1).

It is commendable that the University of Idaho would like to shoulder some of the responsibility to contribute to workforce needs in healthcare in Idaho by investing in programs that are *not yet offered* in Idaho, such as Master of Science in Gerontology. However, increasing the healthcare workforce in Idaho is not synonymous with creating duplicated healthcare programs. Creating the same healthcare programs is not avoiding unnecessary duplication and nor maximizing the cost-effective use of educational resources or taxpayer investment. Universities and colleges with existing healthcare programs have dedicated buildings, labs and most importantly decades of investment in building relationships with the healthcare industry, which we need to build upon.

Idaho State Board of Education

March 28th, 2024

Re: University of Idaho Proposal Related to Physician Assistant Program

OVERVIEW

Idaho State University welcomes the opportunity to respond to the current Masters of Physician Assistant Studies program proposal brought to the State Board of Education by the University of Idaho. At the outset, we acknowledge that Idaho State University has a responsibility delegated to it by the State Board of Education to assess, understand, and manage the statewide needs related to physician assistant training under policy III.Z, and as the information below will show, we are unequivocally committed to doing so. We believe this response represents a significant opportunity for ISU to accurately inform the Board and the proposing institution about the nature of PA needs in the State of Idaho and how additional programming will impact the landscape of healthcare and healthcare training in the state. ISU spends considerable time and resources monitoring the healthcare landscape and responding strategically to emergent needs, and has developed unparalleled expertise in Idaho in doing so (for context, ISU's PA program is ranked in the Top 50 of best PA programs of 300+ programs in the nation). Unfortunately, we were not contacted by the proposing institution for conversation related to this particular proposal, or about their plans to build out healthcare programming more broadly – a fact which not only runs contrary to the Board's expectations under current policy, but which has resulted in a proposal which will have a number of negative implications for both students and the state if it were to be approved. We hope this response is useful to our sister institution as they consider offering broader programming in the health sciences, and that it will encourage them to reach out to us for more direct and collaborative conversation.

EXECUTIVE SUMMARY

Key Points for Consideration:

- **The current deficits in primary care providers are not in physician assistants, but rather in primary care physicians – and simply increasing the overall numbers of physician assistants will not appropriately address Idaho's primary care needs.** Idaho currently ranks 11th in the nation for the number of physician assistants (PAs) per capita and the majority of these are already engaged in providing primary care. Idaho State University has consistently increased the number of physician assistants it trains per year to meet state workforce demands and has successfully attended to the market demand for overall numbers of PAs required by the state (ex., 30 per year in 2002 to 72 per year currently). With ISU's base program, Lewis-Clark State College and College of Idaho expansions raising numbers to approximately 98 over the next 3 years, ISU and its current partners will essentially meet the Idaho Department of Labor's currently stated demand, which stands at 103 annually with a projected annual growth of only 2.1%. Any future needs will continue to be assessed and addressed. At present, because of in-migration and existing production, ISU exports many PAs out-of-state (more data below). The real issue with deficits in primary care access lies

Office of Academic Affairs
921 South 8th Avenue, Stop 4092 | Pocatello, ID 83209 | (208) 282-4026 | isu.edu/provost

with the overall numbers of primary care physicians. Idaho currently ranks 49th in the nation for the number of primary care physicians (M.D./D.O.) per capita. Unfortunately, both the size of the WWAMI cohort (40 per year) and the retention of those Idaho trained physicians within the state (50%-51% – or ~20 primary care physicians) appear to have remained largely stagnant. Despite the proposal's assertion to the contrary, *primary care physicians and physician assistants are not fully interchangeable members of the healthcare workforce, and the lack of primary care physicians cannot be adequately addressed by simply producing additional physician assistants.* ISU is interested in and willing to collaborate with our sister institution in the production of primary care physicians (M.D.s) through Graduate Medical Education (GME) in an effort to improve the production levels and outcomes they are currently experiencing. In fact, for 30 years ISU's Family Medicine Residency Program has been producing primary care physicians and of the program's 167 graduates more than 50% have remained in Idaho. Overall, Idaho ranks 4th in the nation for GME retention. Expanding GME opportunities would have a greater impact on addressing the shortage of primary care physicians than the proposed Physician Assistant program.

- **As the above data suggest, our current production of physician assistants is sufficient to meet current demand for PAs, and our partnerships with Lewis-Clark State College and College of Idaho will allow us to meet future demand that will emerge as a result of expected population growth.** There may be geographic disparities in the distribution of these PAs in certain rural areas of the state, but this is not a problem of overall production – it is a problem of incentivization for adequate distribution into high need areas, and one we are solving, in part, through our recent partnership with Lewis-Clark State College and increased use of training sites in North Idaho. The ISU PA program has had longstanding affiliations with clinical partners for training in North Idaho. In fact, *current clinical year students* are being educated in Cottonwood, Moscow, Coeur d'Alene, Kooskia, Bonners Ferry, Sandpoint, and Lewiston. Ultimately, practicing in some areas of the state is less desirable for some PAs and the answer to this problem is not overproduction of PAs through duplication of programming, but rather through the expansion of incentives to help direct PAs into these underserved areas. ISU is interested in assessing the viability of expanding the Rural Physician Incentive Program (RPIP) program to include physician assistants, and would welcome the support of the State Board of Education and our sister institution in supporting our efforts to lobby the legislature for the expansion of this program to better support the distribution of PAs into these areas. Of note, the ISU PA program has received several grants (more detail below) in recent years to enhance training opportunities in rural areas and to improve access for students from medically underserved areas and populations. The ISU program has expanded over the last 20 years without any investment from the state. If even a modest portion of the funding our sister institution recently sought to duplicate programming were instead used to expand the RPIP program it would have the desired effect (more on this below).

- **The admission numbers and narrative related to admissions in the proposal forwarded by our sister institution fails to account for, or accurately understand, the nature and dynamics of PA student recruitment, and erroneous conclusions are reached as a result.** Overall, the number of

applicants for our PA program have been in decline as a result of significant increases in the number of PA programs launching in the region, which has doubled since 2015 – with even more in development (20 programs to 42 – 50 by 2025). In 2022, we received 887 total applications, and by 2024 that number had declined to 490. In addition to this, the data below shows that well over half of our current applicant cohort (and likely the virtual entirety of it) is applying to a large number of other PA programs in the region. Had we admitted 100% of our final applicant pool, we would only increase our enrolled students by a modest number – as any applicant meeting acceptance standards is likely to be admitted to multiple schools. One concerning development accompanying our applicant declines has been a modest decline in the quality of these applicants. Further declines, which would be exacerbated by an additional program in the state, are likely to impact student success and retention negatively.

- **The addition of another PA program in Idaho will unnecessarily compound the significant challenges associated with securing and affording clinical training sites.** With two stand alone programs in the state, competition for clinical site placements, which is already significant given programs external to Idaho seeking training in Idaho clinics, will only be exacerbated. This will mean that the cost to secure those clinical sites is likely to increase. These costs will have to be passed on to by the students or absorbed by the universities in order to secure those clinical placements. Thus, the expansion of a second program in the state is likely to make PA education more rather than less costly at the same time it fails to significantly address the real primary care issues Idaho currently experiences.

- It is worth noting that ISU had conversations in the summer of 2023 with the proposing institution about collaborating on the delivery of Physician Assistant programming. **Those conversations broke down when it became apparent that University of Idaho was intent on seeking stand-alone accreditation, which would have prevented both institutions from responding productively to future constrictions in the market for PAs** (the current significant overhaul of our College of Pharmacy has made us acutely aware of the need to plan for such constrictions). This was explained, and offers to co-affiliate faculty, share revenue, and enter into MOU agreements that would ensure we maintain institutional connections even should such constrictions manifest were made. It was then communicated to ISU that there was no longer interest in pursuing a collaboration. In response, we offered to assist with the development of undergraduate nursing programming and we have made multiple attempts to develop articulation agreements for U of I students to path into ISU's health programs, but no response to these offers have been forthcoming either.

- **Finally, the Board should be aware that currently, there are several misleading and factually incorrect statements in University of Idaho's proposal**. We have responded to the original proposal with requests to correct factual errors, and the Office of the State Board will be able to confirm if these have since been corrected. Statements which are misleading include:

- "23% growth rate through 2030" (projected growth rate is 2.1% per year until 2030, not 23% growth rate per year until 2030).
- "Low production of PAs in the region" (repeated multiple times but is factually inaccurate, as data below shows).
- The suggestion that the UI program "offers a compressed course schedule that allows students to complete their degree in a shorter timeframe….[which] not only gets them into the workforce faster but also reduces the overall cost of their education in terms of time and associated living expenses." However, the total number of enrolled semesters is the same as ISU's current program (6), and the cost of UIs program is higher (In-state: UI $91,462.00 vs ISU $90,636.00, Out of State: UI $150,478.00 vs ISU $148,596.00 & COI $147,808.00.
- The erroneous statement that "in-state accredited PA programs do not exist in most of the Pacific Northwest (e.g., Montana, Wyoming, Alaska)." This is misleading, as both Montana and Alaska have accredited PA programs in their states (see below).
- The lumping together of both ISU's application and admission data together with the University of Utah's is used to distort ISU's decline rate and make it appear as if it were greater than 90% (our rejection rate of total applicants in the most recent year is 85%, but of applicants who are academically qualified for an interview, let alone admission, is only 50%). This data is then used to defend the idea that "student desire to pursue a career as a PA... is not being met in Idaho," that "low production of PAs in the region" exists, and that the "healthcare system demand [is] greater than ISU can meet." None of these is factually accurate as the below will show. PA students routinely apply to significant numbers of schools and select among multiple admission offers (we shared almost 300 applications with the UofU alone); that rather than low PA levels, PA levels are high in Western States (and the 11th highest in the nation in Idaho, as stated above); and that we are positioned to meet current and future demand with our institutional collaborations. Data explicating our claims is provided below in detail.

ADDITIONAL INFORMATION

Physician Assistant Training – Supply and Demand in Historical Context

The ISU PA program has always been attuned and responsive to the workforce demands and patient care needs of Idaho since its creation in 1995. That first class graduated 19 students with a Bachelor's degree. As the demand for more PAs grew, the program expanded to 30 students in 2002 and elevated its training to a Master's degree. As Idaho grew, the program was the first of ISU's health programs, along with pharmacy, to expand to the western side of the state from Pocatello to Boise and added 20 more students in 2007 (50 students total). The program added another 10 students just 2 years later in 2009 to have 60 (30 in Pocatello and 30 in Meridian). With continued population growth the ISU PA program formed a first of its kind Public/Private institution partnership with the College of Idaho (College of Idaho) to expand an additional 12 students to the College of Idaho Caldwell campus in 2012. With additional commitments

Idaho State University

from College of Idaho, we are currently in the process of expanding by 8 students, raising the cohort to a total of 20. Knowing the health care needs of Northern Idaho, ISU announced a partnership with Lewis-Clark State College to expand its PA program to Lewiston, ID, and is engaged in a variety of measures to onboard an additional 18 students into the program (relocating/identifying additional training sites to/in North Idaho, meeting accreditation requirements for class expansion, co-affiliating faculty, and strengthening facility infrastructure) .

Summary of Growth:

Year	Number of students	Location
1995	19	Pocatello
2002	30	Pocatello
2007	50	30 Pocatello, 20 Boise
2009	60	30 Pocatello, 30 Meridian
2012	72	30 Pocatello, 30 Meridian, 12 Caldwell
TBD/2025	98	30 Pocatello, 30 Meridian, 20 Caldwell, + Lewiston

For the past 30 years the ISU PA program has been a beacon of success consistently responding to meeting the needs of Idaho's growing population. Part of that response has also been our commitment to serving rural populations. Since 2015 the ISU PA program has secured 4 Federal HRSA funded grants exceeding $5 million to increase the number of PAs who serve Idaho's rural and underserved communities. These grants include:

- Pipeline to Diversity. HRSA 15-054 Grants for Primary Care Training and Enhancement.(2015-2020). (5 year: $1,035,126, funded).
- Increasing Grit and Effectiveness in Rural Physician Assistants. HRSA 19-087 Grants for Primary Care Training and Enhancement. (2019-2024), (5 year: $1,420,485 funded).
- Physician Assistant Collaborative Advancement for Rural Education (PACARE). HRSA-22-044 Grants for Primary Care Training and Enhancement - Physician Assistant Rural Training. (2022-2027). (5 year: $1,478,624 funded).
- The Physician Assistant Limited English Advocacy Project (PALEAP): HRSA-23-123 Grants for Primary Care Training and Enhancement - Language and Disability Access. Funded September 11, 2023 (5 year grant duration 2023-2028: $1,312,037 funded).

With these grants the PA program has sought to recruit students from rural communities and underserved backgrounds who want to return to these areas and populations to work. Additionally, these funds provide clinical site payment and training specific to rural and underserved areas of the state. Through these grants the PA program has created a Rural Health Track (RHT), Rural Opportunity Interdisciplinary Training (ROITS) experiences, a Latino Health Track (LHT) and a Hispanic Health Track (HHT) where PA students train in designated locations in Idaho to advance their experience and ability to work in rural and underserved communities upon graduation. In addition to training students who choose to work in rural and underserved Idaho these grants provide training to primary care providers already working in these communities to advance their capacity to meet the needs of the patients they serve. Hence, the ISU PA program is helping Idaho meet the need for well trained rural primary care providers without any expense to the state.

However, despite these efforts, ISU concedes that there may be a lack of primary care providers servicing some rural areas of the state. This, however, is not a problem of lack of supply of PAs. Rather, as the WWAMI program has already experienced, this is a problem of incentivization. Physician assistants, much like primary care physicians, are financially disincentivized from setting up practices in small volume areas. Expansion of the RPIP program to include physician assistants would help ameliorate this problem, while the instantiation of a new, stand-alone Physician Assistant program would not.

As final evidence of the fact that the creation of additional Physician Assistant programming beyond current plans is both unnecessary and an unwise use of tax-payer funding, we would ask the board to consider the following data. Idaho is 11th in the nation in PAs per capita with 75.2 PAs per 100,000 population. (Source: 2022 NCCPA Statistical Profile of Board Certified PAs). Per the Idaho Department of Labor there are 103 PA job openings annually with 980 total employed PAs and a projected 2.1% growth through 2030. With the ISU PA program graduating 72 students per year currently, with plans to expand that to 98, there is and will continue to be high competition for the 103 jobs when considering the 42 (soon to be 50) PA programs in the western region. With the average PA program class size of 48, there would be approximately 1,900 PA graduates from regional programs potentially applying to those jobs. Furthermore, in the June 2023 publication of PAEA's *Student Report 5* – Table 83: Geographic Distribution of Accepted Jobs - it shows that of 444 reported jobs accepted by new graduates, 34 (7%) were in the western region. This is the second lowest in the nation of the listed regions because the area is already highly saturated with PAs. Similarly when the ISU PA program reviewed where 200 state licensing requests for education verifications from its graduates were coming from for January 2022 to August 2023, 69% were for out of state boards of medicine and 31% for Idaho – again suggesting that we have reached a point where we are exporting a significant number of PAs outside of Idaho. The accumulation of this information suggests that finding a PA job in Idaho may be difficult. It is far more likely that any new Physician Assistant program approved by the board will result in training providers that will practice in other states than it will be that they will be retained in Idaho.

Relevant Admissions Information and Data

Idaho State University

Admissions trends in ISU's PA program have historically benefited from the popularity and growth of the PA profession over the last several decades. However, in the past few years it has experienced a nearly 50% decline in its number of applicants in addition to a decrease in the competitive quality of those applicants. While there are multiple variables in a student's choice to apply to a program, the principal factors leading to the decline in student applicants to the ISU PA program is an increase in the number of options (more PA programs) in the region.

In a 10 year span, 2015 to 2025, the number of PA programs in the Western Region will have more than doubled from 20 programs to 50, an increase of 30, as the following table shows.

Western Regional PA Programs

Bold – New PA program in last 5 years
Italics – Currently Developing/Proposing PA program

	Location (State)	University	Year Accredited
1	AZ	Arizona School of Health Sciences	1996
2	**AZ**	**Franklin Pierce University (Goodyear)**	**2022**
3	AZ	Midwestern University (Glendale)	1999
4	AZ	Northern Arizona University	2012
5	**AZ**	**Creighton University**	**2023**
6	*AZ*	*University of Arizona*	*2024-2025*
7	*CA*	*California State University – San Bernardino*	*2024-2025*
8	*CA*	*Alliant International University, CA*	*2024-2025*
9	*CA*	*Touro University California, Los Angeles*	*2024-2025*
10	**CA**	**University of California, San Diego**	**2023**
11	*CA*	*University of St. Augustine*	*2024-2025*
12	**CA**	**A.T. Still University of Health Sciences (Central Coast)**	**2021**
13	CA	California Baptist University	2016
14	**CA**	**California State University - Monterey Bay**	**2018**
15	CA	Chapman University	2016
16	CA	Charles R. Drew University of Medicine and Science	2016
17	CA	Dominican University of California	2017

Idaho State University

18	**CA**	**Keck Graduate Institute**	**2022**
19	CA	Loma Linda University	2000
20	CA	Marshall B. Ketchum University	2014
21	**CA**	**Point Loma Nazarene University**	**2021**
22	CA	Samuel Merritt University	1999
23	CA	Southern California University of Health Sciences	2016
24	CA	Stanford University	1976
25	CA	Touro University California	2002
26	CA	University of California-Davis	1974
27	**CA**	**University of La Verne**	**2018**
28	CA	University of Southern California (LA)	1975
29	CA	University of the Pacific	2016
30	**CA**	**West Coast University - California**	**2022**
31	CA	Western University of Health Sciences	1990
32	**CO**	**Colorado Mesa University**	**2018**
33	CO	Red Rocks Community College	1998
34	**CO**	**Rocky Vista University**	**2018**
35	CO	University of Colorado	1973
36	MT	Rocky Mountain College	1996
37	*MT*	*Carroll College*	*2024-2025*
38	*MT*	*University of Montana*	*2024-2025*
39	NV	Touro University Nevada	2004
40	**NV**	**University of Nevada, Reno**	**2018**
41	**OR**	**George Fox University**	**2020**
42	OR	Oregon Health & Science University	1996
43	OR	Pacific University	1997
44	UT	Rocky Mountain University of Health Professions	2015
45	UT	University of Utah	1972
46	**UT**	**University of Utah - St. George expansion**	**2018**
47	**UT**	**Utah Valley University**	**2021**
48	***UT***	***Weber State University***	***2022***

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49	WA	University of Washington	1973
50	*WA*	*Northwest University*	*2024-2025*

1- https://www.arc-pa.org/accreditation/accredited-programs/

2- https://www.arc-pa.org/provisional-accreditation/applicant-programs/

3- https://paeaonline.org/wp-content/uploads/2020/11/program-report35-20201014.pdf

As the above table indicates, states bordering Idaho will have seen 9 new or expanded PA programs emerge in the last 10 years including:
1- Carroll College, Helena, MT - 2025
2- University of Montana, Missoula, MT - 2025
3- Northwest University, Kirkland, WA - 2024
4- Weber State University, Ogden, UT - 2023
5- Utah Valley University, Orem, UT - 2021
6- George Fox University, Newberg, OR - 2020
7- University of Nevada, Reno, NV - 2018
8- University of Utah Expanded to St. George, UT - 2018
9- Rocky Mountain University, Provo, UT - 2015

Students interested in the ISU PA program typically apply to these neighboring programs, which is a significant reason for the drastic decrease in the number of applicants to ISU (ex., 887 - Class of 2024 declines to 490 - Class of 2026). Additionally, the applicant's file score, the score used to rate the quality of the student, has steadily decreased from 4.95 for the class of 2022 to 4.64 for the class of 2026. This decline in quality is likely to be exacerbated by the opening of additional PA programs in our region.

	Class of 2022	Class of 2023	Class of 2024	Class of 2025	Class of 2026
# of CASPA Applications	762	857	887	653	490
File Score Review Threshold	4.95	4.96	4.825	4.70	4.64
# of Interviews	147	163	129	177	144
# of Offers Made	98	115	103	125	94 (YTD)
# of	72	72	72	72	72

Matriculated students					

It should also be noted that we offer interviews to a number of students that meet or exceed our minimum criteria, as indicated in the above row entitled "# of interviews." Not all applicants are qualified, and not all of those students who merit interviews are ultimately found to qualify for admittance. Finally, not all of those who are qualified for admittance and offered it choose to attend ISU. For example, in the class of 2025, we found 177 students met the institution's minimum qualifications for an interview. Of those students, we ultimately had to make 125 offers in order to secure a class of 72. This is a roughly 58% yield rate (meaning that only 58% of the students offered ultimately accepted that offer). If we applied that yield rate to the remaining students in our interview pool, we might only have feasibly anticipated enrolling an additional 30 students – which would have raised our class size to 102 students. When our current expansion plans are fully executed and we are matriculating approximately 98 students per year, it is very likely that we will be matriculating virtually all qualified students willing to choose ISU – and we will essentially be fulfilling the workforce needs currently anticipated by the Idaho Department of Labor for Physician Assistants. Any suggestion that we are turning away hundreds of otherwise qualified students every year who would otherwise enroll in a second Idaho-based program is simply not accurate.

To help further illustrate this, please consider that the current national student clearinghouse indicates that in our 2022 cohort the below numbers of students applied to both Idaho State University as well as the University indicated.

School/Program	Number of Applications shared with ISU
University of Utah	297
Rosalind Franklin University of Medicine	273
Pacific University	248
University of Colorado	237
University of Washington	208
Arizona School of Health Sciences	194
Midwestern University - Glendale	178
Rocky Mountain University of Health Professions	178
Duke University Medical Center	176
Touro University - Nevada	161

Additional data related to various aspects of applications and admissions for the PA program is maintained by ISU and is available to Board members upon request, if interested.

Clinical Training Impacts

It is well documented in the field of medicine that physicians stay where they train as residents, not where they completed medical school. Similarly, it is expected that PA's stay where they complete their clinical training, not the location of the PA program, many finding and being offered jobs at the clinical sites where they do rotations. Knowing this, the ISU PA program has forged strong relationships with a number of Idaho health care institutions to form clinical "training tracks". The PA student in their clinical year trains for 2 or more of their 8 rotations within the same institution. As the potential employer works and interacts with the PA student for 2 or more months they get to know the PAs and hire the PAs they've trained whom they know is a good fit over the unknown applicant. The PA program has 5 tracks for its students and intends to create more in collaboration with North Idaho institutions including expansion to Lewis-Clark State College. This represents one recent attempt to rectify any potential maldistribution of PAs in the state by placing more of these students in North Idaho with the hope that past trends related to rotational placements and final residential location of practitioners will hold true.

Having said as much, it is also true that Idaho has a mixed track record of retaining primary care providers in rural areas. Idaho has put millions of tax dollars into advancing physician residencies in hopes of retaining more physicians in targeted rural areas, and rightfully so given Idaho has been last in the US in physicians per capita. For fiscal year 2024 appropriation, the Idaho legislature approved $824,000 to fund 16 Graduate Medical Education (GME) physician residents and fellow positions. This equates with the state funding $51,500 per year per physician trained. Rather than investing significant additional resources in funding the start up of a new physician assistant program, the Board would be wise to instead consider assisting ISU to further expand its efforts to secure clinical training sites in North Idaho by advocating for funding to help ISU secure these sites. Almost all physician and PA programs pay preceptors per student they train in clinical rotations. Most programs pay $1,000 per student for a 4 or 5 week rotation. The ISU PA program does not pay preceptors other than through HRSA funded grants and funding provided by the College of Idaho. With allocated funds, the ISU PA program could create clinical training tracks in North Idaho. For example, with $8,000 ($1,000 per rotation) the PA program could pay training site preceptors for all 8, five week clinical rotations a student needs to complete their training. As stewards of taxpayer funds, assisting in ISU's efforts to secure additional clinical sites in North Idaho seems a better investment than in duplicating programs at many times the cost.

Deleterious impacts on Clinical Placements

It should also be noted that with two stand alone programs competing for clinical site placements, the cost to secure those clinical sites is likely to increase. These costs will have to be either funded by the students or by the universities in order to secure those clinical placements. Again, expanding the volume of students is not a wise solution as it will ultimately drive up costs – the best investment for the state and

Idaho State University

the most beneficial for students would be to keep competition for clinical sites at a minimum so that the price paid for access to these sites remains correspondingly modest.
Increased costs of attendance linked to financing clinical site procurement and maintenance results in higher costs to Idahoans who want to pursue a physician assistant degree. These cost escalations negatively impact Idahoans from more modest means and limit the opportunity for students to return to rural areas due to high student loan repayment costs. As a result, these students are often attracted to larger cities with higher paying positions, strong schools and social amenities. This is also true of early career physicians and dentists who cannot afford to sustain practices in rural areas due to financial constraints. Student scholarships, loan repayment and financial recruitment incentives, such as those that accompany the RPIP, are warranted to build our rural practices that often rely on a solo practitioner. This approach would be more strategic than deploying significant resources to create a second public university financed program as it solves the real problems at hand. It is imperative that we keep the cost of attendance in reach of our rural students and those from more financially modest homes. Higher education should not be exclusive to those of high financial means. These programs are costly to run and maintain. For these reasons, we again suggest that the Board would be wise to consider supporting a request from ISU to include physician assistants in the RPIP program.

Clinical Rotations in North Idaho
Finally, we recognize the board may be interested in better understanding where ISU is currently partnering with institutions in North Idaho to provide clinical rotations. Below are lists of current preceptors the ISU PA program has in North Idaho with the rotation date.

Rotation	Activity	Site
R7: 5/13-6/14/2024	EM	Lewiston
R2: 10/2-11/3/2023	OB/GYN	Kootenai Health
R8: 6/24-7/26/2024	ELEC	Lewiston -
R4: 1/02-2/02/2024	IM	Moscow
R6: 3/25-4/26/2024	IM	Moscow
R3: 11/13-12/15/2023	ELEC	Lewiston
R5: 2/12-3/15/2024	PEDS	Cottonwood
R7: 5/13-6/14/2024	PEDS	Cottonwood
R4: 1/02-2/02/2024	PEDS	Kooskia

Rotation	Activity	Site
R2: 10/2-11/3/2023	PEDS	Bonners Ferry
R8: 6/24-7/26/2024	IM	Bonners Ferry
R2: 10/2-11/3/2023	PEDS	Bonners Ferry
R8: 6/24-7/26/2	IM	Bonners Ferry

Idaho State University

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R2: 10/2-11/3/2023	GS	Sandpoint
R4: 1/02-2/02/2024	GS	Sandpoint
R6:	GS	Sandpoint

3/25-4/26/2024		
R8: 6/24-7/26/2024	GS	Sandpoint

Also, for the Board's information, please note that there are locations in North Idaho where ISU PA students have completed clinical rotations in the past. These include Orofino, Post Falls and even Pullman, WA.

Past Attempts to Collaborate with UI on Physician Assistant Programming

Finally, ISU would like to clarify for the Board its perspective on previous attempts at collaboration with the University of Idaho related to partnering on the delivery of Physician Assistant programming. We believe this is necessary as we have come to understand that a narrative has been proffered that suggests ISU is responsible for walking away from this collaboration. This is a narrative that ISU strongly rejects.

Discussions between former ISU President Kevin Satterlee and current U of I President Scott Green related to PA programming were occurring during the 2022-2023 academic year. ISU Interim Provost, Dr. Adam Bradford, was made aware of those conversations shortly after assuming his role in March of 2023. In an effort to move forward with this collaboration, Dr. Bradford requested that President Satterlee consider scheduling a meeting with President Green and his executive team at U of I to discuss how to structure such a collaboration. Up to this point, President Satterlee had not offered any specifics to the ISU executive team related to this structure, but merely indicated his desire to see both institutions collaborate on the delivery of this program.

In the summer of 2023, President Satterlee, President Green, Interim Provost Bradford, ISU Chief of Staff Jenn Forshee, ISU Vice President for Health Sciences Rex Force, WWAMI Director Jeff Seegmiller, and a UI Legislative Affairs representative met via Zoom to discuss the collaboration. In the course of that conversation, President Green indicated that his "bright line" was that U of I needed to have its own accreditation, which, in effect, meant a program that would require duplicative faculty, facilities, operational expenses, etc., and which would effectively be able to exit any collaborative agreement with ISU at will. Just as concerning, it would limit both institutions' ability to navigate potential decreases in demand for PAs successfully, as both would have to maintain minimum numbers of students in each program in order to retain programmatic viability. Instead of working in collaborative concert, this arrangement seemed to place us on an inevitable path towards deleterious and duplicative competition. To avoid this, we offered to co-affiliate faculty, share programmatic revenue, and sign MOUs related to

Idaho State University

expansion and contraction of the program. Again, President Green reiterated that his "bright line" was stand-alone accreditation.

While President Satterlee remained interested in finding a way to collaborate with U of I, and while subsequent conversations between the institutions' Provosts sought to identify possibilities, ISU could not see how this course of action would benefit both institutions and the state. We remained committed to finding a way to collaborate, and expressed this, but we rejected U of I's demand of stand-alone accreditation as unwise for the reasons listed above. Shortly thereafter, we were told that U of I was no longer interested in partnering with us on PA expansion. We offered to assist them with standing up an accelerated nursing program, should they be interested in that, and that offer was not accepted, either. This fall, we submitted several potential MOUs related to creating pathways from their institution into ISU health sciences programs of interest. We are still awaiting responses from U of I on these, as well.

In short, ISU came to the table in good faith looking for ways to collaborate that made sense for all stakeholders – ISU, U of I, the State of Idaho, and most importantly, our students. It would be unjust and injurious to suggest that we have failed to be collaborative; our longstanding collaboration with the College of Idaho and our recent actions in partnering with Lewis-Clark State College are tangible evidence of our willingness to collaborate. We would have been happy to partner with U of I, and moved forward with a partnership with Lewis-Clark State College only when U of I claimed to no longer be interested in finding a way to collaborate with ISU. Despite this disappointing series of events, and the subsequent portrayal of those events, ISU remains open to conversations with U of I about possible partnerships in health sciences and other programming.

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March 29, 2024

Idaho State Board of Education
650 West State Street
Boise, ID 83702

RE: University of Idaho Proposal to Offer a Physician Assistant (PA) Program

Members of the Idaho State Board of Education,

This letter is written in response to the University of Idaho's recent proposal to create a Physician Assistant (PA) program. Lewis-Clark State College (LC State) has concerns regarding this proposal as it not only violates Policy III.Z, but it duplicates existing Physician Assistant education programming in Idaho, currently offered by Idaho State University (ISU).

If the University of Idaho is granted approval to create a new stand-alone PA program, the following will result:

- Increased utilization of state resources to support duplicative programs
- Promotion of direct competition for clinical placements that:
  - will further exacerbate the current challenges with clinical placement
  - leads to increased cost of securing clinical placements

It is recognized that per policy, Idaho State University has delegated responsibility to assess, understand, and manage the statewide offering of health professions education programs in Idaho. Per Policy III.Z., "Statewide Program means an education program identified by the Board to be delivered by a particular institution which meets statewide educational and workforce needs" and "Statewide Program Responsibility shall mean an institution's responsibility to offer and deliver a Statewide Program in all regions of the state". It is clear that Policy III.Z. requires collaboration, development of MOUs, and non-duplication of programs when an institution that desires to offer a program, does not have statewide responsibility or wishes to offer a program outside their designated service area.

III.Z. - Planning and Delivery of Postsecondary Programs and Courses | Idaho State Board of Education

LC State fully recognizes the significant need in Idaho for more health care providers. This need includes nurses, advanced practice nurses, physician assistants, and physicians. Specifically, LC State recognizes there may be geographic disparities in the distribution of health care providers in the state. As Idaho State University (ISU) has statewide responsibility for health education programs, and specifically for Physician Assistant education in Idaho, LC State has partnered with ISU to establish collaborative efforts regarding health education programs, focused on the north regions of Idaho.

Recognizing that collaboration and partnership between higher education institutions, rather than duplication of programming, is expected and provides synergy, LC State and ISU entered into an MOU in December 2023, to collaborate on the Master of Physician Assistant Studies (MPAS) degree, with plans to initiate expanded clinical placements opportunities and to ultimately, offer

a cohort of the program in northern Idaho. MPAS student clinical rotations will occur in the northern part of the state beginning summer 2024. ISU's existing program is well established and fully accredited. Compared to initiating a new, stand-alone program, adding a cohort under the umbrella of the existing ISU accreditation allows for an efficient, timely expansion, and avoids additional costs to the state of Idaho. The strategic collaboration between ISU and LC State seeks to expand the existing physician assistant program throughout Idaho rather than duplicate programming that would lead to competition for scarce resources.

LC State has a 60-year history of providing nursing and allied health professions education. With long established and robustly developed clinical partnerships throughout Regions 1 and 2, LC State is engaged with clinical partners to establish additional learning sites for the PA program expansion. Through this collaborative partnership, expansion of the PA program throughout Idaho helps to address the health care professional shortage in the state.

Idaho State University receives an annual appropriation of approximately $120,000 to support the PA program. By capitalizing on a Board encouraged "systemness" approach, and utilizing shared resources, expansion of the PA program with the ISU-LC State partnership negates the need for the requested start-up funding of $500,000 to initiate a duplicative program.

ISU and LC State are well known and respected for their health professions education programs. In partnership, with a focus on maintaining high-quality, cost-effective programming, we will continue to address the health care workforce needs in Idaho,

Dr. Cynthia Pemberton
President, Lewis-Clark State College

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April 3, 2024

Idaho State Board of Education
650 West State Street
Boise ID, 83702

Members of the Idaho State Board of Education,

This letter represents the collective response of Idaho State University, Boise State University, and Lewis-Clark State College to the recent proposals forwarded by the University of Idaho to inaugurate a School of Health and Medical Professions and launch several programs in the health sciences. Institutional responses to individual program proposals have been submitted, but we write to express our collective concern related to how these proposals have emerged. The State Board of Education has encouraged collaboration among our institutions and a preference for "systemness" in our approach to building out programming. For the past half-decade we have worked together to meet the State's education needs leveraging systemness. We support and believe that leveraging existing programming with collaboration and partnerships is the best way to attend to critical workforce needs across a range of industries thanks to significant public and institutional resources already invested in these programs. We are committed to providing a diverse range of educational opportunities to Idahoans who desire them and acting as stewards of tax-payer funds by avoiding program duplication as we work collaboratively. Our goal should be to increase the production of critical health care professionals, not to needlessly increase the number of professional health care programs. The path forward needs to leverage existing institutional-specific strengths and investments in educational capacity and infrastructure. We stand ready to collaborate as a system of higher education to create needed programming to increase the healthcare education capacity of the state and are open to working with the University of Idaho to meet these goals.

The recently submitted proposals do not support collaboration among the institutions in their existing form. Although discussions have occurred in the past related to partnerships between our institutions, these current proposals were drafted without further conversation. Additionally, these proposals have the potential to make health sciences education in some disciplines more costly and result in the unnecessary expenditure of tax-payer funds and cost increases to students. Finally, the rhetoric that has been used to advance these proposals in communications to the legislature and the broader public, about the mortality rate of Idahoans, has been misleading and does not recognize the important educational efforts by state institutions that include public-private partnerships in key geographic areas. The individual program proposal responses include specific information on current programming and we encourage you to review all submitted responses. Should the State Board of Education wish to see additional data beyond that found in our individual proposal responses to assess the validity of these concerns, we welcome the opportunity to provide such data.

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We are committed to collaborative engagement and working among all eight Idaho institutions to identify opportunities to build program partnerships. These partnerships should leverage our existing programmatic areas of expertise–thus, building effective collaborations without unnecessary competition. We urge the Board to set aside these proposals and facilitate collective dialogue about how we might collaboratively address Idaho's healthcare workforce demands. We urge all institutions to come to that dialogue with a substantive commitment to the principles the Board has long expected.

DocuSigned by:
Robert Wagner
567879ED5373439...
Dr. Robert W. Wagner
President, Idaho State University

DocuSigned by:
Cynthia Pemberton
E88DEFB474D14C3...
Dr. Cynthia Pemberton
President, Lewis-Clark State College

DocuSigned by:
2274E655BAD240D...
Dr. Marlene Tromp
President, Boise State University

LEGISLATURE OF THE STATE OF IDAHO
Sixty-seventh Legislature Second Regular Session - 2024

IN THE HOUSE OF REPRESENTATIVES

HOUSE BILL NO. 734

BY APPROPRIATIONS COMMITTEE

AN ACT

RELATING TO THE APPROPRIATION TO THE STATE BOARD OF EDUCATION AND THE BOARD OF REGENTS OF THE UNIVERSITY OF IDAHO; APPROPRIATING ADDITIONAL MONEYS TO THE STATE BOARD OF EDUCATION AND THE BOARD OF REGENTS OF THE UNIVERSITY OF IDAHO FOR COLLEGE AND UNIVERSITIES AND THE OFFICE OF THE STATE BOARD OF EDUCATION FOR FISCAL YEAR 2025; REDUCING THE APPROPRIATION TO THE STATE BOARD OF EDUCATION AND THE BOARD OF REGENTS OF THE UNIVERSITY OF IDAHO FOR COLLEGE AND UNIVERSITIES AND THE OFFICE OF THE STATE BOARD OF EDUCATION FOR FISCAL YEAR 2025; PROVIDING FOR THE USE OF APPROPRIATED FUNDS; PROVIDING FOR THE USE OF APPROPRIATED FUNDS; AND DECLARING AN EMERGENCY AND PROVIDING AN EFFECTIVE DATE.

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

SECTION 1. In addition to any other appropriation provided by law, there is hereby appropriated to the State Board of Education and the Board of Regents of the University of Idaho for College and Universities and the Office of the State Board of Education the following amounts to be expended according to the designated programs and expense classes from the listed funds for the period July 1, 2024, through June 30, 2025:

	FOR PERSONNEL COSTS	FOR OPERATING EXPENDITURES	TOTAL
I. BOISE STATE UNIVERSITY:			
FROM:			
General Fund	$4,292,600		$4,292,600
Unrestricted Fund	521,000		521,000
TOTAL	$4,813,600		$4,813,600
II. IDAHO STATE UNIVERSITY:			
FROM:			
General Fund	$2,991,900	$552,100	$3,544,000
Charitable Institutions Endowment Income Fund	31,700		31,700
Normal School Endowment Income Fund	357,200		357,200

	FOR PERSONNEL COSTS	FOR OPERATING EXPENDITURES	TOTAL
Unrestricted Fund	589,700	0	589,700
TOTAL	$3,970,500	$552,100	$4,522,600
III. LEWIS-CLARK STATE COLLEGE:			
FROM:			
General Fund	$551,700	$268,800	$820,500
Normal School Endowment Income Fund		352,200	352,200
Unrestricted Fund	225,000	0	225,000
TOTAL	$776,700	$621,000	$1,397,700
IV. UNIVERSITY OF IDAHO:			
FROM:			
General Fund	$3,548,200	$290,000	$3,838,200
Agricultural College Endowment Income Fund		65,700	65,700
Scientific School Endowment Income Fund		49,700	49,700
University Endowment Income Fund		266,500	266,500
Unrestricted Fund	942,900	0	942,900
TOTAL	$4,491,100	$671,900	$5,163,000
GRAND TOTAL	$14,051,900	$1,845,000	$15,896,900

SECTION 2. Notwithstanding any other provision of law to the contrary, the appropriation to the State Board of Education and the Board of Regents of the University of Idaho for College and Universities for Boise State University is hereby reduced by $4,600 from the General Fund from operating expenditures for the period July 1, 2024, through June 30, 2025.

SECTION 3. USE OF APPROPRIATED FUNDS. State-appropriated funds shall not be utilized to support diversity, equity, inclusion, or social justice ideology as part of any student activities, clubs, events, or organizations

on campus. Each college and university shall submit a written report of its expenditures related to these activities to the Joint Finance-Appropriations Committee no later than December 1, 2024.

SECTION 4. USE OF APPROPRIATED FUNDS. State-appropriated funds for capacity enhancement at the University of Idaho shall not be utilized to support undergraduate nursing or physician assistant programs that are provided by other colleges, universities, and community colleges that receive state appropriated funds.

SECTION 5. An emergency existing therefor, which emergency is hereby declared to exist, this act shall be in full force and effect on and after July 1, 2024.

Idaho State University

Memorandum of Understanding (MOU)
Idaho State University and Lewis-Clark State College

This Agreement is by and between Idaho State University ("ISU") and Lewis-Clark State College ("LCSC"), collectively the "Parties".

Background

LCSC and ISU intend to develop a collaboration to provide high-priority health programs ("Programs") for the Northern Idaho region. This MOU is intended to create an agreement whereby the Parties agree to collaborate in developing a cohort of ISU physician assistant students at LCSC facilities and explore collaboration in other areas of health professions education. Didactic curricula may be delivered locally and/or with synchronous online delivery. Dedicated placements would be identified throughout Northern Idaho for students to complete experiential (clinical) rotations required for the Program curriculum. Facilities suitable for the Programs' curricula, which meet accreditation standards, would be developed. Other agreements will be executed for specific programmatic needs such as local faculty, other personnel, facilities, budget allocation and distribution, and other financial arrangements. A collaboration between ISU and LCSC will benefit both parties by meeting the region's need for qualified healthcare workers and furthering both Parties' educational missions.

Agreement

1. **Mutual Responsibilities and Coordination**.
    a. **Cooperation.** The Parties shall cooperate in establishing a cohort of Physician Assistant students on the LCSC campus as well as other mutually agreeable programs that meet the needs of students and the goals of ISU and LCSC. Accreditation standards shall be understood and programmatic needs shall be met prior to placing students enrolled in ISU programs on the LCSC campus. The Parties agree to work together in identifying and implementing the following:
        i. Identification of potential facilities
        ii. Sharing business services
        iii. Providing classroom technology
        iv. Collaborating for startup expenses, infrastructure, and construction of physical plant, as necessary
        v. Coordinating the recruitment of faculty, staff, and students
        vi. Fundraising and grant applications to support program development and sustainability
    b. **Nondiscrimination.** The Parties will not discriminate on the basis of race, creed, sex, national origin, disability, or any other protected class.

c. **Individual Representative.** The Parties shall each designate an individual representative to serve as a point of contact for matters relevant to this MOU.
d. **Governance Structure.** The Parties shall collaborate on developing a governance structure for the partnership that is consistent with the intent of this MOU and mutually agreed upon in writing by the Parties.
e. **Negotiate in Good Faith.** The Parties agree that they shall enter into good faith negotiations for the purpose of establishing any further legal agreements necessary to continue this collaborative relationship.

2. **Term.** The Agreement begins on full execution of this Agreement and shall continue for five (5) years. The Parties agree that at the end of year three (3) of this Agreement the parties will meet to review the Agreement and determine future steps including but not limited to: Renewing the existing Agreement, negotiating a future Agreement, reinvestment, personnel, facilities, or termination.

3. **Termination.** This Agreement may be terminated for the following reasons:
   a. By mutual written consent of the parties.
   b. Breach: In the event of non-compliance or breach by one of the parties of the obligations binding upon it, the parties agree to attempt to resolve the matter through good faith negotiations between the parties. Should good faith negotiations fail, the non-breaching party may terminate the agreement. The non-breaching party must give written notice of the breach and the breaching party shall have 30 days to cure.
   c. Either party may terminate this Agreement with prior written notice if it determines a cancellation is in the best interest of public health or because any public health situation or government order, guideline, or action related to public health makes the performance of the Agreement impossible, reasonably impracticable, or frustrates the purpose of the Agreement.
   d. ISU and LCSC are government entities and this Agreement shall in no way or manner be construed so as to bind or obligate the State of Idaho or the Parties beyond the term of any particular appropriation of funds by the State's Legislature. The Parties reserve the right to terminate this Agreement in whole or in part (or any order placed under it) if, in its sole judgment, the Legislature of the State of Idaho fails, neglects, or refuses to appropriate sufficient funds as may be required for the Parties to continue such payments, or requires any return or "give-back" of funds required for the University to continue payments, or if the Executive Branch mandates any cuts or holdbacks in spending. The terminating party shall provide the other party with the date the termination shall take effect. Each party shall be liable only for the payment, or prorated portion of that payment, owed to the other party , if any, as of the date of termination.

4. **Compliance with Laws.** The Parties agree to comply with any and all applicable Federal and State laws.

5. **Amendment.** Any change to this arrangement requires a written amendment that each Party's authorized signatory must sign.

6. **Notice.** All notices relating to this Agreement shall be in writing and shall be deemed to have been delivered when delivered in person or by e-mail with electronic confirmation of delivery. All notices shall be delivered to the signatories below or the individual representatives appointed by ISU and LCSC as outlined in this Agreement.

7. **Force Majeure:** Neither party is responsible for failure to fulfill its obligations due to causes beyond its reasonable control that make the contract impossible, impracticable, or frustrate the purpose of the contract, including but not limited to: acts or omissions of government or military authority; acts of God; government or court orders, guidelines, regulations, or actions related to communicable diseases, epidemics, pandemics, or other dangers to public health; materials shortages; transportation delays; fires; floods; labor disturbances; riots; wars; terrorist acts; or any other causes, directly or indirectly beyond the reasonable control of the non performing party, so long as such party uses its best efforts to remedy such failure or delays if reasonable to do so. A party affected by a force majeure condition shall provide written notice to the other party within a reasonable time of the onset of the condition. A force majeure condition suspends a party's obligations under this contract unless the parties mutually agree that the obligation is excused because of the condition.

8. **Mutual Liability.** Each party agrees to be responsible and assume liability for its own wrongful or negligent acts or omissions, or those of its officers, agents or employees to the full extent required by law. Each party agrees to maintain reasonable coverage for such liabilities either through commercial insurance or a reasonable self-insurance mechanism, and the nature of such insurance coverage or self- insurance mechanism will be reasonably provided to the other party upon request.

9. **Assignment.** There will be no assignment or transfer of this Agreement, or of any interest in this Agreement, unless both parties agree in writing. No services required under this Agreement may be performed under subcontract unless both parties agree in writing.

10. **Severability.** If any part of this Agreement is held to be illegal, void, or in conflict with any Idaho law, the remainder of this Agreement remains operative and binding.

11. **Entire Agreement and Modification.** This Agreement represents the entire Agreement between the Parties and may not be altered, amended, or modified except in writing signed by all Parties.

Idaho State University

12. **Financials.** All documents, invoices, monetary transactions between the parties shall follow accounting guidelines with any applicable state and federal laws.

SIGNATURE PAGE TO FOLLOW

Idaho State University

To express the Parties' intent to be bound by the terms of this Agreement they have executed this document on the dates set forth below.

IDAHO STATE UNIVERSITY

BY: Kevin Satterlee
NAME: Kevin Satterlee
TITLE: President
DATE: 12/22/2023

LEWIS-CLARK STATE COLLEGE

BY: Cynthia Pemberton
NAME: Cynthia Pemberton, Ed.D.
TITLE: President
DATE: 01/05/2024

UNIVERSITY OF IDAHO

SUBJECT

Direct-Entry Master of Science in Nursing Program

APPLICABLE STATUTE, RULE, OR POLICY

Idaho State Board of Education Governing Policies & Procedures, Sections III.G., and III.Z.
Idaho Code § 33-113

BACKGROUND/DISCUSSION

University of Idaho proposes to establish a Direct-Entry Master of Science in Nursing (MSN) in a proposed School of Health and Medical Professions in the College of Graduate Studies. The University of Idaho has a foundation of faculty and facilities that can be leveraged to develop a Master of Science in Nursing. The MSN prepares the graduate for a position as a Registered Nurse, as well as a leadership role in varied settings such as hospitals, health department, clinics, among other practice areas.

Currently, no institution in Idaho offers a Direct Entry Master of Science in Nursing (MSN) and there are only 41 programs of this type in the nation. Idaho students who have already obtained a bachelor's degree in a non-nursing field, must complete a second bachelor's degree, or leave the state if they want to enter the nursing profession. This is an inefficient use of human resources and an obstacle that keeps many nontraditional students from entering the nursing field. The proposed Direct Entry (aka Entry to Practice) MSN program fills this educational gap for Idaho. The proposed MSN Direct Entry program is a full-time accelerated nursing program that prepares students of all academic backgrounds who have a degree in a field other than nursing to become practicing nurses. Upon graduation, students will be prepared to take the nursing licensure exam NCLEX-RN to be licensed as an RN.

IMPACT

Idaho's population has been growing at an exceptional rate for five consecutive years, surpassing the national growth rate by a substantial margin. This population surge has strained the state's healthcare system, underscoring the necessity for expanding healthcare services within Idaho. It is quite evident that we simply do not have enough healthcare workers to take care of us and the situation could get worse if we do not act.

The MSN will provide the citizens of the State of Idaho an opportunity to fill a critical workforce shortage in healthcare. Rural areas are struggling to find adequate numbers of nurses and data shows that there has been a profound urban shift in practicing registered nurses. In 2005, 17% of registered nurses worked in rural areas, but that number dropped to 14.4% by 2018. In 2005, 16.4% of nurses

worked in rural hospitals, but in 2018, that figure dropped to 13.4%. The percentage of registered nurses working at rural critical access hospitals in 2018 was 38.5%, but the Covid-19 pandemic accelerated retirement of many older nurses and rural facilities with tight budgets could not compete with better funded urban healthcare centers and the rural nursing workforce dropped even further. Although efforts to train and recruit more nurses are ongoing and projections show enough new nurses to replace retiring baby boomer registered nurses, the replacement distribution is expected to be uneven with urban locales attracting more new nurses than rural regions (National Academies Press, 2021).

Research shows that graduate-level direct-entry nursing students demonstrate discipline and independent learning skills that transfer well to nursing and outperform younger nursing students. With an average age of 26, direct-entry graduate students are motivated, engaged learners who demonstrate emotional maturity well-suited for healthcare employment (Everrett et al., 2013). With calls for educational leadership that meets actual needs by delivering innovative educational programs that harness technology to transform curricular offerings (Thompson, 2016), a direct-entry nursing education program addresses unmet needs for both an able student population and a struggling rural workforce.

Healthcare jobs in Idaho are projected to be the fastest growing professions this decade, with nearly 10,000 new jobs being projected, according to the Idaho Department of Labor. The population that the MSN program will serve encompasses a broad demographic from the classroom to the bedside, by training a healthcare workforce who will in turn provide essential healthcare services to the people of Idaho.

Based on this important need, we propose to create the MSN degree to fill this critical workforce shortage. The areas of justification include the following:

- Critical Workforce Shortage
- Enhancing Access to Care
- Addressing Rural Healthcare Need
- Future Demand

In summary, if this request is granted, the primary beneficiaries are the individuals and communities who will be served by future nurses. In addition, Idahoans who desire to seek this MSN Direct Entry degree will be able to remain in the state for their training, and therefore, increasing the likelihood they will stay in Idaho to practice.

The program will utilize facilities currently under the WWAMI program. Facilities include three active learning classrooms, a cadaver anatomy lab, nine standardize patient rooms, research offices and student common study areas all of which will be shared with nursing students. The program anticipates the impact to WWAMI program to be minimal. Classes for the nursing students will be scheduled when WWAMI is not using the facilities.

The program is requesting $417,600 of ongoing annual state funding to support the program. The university will provide $212,400 for the first year. The program will also require $200,000 to supplement the university's simulation supplies and accommodate specific nursing education training. Additionally, the program will require 5.5 FTE to include faculty, directors/administrators, and administrative support. Current WWAMI administrative staff will also help support the program. Total expenditures are $1,005,000 of ongoing funds annually and $200,000 of one-time funds.

The program is requesting a professional fee of $15,032 per year. The total estimated costs for the proposed program is $25,085 per year. A budget addendum is included to demonstrate how the program aligns with State Board Policy V.R requirements.

ATTACHMENTS

Attachment 1 – Direct-Entry Master of Science in Nursing Program Proposal
Attachment 2 – Letters of Support
Attachment 3 – Institution Responses
Attachment 4 – Presidents' Response to Health Proposals
Attachment 5 – HB 734 College and Universities 2025 Appropriation

BOARD STAFF COMMENTS AND RECOMMENDATIONS

University of Idaho is requesting approval to establish a new direct-entry Master of Science in Nursing that is designed to prepare students to become Registered Nurses (RNs). By establishing a direct-entry option, students who have already obtained a bachelor's degree in a non-nursing field will be able to earn an MSN degree in an accelerated format.

The program anticipates 15 initial enrollments reaching 25 by year five and graduating 12 starting in year two. As provided in their proposal, projections are based on the number of students who identified "pre-nursing" in the UI VandalStar System. There are no "pre-nursing" majors at U of I, so students declare their professional interest/intent through a "pre-nursing" cohort code. This is approximately 43 students. This information was used to project a cohort of 25 students in the 5th year of program delivery. The program identified a minimum class size of 10 students per cohort or 20 students overall. These minimums are based on revenues needed to sustain program delivery. If these are not met, the program will be evaluated after three years of concurrent enrollment deficiency. The program will sunset following four years of enrollment deficiency. Teach-outs will occur for matriculating students and a new cohort will not be filled.

The proposed program is not presently listed in the university's current approved three-year plan; however, it has been added to their updated plan which will be reviewed by the Board in August of this year. In accordance with State Board Policy III.Z program responsibilities, Idaho State University has statewide program

responsibility for the Master of Science in Nursing and shares responsibility with Boise State University in Region III. Staff notes that Lewis-Clark State College has also added a Direct-Entry Master of Science in Nursing to their updated three-year plan for delivery in Region II.

Currently no institution in Idaho offers a Direct-Entry MSN. Staff notes that the proposed Direct-Entry MSN program will differ from other nursing graduate programs. The Direct-Entry MSN will create another pathway for students with a non-nursing bachelor's degree to become a Registered Nurse without having to obtain a second bachelor's degree in nursing. The chart below represents the status of graduate nursing program offerings.

Instit.	Program	Degree	Location	Responsibility	Method of Delivery
BSU	Nursing **(suspended)**	MN/MSN	Boise	Regional	Online
BSU	Adult-Gerontology Nurse Practitioner – Acute Care option **(scheduled for discontinuation)**	MN	Boise	Regional	Online
BSU	Adult-Gerontology Nurse Practitioner-Primary Care option **(scheduled for discontinuation)**	MN	Boise	Regional	Online
ISU	Nursing: Education Option	MS Option	Online	Regional	Online
LCSC	Nursing Leadership in Healthcare	MSN	Online	Regional	Online

Boise State has an Adult-Gerontology Nurse Practitioner program, which is scheduled for discontinuation. This program's admission requirements indicate that applicants require an undergraduate degree in nursing and an RN license. ISU offers an MSN Education option. This program's admission requirements indicate that applicants must have an undergraduate degree in nursing.

The University of Idaho also requests approval to assess a professional program fee of $15,032 per year for the Direct-entry MSN program. Based on the information for the professional program fee provided in the proposal, staff finds that the criteria have been met for this program per Board Policy V.R.

The proposal completed the program review process and was presented to the Council on Academic Affairs and Programs on March 28, 2024; and to the Instruction, Research, and Student Affairs on April 4, 2024. At the IRSA committee meeting, several Board members expressed concerns that this program is being proposed prematurely.

Boise State University, Lewis-Clark State College, and Idaho State University have shared comments and concerns about the program proposal, including claims the proposal is not responsive to requirements set forth in Board Policy III.Z. regarding criteria for high-demand programs, statewide program responsibilities and memoranda of understanding. Particularly, institutions raised concerns around collaboration efforts, impacts to existing nursing programs, impacts to securing clinical placements, impacts to system-ness, and unnecessary competition with

existing and future nursing programming. Detailed concerns from the institutions are provided in Attachment 2 and a joint response from three presidents in Attachment 3 for the Board's review.

Additionally, as part of the College and Universities FY2025 appropriation (H734), the Legislature adopted the following language: "State appropriated funds for capacity enhancement at the University of Idaho shall not be utilized to support undergraduate nursing or physician assistant programs that are provided by other colleges, universities, and community colleges that receive state appropriated funds." Staff recognizes the proposed program is technically a graduate program at the master's degree level, however the curriculum and outcomes (especially the NCLEX-RN licensure) are the same as undergraduate nursing programs throughout the state. Therefore, an argument could be made that the proposed MSN program is the functional equivalent of an accelerated BSN program; so there is some uncertainty as to whether the program could fall within the scope of legislative intent language cited above.

The Board should carefully consider all concerns and observations raised by the other institutions to determine the need for the proposed program in Region II and whether it can be met solely by UI based on workforce needs and capacity identified in the proposal. The Board should also consider the letter and spirit of the legislative prohibition noted above. If the Board desires to approve the program, then there are two options within current policy requirements:

1. The Board could determine that the proposed program is materially different from the Master of Science-Nursing program on Idaho State University's statewide program responsibility list and therefore does not trigger Policy III.Z. requirements.
2. If the Board determines the proposed program is *not materially different* from the Master of Science-Nursing on Idaho State's statewide responsibility, then in order to approve the proposed program the Board must follow the procedures outlined in the "High-Demand Programs" section of Policy III.Z., including making the determination that the proposed program meets the criteria for high-demand programs, determine that an "emergency need" exists, and direct UI and ISU to enter an MOU to offer the program in Regions I and II. The Board may need to establish the terms of this MOU if the institutions cannot agree to acceptable terms on their own.

Staff recommends the Board direct Idaho State University and the University of Idaho to come back with a joint proposal for Idaho State University to offer an MSN program in Region II in collaboration with the University of Idaho.

BOARD ACTION

I move to approve the request by the University of Idaho to create a Direct-Entry Master of Science in Nursing, as presented in Attachment 1.

Moved by _____ Seconded by _____ Carried Yes _____ No _____

AND

I move to approve the request by the University of Idaho to charge a professional fee of $15,032 per year in addition to standard graduate tuition and fees for the Direct-Entry Master of Science in Nursing, in conformance with the program budget submitted to the Board in Attachment 1.

Moved by _____ Seconded by _____ Carried Yes _____ No _____

Idaho State Board of Education

Institutional Tracking No. _____

FULL PROPOSAL FORM

Academic Degree and Certificate Program

Date of Proposal Submission:	October 9th 2023 *Revised 5/8/2024*				
Institution Submitting Proposal:	University of Idaho				
Name of College, School, or Division:	College of Graduate Studies				
Name of Department(s) or Area(s):	College of Graduate Studies				
Official Name of the Program:	Direct-Entry Master of Science in Nursing (MSN)				
Implementation Date:	Fall of 2025				
Degree Information:	Degree Level: Graduate	Degree Type: MSN			
CIP code (consult IR /Registrar):	51.3801				
Method of Delivery: Indicate percentage of face-to-face, hybrid, distance delivery, etc.	**80% HYBRID**				
Geographical Delivery:	Location(s)	Moscow	Region(s)	2	
Indicate (X) if the program is/has: (Consistent with Board Policy V.R.)		Self-Support fee	X	Professional Fee $15,032	Online Program Fee
Indicate (X) if the program is: (Consistent with Board Policy III.Z.)	X	Regional Program Responsibility: **University of Idaho**		Statewide Program Responsibility **Program does not exist in Idaho**	

Proposed Action

[X] **New program offering**
- [ ] Undergraduate program
- [X] Graduate program
- [ ] Undergraduate certificate (30 credits or more)
- [ ] Graduate certificate (30 credits or more)

[ ] **New branch campus or change in location**

[ ] **Modification of Existing Academic Programs**
- [ ] Converting one program option to a stand-alone program
- [ ] Consolidating two or more undergraduate programs into one
- [ ] Consolidating two or more graduate programs into one
- [ ] Splitting an existing program into two or more programs
- [ ] Program expansion outside an institution's Designated Service Region as defined in Board Policy III.Z.
- [ ] Adding certificate or degrees to existing programs

College Dean	Date 3/20/24	Vice President for Research (as applicable)	Date
Graduate Dean/other (as applicable)	Date 3/20/24	Academic Affairs Program Manager, OSBE	Date
FVP/Chief Fiscal Officer	Date 3/20/24	Chief Financial Officer, OSBE	Date
Provost/VP for Instruction	Date	Chief Academic Officer, OSBE	Date
President	Date	SBOE/Executive Director or Designee Approval	Date

Page 1
November 24, 2021

Before completing this form, refer to Board Policy Section III.G., Postsecondary Program Approval and Discontinuance. This proposal form must be completed for the creation of each new program. All questions must be answered.

Rationale for Creation or Modification of the Program

1. **Describe the request and give an overview of the changes that will result.** What type of substantive change are you requesting? Will this program be related or tied to other programs on campus? Identify any existing program that this program will replace. If this is an associate degree, please describe transferability.

The Direct-Entry Master of Science in Nursing is a newly proposed graduate program designed to prepare students to become a Registered Nurse. The MSN program is an independent program and will be housed in the College of Graduate Studies at the University of Idaho. A School of Health and Medical Professions is currently being created and processed to eventually house these health care programs, under the College of Graduate Studies.

2. **Need for the Program**. Describe evidence of the student, regional, and statewide needs that will be addressed by this proposal to include student clientele to be served and address the ways in which the proposed program will meet those needs.

   a. **Workforce and economic need:** Provide verification of state workforce needs that will be met by this program. Include job titles and cite the data source. Describe how the proposed program will stimulate the state economy by advancing the field, providing research results, etc.

The need for nursing professionals is seeing a significant surge and is anticipated to grow even more. As the older generation from the baby boomer era steps into retirement and healthcare necessities expand, especially with an older population and the rise in long-term diseases, the urgency for nurses becomes paramount. Data from the US Bureau of Labor Statistics for the period 2016-2026 highlights that Registered Nursing will be among the leading professions in terms of employment growth up to 2026. It is predicted that the RN workforce will see a growth from 2.9 million in 2016 to 3.4 million by 2026, marking a 15% increase. Additionally, there's an anticipated need for 203,700 fresh RNs annually until 2026 to accommodate new roles and replace those retiring.

By June 2022, Idaho faced a shortage of over 2,000 registered nurses. Reports from the Idaho Center for Nursing indicate that the weekly average of travel nurse deployments in healthcare facilities throughout the state surpasses 1,500. This comes with a substantial financial burden in both populated and remote areas. Relying heavily on travel nurses is a costly approach and doesn't cater to the essential requirement of nurturing a proficient nursing workforce within Idaho.

Data from the Idaho Department of Labor in 2022 reveals that there were 8,922 job openings for Registered Nurses, anticipating a growth rate of 19.9% from 2020 to 2030.

Echoing a nationwide trend, Idaho's nursing professionals are aging: 28% of RNs are 55 or older, and 9% have crossed the age of 65.

Annually, Idaho's nursing educational institutions produce between 750 and 825 graduates. This figure falls short in addressing the escalating demand for RNs. By 2022, hospitals in Idaho felt the pinch with only 41% of RNs working there, a drop from the 60% seen in 2018, as per the Idaho Center for Nursing. Healthcare leaders in Idaho label the shortage of nurses as reaching a "critical stage," impacting patient care, hiring and retaining staff, and the overall well-being of individuals and communities. The challenge of preparing the upcoming nursing workforce is intensified by the projected one-third reduction in presently licensed nurses in Idaho, attributed to retirements. Nevertheless, nursing institutions in Idaho are gearing up to boost their intake and provide quality education to RNs, leveraging expanded collaborations and introducing novel clinical training methods.

Rural areas struggle to find adequate numbers of nurses and data shows that there has been a profound urban shift in practicing registered nurses. In 2005, 17% of registered nurses worked in rural areas, but that number dropped to 14.4% by 2018. In 2005, 16.4% of nurses worked in rural hospitals, but in 2018, that figure dropped to 13.4%. The percentage of registered nurses working at rural critical access hospitals in 2018 was 38.5%, but the Covid-19 pandemic accelerated retirement of many older nurses and rural facilities with tight budgets could not compete with better funded urban healthcare centers and the rural nursing workforce dropped even further. Although efforts to train and recruit more nurses are ongoing and projections show enough new nurses to replace retiring baby boomer registered nurses, the replacement distribution is expected to be uneven with urban locales attracting more new nurses than rural regions (National Academies Press, 2021).

Research shows that graduate level direct-entry nursing students demonstrate discipline and independent learning skills that transfer well to nursing and outperform younger nursing students. With an average age of 26, direct-entry graduate students are motivated, engaged learners who demonstrate emotional maturity well-suited for healthcare employment (Everrett et al., 2013). With calls for educational leadership that meets actual needs by delivering innovative educational programs that harness technology to transform curricular offerings (Thompson, 2016), a direct-entry nursing education program addresses unmet needs for both an able student population and a struggling rural workforce.

Currently, no institution in Idaho offers a Direct Entry Master of Science in Nursing (MSN) and there are only 41 programs of this type in the nation. Idaho students who have already obtained a bachelor’s degree in a non-nursing field, must complete a second bachelor’s degree, or leave the state if they want to enter the nursing profession. This is an inefficient use of human resources and an obstacle that keeps

many nontraditional students from entering the nursing field. The proposed Direct Entry (aka Entry to Practice) MSN program fills this need.

b. **Student demand.** What is the most likely source of students who will be expected to enroll (full-time, part-time, outreach, etc.). Provide evidence of student demand/ interest from inside and outside of the institution.

c. **Societal Need**: Describe additional societal benefits and cultural benefits of the program.

Rural areas struggle to find adequate numbers of nurses and data shows that there has been a profound urban shift in practicing registered nurses. In 2005, 17% of registered nurses worked in rural areas, but that number dropped to 14.4% by 2018. In 2005, 16.4% of nurses worked in rural hospitals, but in 2018, that figure dropped to 13.4%. The percentage of registered nurses working at rural critical access hospitals in 2018 was 38.5%, but the Covid-19 pandemic accelerated retirement of many older nurses and rural facilities with tight budgets could not compete with better funded urban healthcare centers and the rural nursing workforce dropped even further. Although efforts to train and recruit more nurses are ongoing and projections show enough new nurses to replace retiring baby boomer registered nurses, the replacement distribution is expected to be uneven with urban locales attracting more new nurses than rural regions (National Academies Press, 2021).

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3. Program Prioritization

Is the proposed new program a result of program prioritization?

Yes_____ No_X____

If yes, how does the proposed program fit within the recommended actions of the most recent program prioritization findings.

4. Credit for Prior Learning

Indicate from the various cross walks where credit for prior learning will be available. If no PLA has been identified for this program, enter 'Not Applicable'.

Not Applicable

5. Affordability Opportunities

Describe any program-specific steps taken to maximize affordability, such as: textbook options (e.g., Open Educational Resources), online delivery methods, reduced fees, compressed course scheduling, etc. This question applies to certificates, undergraduate, graduate programs alike.

Our institution is deeply committed to ensuring that students pursuing the Master of Science in Nursing (MSN) degree have access to an affordable, high-quality education. To that end, we have implemented several measures aimed at maximizing affordability for our students:

1. **Open Educational Resources (OER) for Textbooks:** Recognizing the high cost of textbooks, our faculty have made a concerted effort to adopt Open Educational Resources wherever possible. These OER materials are freely accessible, openly licensed, and can be used, reused, or adapted, thus significantly reducing or even eliminating the cost of textbooks for our students.
2. **Online Delivery Methods:** We offer a majority of our MSN courses hybrid-online, providing students the flexibility to learn from anywhere and reducing the need for physical attendance. This can lead to savings in terms of transportation, accommodation, and other related expenses.
3. **Reduced Fees:** We have worked diligently to minimize additional fees associated with the program.
4. **Compressed Course Scheduling:** Our MSN program offers a compressed course schedule that allows students to complete their degree in a shorter timeframe. This not only gets them into the workforce faster but also reduces the overall cost of their education in terms of time and associated living expenses.
5. **Cost-effective Clinical Placements:** We coordinate with local healthcare providers to ensure that clinical placements are within reasonable commuting distances for students, minimizing travel-related expenses.
6. **Digital Resources and Libraries:** Our digital library resources are extensive, reducing the need for students to purchase additional materials or subscriptions. Students have access to a wide range of e-journals, e-books, and databases relevant to nursing.

Enrollments and Graduates

6. **Existing similar programs at Idaho Public Institutions.** Using the chart below, provide enrollments and numbers of graduates for similar existing programs at your institution and other Idaho public institutions for the most past four years.

   There are no public supported Direct-Entry MSN programs in Idaho.

Instit.	Program Name	Fall Headcount Enrollment in Program				Number of Graduates From Program (Summer, Fall, Spring)			
		FY__	FY__	FY__	FY__ (most recent)	FY__	FY__	FY__	FY__ (most recent)

7. **Justification for Duplication** (if applicable). If the proposed program is similar to another program offered by an Idaho public higher education institution, provide a rationale as to why any resulting duplication is a net benefit to the state and its citizens. Describe why it is not feasible for existing programs at other institutions to fulfill the need for the proposed program.

Our proposed MSN degree is a "direct entry" master's degree in nursing. Currently, there are no other direct-entry MSN degrees in Idaho. There are two other graduate-level nursing degrees in Idaho.

- **Boise State University:** BSU offers an Adult-Gerontology Nurse Practitioner program at the master's level. This program's admission requirements indicate that applicants require an undergraduate degree in nursing and an RN license. https://www.boisestate.edu/nursing-agnp/agnp-master-nursing/admission/#application-requirements

- **Idaho State University:** ISU offers an MSN graduate degree in nursing as well. This program's admission requirements indicate that applicants must have an undergraduate degree in nursing. https://www.isu.edu/nursing/programs/master-of-science-in-nursing-msn/

How these differ from the proposed direct entry MSN: In Idaho, students with a non-nursing bachelor's degree and who desire to become a nurse must enroll in a nursing program to obtain a second bachelor's degree. Each year there are students who graduate and then decide later to pursue nursing. Our premise is that having a direct-entry MSN would improve the number of individuals deciding to pursue nursing because it supports a career progression for applicants who already have a bachelor's degree. The existing master's programs available at other state institutions currently require applicants to have a prior degree in nursing, typically a BS in nursing (i.e., BSN). However, the direct entry MSN program is suitable for individuals who already hold a bachelor's degree in another non-nursing field and are committed to

transitioning into a nursing career. The proposed program would be the only direct entry master's in nursing degree in Idaho.

8. **Projections for proposed program:** Using the chart below, provide projected enrollments and number of graduates for the proposed program:

Proposed Program: Projected Enrollments and Graduates First Five Years											
Program Name: Direct-Entry MSN											
Projected Fall Term Headcount Enrollment in Program						**Projected Annual Number of Graduates From Program**					
FY26_ (first year)	FY27_	FY28_	FY29_	FY20_		FY26_ (first year)	FY27_	FY28_	FY29_	FY30_	
15	15	20	20	25		0	12	12	17	17	

*Projected graduation based on 85% graduation rate

9. **Describe the methodology for determining enrollment and graduation projections.** Refer to information provided in Question #2 "Need for the Program" above. What is the capacity for the program? Describe your recruitment efforts? How did you determine the projected numbers above?

Research shows that graduate level direct-entry nursing students demonstrate discipline and independent learning skills that transfer well to nursing and outperform younger nursing students. With an average age of 26, direct-entry graduate students are motivated, engaged learners who demonstrate emotional maturity well-suited for healthcare employment (Everrett et al., 2013). With calls for educational leadership that meets actual needs by delivering innovative educational programs that harness technology to transform curricular offerings (Thompson, 2016), a direct-entry nursing education program addresses unmet needs for both an able student population and a struggling rural workforce.

Currently, no institution in Idaho offers a Direct Entry Master of Science in Nursing (MSN) and there are only 41 programs of this type in the nation. Idaho students who have already obtained a bachelor's degree in a non-nursing field, must complete a second bachelor's degree, or leave the state if they want to enter the nursing profession. This is an inefficient use of human resources and an obstacle that keeps many nontraditional students from entering the nursing field. The proposed Direct Entry (aka Entry to Practice) MSN program fills this need.

Recruitment efforts include internal institutional recruiting and regional recruiting. There are currently 43 students identified as "pre-nursing" in the UI VandalStar system. As there is no "pre-nursing" major, students can declare their professional interest/intent through a "pre-nursing" cohort code. Of these 43, there may be students who are working on prerequisites at UI with

intent to transfer to a school of nursing before completing their degree at UI, students who intend to finish their degree at UI before matriculating to another institution to complete a second undergraduate degree in nursing, and/or students who intend to finish their degree at UI before matriculating to another institution to complete a master's degree in nursing. We used this internal information to project a cohort of 25 students in the fifth year of program delivery. Our model begins at 15 per cohort and grows every two years for the first 4 years. This stepwise growth is intentional as our model allows a measured increase in clinical rotations over time.

10. Minimum Enrollments and Graduates.

a. What are the minimums that the program will need to meet in order to be continued, and what is the logical basis for those minimums?

The minimum class size is 10 students per cohort or 20 students overall. These minimums are based on revenues needed to sustain program delivery.

b. If those minimums are not met, what is the sunset clause by which the program will be considered for discontinuance?

In the event enrollment minimums are not met the program will undergo evaluation after three years of concurrent enrollment deficiency. The program will be sunsetted following four years of enrolment deficiency. Teach-outs will occur for matriculating students and a new cohort will not be filled.

11. Assurance of Quality. Describe how the institution will ensure the quality of the program. Describe the institutional process of program review. Where appropriate, describe applicable specialized accreditation and explain why you do or do not plan to seek accreditation.

The program will undergo annual program prioritization as part of the University of Idaho quality improvement plan https://www.uidaho.edu/provost/ir/assessment-evaluation/program-review
The program will also undergo external accreditation through the Commission on Collegiate Nursing Education (CCNE).

12. In accordance with Board Policy III.G., an external peer review is required for any new doctoral program. Attach the peer review report as **Appendix A**. Not applicable to this program.

13. Teacher Education/Certification Programs All Educator Preparation programs that lead to certification require review and recommendation from the Professional Standards Commission (PSC) and approval from the State Board of Education.

Will this program lead to certification?

Yes_____ No__X___

If yes, on what date was the Program Approval for Certification Request submitted to the Professional Standards Commission?

14. Three-Year Plan: If this is a new proposed program, is it on your institution's approved 3-year plan?

Yes ____ No X

If yes, proceed to question 15. If no:

a. Which of the following statements address the reason for adding this program outside of the regular three-year planning process.

Indicate (X) by each applicable statement:

X	Program is important for meeting your institution's regional or statewide program responsibilities.
X	The program is in response to a specific industry need or workforce opportunity.
	The program is reliant on external funding (grants, donations) with a deadline for acceptance of funding.
	There is a contractual obligation or partnership opportunity related to this program.
	The program is in response to accreditation requirements or recommendations.
	The program is in response to recent changes to teacher certification/endorsement requirements.

b. Provide an explanation for all statements you selected.

The University of Idaho, located in Northern Idaho, is the state's Land Grant institution. As a university in this region, we bear the responsibility of meeting the academic and career pipeline needs of the area. Being the premier research institution for the state and a leader in medical education, it is fitting for the university to develop and cater to the needs of graduates from our region through a Direct-Entry MSN program.

Educational Offerings: Curriculum, Intended Learning Outcomes, and Assessment Plan

15. Curriculum. Provide descriptive information of the educational offering.

a. Summary of requirements. Provide a summary of program requirements using the following table.

Credit hours in required courses offered by the department (s) offering the program.	67
Credit hours in required courses offered by other departments:	
Credit hours in institutional general education curriculum	
Credit hours in free electives	
Total credit hours required for degree program:	67

b. Curriculum. Provide the curriculum for the program, including credits to completion, courses by title and assigned academic credit granted.

The Direct Entry MSN Nursing Curriculum is an accelerated program that requires 67 credit hours of training. Coursework is designed to build knowledge and skills in a stepwise manner in context of patient care. Hybrid mode of course delivery with in-person and online didactic instruction followed by in-person skills labs and clinical immersion experiences.

Semester One

Course	Description	Credits
MSN 506	Foundations of Nursing Practice	3
MSN 507	Health Assessment	2
MSN 508	Health Assessment lab	1
MSN 509	Pathophysiology	3
MSN 510	Integrated Clinical Management 1: concepts and interventions to promote mental health	3
MSN 511	Integrated Clinical Management 1: concepts and interventions to promote mental health clinical	2
MSN 512	Pharmacotherapeutics	3
Total credits		17

Semester Two

Course	Description	Credits
MSN 513	Nursing Fundamentals and Professional Practices	3
MSN 514	Theoretical Foundations for Nursing Practice	3
MSN 515	Integrated Clinical Management 2: adult and gerontological chronic health alterations	3
MSN 516	Integrated Clinical Management 2: adult and Gerontological Chronic Health Alterations clinical	2
MSN 517	Ethics, Policy, and Health Care Advocacy	3
MSN 518	Health Promotion and Risk Reduction Across the Lifespan	3
Total credits		17

Semester Three

Course	Description	Credits
MSN 519	Healthcare Research and Evidence-based Practice	3
MSN 520	Interprofessional Collaboration and Population Health	3
MSN 521	Quality and Patient Safety in Health Care	3
MSN 522	Integrated Clinical Management 3: adult and gerontological acute health alterations	3

MSN 523	Integrated Clinical Management 3: adult and Gerontological Acute Health Alterations clinical	2
MSN 524	Informatics, Technology, and Professional Issues	3
Total credits		17

Semester Four

Course	Description	Credits
MSN 525	Healthcare Organizational and Systems Leadership	3
MSN 526	Integrated Clinical Management 4: Pediatric, Obstetric, and Women's Health	3
MSN 527	Integrated Clinical Management 4: Pediatric, Obstetric, and Women's Health clinical	2
MSN 528	Professional Nursing Practice Capstone Experience	5
MSN 529	Emerging Topics and Transition to Nursing Practice	3
Total credits		16

c. **Additional requirements.** Describe additional requirements such as comprehensive examination, senior thesis or other capstone experience, practicum, or internship, some of which may carry credit hours included in the list above.

MSN students will complete 8 credits of practicum as part of the clinical learning curriculum. Courses include: Integrated Clinical Management 1: Concepts and Interventions to Promote Mental Health Clinical, Integrated Clinical Management 2: adult and Gerontological Chronic Health Alterations Clinical, Integrated Clinical Management 3: adult and Gerontological Acute Health Alterations Clinical, and Integrated Clinical Management 4: Pediatric, Obstetric, and Women's Health clinical.

16. Learning Outcomes: Expected Student Learning Outcomes and Connection to Curriculum.

a. **Intended Learning Outcomes.** List the Intended Learning Outcomes for the proposed program, using learner-centered statements that indicate what students will know, understand, and be able to do, and value or appreciate as a result of completing the program.

See the attached document: The Essentials: Competencies for Nursing Education 2021.

The Competencies for nursing education include competencies and student learning outcomes required for successful program accreditation by the Commission on the Collegiate Nursing Education (CCNE)

These learning outcomes also prepare students for the national board examination for nursing practice (National Council Licensure Examination).

Student Learning Outcomes:
Intended Learning Outcomes for the Nursing Program Component:

1. Knowledge Acquisition and Application: Upon completion of the program component, students will demonstrate a comprehensive understanding of core nursing concepts, theories, and evidence-based practices. They will be able to apply this knowledge to solve complex healthcare challenges.
2. Clinical Competence: Students will develop clinical competence in patient care, including assessment, planning, implementation, and evaluation of nursing interventions. They will be capable of delivering safe and effective nursing care across diverse healthcare settings.
3. Critical Thinking and Problem-Solving: Graduates will possess strong critical thinking skills, enabling them to analyze clinical situations, identify potential problems, and make informed decisions to optimize patient outcomes.
4. Communication and Interpersonal Skills: Students will exhibit effective communication and interpersonal skills, fostering therapeutic relationships with patients, families, and the healthcare team.
5. Professionalism and Ethical Practice: Graduates will uphold the highest standards of professionalism and ethics, adhering to legal and ethical guidelines while demonstrating cultural competence, empathy, and respect for patient autonomy.
6. Leadership and Collaboration: Students will acquire leadership and collaboration skills, enabling them to work effectively within interdisciplinary healthcare teams, advocate for patients, and contribute to improving healthcare systems.

17. Assessment plans.

a. Assessment Process. Describe the assessment plan for student learning outcomes that will be used to evaluate student achievement and how the results will be used to improve the program.

Assessment Process:
To evaluate how well students are achieving the intended learning outcomes, the following assessment processes will be employed:

1. Examinations and Quizzes: Regular assessments will include written examinations and quizzes to evaluate knowledge acquisition and critical thinking skills.
2. Clinical Skills Assessment: Clinical skills will be assessed through direct observation, practical examinations, and skills checklists during clinical rotations.
3. Case Studies and Care Plans: Students will complete case studies and care plans to demonstrate their ability to apply theoretical knowledge to real-world patient care scenarios.
4. Reflective Journals and Portfolios: Students will maintain reflective journals and e-portfolios, providing insights into their personal and professional growth.
5. Peer and Self-Assessment: Peer evaluations and self-assessments will be incorporated for group projects and personal reflection on skills development.

Using Assessment Findings for Program Improvement:
Assessment findings will be used for continuous program improvement through the following mechanisms:

1. Faculty Meetings: Regular faculty meetings will involve discussions of assessment results, with a focus on identifying areas of improvement and refining teaching methods and curriculum.
2. Curriculum Review: Assessment data will inform curriculum revisions, ensuring alignment with current healthcare trends and best practices.
3. Faculty Development: Faculty will receive training and support to enhance assessment techniques and teaching strategies, addressing areas were student performance needs improvement.
4. Feedback Loops: Continuous feedback loops will be established with students, incorporating their input to make program enhancements.

Assessment Activity Timing:
Assessment activities will occur throughout the program at various frequencies:

- Formative assessments (quizzes, in-class discussions) will be ongoing throughout each semester.
- Summative assessments (midterm, final examinations) will occur at the end of relevant courses and following year one and year two. Alumni and industry surveys will be completed two years following graduation.
- Clinical skills assessments and evaluations will be conducted during clinical rotations.
- Case studies, care plans, and projects will be assigned periodically.

Resources Required for Implementation – fiscal impact and budget.
Organizational arrangements required within the institution to accommodate the change including administrative, staff, and faculty hires, facilities, student services, library; etc.

18. Physical Facilities and Equipment: Describe the provision for physical facilities and equipment.

a. Existing resources. Describe equipment, space, laboratory instruments, computer(s), or other physical equipment presently available to support the successful implementation of the program.
The University of Idaho is the home of the WWAMI Medical Education Program. This program is located in two building on the University of Idaho Moscow Campus. Facilities include three active learning classrooms, a cadaver anatomy lab, 9 standardize patient rooms, research offices and student common study areas. In the WWAMI program we have access to Laboratory equipment and clinical assessment tools as well as a full sweet of low-fidelity simulation equipment and supplies, all of which will be shared with nursing students.

b. Impact of new program. What will be the impact on existing programs of increased use of physical resources by the proposed program? How will the increased use be accommodated?
The existing program is the WWAMI Medical Education Program. The Impact will be minimal as the nursing students will share the same buildings, classrooms, laboratories, and clinical spaces though the use will not overlap the medical student curriculum. Classes for the nursing students

will be scheduled when WWAMI is not using the facilities.

c. **Needed resources.** List equipment, space, laboratory instruments, etc., that must be obtained to support the proposed program. Enter the costs of those physical resources into the budget sheet.

Resources will be needed for simulation training. There are four types of simulation training:

- Manikin-Based Simulation.
- Skills-Training Simulation.
- Tissue-based Simulation.
- Virtual Reality Simulation.
- Standardized Patient Simulation.

We are requesting $200,000.00 to supplement our simulation supplies to accommodate specific nursing education training. Resources will be spent on the five areas listed above.

19. Library and Information Resources: Describe adequacy and availability of library and information resources.

a. **Existing resources and impact of new program**. Evaluate library resources, including personnel and space. Are they adequate for the operation of the present program? Will there be an impact on existing programs of increased library usage caused by the proposed program? For off-campus programs, clearly indicate how the library resources are to be provided.

The University of Idaho houses the largest library in the state of Idaho servicing students and faculty on our campuses and virtually in all 44 counties. Students on campus or attending online will have access to needed search databases, journals, and scholarly works related to medicine and healthcare. It is not expected that the direct-entry MSN program will have a noticeable impact on library usage. Library resources for students and faculty attending online https://www.lib.uidaho.edu/services/distance.html

b. **Needed resources**. What new library resources will be required to ensure successful implementation of the program? Enter the costs of those library resources into the budget sheet.

No additional costs are needed.

20. Faculty/Personnel resources

a. **Needed resources.** Give an overview of the personnel resources that will be needed to implement the program. How many additional sections of existing courses will be needed? Referring to the list of new courses to be created, what instructional capacity will be needed to offer the necessary number of sections?

MSN program will be adding 67 credits in 24 new courses (See course information). Instructional capacity includes 5.5 FTE (Faculty, Directors/Administrators, and Administrative Support Personnel) is included in this request.

b. **Existing resources**. Describe the existing instructional, support, and administrative resources that can be brought to bear to support the successful implementation of the program.

The University of Idaho WWAMI Medical Education program currently has administrative staff that will help support this program.

c. Impact on existing programs. What will be the impact on existing programs of increased use of existing personnel resources by the proposed program? How will the quality and productivity of existing programs be maintained?

This will have minimal impact and can operate with existing WWAMI faculty and adjuncts. The program will undergo annual prioritization as part of the University of Idaho quality improvement plan https://www.uidaho.edu/provost/ir/assessment-evaluation/program-review.

d. Needed resources. List the new personnel that must be hired to support the proposed program. Enter the costs of those personnel resources into the budget sheet.

MSN will require 5.5FTE, which includes the following personnel: Faculty, Directors/Administrators, and Administrative Support Personnel.

21. Revenue Sources

a) **Reallocation of funds:** If funding is to come from the reallocation of existing state appropriated funds, please indicate the sources of the reallocation. What impact will the reallocation of funds in support of the program have on other programs?

Not applicable

b) **New appropriation**. If an above Maintenance of Current Operations (MCO) appropriation is required to fund the program, indicate when the institution plans to include the program in the legislative budget request.

The new program was submitted to the State of Idaho for FY25.

c) **Non-ongoing sources**:

i. If the funding is to come from one-time sources such as a donation, indicate the sources of other funding. What are the institution's plans for sustaining the program when that funding ends?
Not applicable

ii. Describe the federal grant, other grant(s), special fee arrangements, or contract(s) that will be valid to fund the program. What does the institution propose to do with the program upon termination of those funds?
Not applicable

d) **Student Fees**:

i. If the proposed program is intended to levy any institutional local fees, explain how doing so meets the requirements of Board Policy V.R., 3.b.
Not applicable

ii. Provide estimated cost to students and total revenue for self-support programs and for professional fees and other fees anticipated to be requested under Board Policy V.R., if applicable.

This program will be assessing a professional fee in accordance with Board Policy V.R.3.b.iii. A professional fee may be charged for an academic professional program if graduates of the program obtain a specialized higher education certificate or degree that qualifies them to practice a professional service involving expert and specialized knowledge for which credentialing or licensing may be required. The professional fee for this program will be $15,032 per year. The estimated costs for Direct Entry Nursing Students* $25,085 per year. Direct Entry MSN program is not a self-support program.

*This program is defined as a professional fee program in accordance with the policies set forth in Sections V.R.3.b.iii of the Idaho State Board of Education Governing Policies and Procedures.

22. Using the excel **budget template** provided by the Office of the State Board of Education, provide the following information:

- Indicate all resources needed including the planned FTE enrollment, projected revenues, and estimated expenditures for the first **four** fiscal years of the program.
- Include reallocation of existing personnel and resources and anticipated or requested new resources.
- Second and third year estimates should be in constant dollars.
- Amounts should reconcile subsequent pages where budget explanations are provided.
- If the program is contract-related, explain the fiscal sources and the year-to-year commitment from the contracting agency(ies) or party(ies).
- Provide an explanation of the fiscal impact of any proposed discontinuance to include impacts to faculty (i.e., salary savings, re-assignments).

ATTACHMENT 1

Program Resource Requirements.

- Indicate all resources needed including the planned FTE enrollment, projected revenues, and estimated expenditures for the first **four** fiscal years of the program
- Include reallocation of existing personnel and resources and anticipated or requested new resources.
- Second and third year estimates should be in constant dollars.
- Amounts should reconcile subsequent pages where budget explanations are provided.
- If the program is contract related, explain the fiscal sources and the year-to-year commitment from the contracting agency(ies) or party(ies).
- Provide an explanation of the fiscal impact of any proposed discontinuance to include impacts to faculty (i.e., salary savings, re-assignments).

I. PLANNED STUDENT ENROLLMENT

	FY 26		FY 27		FY 28		FY 29	
	FTE	Headcount	FTE	Headcount	FTE	Headcount	FTE	Headcount
A. New enrollments		15		15		20		20
B. Shifting enrollments				12		17		17
Total Enrollment	0	15	0	27	0	37	0	37

II. REVENUE

	FY 26		FY 27		FY 28		FY 29	
	On-going	One-time	On-going	One-time	On-going	One-time	On-going	One-time
1. New Appropriated Funding Request	$417,600.00		$417,600.00		$417,600.00		$417,600.00	
2. Institution Funds	$212,400.00	$200,000.00	$0.00		$0.00		$0.00	
3. Federal	$0.00		$0.00		$0.00		$0.00	
4. New Tuition Revenues from Increased Enrollments	$407,970.00		$734,346.00		$1,006,326.00		$1,006,326.00	
5. Student Fees	$225,480.00		$405,864.00		$556,184.00		$556,184.00	
6. Other (i.e., Gifts)								
Total Revenue	$1,263,450	$200,000	$1,557,810	$0	$1,980,110	$0	$1,980,110	$0

Ongoing is defined as ongoing operating budget for the program which will become part of the base.
One-time is defined as one-time funding in a fiscal year and not part of the base.

III. EXPENDITURES

	FY 26		FY 27		FY 28		FY 29	
	On-going	One-time	On-going	One-time	On-going	One-time	On-going	One-time
A. Personnel Costs								
1. FTE	5.5		5.5		5.5		5.5	
2. Faculty	$315,000.00		$315,000.00		$315,000.00		$315,000.00	
3. Adjunct Faculty								
4. Graduate/Undergrad Assistants								
5. Research Personnel								
6. Directors/Administrators	200,000		200,000		200,000		200,000	
7. Administrative Support Personnel	115,000		115,000		115,000		115,000	
8. Fringe Benefits	207,145		207,145		207,145		207,145	
9. Other:								
Total Personnel and Costs	$837,145	$0	$837,145	$0	$837,145	$0	$837,145	$0

			FY26	FY27	FY28	FY29
HC	FT Enrollment		15	27	37	37
Student Credit Hours	PT Enrollment		180	324	444	444
Rates:						
Res Tuition - FT	$	8,272	$ 62,040	$ 111,672	$ 153,032	$ 153,032
NR Tuition - FT	$	27,508	$ 206,310	$ 371,358	$ 508,898	$ 508,898
Fees - FT	$	2,276	$ 34,140	$ 61,452	$ 84,212	$ 84,212
Summer Tuition - PT	$	534	$ 96,120	$ 173,016	$ 237,096	$ 237,096
Summer Fees - PT	$	52	$ 9,360	$ 16,848	$ 23,088	$ 23,088
Profession Fee - Annual	$	15,032	$ 225,480	$ 405,864	$ 556,184	$ 556,184
			$ 633,450	$ 1,140,210	$ 1,562,510	$ 1,562,510
	TUITION		$ 364,470	$ 656,046	$ 899,026	$ 899,026
	FEES		$ 268,980	$ 484,164	$ 663,484	$ 663,484
			$ 633,450	$ 1,140,210	$ 1,562,510	$ 1,562,510
	from template		$633,450	$1,140,210	$1,562,510	$1,562,510

INSTRUCTION, RESEARCH AND STUDENT AFFAIRS
JUNE 13, 2024

ATTACHMENT 1

	FY 26		FY 27		FY 28		FY 29	
	On-going	One-time	On-going	One-time	On-going	One-time	On-going	One-time
B. Operating Expenditures								
1. Travel	$25,000.00		$25,000.00		$25,000.00		$25,000.00	
2. Professional Services	$50,000.00		$50,000.00		$50,000.00		$50,000.00	
3. Other Services	$5,000.00		$5,000.00		$5,000.00		$5,000.00	
4. Communications	$20,000.00		$20,000.00		$20,000.00		$20,000.00	
5. Materials and Supplies	$62,855.00		$62,855.00		$62,855.00		$62,855.00	
6. Rentals								
7. Materials & Goods for Manufacture & Resale								
8. Miscellaneous	$5,000.00		$5,000.00		$5,000.00		$5,000.00	
Total Operating Expenditures	$167,855	$0	$167,855	$0	$167,855	$0	$167,855	$0

	FY 26		FY 27		FY 28		FY 29	
	On-going	One-time	On-going	One-time	On-going	One-time	On-going	One-time
C. Capital Outlay								
1. Library Resources								
2. Equipment		$200,000.00						
Total Capital Outlay	$0	$200,000	$0	$0	$0	$0	$0	$0

	FY		FY		FY		FY	
	On-going	One-time	On-going	One-time	On-going	One-time	On-going	One-time
D. Capital Facilities Construction or Major Renovation								
E. Other Costs								
Utilites								
Maintenance & Repairs								
Other								
Total Other Costs	$0	$0	$0	$0	$0	$0	$0	$0
TOTAL EXPENDITURES:	$1,005,000	$200,000	$1,005,000	$0	$1,005,000	$0	$1,005,000	$0
Net Income (Deficit)	$258,450	$0	$552,810	$0	$975,110	$0	$975,110	$0

ATTACHMENT 1

Budget Notes (specify row and add explanation where needed; e.g., "I.A.,B. FTE is calculated using…"):

II.1	Request for $417,600 to support the new Masters of Nursing program.
II.2	Institutional funds $212,400 will be provided for the first year, along with 1 time $200,000 for simulation and laboratory equipment
II.4 & 5	Line 4 represents standard graduate tuition rates. Line 5 represents mandatory fees and the professional program fee. The estimated costs for Direct Entry Nursing Students is broken down as follows: •Resident: $10,548 + $15,032 professional fee = $25,580 / year (shifting enrollment is divided 50/50 with instate and out of state numbers each year) •Non-Resident: $29,784 + $15,032 professional fee = $44,816 / year •Summer tuition and fees: $7,032 x 15 students (in-state & out of state) = $105,480
III. A	Personnel - 5.5 FTE (Faculty, Administration and Staff)
C.2	Simulation and laboratory equipment
II.	
	Please see attached Master's of Science – Nursing Budget Addendum

Master's of Science – Nursing Budget Addendum

a) Requirements. To designate a professional fee for a Board approved professional program, all of the following criteria must be met:

1) Credential or Licensure Requirement:

i) A professional fee may be charged for an academic professional program if graduates of the program obtain a specialized higher education certificate or degree that qualifies them to practice a professional service involving expert and specialized knowledge for which credentialing or licensing may be required.

The graduates qualify to sit for the National Council Licensure Examination (NCLEX) and obtain licensure as Registered Nurse (RN).

ii) Any such professional program must provide at least the minimum capabilities required for entry to the practice of a profession.

Nurses with an MSN degree often take on a managerial or leadership roles including those of a healthcare administrator, department manager, and patient safety director. These roles are typically not available to nurses with a BSN degree. Some nurses may use their MSN as a steppingstone toward becoming a Nurse Practitioner (NP) or other nursing specializations.

2) Accreditation Requirement: The program:

i) is accredited within the institution's regional accreditation; or

ii) is actively seeking accreditation if a new program; or

The Competencies for nursing education include competencies and student learning outcomes required for successful program accreditation by the Commission on the Collegiate Nursing Education (CCNE). We will seek accreditation from CCNE.

These learning outcomes also prepare students for the national board examination for nursing practice (National Council Licensure Examination).

iii) will be actively seeking program accreditation after the first full year of existence if a new program by a regional or specialized accrediting agency.

3) Demonstration of Program Costs: Institutions may propose professional fees for Board approval based on the costs to deliver the program and other related costs. An institution must provide justification for the pricing of the professional program. Professional program fees must be additional fees above and beyond the normal resident and non-resident tuition rates.

The MSN is the most expensive health professions program we will deliver.

MSN programs have multiple reoccurring costs, for example disposable gloves, bandages, IV supplies, lab coats, uniforms, diagnostic supplies, etc.

Resources will be needed for infrastructure related to laboratories and learning facilities and simulation units. There are four types of simulation training:

- Manikin-Based Simulation.
- Skills-Training Simulation.
- Tissue-based Simulation.
- Virtual Reality Simulation.
- Standardized Patient Simulation.

We are requesting $200,000.00 to supplement our simulation supplies to accommodate specific nursing education training. Resources will be spent on the five areas listed above.

This rate is consistent with tuition charged by other national MSN programs.

b) Program Guidelines

1) The program must be consistent with academic offerings of the institution serving a population that accesses the same activities, services, and features as full-time, tuition-paying students.

These students will be on campus and will use those campus services.

2) Upon the approval and establishment of a professional fee, course fees associated with the same program shall be prohibited.

MSN students will be charged a professional program fee and no additional course fees.

Jeff Seegmiller, Ed.D., AT
Regional Dean/ Director, Professor
Idaho WWAMI Medical Education Program
University of Idaho

Dear Dr. Seegmiller,

On behalf of Northwest Specialty Hospital, I am writing to express our support for the University of Idaho and their proposed health professions programs, including the direct entry Master of Science in Nursing (MSN) and the Physician Assistant (PA) training programs. As an organization dedicated to advancing healthcare and well-being, we recognize the critical need for increased access to specialized professionals in our community and state. At present, 98% of the counties in Idaho are designated Health Provider Shortage Areas (HSPAs) and Idahoans are left with severe shortages of healthcare access.

Importantly, these proposed programs will not compete with existing healthcare programs at other institutions but would rather improve a workforce that is highly needed. Statewide shortages in a healthcare workforce are related both to drastic population growth in the state, as well as a paucity of academic programs to meet the state needs. Increases in the number of Idaho residents and a demographic surge of aging Idahoans will continue to strain the state's healthcare infrastructure, underscoring the necessity for universities to expand healthcare services within Idaho to meet this need.

We stand in full support of these academic programs and urge the Idaho State Board of Education to move quickly and approve these programs.

Sincerely,

Rick Rasmussen

CEO, Northwest Specialty Hospital

Rick.Rasmussen@nwsh.com // 208-262-2310

2003 Kootenai Health Way
Coeur d'Alene, ID 83814
208.625.4003
kootenaihealth.org

March 27, 2024

Jeff Seegmiller, Ed.D., AT
Regional Dean/ Director, Professor
Idaho WWAMI Medical Education Program
University of Idaho

Dear Dr. Seegmiller,

On behalf of Kootenai Health, we are writing to express our support for the University of Idaho and their proposed health professions programs, including the direct entry Master of Science in Nursing (MSN) and the Physician Assistant (PA) training programs. As an organization dedicated to advancing healthcare and well-being, we recognize the critical need for increased access to specialized professionals in our community and state. At present, 98% of the counties in Idaho are designated Health Provider Shortage Areas (HSPAs) and Idahoans are left with severe shortages of healthcare access.

Importantly, these proposed programs will not compete with existing healthcare programs at other institutions but would rather improve a workforce that is highly needed. Statewide shortages in a healthcare workforce are related both to drastic population growth in the state, as well as a paucity of academic programs to meet the state needs. Increases in the number of Idaho residents and a demographic surge of aging Idahoans will continue to strain the state's healthcare infrastructure, underscoring the necessity for universities to expand healthcare services within Idaho to meet this need.

We stand in full support of these academic programs and urge the Idaho State Board of Education to move quickly and approve these programs.

Sincerely,

Karen Cabell, DO
Chief Physician Executive
kcabell@kh.org

PO Box 415
Hayden, ID 83835
April 8, 2024

Jeff Seegmiller, Ed.D.
Regional Dean/ Director, Professor
Idaho WWAMI Medical Education Program
The University of Idaho

Dear Dr. Seegmiller,

As a retired general surgeon and strong supporter of medical education, I am writing to express my support for the University of Idaho and their proposed health professions programs, including the establishment of the School of Health and Medical Professions.

I am pleased to learn of the direct entry Master of Science in Nursing (MSN), the Doctor of Psychology in Clinical Psychology (PsyD), the Doctor of Anatomical Sciences (DAS), the Certified Registered Nurse Anesthetist (CRNA) DNP degree, the Master's of Science in Gerontology (MS), and the Physician Assistant (PA) training programs. The demand for medical professionals in these fields is high. Expanded medical education in these particular areas will help Idaho address serious health provider shortages.

The University of Idaho is well-positioned to develop and implement expanded medical education programs. It is important to note that the proposed programs will not compete with existing healthcare programs at other institutions but would rather improve a workforce that is highly needed

Expanded medical education is essential for the overall future of healthcare. Developing the next generation of medical professionals will help to ensure that patients have access to high-quality care.

I fully support these academic programs and urge the Idaho State Board of Education to move quickly with their approval for the establishment of the School of Health and Medical Professions.

Sincerely,

Thomas K. Thilo, MD
tomthilo@hotmail.com
(208) 661-1114

To:
Jeff Seegmiller, Ed.D., AT
Regional Dean/ Director, Professor
Idaho WWAMI Medical Education Program
University of Idaho

Dear Dr. Seegmiller,

Thank you for your continued focus on the critical shortages in medical providers that Idahoans experience and for providing solutions to this challenge. I was very happy that the state legislature approved funding for the Doctorate Psychology (PsyD), Direct-Entry Master of Science in Nursing (MSN), Doctorate - Anatomical Science Education (DAS), Master of Science, Gerontology, Certified Registered Nurse Anesthetist (CRNA) Doctorate, and the Physician Assistant (PA)/Masters programs. This approval was imperative and reflects the core values of Idahoans to create solutions that reflect the unique needs of our state and our communities.

As an independent primary care physician practicing for over 30 years and a business owner, I have seen the need first-hand for more medical professionals and the consequences of provider shortages. Workforce shortages in the medical professions affect everyone: Patients, other employees, business owners, medical providers, and our great state. The strain on our current system not only affects individuals personally but also affects society at large by decreasing productivity, decreasing revenues, and making it more difficult for businesses to find and retain talent. Our future workforce throughout all sectors will continue to be affected if we do not respond to the current healthcare challenge.

As a physician, patient, business owner, and medical provider working in and with health organizations, I believe the University of Idaho health professions programs, including the proposed School of Health and Medical Professions are essential to the health of Idaho. Of note, these programs will not compete with existing healthcare programs at other institutions but will contribute to improving the diversity of the healthcare workforce which will be required in the future for a healthy Idaho.

I stand in full support of these academic programs and strongly encourage the State Board of Education to approve these programs as well as the School of Health and Medical Professions quickly.

Sincerely,

John J. Eck MD
208 Solutions LLC
188 W. Hulls Ridge Ct.
Boise, Idaho 83702

JACK T. RIGGS, M.D.

04-25-24

To: Jeff Seegmiller, Ed.D., AT
Regional Dean/ Director, Professor
Idaho WWAMI Medical Education Program
University of Idaho

From: Jack T. Riggs, MD

Dear Dr. Seegmiller,

I am writing today to express my enthusiastic support for the **University of Idaho** and their newly proposed health professions programs, including the proposed **School of Health and Medical Professions (SHAMP)**.

The addition of direct entry Master of Science in Nursing (MSN), Doctor of Psychology in Clinical Psychology (PsyD), Doctor of Anatomical Sciences (DAS), Certified Registered Nurse Anesthetist (CRNA) DNP degree, Master of Science in Gerontology (MS), and Physician Assistant (PA) training programs at the University of Idaho will truly benefit all the citizens of Idaho.

As you know, there is a critical need for increased access to specialized professionals in our state. Currently, 98% of the counties in Idaho are designated Health Provider Shortage Areas (HSPAs) for medical care and 100% of the counties are HSPAs for mental health. Too many Idahoans are left with severe shortages of healthcare access.

I believe these proposed programs would improve and increase a healthcare workforce that is highly needed. A statewide shortage in healthcare workers is a combination of significant population growth combined with too few academic programs to meet the state needs. A growing and aging population will continue to strain the state's healthcare system, underscoring the necessity for universities to expand healthcare services within Idaho to meet this need.

I fully support these academic programs and urge the Idaho State Board of Education to move quickly and approve these programs, as well as the School of Health and Medical Professions.

Sincerely,

Jack T. Riggs, MD
Former Lt. Governor of Idaho
Former WWAMI Student E-76
Member, WWAMI Advisory Board
jack@rephasing.com
208-818-1763

J-U-B ENGINEERS, INC.

J-U-B COMPANIES

April 24, 2024

Dr. Jeff Seegmiller, Ed.D., AT
Regional Dean/ Director, Professor
Idaho WWAMI Medical Education Program
University of Idaho

Dear Dr. Seegmiller,

On behalf of J-U-B ENGINEERS, Inc., we are writing to express our support for the University of Idaho and their proposed health professions programs, including the proposed School of Health and Medical Professions.

We are excited to learn of the direct entry Master of Science in Nursing (MSN), the Doctor of Psychology in Clinical Psychology (PsyD), the Doctor of Anatomical Sciences (DAS), the Certified Registered Nurse Anesthetist (CRNA) DNP degree, the Master's of Science in Gerontology (MS), and the Physician Assistant (PA) training programs.

As a midsize employer with our entire employee base residing in the intermountain west, we recognize the critical need for increased access to specialized professionals in our community and state. In recent years there has been a decline in healthcare access or services for many populations in our region. Quality healthcare is a primary concern for our employees and a critical recruitment aspect for attracting quality talent to our organization.

Importantly, we believe these proposed programs will not compete with existing healthcare programs at other institutions but would rather improve a workforce that is highly needed. Statewide shortages in a healthcare workforce are related both to drastic population growth in the state, as well as a paucity of academic programs to meet the state needs. Increases in the number of Idaho residents and a demographic surge of aging Idahoans will continue to strain the state's healthcare infrastructure, underscoring the necessity for universities to expand healthcare services within Idaho to meet this need.

We stand in full support of these academic programs and urge the Idaho State Board of Education to move quickly and approve these programs, as well as the School of Health and Medical Professions.

Sincerely,

J-U-B ENGINEERS, Inc.

Brian Smith, P.E.
President/CEO

a 2760 W. Excursion Lane, STE 400, Meridian, Idaho 83642 *p* 208 376 7330 *w* www.jub.com

Coeur d'Alene Public Schools
DISTRICT ADMINISTRATIVE CENTER
1400 N. Northwood Center Court, Coeur d'Alene, ID 83814
OFFICE 208.664.8241
FAX 208.664.1748
www.cdaschools.org

April 29, 2024

Jeff Seegmiller, Ed.D., LAT, ATC
Regional Dean and Director, Professor
Idaho WWAMI Medical Education Program
University of Idaho
1875 Perimeter Drive MS 4061
Moscow, ID 83844-4061

Dear Dr. Seegmiller,

On behalf of Coeur d'Alene District 271, we are writing to express our support for the University of Idaho and their proposed health professions programs, including the proposed School of Health and Medical Professions.

We are thrilled to learn of the direct entry Master of Science in Nursing (MSN), the Doctor of Psychology in Clinical Psychology (PsyD), the Doctor of Anatomical Sciences (DAS), the Certified Registered Nurse Anesthetist (CRNA) DNP degree, the Master's of Science in Gerontology (MS), and the Physician Assistant (PA) training programs.

Health education plays a pivotal role in improving community well-being by promoting knowledge and healthy practices across all age groups. As an academic organization we know the importance of health education and development allowing increased access to specialized professionals in our community and state. At present, 98% of the counties in Idaho are designated Health Provider Shortage Areas (HSPAs) for medical care and 100% of the counties are HSPAs for mental health. As such, Idahoans are left with severe shortages of healthcare access.

Importantly, we believe these proposed programs will not compete with existing healthcare programs at other institutions but would rather improve a workforce that is highly needed. Statewide shortages in a healthcare workforce are related both to drastic population growth in the state, as well as a paucity of academic programs to meet the state needs. Increases in the number of Idaho residents and a demographic surge of aging Idahoans will continue to strain the state healthcare infrastructure, underscoring the necessity for universities to expand healthcare services within Idaho to meet this need.

We stand in full support of these academic programs and urge the Idaho State Board of Education to move quickly and approve these programs, as well as the School of Health and Medical Professions.

Sincerely,

Dr. Shon Hocker
Superintendent of Schools
Coeur d'Alene Public School District 271
shon.hocker@cdaschools.org
208-664-8241 ext. 10008

INVEST | INSPIRE | INNOVATE
We invest in each student to prepare, challenge and advance well-educated, resilient and future-ready citizens.

KootenaiHealth

2003 Kootenai Health Way
Coeur d'Alene, ID 83814
208.625.4000 **tel**
kh.org

Dear Dr. Seegmiller,

In my capacity as the Chief Nursing Officer of Kootenai Health, I wish to express our strong support for the University of Idaho's proposed School of Health and Medical Professions (SHMP).

The introduction of the direct entry Master of Science in Nursing (MSN), Doctor of Psychology in Clinical Psychology (PsyD), Doctor of Anatomical Sciences (DAS), Certified Registered Nurse Anesthetist (CRNA) DNP degree, Master's of Science in Gerontology (MS), and Physician Assistant (PA) training programs reflects a proactive response to the escalating health care needs of our community and state.

At Kootenai Health, we recognize the critical shortage of healthcare professionals across Idaho, especially in medically underserved areas. This shortage not only challenges our ability to meet the diverse healthcare needs of our population but also underscores the importance of expanding access to specialized health care education.

These proposed programs align closely with our commitment to excellence in patient care and nursing education. By enhancing the availability of advanced nursing education opportunities, we can cultivate a highly skilled workforce capable of delivering comprehensive and compassionate care to our patients.

Moreover, we firmly believe that these programs will complement existing health care initiatives, contributing to the overall enhancement of health care services throughout Idaho. As our population continues to grow and age, the demand for qualified health care professionals will only intensify, making the approval of these programs all the more urgent.

In conclusion, I am proud to lend my full support to the University of Idaho's efforts to establish the School of Health and Medical Professions and its associated programs. I urge the Idaho State Board of Education to approve these initiatives, as they represent a significant step forward in addressing our state's healthcare challenges.

Thank you for your dedication to advancing healthcare education and improving the health and well-being of all Idahoans.

Sincerely,

Kelly Espinoza, PhD, RN

Chief Nursing Officer, Kootenai Health

KootenaiHealth

2003 Kootenai Health Way
Coeur d'Alene, ID 83814
208.625.4000 **tel**
kh.org

To:
Jeff Seegmiller, Ed.D., AT
Regional Dean/ Director, Professor
Idaho WWAMI Medical Education Program
University of Idaho

Dear Dr. Seegmiller,

As the Executive Vice President of Kootenai Clinic, I am pleased to convey our organization's support for the University of Idaho's proposed School of Health and Medical Professions (SHMP).

We are excited about the potential of the direct entry Master of Science in Nursing (MSN), the Doctor of Psychology in Clinical Psychology (PsyD), the Doctor of Anatomical Sciences (DAS), the Certified Registered Nurse Anesthetist (CRNA) DNP degree, the Master's of Science in Gerontology (MS), and the Physician Assistant (PA) training programs to address the pressing health care needs in our community and state.

At Kootenai Clinic, we are keenly aware of the challenges posed by the shortage of specialized health care professionals across Idaho. With 98% of Idaho counties designated as Health Provider Shortage Areas (HSPAs) for medical care and 100% for mental health, there is an urgent need to expand access to quality health care services.

We firmly believe these proposed programs will not only alleviate the shortage of health care professionals, but also enhance the overall quality of care provided to Idaho residents. By addressing the growing demand for health care services, we can improve health outcomes and enhance the well-being of our community.

Moreover, we view these programs as complementary rather than competitive, recognizing the need for collaboration among academic institutions to meet the evolving health care needs of our state. As Idaho's population continues to grow and age, the strain on our health care infrastructure will only increase, further highlighting the importance of expanding health care services within the state.

In conclusion, I urge the Idaho State Board of Education to approve the establishment of the School of Health and Medical Professions and its associated programs. Kootenai Clinic stands ready to support these initiatives and looks forward to collaborating with the University of Idaho to advance health care education and improve access to quality care for all Idahoans.

Sincerely,

John Weinsheim

Executive Vice President of Kootenai Clinic

2003 Kootenai Health Way
Coeur d'Alene, ID 83814
208.625.4000 **tel**
kh.org

To:
Jeff Seegmiller, Ed.D., AT
Regional Dean/ Director, Professor
Idaho WWAMI Medical Education Program
University of Idaho

Dear Dr. Seegmiller,

As a dedicated board member of Kootenai Health, I am pleased to convey our steadfast support for the University of Idaho's proposed health professions programs, including the establishment of the School of Health and Medical Professions.

The inclusion of the direct entry Master of Science in Nursing (MSN), Doctor of Psychology in Clinical Psychology (PsyD), Doctor of Anatomical Sciences (DAS), Certified Registered Nurse Anesthetist (CRNA) DNP degree, Master's of Science in Gerontology (MS), and Physician Assistant (PA) training programs exemplifies a proactive approach to addressing the pressing health care needs of our community and state.

Kootenai Health recognizes the profound impact of health care workforce shortages on our region, with the majority of Idaho counties designated as Health Provider Shortage Areas (HSPAs) for medical and mental health care. These shortages underscore the critical need for expanded access to specialized health care professionals.

Importantly, we view these proposed programs as complementary rather than competitive, aimed at bolstering the existing health care workforce to better serve our growing population. The demographic surge of aging Idahoans further emphasizes the urgency of expanding health care services within the state.

Therefore, we wholeheartedly endorse these academic programs and urge the Idaho State Board of Education to expeditiously approve the establishment of the School of Health and Medical Professions, along with the proposed programs.

Thank you for your dedication to advancing health care education and improving access to quality care for all Idahoans.

Sincerely,

Dave Bobbitt

Secretary and Treasurer, Kootenai Health Board of Trustees

KootenaiHealth

2003 Kootenai Health Way
Coeur d'Alene, ID 83814
208.625.4000 **tel**
kh.org

To:
Jeff Seegmiller, Ed.D., AT
Regional Dean/ Director, Professor
Idaho WWAMI Medical Education Program
University of Idaho

Dear Dr. Seegmiller,

I am writing to express Kootenai Health's support for the proposed School of Health and Medical Professions (SHAMP) at the University of Idaho. As the CEO of Kootenai Health, the regional referral center for the ten northern counties of Idaho, I can confidently say the creation of SHAMP will greatly contribute to the advancement of health care delivery in our state.

The programs outlined in the proposal for SHAMP align closely with the evolving health care needs of Idahoans. We recognize the immense value they would bring to our health system and the patients we care for. In particular, there is a critical shortage of Advanced Practice Providers (APPs) in North Idaho, and the only programs in our region are offered through private, out-of-state universities.

Each degree, Clinical Psychology (PsyD), Direct-Entry Master of Science in Nursing (MSN), Doctorate in Anatomical Science Education (DAS), Master of Science in Gerontology, Certified Registered Nurse Anesthetist (CRNA) DNP degree, and Physician Assistant (PA) Master's programs are all critical in preparing highly skilled health care professionals to meet the complex demands of quality health care delivery.

We firmly believe the establishment of SHAMP will enhance educational opportunities for aspiring health care professionals in our community, fostering a pipeline of talent that will contribute to the improvement of health care delivery and patient outcomes. Importantly, we believe these proposed programs will not compete with existing healthcare programs at other institutions but would rather improve a workforce that is highly needed. Statewide shortages in a healthcare workforce are related both to drastic population growth in the state, as well as a paucity of academic programs to meet the state needs. Increases in the number of Idaho residents and a demographic surge of aging Idahoans will continue to strain the state's healthcare infrastructure, underscoring the necessity for universities to expand healthcare services within Idaho to meet this need.

Kootenai Health fully supports the establishment of the School of Health and Medical Professions at the University of Idaho. We are confident that SHAMP will play a pivotal role in shaping the future of health care education and practice, and we look forward to the opportunity to collaborate closely with the university in realizing this vision.

Sincerely,

Jameson C. Smith
CEO, Kootenai Health

CdA EDC
COEUR D'ALENE AREA
ECONOMIC DEVELOPMENT CORPORATION
3731 N Ramsey Rd, Suite 110B ~ Coeur d'Alene, ID 83814 ~ 1.208.667.4753

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Pam Houser
Jobs+ Action Committee
Wally Jacobson
Panhandle Area Council
Gynii A. Gilliam
President & CEO

April 29, 2024

To: Jeff Seegmiller, Ed.D., AT
Regional Dean/ Director, Professor
Idaho WWAMI Medical Education Program
University of Idaho

Dear Dr. Seegmiller,

On behalf of the Coeur d'Alene Area Economic Development Corporation/Jobs Plus, Inc., we are writing to express our support for the University of Idaho and their proposed health professions programs, including the proposed School of Health and Medical Professions.

We are thrilled to learn of the direct entry Master of Science in Nursing (MSN), the Doctor of Psychology in Clinical Psychology (PsyD), the Doctor of Anatomical Sciences (DAS), the Certified Registered Nurse Anesthetist (CRNA) DNP degree, the Master of Science in Gerontology (MS), and the Physician Assistant (PA) training programs.

As an organization dedicated to economic development and assisting businesses with workforce challenges, we recognize the critical need for increased access to specialized professionals in our community and state. At present, 98% of the counties in Idaho are designated Health Provider Shortage Areas (HSPAs) for medical care and 100% of the counties are HSPAs for mental health. As such, Idahoans are left with severe shortages for healthcare access.

We strongly believe these proposed programs will not compete with existing healthcare programs at other institutions, but rather, would improve talent supply that is highly needed. Statewide shortages in our healthcare workforce are related both to drastic population growth in the state, as well as a paucity of academic programs to meet the state needs. Increases in the number of Idaho residents and a demographic surge of aging Idahoans will continue to strain the state's healthcare infrastructure, underscoring the necessity for universities to expand healthcare services within Idaho to meet this need.

We stand in full support of these academic programs and urge the Idaho State Board of Education to move quickly and approve these programs, as well as the School of Health and Medical Professions.

Sincerely,

Gynii A Gilliam, President/CEO
Email: gynii@cdaedc.org; Phone: (208)667-4753

2003 Kootenai Health Way
Coeur d'Alene, ID 83814
208.625.4000 **tel**
kh.org

To:
Jeff Seegmiller, Ed.D., AT
Regional Dean/Director, Professor
Idaho WWAMI Medical Education Program
University of Idaho

Dear Dr. Seegmiller,

On behalf of Kootenai Health, we are writing to express our support for the University of Idaho and its proposed health professions programs, including the proposed School of Health and Medical Professions.
We are thrilled to learn of the direct entry Master of Science in Nursing (MSN), the Doctor of Psychology in Clinical Psychology (PsyD), the Doctor of Anatomical Sciences (DAS), the Certified Registered Nurse Anesthetist (CRNA) DNP degree, the Master of Science in Gerontology (MS), and the Physician Assistant (PA) training programs.

As an organization dedicated to advancing healthcare and well-being, we recognize the critical need for increased access to specialized professionals in our community and state. At present, 98% of the counties in Idaho are designated Health Provider Shortage Areas (HSPAs) for medical care, and 100% of the counties are HSPAs for mental health. As such, Idahoans are left with severe shortages of healthcare access.

Importantly, we believe these proposed programs will not compete with existing healthcare programs at other institutions but would improve a highly needed workforce. Statewide shortages in the healthcare workforce are related to drastic population growth in the state and a paucity of academic programs to meet the state's needs. Increases in the number of Idaho residents and a demographic surge of aging Idahoans will continue to strain the state's healthcare infrastructure, underscoring the necessity for universities to expand healthcare services within Idaho to meet this need.

We fully support these academic programs and urge the Idaho State Board of Education to move quickly and approve these programs, as well as the School of Health and Medical Professions.

Sincerely,

Kelly McCarthy Pöl, DNP, RN, NP-D, CHSE
Manager Clinical Education and Simulation

Kootenai Health
2003 Kootenai Health Way
Coeur d'Alene, ID 83814
208.625.5189
kpol@kh.org

To:
Jeff Seegmiller, Ed.D., AT
Regional Dean/ Director, Professor
Idaho WWAMI Medical Education Program
University of Idaho

Dear Dr. Seegmiller,

On behalf of Syringa Hospital & Clinics, we are writing to express our support for the University of Idaho and their proposed health professions programs, including the proposed School of Health and Medical Professions.

We are excited to learn of the direct entry Master of Science in Nursing (MSN), the Doctor of Psychology in Clinical Psychology (PsyD), the Doctor of Anatomical Sciences (DAS), the Certified Registered Nurse Anesthetist (CRNA) DNP degree, the Master's of Science in Gerontology (MS), and the Physician Assistant (PA) training programs.

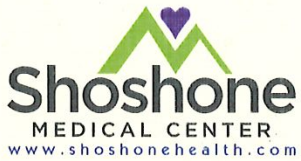
As a rural hospital dedicated to advancing improving the health and well-being of our community, we recognize the critical need for increased access to specialized professionals in both our local community and in our state. At present, 98% of the counties in Idaho are designated Health Provider Shortage Areas (HSPAs) for medical care and 100% of the counties are HSPAs for mental health. As such, Idahoans are left with severe shortages of healthcare access.

We believe these proposed programs will not compete with existing healthcare programs at other institutions but would rather grow and develop a workforce that is greatly needed. Statewide shortages in a healthcare workforce are related both to drastic population growth in the state, as well as a paucity of academic programs to meet the state needs. Increases in the number of Idaho residents and a demographic surge of aging Idahoans will continue to strain the state's healthcare infrastructure, underscoring the necessity for universities to expand healthcare services within Idaho to meet this need.

We stand in full support of these academic programs and urge the Idaho State Board of Education to move quickly and approve these programs, as well as the School of Health and Medical Professions.

Sincerely,

Abner King, FACHE
Chief Executive Officer
aking@syringahospital.org
208-983-8525



25 Jacobs Gulch • Kellogg, Idaho 83837 • (208) 784-1221 • Fax (208) 784-0961

To:
Jeff Seegmiller, Ed.D., AT
Regional Dean/ Director, Professor
Idaho WWAMI Medical Education Program
University of Idaho

Dear Dr. Seegmiller,

On behalf of Shoshone Medical Center, I am writing to express support for the University of Idaho and their proposed health professions programs, including the proposed School of Health and Medical Professions.

Several of the planned programs would help expand access to critical healthcare and mental health services in Idaho. As an organization dedicated to advancing healthcare and well-being, we recognize the critical need for increased access to specialized professionals in our community and state. Shoshone county is a designated Health Provider Shortage Area (HSPA) for both medical care and mental health services. Providing these educational pathways will help alleviate the critical shortage of services we currently experience. Population growth and an aging population will continue to increase demand for medical and mental health services, underscoring the necessity for universities to expand healthcare services within Idaho to meet this need.

Thank you for the opportunity to express support for these academic programs; I urge the Idaho State Board of Education to move quickly and approve these programs, as well as the School of Health and Medical Professions.

Sincerely,

Paul Lewis
CEO
plewis@shomed.org

Shoshone Medical Center does not discriminate against any person on the basis of race, color, national origin, handicap, age, sex or creed in the provision of services, benefits or employment.
Programs of the United States Department of Agriculture are available to all eligible people regardless of race, sex, color, national origin, age or handicap.

To:
Jeff Seegmiller, Ed.D., AT
Regional Dean/ Director, Professor
Idaho WWAMI Medical Education Program
University of Idaho

Dear Dr. Seegmiller,

On behalf of Bonner General Hospital, we are writing to express our support for the University of Idaho and their proposed health professions programs, including the proposed School of Health and Medical Professions.

We are thrilled to learn of the direct entry Master of Science in Nursing (MSN), the Doctor of Psychology in Clinical Psychology (PsyD), the Doctor of Anatomical Sciences (DAS), the Certified Registered Nurse Anesthetist (CRNA) DNP degree, the Master's of Science in Gerontology (MS), and the Physician Assistant (PA) training programs.

As an organization dedicated to advancing healthcare and well-being, we recognize the critical need for increased access to specialized professionals in our community and state. At present, 98% of the counties in Idaho are designated Health Provider Shortage Areas (HSPAs) for medical care and 100% of the counties are HSPAs for mental health. As such, Idahoans are left with severe shortages of healthcare access.

Importantly, we believe these proposed programs will not compete with existing healthcare programs at other institutions but would rather improve a workforce that is highly needed. Statewide shortages in a healthcare workforce are related both to drastic population growth in the state, as well as a paucity of academic programs to meet the state needs. Increases in the number of Idaho residents and a demographic surge of aging Idahoans will continue to strain the state's healthcare infrastructure, underscoring the necessity for universities to expand healthcare services within Idaho to meet this need.

We stand in full support of these academic programs and urge the Idaho State Board of Education to move quickly and approve these programs, as well as the School of Health and Medical Professions.

Sincerely,

John Hennessy
Chief Executive Officer
Bonner General Hospital

520 N. THIRD AVENUE SANDPOINT, IDAHO 83864-1507 TEL (208) 263-1441
bonnergeneral.org

Jeff Seegmiller, Ed.D., AT
Regional Dean/ Director, Professor
Idaho WWAMI Medical Education Program, University of Idaho

April 2024

Dear Dr. Seegmiller,

I'm writing to express our strong support for the University of Idaho and their proposed health professions programs, including the proposed School of Health and Medical Professions.

Intermax has 83 employees in North Idaho with families (older and younger) who rely upon the best professional health care we can get in our region. As the flagship institution in Idaho, the University of Idaho is a critical partner in expanding the area's professional medical education.

We are very encouraged to learn of the direct entry Master of Science in Nursing (MSN), the Doctor of Psychology in Clinical Psychology (PsyD), the Doctor of Anatomical Sciences (DAS), the Certified Registered Nurse Anesthetist (CRNA) DNP degree, the Master of Science in Gerontology (MS), and the Physician Assistant (PA) training programs.

We are a company who provides rural broadband. We've been active in telehealth with our rural local communities and the need is great. At present, 98% of the counties in Idaho are designated Health Provider Shortage Areas (HSPAs) for medical care and 100% of the counties are HSPAs for mental health. As such, Idahoans are left with severe shortages of healthcare access.

Importantly, we believe these proposed programs will not compete with existing healthcare programs at other institutions but would rather improve a workforce that is highly needed. Statewide shortages in the healthcare workforce are real and evident in our community. Increases in the number of Idaho residents and a demographic surge of aging Idahoans will continue to strain the state's healthcare infrastructure, underscoring the necessity for universities to expand healthcare services to meet this need.

We support these academic programs and urge the Idaho State Board of Education to move quickly and approve them - as well as the School of Health and Medical Professions.

Sincerely,

Michael R. Kennedy
President and CEO
mkennedy@intermaxteam.com
208-415-1772

To:
Jeff Seegmiller, Ed.D., AT
Regional Dean/ Director, Professor
Idaho WWAMI Medical Education Program
University of Idaho

Dear Dr. Seegmiller,

On behalf of the Coeur d'Alene Casino Resort Hotel, we are writing to express our support for the University of Idaho and their proposed health professions programs, including the proposed School of Health and Medical Professions.

We are thrilled to learn of the direct entry Master of Science in Nursing (MSN), the Doctor of Psychology in Clinical Psychology (PsyD), the Doctor of Anatomical Sciences (DAS), the Certified Registered Nurse Anesthetist (CRNA) DNP degree, the Master's of Science in Gerontology (MS), and the Physician Assistant (PA) training programs.

As an organization dedicated to advancing healthcare and well-being, we recognize the critical need for increased access to specialized professionals in our community and state. At present, 98% of the counties in Idaho are designated Health Provider Shortage Areas (HSPAs) for medical care and 100% of the counties are HSPAs for mental health. As such, Idahoans are left with severe shortages of healthcare access.

Importantly, we believe these proposed programs will not compete with existing healthcare programs at other institutions but would rather improve a workforce that is highly needed. Statewide shortages in a healthcare workforce are related both to drastic population growth in the state, as well as a paucity of academic programs to meet the state needs. Increases in the number of Idaho residents and a demographic surge of aging Idahoans will continue to strain the state's healthcare infrastructure, underscoring the necessity for universities to expand healthcare services within Idaho to meet this need.

We stand in full support of these academic programs and urge the Idaho State Board of Education to move quickly and approve these programs, as well as the School of Health and Medical Professions.

Sincerely,

Laura Penney, CEO

lpenney@cdacasino.com

North Idaho College
1000 West Garden Avenue, Coeur d'Alene, Idaho 83814
www.nic.edu

18 March 2024

Idaho State Board of Education
650 West State Street, 3rd Floor
Boise, ID 83702

Dear Idaho State Board of Education,

I am writing to express my wholehearted support for the University of Idaho and their proposed health professions programs. As President of North Idaho College, I am acutely aware of the healthcare challenges facing our state, particularly in northern Idaho, where shortages of healthcare providers have reached unprecedented levels.

The statistics paint a stark picture: with 98% of the state designated as health professional shortage areas, our citizens are left grappling with limited access to essential healthcare services. This not only impacts our economy but, more importantly, jeopardizes the well-being of our community members.

The University of Idaho's proposal to introduce a doctorate in clinical psychology (PsyD), a Physician Assistant program, and a direct entry Master of Science in Nursing are much-needed steps towards addressing these critical shortages. These programs are tailored to meet the specific needs of our region, where the shortage of healthcare professionals is most acute.

It's important to emphasize that these proposed programs are not intended to compete with existing offerings at other universities, but rather to complement and enhance the range of healthcare education available within the state. There is a clear and demonstrated need for these programs, with a level of interest that is currently underserved.

As we look towards the future, it is imperative that we invest in the growth of all health professional programs to ensure the vitality of our healthcare workforce. The University of Idaho, as our state's top research institution, is well-positioned to play a leading role in this endeavor.

I am enthusiastic about the prospect of collaboration between the University of Idaho's new health programs and our own North Idaho College health professions programs to expand collaborative initiatives. Together, we can work towards meeting the healthcare needs of northern Idaho and the state as a whole.

Thank you for your attention to this matter. I stand ready to offer any assistance or support necessary to bring these vital programs to fruition.

Sincerely,

Nick Swayne

Nick Swayne, PhD
President, North Idaho College

Comments on two program proposals by University of Idaho: 1) Direct Entry MS in Nursing Program and 2) Masters of Physician Assistant Studies Program

Boise State University

It is our belief that the two programs, **Direct Entry MS in Nursing Program** and **Masters of Physician Assistant Studies Program**, proposed by University of Idaho, are or can be allowed under Idaho State Board of Education (SBOE) Policy III.Z, provided they follow the prescribed steps outlined by the Board and the SBOE governing policies and ensure the existing criteria are met. However, we have concerns that the process and criteria outlined in the Policy III.Z have yet to be met.

In particular, these two program proposals, as they are put forward, are violating Policy III.Z in two important ways. Firstly, statewide responsibility for these programs belongs to Idaho State University, and there is a clear process detailed in the Policy III.Z (pages 9 - 11 of the policy document) describing the Memorandum of Understanding (MOU) that needs to be established, in this case between University of Idaho and Idaho State University, and submitted as an addendum to the program proposal.

Secondly, these proposals are not following the specific steps identified for “high demand programs” in Policy III.Z (pages 5 - 6 of the policy document). This section specifically requires the proposals to meet a minimum of four criteria, demonstrating high demand and declaring that the submission of these proposals are “requested by the Board.” The proposals do not indicate that these proposals are requested by the Board. More importantly, the requirement of establishing an MOU with the institution with the Statewide Responsibility, in this case Idaho State University, is not met.

> “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.” (SBOE Policy III.Z, page 6).

Finally, these proposals do not meet the spirit of “systemness” or “managed competition” that the SBOE has put forth for higher education in Idaho, nor the goals of the Healthcare Committee Education and Training Workgroup that has been working for a coordinated and a collaborative approach to healthcare workforce shortage in Idaho. Proposals by University of Idaho to offer these two programs do not align with the Idaho State Board of Education’s fundamental principles to “...[plan and coordinate] 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" (SBOE Governing Policies and Procedures, Policy III.Z, p. 1).

It is commendable that the University of Idaho would like to shoulder some of the responsibility to contribute to workforce needs in healthcare in Idaho by investing in programs that are *not yet offered* in Idaho, such as Master of Science in Gerontology. However, increasing the healthcare workforce in Idaho is not synonymous with creating duplicated healthcare programs. Creating the same healthcare programs is not avoiding unnecessary duplication and nor maximizing the cost-effective use of educational resources or taxpayer investment. Universities and colleges with existing healthcare programs have dedicated buildings, labs and most importantly decades of investment in building relationships with the healthcare industry, which we need to build upon.

Idaho State Board of Education

March 28th, 2024

Re: University of Idaho Proposal Related to MSN Direct Entry Program

This letter constitutes Idaho State University's response to the University of Idaho's recent proposal to create a Master of Science in Nursing Direct Entry Program. ISU has significant concerns about the nature of this proposal and believes it not only violates the letter, if not the spirit, of Policy III.Z, but that given the recent expansion of MSN programming by Lewis Clark State College as well as their current plans to expand a Direct Entry option with ISU's support, that UofI's program represents problematic duplication of programming that will ultimately do little to address nursing health care needs in the state and will incur unnecessary educational costs for both institutions.

Idaho State University has a responsibility delegated to it by the State Board of Education to assess, understand, and manage the statewide needs related to clinical nurses trained at the Master's level. We have not been approached by University of Idaho with requests for collaboration or conversation about the need/intent to launch such programming, as required by III.Z. We have, recently, supported Lewis Clark State College in their efforts to expand their own programmatic offerings in nursing to train additional clinical nurses at the Master's level who have a special interest in nursing leadership (whereas ISU's program focuses primarily on nursing education). This collaboration has been successful, in large part, because the focus of the two programs is complementary in nature and ISU came to understand that LCSC could train nurses to fill a niche in the healthcare landscape that ISU agrees is present to a modest degree, but which we were not currently prepared to fill. ISU sees this as a productive and welcome collaboration that operates according to the spirit of III.Z, and the two institutions have continued conversations on how Direct Entry into the existing MSN program at LCSC might further help students interested in becoming clinical nurses prepared to assume leadership positions might benefit from such a pathway. ISU is supportive of LCSC's goals in this regard.

Part of the reason that LCSC's engagement in this sphere seems warranted is because they already have a successful and robust undergraduate nursing program. Through this, they are investing significantly in meeting the state's needs for additional nurses. Undergraduate nursing programs that train clinical nurses (LPNs/RNs/BSNs) are, and should continue to be, the means by which the state meets the demand for additional nurses because it is in these programs that significant potential for adding additional clinical nurses to our nursing ranks exists. ISU's own enrollment data for our MSN program testifies to this, as we only have between 4-7 students enrolled in our MSN program per semester. If the state needs to increase the volume of nurses, expanding MSN programming is not the way to achieve it. There is likely a relatively modest number of individuals in North Idaho who will be interested in acquiring the MSN degree – certainly not enough to sustain two full MSN programs in the area. LCSC has the expertise, facilities, and faculty to attend to those needs.

Office of Academic Affairs
921 South 8th Avenue, Stop 4092 | Pocatello, ID 83209 | (208) 282-4026 | isu.edu/provost

Idaho State University

In ISU's opinion, a better pathway forward for UofI would be to consider reaching out to LCSC to inquire about the possibility of collaborating on undergraduate nursing education - which would unquestionably be a better way to increase the numbers of RN/BSN nurses in the state, which is where our real needs in this area lie. 2+2 pathways, co-admit models, or other such options might be possible ways forward if UofI wishes to make an appreciable difference in helping train additional nurses and make an appreciable difference in addressing the nursing needs in service of the State of Idaho.

Not only would UofI's offering of an MSN program compete directly with LCSC's program in ways that would lead to under-enrollment at both institutions, but it would likely lead to unhelpful competition for clinical sites that would result in the two institutions potentially bidding against one another for site access. Such costs would inevitably be passed along to students or absorbed by the university – either way, this would be a detriment to our key stakeholders.

Finally, ISU has significant concerns about the tuition and fees associated with the proposed program. University of Idaho is proposing to charge $15,000 per year to each student enrolling in this program. For comparison, ISU's MSN program charges roughly half this amount at $12,800 per year. As a Direct Entry Masters program, UofI's program is also 24 credit hours longer than ISU's program. Idaho students enrolling in this program will pay a hefty premium for this educational option, whereas accelerated nursing programs targeting the same population of students would be a much less costly option. Idaho students seeking to gain post-baccalaureate training to become a nurse should not have to face such a significant financial hurdle when less costlier options are available, and could be expanded. The fact that UofI is seeking to pursue this option instead of a less costlier, shorter one for potential students calls into question the wisdom of pursuing this degree over other more needed nursing degrees.

In short, University of Idaho's desire to attend to the nursing needs of the state is laudable, but their chosen program, the Direct Entry MSN, will do little to attend to the nursing shortage, compete unnecessarily with already established programs, drive up clinical site costs, and expose Idaho students to high educational costs unnecessarily. Collaborative conversations with one of their sister institutions about partnerships to increase the production of undergraduate trained nurses would be a more productive, less duplicative, less costly route to pursue and should be encouraged.

Office of Academic Affairs
921 South 8th Avenue, Stop 4092 | Pocatello, ID 83209 | (208) 282-4026 | isu.edu/provost

March 29, 2024

Idaho State Board of Education
650 West State Street
Boise, ID 83702

RE: University of Idaho Proposal to Offer a Direct-Entry MSN Degree

Members of the Idaho State Board of Education,

This letter is written in response to the University of Idaho's intent to enter the Nursing education arena. Lewis-Clark State College (LC State) has significant concerns regarding the proposal as it will directly compete with and duplicate LC State nursing program offerings. Further, we wish to make clear that we have programmatic capacity (both in-person and online) to meet expanding nursing education needs.

As the Board may recall, in FY22 the Legislature approved the Governor's recommendation to build nursing education program capacities. LC State received a line-item appropriation of $400,000 (Idaho's 2-yr schools, with nursing programs, also received a line-item appropriation so that 2-yr programs and 2-yr to 4-yr pipeline nursing programs could be expanded). LC State utilized this appropriation to add instructional FTE (i.e., 3 faculty positions, increase 2 program advisors from part-time to full-time, and increase the simulation suite coordinator from a .8 FTE to .85 FTE); and leveraged the State's investment, using donation and institutional funds to renovate space and expand the simulation suite, which further supported increased program capacity. During this same timeframe LC State's proposal to Blue Cross of Idaho, for a 10-year, $1M nursing scholarship fund was awarded. These funds provide additional support to LC State's program capacity expansion. Overall, these investments have allowed LC State to expand capacity by over 30%, with more room yet to grow into!

Continuing to build on the program capacity expansion described, LC State is in process of proposing a Direct-Entry MSN program to meet the needs of our current students as well as those from Region 2 north. Up to 20% of LC State's pre-licensure BSN program students have previously earned a non-nursing baccalaureate degree. As a Direct-Entry MSN program specifically targets this group of students, if the University of Idaho is allowed to offer this program, it will directly compete with, and negatively impact, LC State.

Background: In December of 2023, LC State received an email from a third-party, advising that the University of Idaho had intentions of proposing to offer a Direct-Entry MSN program. The email stated that the University already had support from legislative and State Board of Education members. For 60 years, LC State has been a primary nursing education institution in Idaho and, specifically, in Region 2. LC State was surprised and disappointed by the University of Idaho's declaration of intent, and the fact that there had been no attempt to discuss collaboration on health professions programming. LC State's Provost and Associate Dean reached out to schedule a meeting with the University of Idaho representatives for discussion. The meeting took place in January 2024, with the University of Idaho Provost and Dean of the WWAMI program.

It was evident from the conversation that the University of Idaho intended to proceed with proposing a nursing program, without regard for the impact to LC State. It was stated that to implement this program, the University of Idaho would seek support from LC State nursing faculty to assist with development of the nursing program curriculum, and with navigating the external accreditation process. It was stated that they recognize the University of Idaho has more resources than LC State to recruit nursing faculty. This was quite disheartening as LC State has always intentionally collaborated with all Idaho institutions to support state needs, support "system-ness", and avoid program duplication.

Region 2 is the only region in Idaho that has two state 4-year higher education institutions. If the University of Idaho is granted approval to offer a nursing program (including a Direct-Entry MSN), the following will result:

- negative impact to enrollment of LC State's pre-licensure nursing program
- negative impact to existing clinical placements for LC State nursing students
- negative impact on recruitment and retention of LC State nursing faculty

History & Programmatic Expertise: LC State has a long, successful history of providing nursing education. Since the early 1900's, nursing in the Lewis-Clark Valley has been grounded in deep historical roots and received sustained support from its communities of interest. In 1919, the second RN training program in Idaho was established at St. Joseph Hospital in Lewiston. A contract was negotiated for nursing students at the hospital school to take courses in chemistry, child care, and dietetics through North Idaho College of Education (what has now become Lewis-Clark State College), In 1965, after much lobbying by Sister Helen Francis of St. Joseph Hospital, other local hospital administrators, and members of the Idaho Medical Association, a two-year associate degree nursing program was developed at Lewis Clark Normal School. A baccalaureate completion program for nursing (RN-BSN) was approved by the State Board of Education in 1977 and the first students graduated in 1982. In 1996, the pre-licensure BSN program was implemented and the associate degree program was discontinued, with the last class graduating in 1996.

With 60 years of nursing education, LC State has well-developed, long-standing partnerships across the state. With a wide network of clinical partners, the LC state nursing students engage in a variety of exceptional clinical experiences that provides them the foundation to enter practice safely and successfully. The LC State nursing program includes a high-quality curriculum that prepares graduates for entry into practice. LC nursing graduates consistently exceed the national average for first-time NCLEX (national licensure exam) pass rates, with 100% pass rate for SP 23 graduates (last cohort for full test results). Additionally, LC State BSN graduates are highly sought due to the known quality of preparation for practice (100% placement rate). As is expected of all nursing programs accredited by the Commission on Collegiate Nursing Education (CCNE), the LC State BSN program faculty have been engaged in review and revision of the BSN curriculum in alignment with the re-envisioned 2021 AACN Essentials. Implementation of the revised curriculum will begin fall 2024.

The LC State RN completion program received full accreditation with the National League for Nursing (NLN) in 1986 with reaccreditation in 1993. Upon implementation, the BSN program received preliminary accreditation approval by the CCNE in 1998. Following completion of the

required on-site visit, full accreditation approval was received in 2000 with successful accreditation reaffirmations in 2010 and 2020. The LC State BSN program maintains full accreditation with CCNE, with the next review planned for 2030.

LC State provides four tracks for completion of the BSN program and was recently approved by the Idaho State Board of Education (SBOE) to offer a Master of Science in Nursing (MSN) degree: Nursing Leadership in Healthcare. The MSN program proposal is in review with the Northwest Commission on Colleges and Universities (NWCCU) and upon approval will be offered fall 2024 or spring 2025.

Faculty in the nursing program at LC State are experts in their content areas. Faculty hold graduate degrees and represent a wide array of clinical specialties. For example, the program faculty includes several advanced practice nurses (Adult and Pediatric Nurse Practitioners and a Certified Registered Nurse Anesthetist), medical-surgical nurses, nurses that are oncology certified and population health certified, nurse informatics and evidence-based practice experts, and a Life Flight nurse. Many of the faculty maintain clinical practice to remain current in nursing and this expertise benefits program students.

LC State fully recognizes the continued demand for nurses in Idaho. In ongoing efforts to continue meeting the needs of our stakeholders, including residents of Idaho, our regional communities, and healthcare agencies in our state, LC State increased capacity in the pre-licensure BSN program. Traditionally, the program admitted 45-48 students each fall and each spring. For the past several semesters, admission capacity was increased to 60 students each fall and each spring.

The Nursing & Health Sciences division houses a state-of-the art simulation suite designed to replicate an in-patient hospital setting. The suite includes 6 patient bays with high-fidelity manikins together with all necessary ancillary equipment to support extensive and varied patient care scenarios. There are two fully equipped nursing clinical practice labs, each with eight beds housing low-fidelity and static manikins, a bariatric manikin and over-bed lift, medication and crash carts, IV poles, pumps, and a multitude of additional nursing care equipment. There are 5 report rooms utilized for simulation debriefing and small group work.

LC State currently has a cadaver lab for pre-health professions education students and is developing a high-technology, immersive health care education learning lab to be utilized by all health professions students on campus. Planned for this lab are two Anatomage virtual cadaver tables, virtual reality equipment, and additional technology to support immersive learning.

The LC State BSN program maintains several pathway agreements with our Idaho sister institutions. For example, the Community College to BSN (CC-BSN) pathway allows students enrolled in community colleges in Idaho (NIC, CWI, CEI) to concurrently enroll in the bachelor's completion track at LC. In this pathway, students graduate with their associate degree, obtain their RN license, and graduate with their BSN degree typically one semester later. This pathway is a successful partnership between multiple Idaho education institutions allowing students to efficiently earn a BSN. Additionally, Registered Nurses possessing an associate degree in nursing can complete the LC State baccalaureate completion track. This is offered fully online with flexible scheduling, allowing students to work as a nurse and complete the BSN program in a manner that best fits their situation.

With approval of the MSN: Nursing Leadership in Healthcare degree by the SBOE, LC State will also be proposing a Direct-Entry MSN degree. This degree will allow students that have previously earned a baccalaureate degree to pursue nursing education, culminating in a master's degree rather than a second baccalaureate degree. For the past several years, up to 20% of each LC State pre-licensure BSN cohort have a previously-earned baccalaureate degree. This Direct-Entry MSN will focus on developing graduates prepared to be strong leaders within healthcare. We anticipate the Direct-Entry MSN pathway will be very attractive to our students.

LC State is well positioned to efficiently implement a Direct-Entry MSN degree. As LC State already has in place the necessary infrastructure, qualified faculty, learning labs, simulation technology, and necessary clinical placement opportunities, limited financial support will be needed to offer a Direct-Entry MSN degree. As the program expands, and we continue to increase capacity in the pre-licensure BSN program, additional resources would be limited to instruction and updating lab equipment. Student course fees are maintained at a reasonable level for students. Fees are collected for items such as practice lab and simulation experience consumables. Total course fees for this program are anticipated to be less than $5,000 for the entire program. This cost to students is significantly less than the $25,000 per year program fee included in the University of Idaho's proposed program.

As Idaho State University (ISU) has statewide responsibility for health education programs, LC State has partnered with ISU to establish collaborative efforts regarding health education programs. LC and ISU entered into an MOU in December 2023, to collaborate on the Master of Physician Assistant Studies (MPAS) degree, with plans to offer a cohort of the program in northern Idaho. MPAS student clinical rotations will occur in the northern part of the state beginning summer 2024. ISU's existing program is well established and accredited. Adding a cohort under the umbrella of the existing ISU accreditation would be an efficient and timely process compared to initiating a new program with a separate accreditation application.

Recognizing that collaboration and partnership between higher education institutions, rather than duplication of programming, is expected and provides synergy, LC State consulted with ISU regarding plans to propose a Direct-Entry MSN program in north Idaho. ISU supports LC State in this endeavor. LC State and ISU are expanding partnerships regarding additional health education programs. An MOU for the ISU PharmD program has been completed. Additional program partnerships and pathways in development include Master of Occupational Therapy, Doctor of Physical Therapy, Master of Science in Nursing: Education, CRNA, and others.

LC State is well known and respected for nursing education in Idaho. LC State is well positioned to efficiently and cost-effectively continue to expand nursing education programming in Region 2 to support the needs of Idaho.

Dr. Cynthia Pemberton
President, Lewis-Clark State College

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April 3, 2024

Idaho State Board of Education
650 West State Street
Boise ID, 83702

Members of the Idaho State Board of Education,

This letter represents the collective response of Idaho State University, Boise State University, and Lewis-Clark State College to the recent proposals forwarded by the University of Idaho to inaugurate a School of Health and Medical Professions and launch several programs in the health sciences. Institutional responses to individual program proposals have been submitted, but we write to express our collective concern related to how these proposals have emerged. The State Board of Education has encouraged collaboration among our institutions and a preference for "systemness" in our approach to building out programming. For the past half-decade we have worked together to meet the State's education needs leveraging systemness. We support and believe that leveraging existing programming with collaboration and partnerships is the best way to attend to critical workforce needs across a range of industries thanks to significant public and institutional resources already invested in these programs. We are committed to providing a diverse range of educational opportunities to Idahoans who desire them and acting as stewards of tax-payer funds by avoiding program duplication as we work collaboratively. Our goal should be to increase the production of critical health care professionals, not to needlessly increase the number of professional health care programs. The path forward needs to leverage existing institutional-specific strengths and investments in educational capacity and infrastructure. We stand ready to collaborate as a system of higher education to create needed programming to increase the healthcare education capacity of the state and are open to working with the University of Idaho to meet these goals.

The recently submitted proposals do not support collaboration among the institutions in their existing form. Although discussions have occurred in the past related to partnerships between our institutions, these current proposals were drafted without further conversation. Additionally, these proposals have the potential to make health sciences education in some disciplines more costly and result in the unnecessary expenditure of tax-payer funds and cost increases to students. Finally, the rhetoric that has been used to advance these proposals in communications to the legislature and the broader public, about the mortality rate of Idahoans, has been misleading and does not recognize the important educational efforts by state institutions that include public-private partnerships in key geographic areas. The individual program proposal responses include specific information on current programming and we encourage you to review all submitted responses. Should the State Board of Education wish to see additional data beyond that found in our individual proposal responses to assess the validity of these concerns, we welcome the opportunity to provide such data.

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We are committed to collaborative engagement and working among all eight Idaho institutions to identify opportunities to build program partnerships. These partnerships should leverage our existing programmatic areas of expertise–thus, building effective collaborations without unnecessary competition. We urge the Board to set aside these proposals and facilitate collective dialogue about how we might collaboratively address Idaho's healthcare workforce demands. We urge all institutions to come to that dialogue with a substantive commitment to the principles the Board has long expected.

DocuSigned by:
Robert Wagner
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Dr. Robert W. Wagner
President, Idaho State University

DocuSigned by:
Cynthia Pemberton
E88DEFB474D14C3...
Dr. Cynthia Pemberton
President, Lewis-Clark State College

DocuSigned by:
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Dr. Marlene Tromp
President, Boise State University

LEGISLATURE OF THE STATE OF IDAHO
Sixty-seventh Legislature Second Regular Session - 2024

IN THE HOUSE OF REPRESENTATIVES

HOUSE BILL NO. 734

BY APPROPRIATIONS COMMITTEE

AN ACT

RELATING TO THE APPROPRIATION TO THE STATE BOARD OF EDUCATION AND THE BOARD OF REGENTS OF THE UNIVERSITY OF IDAHO; APPROPRIATING ADDITIONAL MONEYS TO THE STATE BOARD OF EDUCATION AND THE BOARD OF REGENTS OF THE UNIVERSITY OF IDAHO FOR COLLEGE AND UNIVERSITIES AND THE OFFICE OF THE STATE BOARD OF EDUCATION FOR FISCAL YEAR 2025; REDUCING THE APPROPRIATION TO THE STATE BOARD OF EDUCATION AND THE BOARD OF REGENTS OF THE UNIVERSITY OF IDAHO FOR COLLEGE AND UNIVERSITIES AND THE OFFICE OF THE STATE BOARD OF EDUCATION FOR FISCAL YEAR 2025; PROVIDING FOR THE USE OF APPROPRIATED FUNDS; PROVIDING FOR THE USE OF APPROPRIATED FUNDS; AND DECLARING AN EMERGENCY AND PROVIDING AN EFFECTIVE DATE.

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

SECTION 1. In addition to any other appropriation provided by law, there is hereby appropriated to the State Board of Education and the Board of Regents of the University of Idaho for College and Universities and the Office of the State Board of Education the following amounts to be expended according to the designated programs and expense classes from the listed funds for the period July 1, 2024, through June 30, 2025:

	FOR PERSONNEL COSTS	FOR OPERATING EXPENDITURES	TOTAL
I. BOISE STATE UNIVERSITY:			
FROM:			
General Fund	$4,292,600		$4,292,600
Unrestricted Fund	521,000		521,000
TOTAL	$4,813,600		$4,813,600
II. IDAHO STATE UNIVERSITY:			
FROM:			
General Fund	$2,991,900	$552,100	$3,544,000
Charitable Institutions Endowment Income Fund	31,700		31,700
Normal School Endowment Income Fund	357,200		357,200

	FOR PERSONNEL COSTS	FOR OPERATING EXPENDITURES	TOTAL
Unrestricted Fund	589,700	0	589,700
TOTAL	$3,970,500	$552,100	$4,522,600
III. LEWIS-CLARK STATE COLLEGE:			
FROM:			
General Fund	$551,700	$268,800	$820,500
Normal School Endowment Income Fund		352,200	352,200
Unrestricted Fund	225,000	0	225,000
TOTAL	$776,700	$621,000	$1,397,700
IV. UNIVERSITY OF IDAHO:			
FROM:			
General Fund	$3,548,200	$290,000	$3,838,200
Agricultural College Endowment Income Fund		65,700	65,700
Scientific School Endowment Income Fund		49,700	49,700
University Endowment Income Fund		266,500	266,500
Unrestricted Fund	942,900	0	942,900
TOTAL	$4,491,100	$671,900	$5,163,000
GRAND TOTAL	$14,051,900	$1,845,000	$15,896,900

SECTION 2. Notwithstanding any other provision of law to the contrary, the appropriation to the State Board of Education and the Board of Regents of the University of Idaho for College and Universities for Boise State University is hereby reduced by $4,600 from the General Fund from operating expenditures for the period July 1, 2024, through June 30, 2025.

SECTION 3. USE OF APPROPRIATED FUNDS. State-appropriated funds shall not be utilized to support diversity, equity, inclusion, or social justice ideology as part of any student activities, clubs, events, or organizations

on campus. Each college and university shall submit a written report of its expenditures related to these activities to the Joint Finance-Appropriations Committee no later than December 1, 2024.

SECTION 4. USE OF APPROPRIATED FUNDS. State-appropriated funds for capacity enhancement at the University of Idaho shall not be utilized to support undergraduate nursing or physician assistant programs that are provided by other colleges, universities, and community colleges that receive state appropriated funds.

SECTION 5. An emergency existing therefor, which emergency is hereby declared to exist, this act shall be in full force and effect on and after July 1, 2024.

WORK SESSION
JUNE 13, 2024

TAB	DESCRIPTION	ACTION
A	**IRSA – STRATEGIC DISCUSSION OF BOARD POLICY III.Z. PLANNING AND DELIVERY OF POSTSECONDARY PROGRAMS AND COURSES**	Information Item

SUBJECT

Strategic Discussion of Board Policy III.Z., Planning and Delivery of Postsecondary Programs and Courses

REFERENCE

Jun/Aug 2003	The Board approved first and second readings of a new Board policy, III.Z. Delivery of Postsecondary Education, to guide planning and delivery of academic programs at the public postsecondary institutions.
Apr/Jun 2011	The Board approved first and second readings of proposed amendments to Board Policy III.Z., adding statewide program responsibilities and service region designations for the universities and Lewis-Clark State College.
Aug/Dec 2013	The Board approved first and second readings of proposed amendments to Board Policy III.Z., updating institutions' statewide responsibilities.
Oct/Dec 2016	The Board approved first and second readings of proposed amendments to Board Policy III.Z., updating institutions' statewide program responsibilities.
Dec 2017/Feb 2018	The Board approved first and second readings of proposed amendments to Board Policy III.Z., changing the planning timeframe from five years to three years.
Jun/Aug 2018	The Board approved first and second readings of proposed amendments to Board Policy III.Z., adding responsibilities for applied baccalaureate degrees to each region.
Jun/Aug 2020	The Board approved first and second readings of proposed amendments to Board Policy III.Z., changing the name of a statewide program listed for the University of Idaho.
Feb/Apr 2021	The Board approved first and second readings of proposed amendments to Board Policy III.Z., adding new definitions for high-demand and joint programs, as well as significant revisions to collaboration requirements.
Oct/Dec 2022	The Board approved first and second readings of proposed amendments to Board Policy III.Z., describing 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 applied baccalaureate degrees.
Aug/Oct 2023	The Board approved first and second readings of Board Policy III.Z., exempting prison education from the policy.

Feb 2024	The Board discussed findings and recommendations from the Policy III.Z. Working Group.
April 2024	The Board received an update on progress toward the charge given at the previous Board meeting and continued discussion about potential revisions to Policy III.Z.

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

Board Policy III.Z Planning and Delivery of Postsecondary Programs and Courses was originally adopted by the Board in August 2003, to "ensure Idaho's public postsecondary institutions meet the educational and workforce needs of the state through academic planning, alignment, collaboration and coordination of programs." The policy aimed to "optimize the delivery of academic programs while allowing the institutions to grow and develop consistent with an appropriate alignment of strengths and sharing of resources." The policy provided a critical framework to support the Board in meeting its constitutional and statutory oversight responsibilities by requiring appropriate levels of planning and accountability of postsecondary educational programming.

In Fall 2023, the Board President established a Working Group comprised of four Board members to closely examine Board Policy III.Z. and determine if further amendments should be made to the policy, particularly related to Designated Service Regions and Statewide Program Responsibilities.

Based on feedback from the institutions and input from Board staff, the Working Group brought a set of recommendations related to Board Policy III.Z. to the full Board for a Work Session discussion at the February 2024 Board meeting. At the conclusion of this Work Session, the Board directed staff to work with the eight institutions to revise Policy III.Z. to meet several objectives.

On April 10, the members of the Council on Academic Affairs and Programs met face-to-face in Boise for a day-long discussion about Policy III.Z, the Working Group recommendations, and the charge from the February Work Session. At the April regular Board meeting, the Board discussed the outcomes from these conversations and directed staff to develop more specific options for revising the policy and return to discuss these options at the next Board meeting.

IMPACT

The Work Session will allow for Board members to consider specific options for revising Board Policy III.Z. to better meet statewide and regional programmatic needs.

ATTACHMENTS

Attachment 1 – Options for Revising Policy III.Z.
Attachment 2 – Local Operation Committee History and Background
Attachment 3 – Institutional Responses to Proposed Options

STAFF COMMENTS AND RECOMMENDATIONS

Staff will present specific options for revising Policy III.Z. to the Board and facilitate a discussion. The options were considered by the Council on Academic Affairs and Programs and input was received from Council members. The options were also shared with members of the Instruction, Research, and Student Affairs Committee of the Board.

BOARD ACTION

This item is for informational purposes only.

Policy III.Z. Proposed Revisions

Option A

1. Clearly and succinctly define the Board's preferred principles of collaboration and efficient use of facilities, but don't make such principles hard and fast policy requirements to allow for flexibility, innovation, and responsiveness by the institutions. Trust that economics and good stewardship of public funds will continue to be driving forces in institutional planning and program development.
2. Maintain the Designated Service Regions as currently defined in the policy, but establish a "right-of-first-refusal" process:
    a. If a non-designated institution identifies a need to offer a program outside its designated service region, it shall notify the Board Office via a Letter of Interest. The Letter of Interest shall include a program description, a needs assessment, a student demand assessment, and an institutional capacity assessment.
    b. The Board office shall transmit the Letter of Interest to the designated institution(s) in the service region(s) where the non-designated institution desires to offer the program.
    c. The designated institution(s) may respond in one of three ways:
        i. Agree to and sign an MOU with the non-designated institution to offer the program collaboratively, and submit a signed MOU to the Board Office within 6-months of receiving the Letter of Interest.
        ii. Determine to offer the proposed program, and submit to the Board Office a Letter of Intent within 6 months AND a program proposal within 12 months of receiving the Letter of Interest.
        iii. Refute the claims in the Letter of Interest and request the Board to settle the dispute by submitting a Letter of Dispute to the Board Office within 3 months of receiving the Letter of Interest.
    d. The non-designated institution may submit a proposal to offer the program if the designated institution(s) take(s) no action or do(es) not meet the deadlines for the actions specified above.
3. Designate statewide responsibilities as expectations of the Board for the institutions, and require institutions to fulfill their responsibilities to fullest extent possible to serve Idahoans in all regions of the state:
    a. Require institutions to evaluate their statewide program responsibilities regularly, establish parameters for these evaluations, and require reporting of these evaluations to the Board.
    b. Establish a clear process for adding to or removing programs from the statewide responsibility lists.
    c. Generally restrict non-designated institutions from establishing a program on a designated institution's statewide program responsibility list.
    d. If a non-designated institution identifies a need for a statewide program in their service region that is not currently being met by the designated institution, the non-designated institution shall notify the Board Office via a Letter of Interest.

The Letter of Interest shall include a program description, a needs assessment, a student demand assessment, and an institutional capacity assessment.

i. The Board office shall transmit the Letter of Interest to the designated institution.
    1. The designated institution shall respond in one of three ways:
        a. Agree to and sign an MOU with the non-designated institution to offer the program collaboratively, and submit a signed MOU to the Board Office within 6-months of receiving the Letter of Interest.
        b. Determine to expand the statewide program into the region of interest, and submit to the Board Office a Letter of Intent within 6 months AND a Letter of Notification of expansion within 18 months of receiving the Letter of Interest.
        c. Refute the claims in the Letter of Interest and request the Board to settle the dispute by submitting a Letter of Dispute to the Board Office within 3 months of receiving the Letter of Interest.

ii. The non-designated institution may submit a proposal to offer the program in its service region if the designated institution takes no action or does not meet the deadlines for the actions specified above.

e. Move specific criteria for evaluating baccalaureate degrees at the community colleges and associate degrees at the universities to policy III.G., if such criteria are still desired by the Board.

4. Consider removing the following sections of the policy, but use some of the language in these sections to describe the Board's preferred principles of collaboration and efficient use of resources in the opening section:
    a. High Demand Programs
    b. Memoranda of Understanding
    c. Facilities
    d. Discontinuance of Programs
    e. Existing Programs
    f. Oversight and Advisory Councils
5. Maintain but potentially modify the following sections:
    a. Duplication of Courses
    b. Resolutions
    c. Exceptions

Option B

1. Clearly and succinctly define the Board's preferred principles of collaboration and efficient use of facilities, but don't make such principles hard and fast policy requirements to allow for flexibility, innovation, and responsiveness by the institutions. Trust that economics and good stewardship of public funds will continue to be driving forces in institutional planning and program development.

2. Revise and move the "Oversight and Advisory Councils" section to the beginning of the policy to clearly define the role of the Local Operations Committees (LOCs)[1].
3. Establish four service regions that align with the already established LOCs:
    a. North (comprised of current Regions 1 and 2)
    b. Southwest (comprised of current Region 3)
    c. Southcentral (comprised of current Region 4)
    d. East (comprised of current Regions 5 and 6)
4. Remove regional restrictions from the institutions in terms of programs that can be proposed, but require collaborative planning and implementation through the Local Operations Committees. LOCs should primarily serve to identify programmatic needs for the region and potential areas of collaboration.
    a. Designate institutions within each of the four regions and place no policy restrictions (beyond the Statewide Program Responsibilities requirements) on programming for institutions inside their own designated regions.
    b. Require institutions to participate in the LOC within its own designated region, but allow all institutions to participate in all other LOCs as each institution desires.
    c. Any program an institution desires to propose that will operate physically outside its designated region shall be discussed first at the LOC level, typically through the three-year planning process. The purpose of this discussion shall be to identify areas of potential collaboration among the institutions and to maximize service to the region's unique needs.
    d. LOCs can identify conflicts and concerns early in the planning process, which can then be brought to CAAP, IRSA, and the Board for escalating levels of dispute resolution if such concerns cannot be resolved at the LOC level. No institution shall have formal or informal veto power over any program proposal as institutions may escalate programs to the Board through CAAP and IRSA at any time. Establish a requirement that any proposal that is disputed by another institution shall be brought to the Board for full consideration and approval/disapproval.
    e. Maintain the CTE service regions as currently defined in policy.
5. Designate statewide responsibilities as expectations of the Board for the institutions, and require institutions to fulfill their responsibilities to fullest extent possible to serve Idahoans in all regions of the state:
    a. Require institutions to evaluate their statewide program responsibilities regularly, establish parameters for these evaluations, and require reporting of these evaluations to the Board.
    b. Establish a clear process for adding to or removing programs from the statewide responsibility lists.
    c. Generally restrict non-designated institutions from establishing a program on a designated institution's statewide program responsibility list.

[1] In 1998, the Board created Local Operations Committees, and in 2002, the Legislature provided a $1M ongoing allocation ($250K for each LOC) to coordinate academic programming and operations at the regional level. The attached document contains additional information about the history and function of the LOCS.

d. If a non-designated institution identifies a need for a statewide program in their service region that is not currently being met by the designated institution, the non-designated institution shall notify the Board Office via a Letter of Interest. The Letter of Interest shall include a program description, a needs assessment, a student demand assessment, and an institutional capacity assessment.
    i. The Board office shall transmit the Letter of Interest to the designated institution.
        1. The designated institution shall respond in one of three ways:
            a. Agree to and sign an MOU with the non-designated institution to offer the program collaboratively, and submit a signed MOU to the Board Office within 6-months of receiving the Letter of Interest.
            b. Determine to expand the statewide program into the region of interest, and submit to the Board Office a Letter of Intent within 6 months AND a Letter of Notification of expansion within 18 months of receiving the Letter of Interest.
            c. Refute the claims in the Letter of Interest and request the Board to settle the dispute by submitting a Letter of Dispute to the Board Office within 3 months of receiving the Letter of Interest.
    ii. The non-designated institution may submit a proposal to offer the program in its service region if the designated institution takes no action or does not meet the deadlines for the actions specified above.
e. Move specific criteria for evaluating baccalaureate degrees at the community colleges and associate degrees at the universities to policy III.G., if such criteria are still desired by the Board.

6. Consider removing the following sections of the policy, but use some of the language in these sections to describe the Board's preferred principles of collaboration and efficient use of resources in the opening section:
    a. High Demand Programs
    b. Memoranda of Understanding
    c. Facilities
    d. Duplication of Courses
    e. Discontinuance of Programs
    f. Existing Programs
7. Maintain but potentially modify the following sections:
    a. Resolutions
    b. Exceptions
8. To be successful, it is recommended that OSBE hire at least one additional staff member to facilitate and coordinate the work of the LOCs and lead the regional strategies.

Option C

1. Clearly and succinctly define the Board's preferred principles of collaboration and efficient use of facilities, but don't make such principles hard and fast policy requirements to allow for flexibility, innovation, and responsiveness by the institutions. Trust that economics and good stewardship of public funds will continue to be driving forces in institutional planning and program development.
2. Eliminate the Designated Service Regions as currently defined in the policy for four-year institutions, but establish a process to evaluate demand for a proposed program and if current programs already meet that need.
    a. Any four-year institution can propose a class or program not covered by statewide responsibility designation in any part of the state
    b. The program must provide a different focus from what is currently offered and meet excess demand. For instance, cyber security is a high-demand offering, that has a number of different focuses (monitoring, active cyber defense, protective hardware and software design and coding, etc,). Each four-year institution could have a different focus and meet the high demand in the state.
    c. Four-year institutions may offer general education classes to support their statewide programs, where those statewide programs are offered.
    d. Programs that are under an MOU, 2+2 programs with two-year institutions, and similar collaborations will be actively encouraged, but not required.
    e. The SBOE staff will determine if a proposed program meets the above criteria and efficiently furthers the educational needs of the state. If the staff do not approve a proposed program, the institution may appeal to the full board if they believe the approval criteria have been misapplied.
3. Maintain and designate statewide responsibilities as expectations of the Board for the institutions, and require institutions to fulfill their responsibilities to fullest extent possible to serve Idahoans in all regions of the state:
    a. Require institutions to evaluate their statewide program responsibilities regularly, establish parameters for these evaluations, and require reporting of these evaluations to the Board. Establish a clear process for adding to or removing programs from the statewide responsibility lists.
    b. Generally restrict non-designated institutions from establishing a program on a designated institution's statewide program responsibility list. The area of statewide responsibility should be broadly defined. For instance, Agriculture will include all programs generally offered by a College of Agriculture, Health Care will normally include all programs covered by a College of Human Health, etc. SBOE staff can evaluate whether a program falls within the defined statewide responsibility (for instance, does food processing fall with-in Agriculture). Exceptions will be made for the establishment of new schools and colleges in areas of high demand programs as defined by an evaluation standard. SBOE staff will review school or college proposals from four-year institutions to determine if the new proposed unit meets the threshold of need for the state. If

the proposal is denied, appeals can be made to the full board if the institution believes the evaluation criteria have been misapplied.

c. If a non-designated institution identifies a need for a statewide program in their service region that is not currently being met by the designated institution, the non-designated institution shall notify the Board Office via a Letter of Interest. The Letter of Interest shall include a program description, a needs assessment, a student demand assessment, and an institutional capacity assessment.
    i. The Board office shall transmit the Letter of Interest to the designated institution.
        1. The designated institution shall respond in one of three ways:
            a. Agree to and sign an MOU with the non-designated institution to offer the program collaboratively, and submit a signed MOU to the Board Office within three months of receiving the Letter of Interest.
            b. Determine to expand the statewide program into the region of interest, and submit to the Board Office a Letter of Intent within three months AND a Letter of Notification of expansion within 12 months of receiving the Letter of Interest.
            c. Refute the claims in the Letter of Interest and request the Board to settle the dispute by submitting a Letter of Dispute to the Board Office within three months of receiving the Letter of Interest.
    ii. The non-designated institution may submit a proposal to offer the program in its service region if the designated institution takes no action or does not meet the deadlines for the actions specified above.

d. Move specific criteria for evaluating baccalaureate degrees at the community colleges and associate degrees at the universities to policy III.G., if such criteria are still desired by the Board.

e. All current programs offered by non-designated institutions that do not comply with the liberal determination of what programs are included in statewide program responsibilities are grandfathered.

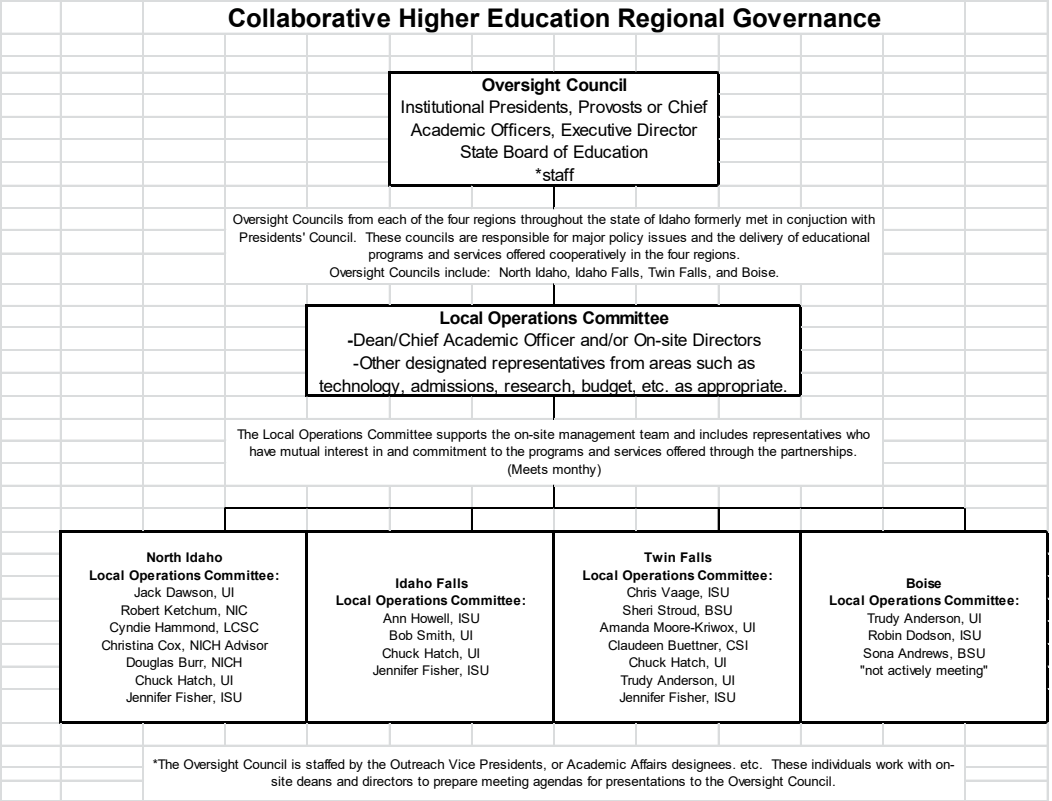
4. Consider removing the following sections of the policy, but use some of the language in these sections to describe the Board's preferred principles of collaboration and efficient use of resources in the opening section:
    a. High-demand Programs
    b. Memoranda of Understanding
    c. Facilities
    d. Duplication of Courses
    e. Discontinuance of Programs
    f. Existing Programs
5. Maintain but potentially modify the following sections:
    a. Resolutions
    b. Exceptions

Idaho Regional Oversight Councils and Local Operations Committees

BACKGROUND

In 1998, the Idaho State Board of Education directed institutions to address a series of academic partnerships with sister institutions to meet the educational needs of the State. As collaborative centers were established in various regions, regional Oversight Councils and Local Operations Committees (LOC) were created.

The Higher Education Oversight Council consisted of the President, Provost, Academic Officer from each institution and the Executive Director of the State Board of Education. Each council met monthly with discussions focused on one particular area within that region each time. The regional local operation committees (LOC) served as a workgroup for the Higher Education Oversight Council and were established to support the onsite directors of the institutions with day-to-day coordination of programs and research opportunities, shared student services, articulation issues, collaboration and resources sharing among and between institutions. One of the most important functions of these committees was to discuss matters of mutual interest and concerns with the educational needs of a particular region to provide recommendations to the Higher Education Oversight Council. The following represents the structure of the council and LOCs. A copy of this chart was provided to the Provosts at their July 2006 meeting.



FUNDING

In FY 2002, the Idaho Legislature appropriated $1 million for distribution to collaborative centers. As provided in the 2001 Idaho Legislative Fiscal Report, "The fifth enhancement provided $1 million to be divided equally among the four regional collaborative centers of higher education to ensure accessible, quality programs. The four collaborative centers are located in Coeur d'Alene, the Treasure Valley, Twin Falls, and Idaho Falls."

Funding recommendations for the $1 million were provided by the Provosts in May 2001, which the Board approved in June 2001. A copy of the document below was shared with Provosts in July 2006.

Exhibit 10

Recommendations on "Collaborative Centers"

Background:

At its April Board meeting, the Board requested that the Chief Academic Officers of the public four-year institutions and the Board's Chief Academic Officer work in concert to develop a definition of what constitutes a "collaborative center." The Board is to use that definition for the distribution of the $1.0 million FY02 Appropriations for such "centers."

The Chief Academic Officers of the seven institutions held a conference call on May 24, 2001. It was determined that there is not a lot of flexibility with the definition given on Collaborative Centers as stated on the FY2002 JFAC Action Program Proof. Therefore, the Chief Academic Officers recommend that the definition given on the appropriation bill be presented to the Board at its June meeting.

Recommendations for Distribution:

1. Recommend: to formalize the *Magic Valley* Oversight Council as well as an Advisory Committee--UI, BSU, ISU, CSI. Fund as follows:

   For $250K--Provided that the four-year institutions free up physical space instructional area.
   - 25% BSU
   - 25% UI
   - 50% ISU $125K

2. Recommend: in the *Treasure Valley* area create an Oversight Council as well as an Advisory Committee structure--UI, BSU, ISU, CSI. Fund as follows:

   Recommend *Treasure Valley*-Boise
   - 1/3 each to BSU, ISU, and UI

3. Recommend: fund *North Idaho* and *South Eastern Idaho* "centers" $250k beginning July 2001 as follows:

   South Eastern Idaho
   - 2+2 programs (EITC partnership) ranging between $25 to $50k, balance to UI/ISU equally
   - Programs (Distance Learning-Community Based)
   - Security issues $40k
   - New Programs (Community Based)

   North Idaho
   - $75,000 each to UI and LCSC; $50k to NIC and ISU
   - $50k to NIC will replace UI and LCSC library charges

4. Recommend: the current Oversight Council (comprised of President, Provost, and OSBE Staff) review the existing organizational structure for all regional collaborative programs.

OVERSIGHT TRANSITION TO PROVOSTS

In 2006, Presidents delegated the role of oversight council to their respective Provost. At the April 2006 CAAP meeting, Provosts discussed whether these were needed given the Board's implementation of Board Policy III.Z and the Eight-Year Plan. While others met on a regular basis, it was noted that the Treasure Valley Oversight Council and LOC had not met for a year and that there didn't appear to be a need to meet. Provosts were asked to provide a recommendation to the President's Council regarding purpose and function of oversight council and why they are needed.

At the July 2006 CAAP meeting, Jennifer Fisher at ISU who attended all of the Council meetings provided the Provosts with an overview of the Oversight Councils and LOCs. The organizational chart on page 1 was distributed along with a sample membership list and meeting schedule. See below.

Sample

Idaho Falls Oversight Council

Council Members

Dr. Richard Bowen, Eastern Idaho Chair
President
Idaho State University
bowerich@isu.edu

Dr. Jonathan Lawson
Vice President Academic Affairs
Idaho State University
lawsjona@isu.edu

Dr. Timothy White
President
University of Idaho
timwhite@uidaho.edu

Dr. Brian Pitcher
Provost, Academic Affairs
University of Idaho
bpitcher@uidaho.edu

Dr. Bill Robertson
Interim President
Eastern Idaho Technical College
broberts@eitc.edu

Scott Hamilton
Dean of Instruction
Eastern Idaho Technical College
shamilto@eitc.edu

Mr. Gary Stivers
Executive Director
Office of the State Board of Education
gstivers@osbe.state.id.us

Dr. Marilyn Davis
Chief Academic Officer
Office of the State Board of Education

Council Staff Members

Ms. Jennifer Fisher
Assistant Vice Pres. for Academic Affairs
Idaho State University
fishjenn@isu.edu

Ms. Ann Howell
Director, University Programs, Idaho Falls
Idaho State University
howeanna@isu.edu

Dr. Chuck Hatch
Vice President, Research/Grad
University of Idaho
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Bob Stiger
Dean, Idaho Falls Center for Higher Ed.
University of Idaho, Idaho Falls
bobs@if.uidaho.edu

Updated 10/6/04

Corrected Draft

Proposed Oversight Council Meeting Schedule 2005 -2006

(Meetings held in conjunction with President's Council meetings on the first Tuesday of each month)

September 6, 2005	Oversight Council Meeting	
	Agenda:	**Northern Idaho**
	Participants:	ISU, UI, NIC, LCSC
October 4, 2005	Oversight Council Meeting	
	Agenda:	**Idaho Falls**
	Participants:	ISU, UI, EITC, BSU
November 1, 2005	Oversight Council Meeting	
	Agenda:	**Treasure Valley**
	Participants:	ISU, UI, BSU, CSI
December 6, 2005	Oversight Council Meeting	
	Agenda:	**Twin Falls**
	Participants:	ISU, UI, CSI, BSU
February 7, 2006	Oversight Council Meeting	
	Agenda:	**Northern Idaho**
	Participants:	ISU, UI, NIC, LCSC
March 7, 2006	Oversight Council Meeting	
	Agenda:	**Idaho Falls**
	Participants:	ISU, UI, EITC, BSU
April 4, 2006	Oversight Council Meeting	
	Agenda:	**Treasure Valley**
	Participants:	ISU, UI, BSU, CSI
May 2, 2006	Oversight Council Meeting	
	Agenda:	**Twin Falls**
	Participants:	ISU, UI, CSI, BSU

Jennifer Fisher recommended that the Local Operations Committees remain active and that CAAP resume the role of Oversight for one year to determine if it should be handled differently. Jennifer was to develop a meeting schedule for how often Provosts should meet regarding these council/partnerships and at the end of the year report to the President's Council on those partnerships. Provosts agreed to resume this role for one year and then reevaluate. ***Note:** No schedule was provided at that time due, in part, to transition of new Chief Academic Officer at OSBE.

At the March 2007 CAAP meeting, Provosts discussed this again and agreed to have presentations for each of the LOCs on a quarterly basis as they did at Presidents' Council. A membership list and charge of those committees was to be provided and a schedule was created. The Provosts have been receiving updates and reports from LOCs since 2008.

The following represents some background information for each Local Operations Committee:

IDAHO FALLS LOCAL OPERATIONS COMMITTEE

In 1998 Idaho State University and University of Idaho entered into an agreement to work together for the delivery of educational services in Idaho Falls. In 2002 the *Addendum to the Agreement between Idaho State University and the University of Idaho for Delivery of Educational Services in Idaho Falls to Include Programs and Services Provided by Eastern Idaho Technical College* was signed. A majority of the items addressed by the LOC deal with the day-to-day operations of University Place. Currently there is no specific budget tied to the operations of this committee. ISU and UI share a campus and have issues that aren't experienced or understood by our main campuses. Without the LOC, a lot of confusion would occur that is alleviated simply by sharing information through the LOC.

Current Committee Members:

- Lyle W. Castle, ISU
- Amy Anderson, ISU
- Ray Hart, ISU
- Carolin Glendenning-Bowman, ISU
- Ann Howell, ISU/UI
- Lee Ostrom, UI
- Carol Baldwin, UI/ISU
- Lori Barber, CEI
- Clint Reading, CEI

Geographic Coverage Area:
The Idaho Falls Local Operations Committee provides service to the Upper Snake River Valley.

List of Current Collaborative Projects/Activities:

- Joint operation of University Place Campus (ISU, UI)
- Educational contract with Idaho National Laboratory (ISU, INL, UI)
- Education agreement with CH2M-WG Idaho (CWI, UI)
- Center for Advanced Energy Studies (BSU, INL, ISU, UI, U Wyoming))
- Collaborative agreements – Eastern Idaho Technical College (EITC), Brigham Young University-Idaho (BYU-I), College of Southern Idaho (CSI)
- Institute of Nuclear Science and Engineering (BSU, ISU, UI)
- Idaho Universities Consortium (BSU, ISU, UI)

- Memorandum of Understanding with District 6 superintendents for delivery of concurrent enrollment courses
- Health Sciences Building on the EITC campus is shared space between ISU and EITC designed to offer programming for the Health Professions
- Grow Idaho Falls

NORTHERN LOCAL OPERATION COMMITTEE

In 1999, North Idaho College, Lewis-Clark State College, University of Idaho, Idaho State University entered into a partnership to serve baccalaureate to post-graduate needs in North Idaho creating the North Idaho Center Higher Education (NICHE). In 2008, Boise State University joined the partnership agreement and the North Idaho Center for Higher Education became the North Idaho Consortium for Higher Education.

In 2002 the Idaho State Legislature appropriated $1 million for the purpose of establishing collaborative centers. Funding for the North Idaho collaboration began July 1, 2000 at $200,000. Subject to state legislation, allocated funds for projects and initiatives have supported the goals and objectives of the North Idaho Consortium of Higher Education. North Idaho College serves as the fiscal agent and funds are managed and allocated jointly via the LOC.

Current Committee Members:

- Lita Burns, NIC - current Chair
- Charles Buck, UI
- Pete Risse, BSU
- Ali Crane, ISU
- Rocky Owens, LCSC
- DeAnn Johnson, NIC
- Becky Byers, UI
- Lyle Castle, ISU

Geographic Coverage Area:
The Northern Local Operations Committee serves Region 1, which includes the five northern counties of the Panhandle.

List of Current Collaborative Projects/Activities:
In 2014, institutions in the consortium finalized a Memorandum of Agreement that sets out the requirements and establishes an operation manual approach for NICHE LOC operations.

- MOU – Disability Support Services
- MOU – Testing Center
- MOU – Advising Services
- MOU - Recruiting Task Force
- MOU – Student Services Task Force
    - Career Services
    - Student Health Services
    - Writing Center
    - Veteran Student Services
    - American Indian/International Student Services

SOUTHWEST COLLABORATING GROUP (Treasure Valley LOC)

The Treasure Valley Oversight Council was established in 2002 and met periodically based on a schedule consistent with the Presidents' Council. This Council did not meet regularly after approximately 2004. One of the last meetings of this council was October 7, 2003 where items such as the following were discussed: ISU Health Sciences building (shared facility with BSU), the UI Water Center, Eight-Year Planning for the Treasure Valley, and role of the Treasure Valley Oversight Council-LOC.

The Treasure Valley group (now known as the Southwest Idaho Collaborating Group) re-emerged in fall 2010 after being dormant for a number of years with the emergence of CWI. They held their first meeting in January 2010. The emphasis of this group is not in common operations with the southwest part of the state but rather a partnership in working together in areas of common interest.

The Southwest Group established a mission in 2011 "to promote collaboration among public institutions of higher education to advance educational opportunity for students in southwest Idaho. This group meets on a quarterly basis and currently does not have a specific budget tied to the operations of the group.

Current Committee Members:

- Danielle Horras, UI – current Chair
- Mark Wheeler, BSU
- Cathleen Currie, CWI
- Patricia Marincic, ISU
- Ali Crane, ISU
- Michael Satz, UI
- Lyle Castle, ISU

Geographic Coverage Area:
Southwest Idaho

List of Current Collaborative Discussions:

- CWI 2+2 programs
- Examining the "swirl" of students among Treasure Valley institutions
- Collaborative programming, seamless transfer, reducing administrative barriers.

SOUTH CENTRAL LOCAL OPERATIONS COMMITTEE

The South Central LOC, which includes representatives from College of Southern Idaho, Boise State University, Idaho State University, and the University of Idaho was formed in 2004. In January 2007, an agreement was established between these institutions for the delivery of educational services in South Central Idaho. As of 2009, CSI in collaboration with their partner institutions were in the process of constructing a Southern Idaho Higher Education Center to provide educational, social and cultural opportunities to the diverse population of South Central Idaho. Currently there is no specific budget tied to the operations of this committee.

The South Central Idaho Local Operation Committee meets monthly on the first Wednesday of each month, addressing topics such as academic programs and research opportunities, space needs, shared student services, articulation issues, opportunities for collaboration and resource sharing among/between institutions, technology needs, maintenance costs, shared staff, joint

appointed faculty, and scholarships. This LOC has established operational procedures and guidelines (i.e., voting procedures and chairmanship) and honors each institution's designated mission – including historical precedence.

Current Committee Members:

- Todd Schwarz, CSI
- Christy Bowman, BSU
- Sean Hunter, BSU
- Pete Risse, BSU
- Chris Vaage, ISU
- Amy Anderson, ISU
- Lyle Castle, ISU
- Michael Satz, UI Boise

Geographic Coverage Area:
The South Central Local Operations Committee's service area encompasses eight counties: Blaine, Camas, Cassia, Gooding, Jerome, Lincoln, Minidoka, and Twin Falls.

List of Current Collaborative Projects/Activities:
CSI and all three universities have been involved with the planning and coordinating of the proposed remodel of either the Aspen Building or the Evergreen Building at the College of Southern Idaho which will eventually become the Southern Idaho Higher Education Center.

MEMORANDUM

TO: DR. TJ BLISS, CHIEF ACADEMIC OFFICE, OFFICE OF THE STATE BOARD OF EDUCATION
FROM: DR. ADAM BRADFORD, INTERIM PROVOST AND VICE PRESIDENT OF ACADEMIC AFFAIRS

RE: POLICY III.Z PROPOSED REVISIONS

Recently, the Office of the State Board of Education submitted for review two options ("Option A" and "Option B") and solicited feedback from the institutions related to these. This memorandum constitutes Idaho State University's official response as it relates to this matter.

OPTION A

Option A is ISU's preferred option for revising Policy III.Z for the following reasons:, as we believe that between the options under consideration it best supports regional needs, encourages collaboration, ensures the wise stewardship of fiscal resources, and locates decision-making authority related to programming where it belongs when disputes arise (namely, with the Board). We offer the following feedback on the various sections of Option A for further consideration:

Section I.

This section calls for the Board to define and support principles of "collaboration and efficient use of facilities" — which speaks to the general spirit of what we believe this policy should seek to achieve. Namely, harnessing the collective strength of the disparate state-funded institutions to best support the educational needs and interests of the students of Idaho — trusting that in doing so, we will create the pipelines necessary to answer the social and workforce demands of the state in the coming years. Working collaboratively, we can accomplish much more than any of our institutions will be able to achieve otherwise. Such collaboration ensures wise fiscal stewardship of state resources, a substantial breadth of academic programming to benefit our students, and an ability to advance research and teaching effectiveness more effectively than if we were otherwise locked in a more competitive model.

Section II.

We fully support the concept of "first right of refusal" and are generally supportive of the mechanism as laid out in this section. **We would strongly suggest that the Board also identify: 1) a common data set for constructing a needs assessment (ex. Idaho DOL data), 2) expectations**

related to data necessary to establish "student demand," and 3) the criteria used to establish "institutional capacity." Common data sets and specific expectations related to criteria will allow the Board to clearly define the metrics and priorities it wishes institutions to attend to as they consider their academic programming. It will also establish a common set of facts and criteria for inter-institutional dialogue, discouraging institutions from essentially "cherry picking" among a wide variety of data sources in an effort to advance their interests.

Section III.
We are highly supportive of the revisions outlined in this section. **We would encourage the Board to consider adding language indicating that it is their expectation that if the responding institution expresses interest in signing an MOU to collaborate with a proposing institution, that such collaborative engagement is the Board's preferred resolution whenever possible. Moreover, if collaboration is desired but elements of the MOU cannot be agreed upon, the Board should consider instituting a "ruling" process by which it arbitrates the MOU.** This will encourage good faith collaboration among the parties, and will provide a mechanism for resolving disputes related to elements of an MOU where institutions cannot agree, even if they are otherwise inclined to collaborate.

Sections IV and V.
ISU is supportive of engaging in the revisions outlined in this section. We ask for the ability to actively provide feedback as this work progresses, as details related to these revisions are yet to be decided and could be impactful.

<u>OPTION B</u>
ISU is concerned that Option B creates an intermediary decision-making body that will ultimately have limited value to the Board, and may potentially delay programmatic creation – thus negatively impacting students and regions who may need such programming. This intermediary body, whose decisions are rightfully subject to Board oversight, creates an unnecessary bureaucratic layer that we believe is unlikely to substantially reduce the need for the Board to exercise its decision-making authority when institutions are unable to resolve concerns themselves.

Section I.
Please see our feedback related to Section I of Option A.

Section II.
Additional clarification about the role and scope of LOC's and their relationship to Advisory Councils is welcome if the Board chooses Option B.

Section III.
ISU does not believe a change to even larger Designated Service Regions alone ensures access to educational opportunity or provides additional trained workers to meet regional workforce needs. These changes only hold value if Section IV of Option B is adopted.

Section IV.
As stated in our opening comments about this option, the establishment of the LOCs in this manner seems to create a potentially unnecessary and ineffective layer of bureaucracy. We believe it is unlikely that the LOC will be effective in resolving differences that the institutions alone are unable to, and therefore, it is likely that such impasses are still going to be brought before the full board – rendering the LOC somewhat superfluous.

If this option were to be adopted, ISU requests that it maintains its status as the designated institution serving the South Central and East regions. We support maintaining the CTE Service Regions as described in this section.

Feedback from Boise State University on III.Z. Options - May 2024

Policy III.Z. Proposed Revisions

Commented [MOU1]: Why not start with option A for a few years and see how that works? SBOE clearly reviewing and assessing state wide responsibilities has not been happening. Both plans call for this to start occurring. If this had been happening all along would we still be reexamining 3Z? Option B could happen if Option A does not solve the perceived problems once SBOE tries option A and is more vigilant in following its own processes. While you can expand from Option A, there is no going back from Option B. Any unintended consequence will be here to stay.

Option A

1. Clearly and succinctly define the Board's preferred principles of collaboration and efficient use of facilities, but don't make such principles hard and fast policy requirements to allow for flexibility, innovation, and responsiveness by the institutions. Trust that economics and good stewardship of public funds will continue to be driving forces in institutional planning and program development.
2. Maintain the Designated Service Regions as currently defined in the policy, but establish a "right-of-first-refusal" process:
    a. If a non-designated institution identifies a need to offer a program outside its designated service region, it shall notify the Board Office via a Letter of Interest. The Letter of Interest shall include a program description, a needs assessment, a student demand assessment, and an institutional capacity assessment.
    b. The Board office shall transmit the Letter of Interest to the designated institution(s) in the service region(s) where the non-designated institution desires to offer the program.
    c. The designated institution(s) may respond in one of three ways:
        i. Agree to and sign an MOU with the non-designated institution to offer the program collaboratively, and submit a signed MOU to the Board Office within 6-months of receiving the Letter of Interest.
        ii. Determine to offer the proposed program, and submit to the Board Office a Letter of Intent within 6 months AND a program proposal within 12 months of receiving the Letter of Interest.
        iii. Refute the claims in the Letter of Interest and request the Board to settle the dispute by submitting a Letter of Dispute to the Board Office within 3 months of receiving the Letter of Interest.
    d. The non-designated institution may submit a proposal to offer the program if the designated institution(s) take(s) no action or do(es) not meet the deadlines for the actions specified above.

Commented [MOU2]: This should be 6 months also. In i. we have 6 months to reach an agreement but 3 months to refute the claim. What happens if we are negotiating in good faith and cannot come to an agreement in the first 3 months? The institution in the service region loses the right to refute the claim? After 3 months, the encroaching institution (for lack of a better term) has all the negotiating power because iii no longer applies? That seems wrong.

3. Designate statewide responsibilities as expectations of the Board for the institutions, and require institutions to fulfill their responsibilities to fullest extent possible to serve Idahoans in all regions of the state:
    a. Require institutions to evaluate their statewide program responsibilities regularly, establish parameters for these evaluations, and require reporting of these evaluations to the Board.
    b. Establish a clear process for adding to or removing programs from the statewide responsibility lists.
    c. Generally restrict non-designated institutions from establishing a program on a designated institution's statewide program responsibility list except in the ways currently established in board policies and procedures.
    d. If a non-designated institution identifies a need for a statewide program in their service region that is not currently being met by the designated institution, the non-designated institution shall notify the Board Office via a Letter of Interest.

Commented [MOU3]: There seems to be a lack of recognition that currently nothing prevents an institution for offering a program in another institution's statewide responsibility. You just have to follow the procedures. That should not change.

The Letter of Interest shall include a program description, a needs assessment, a student demand assessment, and an institutional capacity assessment.

i. The Board office shall transmit the Letter of Interest to the designated institution.
   1. The designated institution shall respond in one of three ways:
      a. Agree to and sign an MOU with the non-designated institution to offer the program collaboratively, and submit a signed MOU to the Board Office within 6-months of receiving the Letter of Interest.
      b. Determine to expand the statewide program into the region of interest, and submit to the Board Office a Letter of Intent within 6 months AND a Letter of Notification of expansion within 18 months of receiving the Letter of Interest.
      c. Refute the claims in the Letter of Interest and request the Board to settle the dispute by submitting a Letter of Dispute to the Board Office within 3 months of receiving the Letter of Interest.

ii. The non-designated institution may submit a proposal to offer the program in its service region if the designated institution takes no action or does not meet the deadlines for the actions specified above.

e. Move specific criteria for evaluating baccalaureate degrees at the community colleges and associate degrees at the universities to policy III.G., if such criteria are still desired by the Board.

4. Consider removing the following sections of the policy, but use some of the language in these sections to describe the Board's preferred principles of collaboration and efficient use of resources in the opening section:
   a. High Demand Programs
   b. Memoranda of Understanding
   c. Facilities
   d. Discontinuance of Programs
   e. Existing Programs
   f. Oversight and Advisory Councils
5. Maintain but potentially modify the following sections:
   a. Duplication of Courses
   b. Resolutions
   c. Exceptions

Option B

1. Clearly and succinctly define the Board's preferred principles of collaboration and efficient use of facilities, but don't make such principles hard and fast policy requirements to allow for flexibility, innovation, and responsiveness by the institutions. Trust that economics and good stewardship of public funds will continue to be driving forces in institutional planning and program development.

Commented [MOU4]: Needs to be 6 months as described above

Commented [MOU5]: I am not sure what the intent of this is but, having everyone offer all general education courses (and other readily available courses at most institutions) everywhere face to face should not be the outcome.

Commented [MOU6]: Option B is highly problematic. No LOC are even functioning. In addition, this basically removes the regional designations while maintaining statewide responsibilities. That severely disadvantages Boise State - will have all 4-year institutions operating in the Treasure Valley with unfettered competition in the programs we all deliver but no ability for BSU to move into areas currently reserved for ISU and UI.

2. Revise and move the "Oversight and Advisory Councils" section to the beginning of the policy to clearly define the role of the Local Operations Committees (LOCs)[1].
3. Establish four service regions that align with the already established LOCs:
    a. North (comprised of current Regions 1 and 2)
    b. Southwest (comprised of current Region 3)
    c. Southcentral (comprised of current Region 4)
    d. East (comprised of current Regions 5 and 6)
4. Remove regional restrictions from the institutions in terms of programs that can be proposed, but require collaborative planning and implementation through the Local Operations Committees. LOCs should primarily serve to identify programmatic needs for the region and potential areas of collaboration.
    a. Designate institutions within each of the four regions and place no policy restrictions (beyond the Statewide Program Responsibilities requirements) on programming for institutions inside their own designated regions.
    b. Any program an institution desires to propose that will operate physically outside its designated region shall be discussed first at the LOC level, typically through the three-year planning process. The purpose of this discussion shall be to identify areas of potential collaboration among the institutions and to maximize service to the region's unique needs.
    c. LOCs can identify conflicts and concerns early in the planning process, which can then be brought to CAAP, IRSA, and the Board for escalating levels of dispute resolution if such concerns cannot be resolved at the LOC level. No institution shall have formal or informal veto power over any program proposal as institutions may escalate programs to the Board through CAAP and IRSA at any time. Establish a requirement that any proposal that is disputed by another institution shall be brought to the Board for full consideration and approval/disapproval.
    d. Maintain the CTE service regions as currently defined in policy.
5. Designate statewide responsibilities as expectations of the Board for the institutions, and require institutions to fulfill their responsibilities to fullest extent possible to serve Idahoans in all regions of the state:
    a. Require institutions to evaluate their statewide program responsibilities regularly, establish parameters for these evaluations, and require reporting of these evaluations to the Board.
    b. Establish a clear process for adding to or removing programs from the statewide responsibility lists.
    c. Generally restrict non-designated institutions from establishing a program on a designated institution's statewide program responsibility list.
    d. If a non-designated institution identifies a need for a statewide program in their service region that is not currently being met by the designated institution, the

Commented [MOU7]: More details are needed on what this means, what their responsibilities will be as well as decision making ability.

Commented [MOU8]: Adamantly opposed to this without also doing away with the statewide designations.

Commented [MOU9]: This is interesting since the new Health programs proposed by UI were not on the 3-year plan. Section 4b needs clear definitions and expectations.

Commented [MOU10]: This would indicate the LOC have no real function if they are bringing stuff to CAAP and IRSA, why not just start with CAAP and not waste time with the LOC?

[1] In 1998, the Board created Local Operations Committees, and in 2002, the Legislature provided a $1M ongoing allocation ($250K for each LOC) to coordinate academic programming and operations at the regional level. The attached documents contain additional information about the history and function of the LOCS.

non-designated institution shall notify the Board Office via a Letter of Interest. The Letter of Interest shall include a program description, a needs assessment, a student demand assessment, and an institutional capacity assessment.

i. The Board office shall transmit the Letter of Interest to the designated institution.
    1. The designated institution shall respond in one of three ways:
        a. Agree to and sign an MOU with the non-designated institution to offer the program collaboratively, and submit a signed MOU to the Board Office within 6-months of receiving the Letter of Interest.
        b. Determine to expand the statewide program into the region of interest, and submit to the Board Office a Letter of Intent within 6 months AND a Letter of Notification of expansion within 18 months of receiving the Letter of Interest.
        c. Refute the claims in the Letter of Interest and request the Board to settle the dispute by submitting a Letter of Dispute to the Board Office within 3 months of receiving the Letter of Interest.

ii. The non-designated institution may submit a proposal to offer the program in its service region if the designated institution takes no action or does not meet the deadlines for the actions specified above.

e. Move specific criteria for evaluating baccalaureate degrees at the community colleges and associate degrees at the universities to policy III.G., if such criteria are still desired by the Board.

6. Consider removing the following sections of the policy, but use some of the language in these sections to describe the Board's preferred principles of collaboration and efficient use of resources in the opening section:
    a. High Demand Programs
    b. Memoranda of Understanding
    c. Facilities
    d. Duplication of Courses
    e. Discontinuance of Programs
    f. Existing Programs
7. Maintain but potentially modify the following sections:
    a. Resolutions
    b. Exceptions
8. To be successful, it is recommended that OSBE hire at least one additional staff member to facilitate and coordinate the work of the LOCs and lead the regional strategies.

Commented [MOU11]: Should be 6 months, as above.

Commented [MOU12]: Again, I am not sure what this means. How is it possible to have "principles of collaboration and efficient use of resources" and allow duplication of courses especially at the lower levels and in general education?

LEWIS CLARK
STATE COLLEGE

May 14, 2024

To: TJ Bliss, Chief Academic Officer
Idaho State Board of Education

Thank you for the opportunity to provide feedback on the Policy III.Z. After reviewing both options, LC State would prefer option A, but could live with option B **IF** LC State would be provided a seat on all regional LOC committees.

When reviewing the LOC committee structure, LC State would request having a permanent seat at each of regional committee groups. As you are aware, LC State has long standing articulation agreements with each of the community colleges throughout the state including numerous 2+2 programs, as well as co-admission/co-enrollment programs where students are enrolled in both institutions as the same time. These important partnerships provide critical access for students, thus creating a vital need for our institution to have a seat at the table.

Additionally, with the recent addition of unrestricted statewide prison education delivery, approved by the Idaho State Board of Education, the model creates another vital need for LC State to have representation on each of the LOC committees. This will ensure consistent programming and accountability at each of the statewide prison facilities located throughout the state of Idaho.

Again, thank you for allowing LC State to provide feedback on this important policy update.

Please let me know if you have any questions!

Respectfully,

Fredrick M. Chilson, Ph.D.
Provost/Vice President for Academic Affairs
Lewis-Clark State College
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208-792-2213

Feedback from University of Idaho on III.Z. Options – May 2024

Option A

- We feel this is clearly the better of the two options presented.
- We believe 6 months is too long and suggest going from a 6/12 schedule to a 3/6 schedule. Six months is enough to get an MOU together or develop a counter proposal. We need to be more responsive to the needs of the state if higher education is to remain relevant and competitive with the institutions who are not restricted by III.Z.
- We support review of statewide responsibilities. Schools should be accountable for their responsibility areas as the policy currently states, but we need a clear process to do so.
- We need to redefine Regions 4 and 6 and allow all institutions who operate in those regions to operate freely. Based on recent comments from CSI and CEI, it seems their needs are not being met. It is a massive area for ISU to cover alone. UI is already active in those regions and would like the opportunity to expand. Proximity of the home campus should not be the deciding factor.
- We believe revision is needed to Duplication of Courses. For statewide responsibilities, the responsible institution should be able to offer supporting gen ed courses in person so that students don't need to navigate the challenges of multiple institutions, two locations, etc. Our current policy is not student centric.

Option B

- Leaning on the LOC structure is dangerous. Currently, none of them operate in the same way and it appears that none, except maybe the North, are extremely functional and productive. Program planning is a critical function for our future – why would we hand this off to an uncoordinated structure? We don't even know where their previous funding went!
- LOC personnel – Are these the appropriate people to make decisions about academic programming in the state's higher education system? We do not believe this is the appropriate group. The Board needs to lead this "managed competition" and be the decider. Asking the LOCs to decide would be a bit like asking CAAP to decide. It's not feasible because the institutions will almost inevitably differ deeply on appropriate steps, due to the fact that our interests differ. The Board needs to provide this direction and oversight.
- For statewide responsibilities, the responsible institution should be able to offer supporting gen ed courses in person so that students don't need to navigate the challenges of multiple institutions, two locations, etc. Our current policy is not student centric.