STATE BOARD OF EDUCATION MEETING
April 16-17, 2025
The University of Idaho
Pitman Center, 2nd Floor
709 Deakin Avenue
Moscow, ID 83843

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

Wednesday, April 16, 2025 – 9:00 a.m. (Pacific Time)

BOARDWORK

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

CONSENT

BAHR

1. FY 2026 Appropriations – Action Item
2. FY 2026 Opportunity Scholarship Educational Costs – Action Item
3. Idaho State University – Men's Head Football Coach Contract – Action Item
4. Idaho State University – Alvin Ricken Property Sale and Easement – Action Item

IDE

5. Appointments to the Professional Standards Commission – Action Item
6. Emergency Provisional Certificate Recommendations – Action Item
7. Transportation Funding – 103% Cap Waiver: Request for waiver of student transportation funding cap – Action Item
8. Safety busing: Requests for approval to transport students less than one and one-half miles for the 2024-2025 school year – Action Item

IRSA

9. Graduate Medical Education (GME) Committee Appointment – Action Item
10. University of Idaho – Undergraduate Certificate in Managing Facilities for Efficiency and Health – Self Support Program Fee – Action Item
11. University of Idaho – Online Undergraduate Certificate in Historic Preservation – Self Support Program Fee – Action Item
12. Boise State University – Bachelor of Science in Radiologic Sciences and Bachelor of Science in Advanced Medical Imaging – Professional Program Fee – Action Item
13. Boise State University – Bachelor of Science in Respiratory Care Entry-to-Practice Program – Professional Program Fee – Action Item

14. Boise State University – Online Bachelor of Business Administration in Accountancy – Online Program Fee – Action Item
15. Boise State University – Online Undergraduate Certificate in Applied Teamwork – Online Program Fee – Action Item
16. Boise State University – Online Undergraduate Certificate in Beer and Wine Studies – Online Program Fee – Action Item
17. Boise State University – Online Undergraduate Certificate in Echocardiography – Online Program Fee – Action Item
18. Boise State University – Online Undergraduate Certificate in Making Big Ideas Happen – Online Program Fee – Action Item
19. Boise State University – Online Undergraduate Certificate in Mammography – Online Program Fee – Action Item
20. Boise State University – Online Undergraduate Certificate in Vascular Ultrasound – Online Program Fee – Action Item

PPGA

21. Idaho Division of Vocational Rehabilitation Appointment Recommendations – Action Item
22. STEM School Designation Recommendations – Action Item

OPEN FORUM

BOARD OF REGENTS – UNIVERSITY OF IDAHO

1. University of Idaho students address the Board
2. University of Idaho employees address the Board
3. University of Idaho Annual Report – Information Item

IDAHO DEPARTMENT OF EDUCATION

1. Superintendent Update (and Post Session Discussion) – Information Item
2. Milken Educator Awards Update – Information Item
3. Adoption of Praxis Bridge Alternate – Assessment – Action Item
4. Proposed Removal of Extended Content Standards: Core Content Connectors – Action Item

EXECUTIVE SESSION – Closed to the Public

1. Convene into Executive Session to consider personnel matters pursuant to Idaho Code § 74-206(1)(a) & (b), and to communicate with legal counsel regarding pending/imminently-likely litigation pursuant to Idaho Code § 74-206(1)(f) – Action Item (No action taken in Executive Session)

BUSINESS AFFAIRS AND HUMAN RESOURCES

1. Idaho State University – Learfield Contract Amendment – Action Item
2. Idaho Division of Vocational Rehabilitation – Request for Re-appointment of Interim Administrator, Judy Taylor – Action Item

PLANNING, POLICY, AND GOVERNMENTAL AFFAIRS

1. Proposed Amendments to Board Policy I.M. – Annual Planning and Reporting – First Reading – Action Item
2. Mentoring/Professional Platform Update – Information Item
3. Accountability Oversight Committee Update – Information Item
4. Lewis-Clark State College – Name Change Designation Request – Action Item
5. Boise State University President Search Update – Information Item
6. Announcement of Board Officers – Information Item

Thursday, April 17, 2025 – 9:00 a.m. (Pacific Time)

INSTRUCTION, RESEARCH AND STUDENT AFFAIRS

1. Board Policy III.O. General Education English Writing and Mathematics Placement – Second Reading – Action Item
2. Repeal of Board Policy III.S. Remedial Education – Second Reading – Action Item
3. Board Policy III.N. Statewide General Education – First Reading – Action Item
4. University of Idaho – Bachelor of Science in Electrical Engineering-Global Hiroshima – Action Item
5. University of Idaho – Online Doctor of Education in Learning, Leadership, and Innovation – Online Program Fee – Action Item
6. Recognition of Accreditation Organizations for Purposes of Registration of Postsecondary Educational Institutions – Action Item
7. Dual Credit Report and Recommendations – Information Item

WORK SESSION

IRSA

1. Artificial Intelligence in Teacher Preparation – Information Item

INFORMATIONAL

BAHR

1. Intercollegiate Athletics – FY 2024 Revenue and Expense Reports
2. Intercollegiate Athletics – FY 2024-2025 Compensation Reports
3. Intercollegiate Athletics – FY 2025 Gender Equity Reports

PPGA

4. University of Idaho Annual Report
5. Accountability Oversight Committee Annual Report

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 10:00 a.m. (MT), April 14, 2025. While the Board attempts to address items in the listed order, some items may be addressed by the Board prior to, or after the order listed.

BOARDWORK
APRIL 16-17, 2025

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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 February 19-20, 2025 Regular Board Meeting.

3. Rolling Calendar

BOARD ACTION
I move to set April 15-16, 2026 as the date, and the University of Idaho as the location, for the April 2026 Regular Board Meeting.

DRAFT Minutes February 19-20, 2025

STATE BOARD OF EDUCATION MEETING
February 19-20, 2025
Boise State University
Simplot Ballroom
1700 University Drive
Boise, ID 83725

A regular meeting of the Idaho State Board of Education was held at Boise State University on February 19 and 20, 2025. Board President, Dr. Linda Clark, called the meeting to order at 1:00 p.m. (MT).

Present
Dr. Linda Clark, President
William G. Gilbert, Jr., Vice President
Superintendent Debbie Critchfield, Secretary
David Turnbull
Kurt Liebich
Shawn Keough
Cindy Siddoway

Absent
Cally Roach

BOARDWORK
1. Agenda Review and Approval – Action Item

BOARD ACTION
M/S (Gilbert / Keough) I move to approve the agenda as posted. ***Motion carried by voice vote.***

2. Minutes Review and Approval – Action Item

BOARD ACTION
M/S (Gilbert / Siddoway) I move to approve the minutes for the December 18, 2024, Regular Board Meeting. ***Motion carried by voice vote.***

3. Rolling Calendar – Action Item

BOARD ACTION
M/S (Gilbert / Keough) I move to set February 18-19, 2026, as the dates for the February 2026 Regular Board Meeting at Boise State University. ***Motion carried by voice vote.***

CONSENT

BAHR

1. Reappointment of Non-Board Members to the Audit, Risk and Compliance Committee
2. Idaho State University – Temporary Access Easement – Union Pacific Railroad
3. Idaho State University – Multi-year contract for Head Women's Volleyball Coach
4. University of Idaho – Employment Contract, Head Football Coach

IDE

5. Emergency Provisional Certificates
6. Appointments to the Professional Standards Commission

IRSA

7. Boise State University – Bachelor of Arts in Social Work Online Program Fee – Action Item
8. Boise State University – Undergraduate Certificate in Professional Development in Vulnerable Populations Self-Support Fee – Action Item

PPGA

9. Idaho Indian Education Committee Appointments
10. College of Idaho – Request to Approve New Principal Certification Endorsement Program

Superintendent Critchfield requested online programs and fees be addressed in their respective committee's agenda in the future and a work session be held to discuss them.

M/S (Gilbert / Keough) I move to approve the consent agenda. *Motion carried by voice vote.*

OPEN FORUM

BOARD OF TRUSTEES – BOISE STATE UNIVERSITY

1. Boise State University Annual Report – Information Item

   Dr. Marlene Tromp, President, Boise State University (BSU), reviewed the successes of Boise State University (BSU) during her tenure. The university has experienced a 39% increase in the 4-year graduation rate and is serving 52% more Idaho students. Beside student and athletic successes, BSU is partnering with the business community in many areas to increase academic programs and research and scholarship funding.

2. Boise State University students address the Board – Isaac Celedon, Kate Perkes, Dawson Henry, Hattie Wokersien, Victoria Zunich, Araceli Gomez Chavez

The Board discussed with the students why they chose to attend BSU, ways to improve preparing students for college, and obtaining concurrent credits in high school. The students cited affordability and campus life/atmosphere as reasons why they chose to attend BSU.

3. Boise State University Employees address the Board – Jen Schneider, Interim Dean of the College of Innovation and Design, Ira Burton, Director of the School of Computing, Leslie Kendrick, Associate Professor, Chair, Imaging Sciences Program Director, and Charlie Hunt, PhD, School of Public Service

   Boise State employees answered the Board's questions regarding each of their respective departments and programs. The employees shared how faculty and administration work collaboratively and how they are continuing to work with students to ensure a positive educational experience

President Clark placed the meeting in recess at 2:24 p.m.
President Clark reconvened the meeting at 2:37 p.m.

President Clark announced Shawn Keough is conducting the business for the Instruction, Research and Student Affairs (IRSA) Committee Chair, Cally Roach, who had a family emergency.

INSTRUCTION, RESEARCH AND STUDENT AFFAIRS

1. Board Policy III.O. General Education English Writing and Mathematics Course Placement – First Reading – Action Item – Dr. Heidi Estrem

   Dr. Heidi Estrem, Associate Academic Officer, Office of The State Board of Education (OSBE), presented Board Policy III.O to the Board for approval. Dr. Estrem stated the new policy is the result of years of work and on-going efforts to improve mathematics across the state. The policy will provide clearer definitions of key terms, define a set of statewide general education courses in writing and mathematics, integrate the Eleventh Grade Idaho Standards Achievement Test (ISAT) for college admission, and improve transparency and institutional reporting focused on identifying the prerequisite mathematics courses.

BOARD ACTION
M/S (Keough / Critchfield) I move to approve the first reading of proposed amendments to Board Policy III.O., General Education English Writing and Mathematics Course Placement, as submitted in Attachment 1. *Motion carried by voice vote.*

1. Repeal of Board Policy III.S. Remedial Education – First Reading – Dr. Heidi Estrem

Dr. Estrem stated this repeal is necessary to reduce confusion because the policy overlaps with Policy III.O.

BOARD ACTION
M/S (Keough / Critchfield) I move to approve the first reading of the repeal of Board Policy III.S., Remedial Education, as submitted in Attachment 1. ***Motion carried by voice vote.***

2. Semi-Annual Report of Approved Program Requests – Information Item – Patty Sanchez

Dr. TJ Bliss, Chief Academic Officer, OSBE, stated that consistent with Board policy, the office reviews all academic and career technical program requests that were approved by the Executive Director.

Patty Sanchez, Academic Affairs Program Manager, OSBE, reviewed the report with the Board. Adrian San Miguel, Chief Program Officer, Idaho Division of Career Technical Education (IDCTE), clarified the Career-Technical Education (CTE) certificate's standards. Mr. San Miguel stated the certificates are aligned with regional needs but also meet national standards. Dr. Torrey Lawrence, Provost and Executive Vice President, University of Idaho (UI), relayed to the Board that academic certificates are not necessarily tied to national standards but have been developed with partners in industry.

Dr. Bliss reviewed with the Board the planned program evaluation process with these programs and stated a more robust assessment is forthcoming.

3. Boise State University – Bachelor of Science in Artificial Intelligence Science – Action Item – Patty Sanchez and Dr. Zeynep Hansen

Patty Sanchez presented an overview of the proposal process with the institutions. Ms. Sanchez also provided additional timeline details regarding Boise State University's (BSU) proposal to offer a Bachelor of Science degree in Artificial Intelligence Science (AI).

Dr. Zeynep Hansen, Vice Provost for Academic Planning and Institutional Effectiveness, BSU, presented BSU's proposal to offer a Bachelor of Science in AI. This program aims to address the increasing industry demand for AI-ready professionals who can understand and utilize complex AI models effectively. It will offer a balanced curriculum, combining theoretical foundations with practical applications, including experience with physical systems like robots, and will emphasize ethical considerations in AI development and deployment. The projected enrollment is high and that results in exceeding the approval threshold and need to ask Board approval.

Dr. John Buckwalter, Provost and Vice President for Academic Affairs, BSU, described how they are focused on imbedding AI across campus. Dr. Jerry Fails, Chair, Computer Science Department, BSU, purported on how AI is a science, and this degree will be focused on the science and tools that will be used broadly. Dr. Fails also described how the department is actively engaged with industry leaders, local communities and K12 teachers.

BOARD ACTION
M/S (Keough / Turnbull) I move to approve the request by Boise State University to create a Bachelor of Science in Artificial Intelligence Science as presented by the full proposal presented in Attachment 1. ***Motion carried by voice vote.***

4. Idaho State University – Doctor of Psychology in Clinical Psychology – Action Item – Patty Sanchez and Adam Bradford

Shawn Keough stated the next two proposals are related and deferred to Dr. Bliss to provide more details. Dr. Bliss shared Idaho State University (ISU) and UI are each proposing to offer Doctoral programs in Clinical Psychology to meet the growing demand in Idaho. ISU and UI have developed a Memorandum of Understanding (MOU) that defines their collaboration.

Patty Sanchez presented ISU's proposal for a Doctor of Psychology in Clinical Psychology degree. Ms. Sanchez provided the timeline of development and review of the proposal.

Dr. Adam Bradford, Provost and Vice President Academic Affairs, ISU, provided more details regarding their program and proposal. Dr. Bradford also reviewed various ways mental health disorders are affecting Idaho and reported that studies show the state needs more mental health providers.

Dr. Joshua Swift, Chair, Department of Psychology, ISU, shared what ISU hopes to accomplish and the various ways they plan to meet community's needs with the new degree program. Dr. Rex Force, Vice President, Health Services, ISU, stated the building out of this program compliments several existing programs at ISU such as counseling services and social work.

President Clark and Superintendent Critchfield expressed a desire for the Board to have future discussions around what agreements and partnerships between institutions should look like and what should be included in the MOUs. Addressing questions from the Board, Dr. Bradford provided additional details regarding the MOUs between UI and BSU. Because of high demand from across the state, Superintendent Critchfield expressed her desire for ISU to offer additional speech pathology programs. Dr. Force stated ISU is willing to have conversations with stakeholders to better address the shortage of speech pathology professionals from several different approaches.

BOARD ACTION
M/S (Keough / Siddoway) I move to approve the request by Idaho State University to establish a new Doctor of Psychology in Clinical Psychology program. *Motion carried by voice vote.*

BOARD ACTION
M/S (Siddoway / Keough) I move to approve the request by Idaho State University to add a professional program fee of $10,000 per year to the Doctor of Psychology in Clinical Psychology program, in conformance with the program budget submitted to the Board in Attachment 1. *Motion carried by voice vote.*

5. University of Idaho – Doctor of Psychology in Clinical Psychology – Action Item – Patty Sanchez and Torrey Lawrence

   Patty Sanchez provided an overview of the proposed program and timeline of the approval process.

   Torrey Lawrence, Provost and Executive Vice President, UI, presented UI's proposal to offer a Doctor of Psychology program in North Idaho. Mr. Lawrence stated UI fully supports ISU's program and the programs are complimentary and will work well together to address the growing needs in Idaho.

   Thomas Farrer, Assistant Professor, Associate Program Director, UI, reviewed the need of the proposed program, the demand in the job market, the support UI has received from the community, state and students, and the clinical placement process.

M/S (Keough / Gilbert) I move to approve the request by the University of Idaho to add a Doctor of Psychology program as presented in conformance with the program budget submitted to the Board in Attachment 1. *Motion carried by voice vote.*

BUSINESS AFFAIRS AND HUMAN RESOURCES

1. Idaho State University – Planning and Design Budget Authorization, Life Science Building – Action Item – Dr. Robert Wagner and Brian Sagendorf

   President Wagner, ISU, presented ISU's request to proceed with professional planning and design services of ISU's Life Science Building. The proposal is for design services only. President Wagner reviewed the reasons why the current facility cannot meet the needs of the life science programs. Brian Sagendorf, Vice President, Operations, ISU, provided details regarding the costs of the proposed new facility and why the costs of such a building are high. President

Wagner stated that ISU's goal is to have the building completed by 2029, however, several milestones will need to be accomplished, such as demolition and groundbreaking by the Fall of 2026.

To address some concerns of the Board, President Wagner reviewed aspects of ISU's Master Plan, such as, the campuses at Meridian and Idaho Falls and student housing.

Jennifer Steele, Vice President, Finance and University Planning, ISU, reviewed bond scenarios and the university's credit rating. Ms. Steele stated the debt service capacity is significant, and the A1 rating was reaffirmed by Moody's.

Responding to questions from the Board, President Wagner and Mr. Sagendorf shared plans to acquire funds through the appropriation process and provided more details regarding student housing on the Pocatello and Meridian campuses.

BOARD ACTION
M/S (Gilbert /Turnbull) I move to approve the request by Idaho State University to proceed with planning and design services for a new Life Sciences building for a cost not to exceed $10,000,000. ***Motion carried by voice vote.***

President Clark placed the meeting at recess at 4:39 p.m.

Thursday, February 20, 2025 – 9:30 a.m. (Mountain Time)

President Clark called the meeting to order at 9:30 a.m.

EXECUTIVE SESSION – (Closed to the Public)

1. Convene into Executive Session pursuant to Idaho Code § 74-206(1)(f) "to communicate with legal counsel for the public agency to discuss the legal ramifications of and legal options for pending litigation, or controversies not yet being litigated but imminently likely to be litigated." – Action Item (No action taken in Executive Session)

BOARD ACTION
M/S (Gilbert / Siddoway) I move that the Board, pursuant to Idaho Code § 74-206(1)(f), convene into Executive Session "to communicate with legal counsel for the public agency to discuss the legal ramifications of, and legal options for, pending litigation or controversies not yet being litigated but imminently likely to be litigated." ***Motion carried by roll call vote of 6 AYE, 0 NAY.***

President Dr. Linda Clark stated, the Board concluded its discussion and took no action on the matter discussed."

President Clark placed the meeting at ease at 10:14 a.m.
President Clark reconvened the meeting at 10:24 a.m.

IDAHO DEPARTMENT OF EDUCATION

1. Superintendent's Update – Discussion Item – Superintendent Critchfield

   To mirror the Board's direction to local school districts, Superintendent Critchfield began her update by speaking about literacy and reporting state-wide proficiency rates.

   Superintendent Critchfield informed the Board what SMART coaching is, how it is being used, and how it is making a difference in students' learning experiences. Because the feedback has been positive, legislation will be introduced to provide SMART coaching in schools. Proposals are being developed to provide SMART training in teacher preparation programs at the universities. The department is working with districts to address needs in professional development.

   The Board discussed how data is used in performance evaluations, the funding around literacy and how that money is distributed. Superintendent Critchfield reviewed pending legislation, which legislation the department is working on, and which bills the department is watching.

PLANNING, POLICY, AND GOVERNMENTAL AFFAIRS

1. Board Policy I.M. – Annual Planning and Reporting – Second Reading – Action Item – Matthew Rieber – 10 min

   Kurt Liebich reported the committee reviewed the annual reports and encouraged members to review the report from Idaho Educational Services for the Deaf and the Blind. Mr. Liebich reviewed why the proposed changes to Board Policy 1.M. are important. Matthew Reiber, External Affairs and Strategy Officer, reported there are no substantial changes from the previous reading of the policy.

BOARD ACTION

M/S (Liebich / Siddoway) I move to approve the second reading of the proposed amendment to Board Policy I.M. as presented in Attachment 2. *Motion carried by voice vote.*

WORK SESSION

1. Division of Career Technical Education Annual Report – Information Only – Tracie Bent, Adrian San Miguel, Heather Luchte, Korey Mereness, and Tia Davis

Executive Director Whitworth recognized the excellent work the team at the Idaho Division of Career Technical Education (IDCTE) is accomplishing. There has been significant growth in programs and students' participation in the CTE programs. The state is experiencing a growing trend of students participating in CTE programs moving on to higher education.

The Board discussed several items with the leadership team from CTE, including integration and collaboration with Workforce Development Council, Idaho Department of Education, higher education, and industry.

Korey Mereness, Chief Educator Officer, CTE, shared ways the department is attracting teachers with direct industry experience and providing the necessary professional development to support those teachers.

The Board discussed the effectiveness of introducing CTE programs in middle school and if those should be expanded. If the Board reviewed what steps would need to be taken if they chose to expand CTE programs to middle school students.

Heather Luchte, Chief Performance and Accountability Officer, CTE, presented the micro-credential policy and how that program benefits students. The Board requested a future annual report regarding how many students are using this program and how they are progressing.

INFORMATIONAL

IRSA

1. Established Program to Stimulate Competitive Research (EPSCoR) Annual Report – Information Only
2. Higher Education Research Council (HERC) Annual Report – Information Only

PPGA

3. Boise State University Annual Progress Report
4. Idaho Division of Career Technical Education (IDCTE) Annual Report
5. Idaho Educational School for the Deaf and Blind (IESDB) Annual Report

President Clark stated the importance of medical education in Idaho, the medical pipeline, and working with the medical community. The WWAMI (Washington, Wyoming, Alaska, Montana and Idaho) medical program has not always met the needs of Idaho. The Board will organize an Undergraduate Medical Education committee to address medical education in Idaho.

M/S (Gilbert / Turnbull) I move to adjourn the meeting at 11:58 a.m. (MT). ***Motion carried by voice vote.***

CONSENT
APRIL 16-17, 2025

TAB	DESCRIPTION	ACTION
1	**BAHR – FY 2026 APPROPRIATIONS**	Action Item
2	**BAHR – FY 2026 OPPORTUNITY SCHOLARSHIP**	Action Item
3	**BAHR – IDAHO STATE UNIVERSITY – MEN'S HEAD FOOTBALL COACH CONTRACT**	Action Item
4	**BAHR – IDAHO STATE UNIVERSITY – ALVIN RICKEN PROPERTY SALE AND EASEMENT**	Action Item
5	**IDE – APPOINTMENTS TO THE PROFESSIONAL STANDARDS COMMISSION**	Action Item
6	**IDE – EMERGENCY PROVISIONAL CERTIFICATE RECOMMENDATIONS**	Action Item
7	**IDE – TRANSPORTATION FUNDING – 103% CAP WAIVER: REQUEST FOR WAIVER OF STUDENT TRANSPORTATION FUNDING CAP**	Action Item
8	**IDE – SAFETY BUSING: REQUESTS FOR APPROVAL TO TRANSPORT STUDENTS LESS THAN ONE AND ONE-HALF MILES FOR THE 2024-2025 SCHOOL YEAR**	Action Item
9	**IRSA – GRADUATE MEDICAL EDUCATION COMMITTEE APPOINTMENT**	Action Item

TAB	DESCRIPTION	ACTION
10	IRSA – UNIVERSITY OF IDAHO – UNDERGRADUATE CERTIFICATE IN MANAGING FACILITIES FOR EFFICIENCY AND HEALTH – SELF SUPPORT PROGRAM FEE	Action Item
11	IRSA – UNIVERSITY OF IDAHO – ONLINE UNDERGRADUATE CERTIFICATE IN HISTORIC PRESERVATION – SELF SUPPORT PROGRAM FEE	Action Item
12	IRSA – BOISE STATE UNIVERSITY – BACHELOR OF SCIENCE IN RADIOLOGIC SCIENCES AND BACHELOR OF SCIENCE IN ADVANCED MEDICAL IMAGING – PROFESSIONAL PROGRAM FEE	Action Item
13	IRSA – BOISE STATE UNIVERSITY – BACHELOR OF SCIENCE IN RESPIRATORY CARE ENTRY-TO-PRACTICE PROGRAM – PROFESSIONAL PROGRAM FEE	Action Item
14	IRSA – BOISE STATE UNIVERSITY – ONLINE BACHELOR OF BUSINESS ADMINISTRATION IN ACCOUNTANCY – ONLINE PROGRAM FEE	Action Item
15	IRSA – BOISE STATE UNIVERSITY – ONLINE UNDERGRADUATE CERTIFICATE IN APPLIED TEAMWORK – ONLINE PROGRAM FEE	Action Item
16	IRSA – BOISE STATE UNIVERSITY – ONLINE UNDERGRADUATE CERTIFICATE IN BEER AND WINE STUDIES – ONLINE PROGRAM FEE	Action Item
17	IRSA – BOISE STATE UNIVERSITY – ONLINE UNDERGRADUATE CERTIFICATE IN ECHOCARDIOGRAPHY – ONLINE PROGRAM FEE	Action Item
18	IRSA – BOISE STATE UNIVERSITY – ONLINE UNDERGRADUATE CERTIFICATE IN MAKING BIG IDEAS HAPPEN – ONLINE PROGRAM FEE	Action Item

CONSENT
APRIL 16-17, 2025

TAB	DESCRIPTION	ACTION
19	IRSA – BOISE STATE UNIVERSITY – ONLINE UNDERGRADUATE CERTIFICATE IN MAMMOGRAPHY – ONLINE PROGRAM FEE	Action Item
20	IRSA – BOISE STATE UNIVERSITY – ONLINE UNDERGRADUATE CERTIFICATE IN VASCULAR ULTRASOUND – ONLINE PROGRAM FEE	Action Item
21	PPGA – IDAHO DIVISION OF VOCATIONAL REHABILITATION APPOINTMENT RECOMMENDATIONS	Action Item
22	PPGA – STEM SCHOOL DESIGNATION RECOMMENDATIONS	Action Item

SUBJECT

FY 2026 Appropriation Information – Institutions and Agencies of the State Board of Education

APPLICABLE STATUTE, RULE, OR POLICY

Applicable Legislative Appropriation Bills (2025)

BACKGROUND/ DISCUSSION

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

The table on Tab 1 Attachment 1 lists the FY 2026 appropriations related to the State Board of Education.

IMPACT

Appropriations provide funding and spending authority for the agencies and institutions of the State Board of Education, allowing them to offer programs and services to Idaho's citizens. For FY 2026, the Legislature appropriated what was considered a maintenance bill for all agencies in House Bill 341. Then enhancements were appropriated in subsequent bills and those bills are indicated in Attachment 1.

ATTACHMENTS

Attachment 1 – FY 2026 Appropriations List

STAFF COMMENTS

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

BOARD ACTION

Motions for the allocations for College and Universities and Community Colleges are found on each specific allocation.

State Board of Education
FY 2026 Appropriations to Institutions and Agencies

	General Fund	% Δ From FY 2025	Total Funds
Allocations			
College and Universities H341, S1209	$383,583,700	5.1%	$739,432,800
Community Colleges H341, H417	68,419,700	6.9%	69,219,700
Career Technical Education H341, H418	91,966,100	16.2%	109,755,300
Agencies			
Agricultural Research & Extension H341, H374	39,955,500	5.2%	39,955,500
Health Education Programs H341, H333	29,419,500	5.7%	29,804,000
Special Programs H341, H332	31,746,100	5.5%	36,499,700
State Board of Education H341, H476	46,941,300	1.7%	56,454,800
Idaho Public Television H341, H391	3,426,600	13.6%	4,431,700
Division of Vocational Rehabilitation H341, H460	5,452,600	3.4%	26,980,700
Idaho Public Charter Schools Comm'n H341	199,000	3.6%	742,400
State Department of Education H341, H464	12,530,400	(.04%)	44,702,200

Statewide Issues

Permanent Building Fund Advisory Committee Appropriations H425

As of agenda preparation time, the total for A&R projects for the institutions and agencies was $11,061,000. The following capital requests were recommended:

Boise State University	2,500,000
Idaho State University	14,000,000
University of Idaho State	8,000,000

SUBJECT

FY 2026 College and Universities Appropriation Allocation

APPLICABLE STATUTE, RULE, OR POLICY

House Bills 341, S1209 (2025)
Idaho State Board of Education Governing Policies & Procedures, Section V.S.

BACKGROUND/DISCUSSION

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

According to Board policy, the allocation is made in the following order: 1) each institution shall be allocated its prior year budget base; 2) funds for the Enrollment Workload Adjustment (EWA); 3) operations and maintenance funds for new, major general education capital improvement projects; 4) decision units above the base; and 5) special activities or projects at the discretion of the Board. These funds, allocated along with revenue generated from potential fee increases, will establish the funding for the general education programs for FY 2026. The allocation for FY 2026 is shown on Tab 1a Attachment 1. The FY 2026 general fund appropriation includes the following items:

Maintenance of Current Operations (MCO):	
• Increases in total benefit costs	$3,256,700
• Increases in Statewide cost allocation	1,834,200
• $1.55 per employee compensation (CEC)	11,610,400
Line Items:	
• Operational Capacity Enhancement	3,369,900
• One-time Base reduction	(4000,000)
• Salary and benefit adjustments	390,600
• Idaho Water Resources Research	1,000,000
• Enrollment Workload Adjustment	1,023,500
Total General Fund increase over Base	$18,485,300

ATTACHMENTS

Attachment 1 - C&U FY 2026 Appropriation Allocation
Attachment 2 - Statement of Purpose/Fiscal Note
Attachment 3 - Appropriation Bills (H341 S1209)

STAFF COMMENTS

Staff recommend approval of the FY 2026 College and Universities allocation as presented in Attachment 1.

BOARD ACTION

I move to approve the allocation of the FY 2026 appropriation for Boise State University, Idaho State University, University of Idaho, Lewis-Clark State College, and system-wide needs, as presented on Tab 1a, Attachment 1.

Moved by_____ Seconded by_____ Carried Yes_____ No_____

FY 2026 College and University Allocation
Based on HB 341 and SB 1209
March 26, 2025

	Appropriation:	FY25 Appr	FY26 Appr	% Chge	Sys Needs:	FY25 Appr	FY26 Appr
1	**General Educ Approp: HB 341 and SB 1209**				HERC	1,654,000	1,654,000
2	General Account	365,098,400	383,583,700	5.06%	UG Research	265,000	265,000
3	Endowment Funds	24,046,000	25,691,400	6.84%	Sys Nds	2,423,500	2,423,500
4					IGEM	2,100,000	2,100,000
5	Total Gen Acct & Endow Funds	389,144,400	409,275,100	5.17%	Total	6,442,500	6,442,500
6	Student Fees/Misc Revenue	310,860,300	330,157,700	6.21%			
7	Total General Education Appropriation	700,004,700	739,432,800	5.63%			

	Allocation:	BSU	ISU	UI	LCSC	SYS-WIDE	TOTAL
8	FY25General Account	128,879,800	98,206,800	109,126,500	22,442,800	6,442,500	365,098,400
9	FY25 Endowment Funds	0	5,547,400	14,862,000	3,636,600	0	24,046,000
10	**FY26 Budget Base**	128,879,800	103,754,200	123,988,500	26,079,400	6,442,500	389,144,400
11							
12	**Additional Funding for FY26:**						
13	MCO Adjustments:						
14	Personnel Benefits	1,067,500	1,046,600	962,100	231,900	5,800	3,313,900
15	Inflation including Library B&P	0	0	0	0	0	0
16	Recplacement Capital	0	0	0	0	0	0
17	CEC: $1.55 per employee	3,961,200	3,647,200	3,392,500	799,100	9,900	11,809,900
18	Endowment Fund Adjustments	0	0	0	0	0	0
19	Nonstandard Adjustments:						
20	Risk Mgmt/Controller/Treasurer	942,100	(56,800)	921,300	27,600		1,834,200
21	External Nonstandard Adjustments:						
22	Enrollment Workload Adjustment (EWA) - GF	0	0	0	0	0	0
23	Line Items						
24	Operational Capacity Enhancement	1,178,400	907,300	996,300	287,900	0	3,369,900
25	One-time Base Reduction	(2,000,000)	0	(2,000,000)	0	0	(4,000,000)
26	Salary and Benefits Adjustments	0	0	0	387,000	3,600	390,600
27	Endowment Adjustments	0	233,700	900,000	255,000	0	1,388,700
28	Idaho Water Resources Research	0	0	0	0	1,000,000	1,000,000
29	Enrollment Workload Adjustment	195,700	988,100	(57,800)	(102,500)	0	1,023,500
30	Total Addl Funding	5,344,900	6,766,100	5,114,400	1,886,000	1,019,300	20,130,700
31							
32	**FY26 Gen Acct and Endowment**	134,224,700	110,520,300	129,102,900	27,965,400	7,461,800	409,275,100
33	% Change From FY24 Adjusted Budget Base	4.1%	6.5%	4.1%	7.2%	15.8%	5.2%
34							
35	FY26 Estimated Student Fee Revenue	170,494,600	65,794,900	77,448,400	16,419,800	0	330,157,700
36							
37	FY26 Operating Budget	304,719,300	176,315,200	206,551,300	44,385,200	7,461,800	739,432,800
38							
39							
40	General Fund Increase over Base	5,344,900	6,275,700	4,214,400	1,631,000	0	17,466,000
41	% Increase	4.1%	6.4%	3.9%	7.3%	0.0%	4.8%
42	General Fund Increase - ongoing over Base	5,344,900	6,275,700	4,214,400	1,631,000	1,019,300	18,485,300
43	% Increase	4.1%	6.4%	3.9%	7.3%	15.8%	5.1%
44	General Fund Increase - ongoing less Benefits & CEC	316,200	1,581,900	-140,200	600,000	1,003,600	3,361,500
45	% Increase	0.2%	1.6%	-0.1%	2.7%	15.6%	0.9%

STATEMENT OF OSE

S 780 / S1 09

This bill provides e ha ceme ts to the College a d U iversities i cludi g: a perati o al capacity e ha ceme t (li e 1); a net-zero FY 2025 health be efits correctio ollege a d U iversity Systemwide (li e 2); a correctio to the FY 2025 cha ge i employee compe satio i College a d U iversity Systemwide (li e 3); a salary adjustme t for Lewis Clark State College (li e 5); $1,000,000 for the Idaho Water Resources Research I stitute (li e 6); a o etime reductio o Boise State U iversity (li e 7); a o etime reductio o the U iversity of Idaho (li e 8); a e dowme t fu ds adjustme t (li e 9); a d a e rollme t workload adjustme t (li e 10). This bill does ot i clude the Mi ors o Campus trai i g requested by the age cy a d recomme ded by the Gover or (li e 4).

FISCAL NOTE

This appropriatio rovides an additio al $3,172,700 to the mai te a ce appropriatio rovided to the State Board of Educatio i House Bill 341. Table 1 shows i creme tal adjustme ts to the budget fou d i the bill, of which the o goi g i crease is $7,172,700, a d there are $4,000,000 of o etime reductio s. Table 2 shows all the adjustme ts leadi g to the FY 2026 Total. The total budget for the College a d U iversities is $739,432,800.

Table 1	FTP	Ge	ed	Fed	Total
1. Operatio al Capacity E ha ceme t	0.00	3,369,900	0	0	3,369,900
2. FY 2025 Health Be efits Correctio	.00	0	0	0	0
3. Correction to FY 2025 CEC	0.00	3,600	0	0	3,600
4. Mi ors on Campus Trai i g	0.00	0	0	0	0
5. LCSC Salary Adjustme t	0.00	387,000	0	0	387,000
6. Idaho Water Resources Res. I stitute	0.00	1,000,000	0	0	1,000,000
7. Boise State U iversity Reductio	0.00	(2,000,000)	0	0	(2,000,000)
8. U iversity of Idaho Reductio	0.00	(2,000,000)	0	0	(2,000,000)
9. E dowme t Fu d Adjustme ts	0.00	0	1,388,700	0	1,388,700
10. E rollme t Workload Adjustme t	0.00	1,023,500	0	0	1,023,500
FY 2026 Budget E ha ceme ts		1,784,000	1,388,700		3,172,700
% Chg from FY 2026 Mai te a ce		0.5%	0.4%		0.4%

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

Table 2	FT		d	F d	Total
FY 2025 Origi al Appropriatio	4,944 21	365,098,400	334,906,300	0	700,004,700
Ex cutiv Carry Forward	0 00	1,800	0	0	1,800
Exp ditur Adjustm e ts	(40 55)	0	206,450,800	0	206,450,800
FY 2025 Total Appropriatio	4,944 21	365,098,400	334,906,300	0	700,004,700
R moval of O tim eExp ditur s	0 00	(1,800)	(199,621,100)	0	(199,622,900)
Bas Adjustm e ts	18 02	0	2,596,800	0	2,596,800
FY 2026 Bas	4,921 68	365,098,400	344,332,800	0	709,431,200
rso l B fit Costs	0 00	3,256,700	2,201,400	0	5,458,100
Stat wid Cost Allocatio	00	1,834,200	0	0	1,834,200
Cha g in Employ Comp satio	0 00	11,610,400	7,926,200	0	19,536,600
FY 2026 Prog Mai t a c - **HB 341**	4,921 68	381,799,700	354,460,400		736,260,100
FY 2026 Budg t E ha c m e ts	0 00	1,784,000	1,388,700		3,172,700
FY 2026 Total	4,921 68	383,583,700	355,849,100		739,432,800
Chg from FY 2025 Orig Approp	(22 53)	18,485,300	20,942,800		39,428,100
% Chg from FY 2025 Orig Approp	(0 5%)	5 1%	6 3%		5 6%

Contact:

S ator Ci dy J Carlso
(208) 332-1355
R pr s tativ Elai ric
(208) 332-1048

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

LEGISLATU E OF T E STATE O A F I
Sixty-eighth Legislature F irst Regular Session - 2025

IN T E SE ATE

SE ATE BILL N . 1209

BY FI A CE C MMITTEE

AN A CT
ELATI G TO T E APP P IATI N TO T E STATE B A F E UCATI N A D T E B A EGE TS OF T E U IVE SITY OF I A ; APP P IATI G A ITI AL M EYS T T E STATE B A F E UCATI N A D T E B A EGE TS O F T E U IVE - SITY O F IA R OLLEGE A D UIVE SITIES A D TE O ICE O F TE STATE B A UCATH ISCAL YEA 026 R 2 E UCI G T E APP P IATI T T E STATE B A F E UCATI N A D T E B A EGE TS O F T E U IVE - SITY O F IA R OLLEGE A D UIVE SITIES A D TE O ICE O F TE STATE B A UCATH ISCAL YEA 026 R 2 E UCI G T E APP P IATI T T E STATE B A F E UCATI N A D T E B A EGE TS O F T E U IVE - SITY O F IA R OLLEGE A D UIVE SITIES A D TE O ICE O F TE STATE B A UCATH ISCAL YEA 026 R 2 P VI I G F A RPA E CY A D LEGISLATIVE OVE SIG T O EG TIATI S RELATED TO T E I A O C LLEGE STE PAT IC ME ICI E; P VI I G F R PI ITIZI G WATE ESEA C H I I A IG E R EUCATI ; P VI I G F R TA SITI I G T UTC MES-BASE U I G I IG E UCATI ; P VI I G F EI AU ITS O EFCT LLEGE A D U IVE SITIES; P VI I G F ETIME RE UCTI S IN APP P IATI S; P VI I G F C ITI S, LIMITATI S, A EST ICTI S; A ECLA I G A EME GE CY A P VI I G A ECTIVE DATE.

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

SECTI . 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 ffice 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, 2025, through June 30, 2026:

	PE S EL C STS	PE ATI G EXPE ITU ES	T TAL
I. B ISE STATE U IVE SITY:			
M:			
General und	$1,374,100		$1,374,100
II. I A O S TATE U IVE SITY:			
M:			
General und	$1,895,400		$1,895,400

	FOR PERSO E COS S	FOR OPER I G EXPE DI URES T	O
Charitable Instituti ns End wment Inc me			
Fund	60,100		60,100
rmal Sch l End wment Inc me			
Fund	173,600		173,600
O	$2,129,100		$2,129,100
III. EWIS-C RK S E CO EGE:			
FROM:			
General			
Fund	$572,400		$572,400
rmal Sch l End wment Inc me			
Fund	0	$255,000	255,000
O	$572,400	$255,000	$827,400
IV. U IVERSI Y OF ID HO:			
FROM:			
General			
Fund	$996,300		$996,300
gricultural C llege End wment Inc me			
Fund		$109,200	109,200
Scientific Sch l End wment Inc me			
Fund		362,400	362,400
University End wment Inc me			
Fund	0	428,400	428,400
O	$996,300	$900,000	$1,896,300
V. SYS EMWIDE PROGR MS:			
FROM:			
General			
Fund	$7,500	$996,100	$1,003,600
GR D TO	$5,079,400	$2,151,100	$7,230,500

SEC IO N 2 . N twithstanding any other pr visi n of law to the c ntrary, the appr priati n made to the State B ard of Educati n and the B ard f Regents of the University of Idaho f r C llege and Universities and the Office f the State B ard of Educati n is hereby reduced by the f ll wing am unts

for operat pe e tures accor g to the des ate rodrams from the Ge eral Fuf or the pend J uly 1, 2025, throu h Ju e 30, 2026:

FROM:

Bo se State U vers ty	$2,000,000
U vers ty of I aho	2,000,000
TOTAL	$4,000,000

SECTION 3. Notw thsta g a y other prov s on o f law to the co trary, the appropr at on ma e to the State Board of E ucat o n ad the Boar of Re- e ts of the U vers ty of I aho for Colle e ad U vers t es ad t he Off ce of the State Board of E ucat o nrofm the Ge eral Fu s hereby re uce dyb $57,800 for operat g epe tures for the U vers ty of I aho for the pe- rdoJ uly 1, 2025, throu h Ju e 30, 2026.

SECTION 4. TRANSPARENCY AND LEGISLATIVE OVERSIGHT OF ICOM NEGOTIA- TIONS. I aho State U vers ty, u er the overs ht of the State Boar f do E ucat on a d the Le slature, shall lea d ay ne ot at o s that may result he tacqu s t o nrpropose cqua s t o fn the I aho Colle e of Osteo- path c Me c e (ICOM). I aho State U vers ty a d the Off ce of the State Boar of E ucat o hasll prov e i format o ne rar ge tacqu s t o nro propose cqu sd t o f ICOM at the request of the Le slat ve Serv ces Off ce. Requeste format on may i clu e but is not l m ted to curre t or h stor cal f a c al data, operat o al data, correspo e ces, draft a ree- me ts,dab r eg m ater als. E cept as otherw se requdre y law, no state off cer, bdam ember, or employee may e ter i to a no - sclosure a reeme t or a y co tract that co fl cts w th th s sect o .

SECTION 5. PRIORITIZING WATER RESEARCH IN IDAHO HIGHER EDUCATION. Of the fu s appropr ate ect onS 1 of th s act for Systemw e Pro ram, $1,000,000 shall be use orfthe I aho Water Resources Research I st tute (IWRRI). E pe ture of these fu s shall be at the d rect o nfothe IWRRI E ecut ve Comm ttee co s ste t w th the I st tute's research pr or t es. IWRRI shall e coura e r orous, act o able water research at all of I aho's publ c st tut o s of h her lear gaaldfsu eseadch projects accor ly. The IWRRI D rector shall subm t a ter m report to the Jo t F a ce-Appropr at o s Comm ttee by December 1, 2025, a d an e -of-f scal year report by Ju e 30, 2026 on the e pe ture of these fu s. The format dac o te t of th s report w ll be determ en c o sultanwo th the Bu et daP ol cy A alys s D v sn o f the Le slat ve Serv ces Off ce.

SECTION 6. TRANSITIONING TO OUTCOMES-BASED FUNDING IN HIGHER EDU- CATION. The Off ce of the State Boar f Educat o hahlsdevelop a out- comes-base u d f o elgto replace the E rollme t Workloa justdme t for I aho's colle e a d uvers t es. The Off ce of the State Boar shall el ver a wr tnep roposal to the Jo t F a ce-Appropr at o s Comm ttee by December 31, 2025, w th a pla nof impleme tat o nfothe new fu mo el n fscal year 2028 or earl er. The Off ce of the State Boar d fo E ucat o shall prov e wr ntre eports to the Jo t F a ce-Appropr at o s Comm ttee on a quarterly bas s deta l g pro ress towar s the outcomes-based fu

model. T e fo m nd con en t is repo ill be de e mined in consul ion wi e Budge nd Policy An lysis Division o e Legisl ive Se vices O ice.

SECTION 7. DEI AUDITS. T e Legisl ive Audi s Division o e Legisl - ive Se vices O ice will audit B oise S e Unive si y, Id o S e Unive - si y, Lewis-Cl k S e College, and t e Unive si y of Id o for c ompli nce wi ose po ions of I d o Code p o ibi ing o el ing to dive si y, equi y, nd inclusion in hig e r educ ion. Legisl ive Audi s will bill t e espec ive ins i u ions fo ese audi s. T e Legisl ive Audi s Division will repo ts i findings to t e Join in F nce-App op i ions Commi ee by December 1 , 2025.

SECTION 8. REDUCTIONS IN APPROPRIATION. O e reduc ions included in Sec ion 2 o is ac r d B oise S e Unive si y and t e Unive si y of Id o, moun s a e reduced on a one ime b sis, and t e ins i u ions a e pe mi ed o res o e suc educ ions to t e b se app op i ion in t e following ye 's budge submission requi ed by Sec ion 67-3502, Id o Code.

SECTION 9. CONDITIONS, LIMITATIONS, AND RESTRICTIONS. App op i ions m de pu su n o t is ac e subjec o t e condi ions, limi ions, and res ic ions speci ied in t is ac .

SECTION 10. An eme gency exis ing t e e o , w ich eme gency is he eby decl ed to exis , t is ac t sll be in full fo ce and e ec tn a and e July 1, 2025.

SUBJECT

Community Colleges FY 2026 Appropriation Allocation

APPLICABLE STATUTE, RULE, OR POLICY

House Bills 341, 417 (2025)

BACKGROUND/DISCUSSION

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

IMPACT

The FY 2026 appropriation, shown on Tab 1b Attachment 1, includes General Fund increases in benefit costs, $1.55 per hour per person ongoing Change in Employee Compensation (CEC) for all employees with a minimum of $1.00 per hour, and increases for Enrollment Workload Adjustment.

ATTACHMENTS

Attachment 1 – FY 2026 CC Appropriations Allocation
Attachment 2 – Statement of Purpose/Fiscal Note
Attachment 3 – Appropriation Bills (H341 and H417)

STAFF COMMENTS AND RECOMMENDATIONS

Staff recommend approval of the FY 2026 Community College allocation.

BOARD ACTION

I move to approve the allocation of the FY 2026 appropriation for the College of Southern Idaho, College of Eastern Idaho, College of Western Idaho, North Idaho College, and system-wide needs as presented on Tab 1b, Attachment 1.

Moved by_____ Seconded by_____ Carried Yes_____ No_____

Idaho Community Colleges
FY 2026 Appropriation Allocation - HB 341 and HB 417
27-Mar-24

	General Educ Approp: JFAC Action	CSI	CEI	CWI	NIC	Systemwide	Total
1	FY 25 Total Appropriation						
2	General Funds	19,671,000	7,530,500	21,252,200	15,442,300	39,200	63,935,200
3	CARES Act Funding						-
4	Dedicated Funds	200,000	200,000	200,000	200,000	-	800,000
5	Total FY25 Total Appropriation	19,871,000	7,730,500	21,452,200	15,642,300	39,200	64,735,200
6							
7	FY 26 Base						-
8	General Funds	19,671,000	7,430,500	21,202,200	15,442,300	39,200	63,785,200
9	Dedicated Funds	200,000	200,000	200,000	200,000		800,000
10	Total FY 26 Base	19,871,000	7,630,500	21,402,200	15,642,300	39,200	64,585,200
11							-
12	FY 26 Maintenance Items						
13	Changes in Benefit Costs	205,700	83,600	183,700	176,000		649,000
14	Inflationary Cost Increases	-		-	-		-
15	Replacement Items	-		-	-		-
16	CEC: $1.55 per hour	624,300	307,700	808,800	564,900		2,305,700
17	Enrollment Workload Adjustment	-	-	-	-		-
18		830,000	391,300	992,500	740,900	-	2,954,700
19	FY 26 Maintenance						-
20	General Funds	20,501,000	7,821,800	22,194,700	16,183,200	39,200	66,739,900
21	Dedicated Funds	200,000	200,000	200,000	200,000	-	800,000
22	Total FY 26 Maintenance	20,701,000	8,021,800	22,394,700	16,383,200	39,200	67,539,900
23							
24	FY 26 Line Items						
25	Enrollment Workload Adjustment	690,000	496,800	493,000	-		1,679,800
26	Total FY 26 Line Items	690,000	496,800	493,000	0	0	1,679,800
27							
28	FY 26 Total Appropriation						
29	General Funds	21,191,000	8,318,600	22,687,700	16,183,200	39,200	68,419,700
30	CARES Act Funding						-
31	Dedicated Funds	200,000	200,000	200,000	200,000	-	800,000
32	FY 26 Total Appropriation	21,391,000	8,518,600	22,887,700	16,383,200	39,200	69,219,700
33							
34							
35	GF Change from FY 25 Total	7.7%	10.5%	6.8%	4.8%	0.0%	7.0%
36							
37	GF Appropriation Allocation						
38	Personnel Costs	18,880,100	8,518,600	19,675,100	14,016,400		61,090,200
39	Operating Expenses	2,510,900		3,212,600	2,341,800	39,200	8,104,500
40	Capital Outlay				25,000		25,000
41	Trustee/Benefit Payments						0
42	Total General Funds	21,391,000	8,518,600	22,887,700	16,383,200	39,200	69,219,700

STATEMENT OF OSE

S 661 / H0417

This appropriation to Co nity Colleges provides enhancements to the FY 2026 maintenance budget.

This appropriation provides an additional $1,679,800 to the intenance appropriation provided to Co nity Colleges found in House Bill 341 that includes additional funding for the enrollment workload adjustment and requires the Office of the State Board of Education to develop an outcomes based funding model for the Co nity Colleges. Table 1 shows incremental adjustments to the budget found in the bill, of which the ongoing increase is $1,679,800. Table 2 shows the adjustments leading to the FY 2026 Total. The total budget for the Co nity Colleges is $69,219,700 and provides support to the College of Eastern Idaho, College of Southern Idaho, College of Western Idaho, and North Idaho College.

FISCAL NOTE

Table 1	FTP	Gen	Ded	Fed	Total
Enrollment Workload Adjustments	0.00	1,679,800	0	0	1,679,800
FY 2026 Budget Enhancements	0.00	1,679,800	0	0	1,679,800
Chg fro m FY 2026 Maintenance	0.00	1,679,800	0	0	1,679,800
% Chg fro m FY 2026 Maintenance		2.5%			2.4%

Table	FTP	Gen	Ded	Fed	Total
FY 2026 Original Appropriation	0.00	63,935,200	800,000	0	64,735,200
Removal of Onetime Expenditures	0.00	(150,000)	0	0	(150,000)
FY 2026 Base	0.00	63,785,200	800,000	0	64,585,200
Personnel Benefit Costs	0.00	649,000	0	0	649,000
Change in E loyee Compensation	0.00	2,305,700	0	0	2,305,700
FY 2026 Program Maintenance - **H 341**	0.00	66,739,900	800,000	0	67,539,900
FY 2026 Budget Enhancements	0.00	1,679,800	0	0	1,679,800
FY 2026 Total	0.00	68,419,700	800,000	0	69,219,700
Chg fro m FY 2025 Orig Approp	0.00	4,484,500	0	0	4,484,500
% Chg fro m FY 2025 Orig Approp.		6.9%	0.0%		6.9%

Contact:

Representative James Petzke
(208) 332-1000
Senator Janie Ward-Engelking
(208) 332-1000

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

SUBJECT

FY 2026 Idaho Opportunity Scholarship Educational Costs

REFERENCE

April 2016	The Board set the FY 2017 maximum annual award amount at $3,000, expected student contribution at $3,000 and educational cost for each institution.
December 2016	Board reviewed annual State Scholarship Report.
April 2017	The Board set the FY 2018 maximum annual award amount at $3,500, expected student contribution at $3,000 and educational cost for each institution.
December 2017	Board reviewed annual State Scholarship Report.
April 2018	The Board set the FY 2019 maximum annual award amount at $3,500, expected student contribution at $3,000 and educational cost for each institution.
December 2018	Board reviewed annual State Scholarship Report.
April 2019	The Board set the FY 2020 maximum annual award amount at $3,500, expected student contribution at $3,000 and educational cost for each institution.
December 2019	Board reviewed annual State Scholarship Report.
April 2020	The Board set the FY 2021 maximum annual award amount at $3,500, expected student contribution at $3,000 and educational cost for each institution.
April 2021	The Board set the FY 2022 maximum annual award amount at $3,500, expected student contribution at $3,000 and educational cost for each institution.
April 2022	The Board set the FY 2023 maximum annual award amount at $3,500, expected student contribution at $3,000 and educational cost for each institution.
April 2023	The Board set the FY 2024 maximum annual award amount at $3,500, expected student contribution at $3,000 and educational cost for each institution.
April 2024	The Board set the FY 2025 maximum annual award amount at $3,500, expected student contribution at $3,000 and educational cost for each institution.

APPLICABLE STATUTE, RULE, OR POLICY

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

BACKGROUND/ DISCUSSION

The Legislature appropriated approximately $27.7M in FY 2025 for Scholarships and Grants managed by the Office of the State Board of Education. This amount is made up of approximately $22.2M from the General Fund, $1M from Miscellaneous Revenue, and $4.5M in federal funds. In addition to the Idaho Opportunity Scholarship, the Scholarships and Grants appropriation covers the

Work Study Program, Armed Forces and Public Safety Officer Scholarship, GEARUP Idaho Scholarship, and the Postsecondary Credit Scholarship. The GEARUP Idaho Scholarship is part of a state and federal cooperative program.

The Idaho Opportunity Scholarship is a hybrid scholarship combining academic merit with financial need and is based on a shared model of responsibility between the state and the student. Students must meet the minimum academic merit requirement set in Administrative Code to be eligible. Eligible students are then ranked based on a combination of need and merit. Need is based on the students' expected family contribution calculated on the Free Application for Federal Student Aid (FAFSA) at the time of application and makes up 70% of the weighting used for ranking students. The remaining 30% is based on the students' cumulative grade point average. Beginning in FY 2019, the Board was authorized to award up to 20% of the amount appropriated for the Idaho Opportunity Scholarship for adult students who have earned at least 24 credits toward a certificate or degree and who return to complete a certificate or degree. However, H500 (2024) reduced the adult learner set-aside to 5% effective July 1, 2024.

Pursuant to Idaho Coe § 33-4303, the purpose of the Idaho Opportunity Scholarship is to:

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

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

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

While not required by statute or rule, the Board has historically set a maximum award amount in order to increase the number of awardees. Pursuant to Idaho Code § 33-4303, the maximum award amount may not exceed the actual education costs at the eligible institution the student attends or the educational costs established by the Board. When a student's cost for tuition and fees is over the maximum award amount, the award is limited to the set maximum award amount. Should the Board choose not to set a maximum award amount, the award would be limited by the actual cost to the student of tuition and fees and the maximum educational cost. A student's actual costs are not typically known at the time the initial awards are made. The maximum award amount allows for staff to make preliminary estimates of the total amount needed to cover awards in a given year, thereby allowing more awards to be distributed earlier.

Regardless of whether a student attended a 2-year or a 4-year institution, in FY 2024 most students received awards at or near the maximum award amount. The following table shows the total funds distributed for the Opportunity Scholarship by academic year attended, the number of students awarded, and the average amount of the award for that year.

School Year	Amount	Number of Awards	Average Award Amount
2014-2015	$4,916,579	1,465	$3,440
2015-2016	$5,146,248	1,868	$2,881
2016-2017	$9,868,532	3,454	$2,857
2017-2018	$11,418,815	3,724	$3,066
2018-2019	$14,197,231	4,318	$3,288
2019-2020	$20,809,523	6,206	$3,352
2020-2021	$20,533,644	6,248	$3,270
2021-2022	$20,532,236	6,229	$3,301
2022-2023	$20,638,772	6,303	$3,275
2023-2024	$22,399,085	6,907	$3,243
2024-2025	20,906,309	6,398	$3,270

Of the awards made for the 2024-25 school year, 70 awardees earned the scholarship under the provisions established for Adult Learners.

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

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

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

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

IMPACT

Setting the educational cost and student contribution amounts fulfills the Board's responsibilities under administrative rule. Combined with setting the maximum award amount, this action will enable Board staff to begin processing applications and finalizing award determinations for FY 2026.

ATTACHMENTS

Attachment 1 – Educational Costs at Institutions

BOARD STAFF COMMENTS AND RECOMMENDATIONS

H341 and H332 (2025), provides $26.4M from the General Fund and $4.5M in federal funds for scholarship awards made for the 2025-2026 school year.

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

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

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

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

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

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

Scholarships are awarded based on the student ranking until the appropriated amount is expended. Students are ranked based on the combination of the student need and student merit criteria. Up to 5% of the scholarship may be set aside for adult learners with some credits and no degree, however, due to the low number of adult learner applicants a much smaller amount is set aside each year.

Based on the educational costs for each eligible institution, staff recommends the FY 2025 educational cost for the Idaho Opportunity Scholarship award formula to be set for each public institution as follows:

1. $26,883 for students attending University of Idaho (8.1% increase over FY 2025)
2. $31,192 for students attending Boise State University (4.1% increase over FY 2025)
3. $27,936 for students attending Idaho State University (.9% increase over FY 2025)
4. $26,234 for students attending Lewis-Clark State College (5.9% increase over FY 2025)
5. $19,828 for students attending College of Eastern Idaho (0% increase over FY 2025)
6. $16,519 for students attending College of Southern Idaho (12.8% increase over FY 2025)
7. $19,018 for students attending College of Western Idaho (4.0% increse over FY 2025)
8. $25,347 for students attending North Idaho College (20.0% increase over FY 2025)

Pursuant to IDAPA 08.01.13, the FY 2025 educational cost for the Idaho Opportunity Scholarship award formula for students attending eligible Idaho private, not-for-profit postsecondary institutions must be the average of the amount set for the four public four-year institutions. For FY2026, this amount would be $28,061.

Board staff recommends:

- The FY 2026 student contribution remain $3,000, and to accept student-initiated scholarships and non-institutional and non-federal aid as part of the student contribution; and
- The maximum award amount remain at $3,500 for FY 2026

BOARD ACTION

I move to approve the FY 2026 educational cost for the Idaho Opportunity Scholarship award be set not to exceed the amounts set forth in Attachment 1.

Moved by_____ Seconded by_____ Carried Yes_____ No_____

BOARD ACTION

I move to approve the FY 2026 educational cost for the Idaho Opportunity Scholarship award be set not to exceed the amounts set forth in Attachment 1.

Moved by_____ Seconded by_____ Carried Yes_____ No_____

AND

I move to approve the Opportunity Scholarship maximum award amount for FY 2026 to be set at $3,500.

Moved by_____ Seconded by_____ Carried Yes_____ No_____

AND

I move to approve the FY 2026 student contribution be set at $3,000 and to accept student-initiated scholarships and non-institutional and non-federal aid as part of the student contribution.

Moved by_____ Seconded by_____ Carried Yes_____ No_____

Educational Costs at Institutions	
University of Idaho	$26,883
Boise State University	$31,192
Idaho State University	$27,936
Lewis-Clark State College	$26,234
College of Eastern Idaho	$19,828
College of Southern Idaho	$16,519
College of Western Idaho	$19,018
North Idaho College	$25,347

IDAHO STATE UNIVERSITY

SUBJECT

Revised Multi-year contract for Cody Hawkins, Head Football Coach

REFERENCE

December 2023	The Board approved and Idaho State University extended a 5 year contract to Coach Hawkins, initiating January 2024 and continuing to January 2029.

APPLICABLE STATUTE, RULE, OR POLICY

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

BACKGROUND/DISCUSSION

Coach Hawkins completed the best season at Idaho State Football since 2018, and led the successful implementation of the APR Recovery Plan which resulted in single year APR improving from 933 to 972, and multi-year APR from a dangerous 933 to a 944. The ICCU Dome welcomed 10,000 fans to the first sell-out since 2018, and saw increased attendance at each of its 6 home games.

At this opportunity, and in an effort to continue the trajectory of excellent progress in year 3 of Coach Cody Hawkins' employment, ISU proposes a new 5-year contract be extended beginning upon Board Approval in April of 2025 and continuing through January 1, 2030; a salary increase to $230,000 will be implemented July 1, 2025. This elevates Coach Hawkins' salary to be more in line with the mid-range of BSC Head Football Coaches and modestly increases the supplemental compensation maximum to $108,000.

IMPACT

The new contract is requested to be for five (5) years, extending from April of 2025 to 1/1/2030. The salary increases $8,000 to $230,000 on July 1, and offers a maximum of $108,000 in incentives as detailed below. The new contract will allow Idaho State to retain a talented and high performing Head Football Coach, and will perpetuate the excitement Coach Hawkins has generated across the fan and constituent base.

3.2.1. Each year the Team is the conference champion or co-champion, and if Coach continues to be employed as University's head football coach as of the ensuing July 1st, the University shall pay to Coach supplemental compensation in the amount of $10,000 during the fiscal year in which the championship was 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 competes in the NCAA Football Championship Subdivision post-season playoffs, and if Coach continues to be employed as University's head football coach as of the ensuing July 1st, the University shall pay

Coach supplemental compensation in the amount of $7,500.00 during the fiscal year in which the playoff appearance occurred. 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 $10,000.00 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 as academically at-risk students; 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 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.

Multi-Year APR Score	Incentive Pay Up To:
950-959	$ 1,000.00
960-969	$ 2,000.00
970-979	$ 3,000.00
980-989	$ 5,000.00
990-999	$ 7,500.00
1000	$15,000.00

3.2.4. Each year Coach shall be eligible to receive supplemental compensation in an amount up to $10,000.00 for achieving an average attendance at home football games at the levels set forth below, and if coach continues to be employed as the University's head football coach as of the ensuing July 1st. Average attendance numbers shall be determined and announced by the University Ticket Office. 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.

Average Home Attendance	Incentive Pay Up To:
6,000 - 6,999	$ 2,000
7,000 - 7,999	$ 4,000
8,000 - 8,999	$ 6,000
9,000 - 10,000	$10,000

3.2.5. Each year Coach earns recognition as the Big Sky Conference Football Coach of the Year, and if Coach continues to be employed as University's Head Football Coach as of the ensuing July 1st, the University shall pay to Coach

supplemental compensation in the amount of $7,500.00 during the fiscal year in which the Big Sky Conference Football Coach of the Year recognition is achieved. The University shall determine the appropriate manner in which it shall pay Coach any such supplemental compensation.

3.2.6. Each year the Coach shall be eligible to receive supplemental compensation for achieving a predetermined number of regular season wins, and if Coach continues to be employed as University's head football coach as of the ensuing July 1st, the University shall pay to Coach supplemental compensation in an amount equal to the following:

Wins	Incentive Pay Up To:
6 wins	$ 4,000.00
7 wins	$ 5,000.00
8 wins	$ 6,000.00
9 wins	$ 7,000.00
10 wins	$ 8,000.00
11 wins	$15,000.00
12 wins	$20,000.00

The University shall determine the appropriate manner in which it shall pay Coach any such supplemental compensation.

3.2.7. Coach's Assistants are eligible to receive supplemental compensation in the amount of $2,000 per Assistant Coach for achieving a single year APR of 960 or greater.

3.2.8. Each year the men's football team advances in the NCAA Football Championship Subdivision post-season playoffs, and if Coach continues to be employed as University's Head Football 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 supplemental compensation.

Play-in	8 Teams	1st Win	$ 5,000.00*
Round 2	16 Teams	2nd Win	$ 5,000.00
Round 3	8 Teams	3rd Win	$ 5,000.00
Round 4	4 Teams	4th Win	$ 8,000.00
Round 5	2 Teams	5th Win	$15,000.00

*If a play-in game is needed and if it results in a win it extends the total bonus potential by $5,000. The maximum possible National Championship winner computation bonus total is $28,000.00 without a play-in game; and the maximum possible National Championship winner computation bonus total is $38,000.00 if the run includes a play-in game.

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 multi-year employment contract extension for Idaho State University Head Football Coach Cody Hawkins is in substantial conformance with the Idaho State Board of Education's model contract. The negotiated contract terms, including salary, incentives, and liquidated damaged, align with the Board's policies and ISU's financial and programmatic goals.

Board staff recommends approval of the proposed multi-year employment contract extension for ISU Head Football Coach Cody Hawkins, as it ensures a competitive compensation package, establishes clear performance goals, and is consistent with industry standards for head football coach contracts in the Big Sky Conference (BSC). The negotiated extension terms align with ISU's strategic objective of sustaining and advancing the competitive success and academic progress of ISU's Football Program.

BOARD ACTION

I move to approve the request by Idaho State University to enter into a five (5) employment agreement with Cody Hawkins, Head Football Coach, commencing in April of 2025 and terminating on January 1, 2030, at a base salary of $230,000 and supplemental compensation provisions, as submitted.

Moved by_____Seconded by_____Carried Yes _____ No _____

Idaho State University

FOOTBALL HEAD COACH EMPLOYMENT AGREEMENT

This Employment Agreement (Agreement) is entered into by and between IDAHO STATE UNIVERSITY(University), and Cody Hawkins (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 (Team). Coach represents and warrants that Coach is fully qualified to serve, and is available for employment, in this capacity.

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

1.3. Duties. Coach shall manage and supervise the Team and shall perform such other duties in the University's athletic program as the Director may assign and as may be described elsewhere in this Agreement. The University shall have the right, at any time, to reassign Coach to duties at the University other than as head coach of the Team, provided that Coach's compensation and benefits shall not be affected by any such reassignment, except that the opportunity to earn supplemental compensation as provided in Sections 3.2.1 through 3.2.9 shall cease.

ARTICLE 2

2.1. Term. This Agreement is for a fixed-term appointment of 4 years and 9 months, commencing on April _____, 2025 and terminating, without further notice to Coach, on January 1, 2030 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 may be 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) Beginning on July 1, 2025, Coach's annual salary will increase to $230,000.00 per year, payable in biweekly installments in accordance with normal University procedures, and such salary increases as may be determined appropriate by the Director and Chief Executive Officer and approved by the Board;

b) 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) 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 The potential supplemental compensation described herein shall be available to Coach and Assistant Coaches only in years when the following conditions are met: (1) Team Multi Year APR remains above the minimum threshold of 930 and (2) the Team operates within the assigned and agreed upon Football 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 conference champion or co-champion, and if Coach continues to be employed as University's head football coach as of the ensuing July 1st, the University shall pay to Coach supplemental compensation in the amount of $10,000 during the fiscal year in which the championship was 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 competes in the NCAA Football Championship Subdivision post-season playoffs, and if Coach continues to be employed as University's head football coach as of the ensuing July 1st, the University shall pay Coach supplemental compensation in the amount of $7,500.00 during the fiscal year in which the playoff appearance occurred. 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 $10,000.00 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 as academically at-risk students; 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 and such justification shall be separately reported to the Board as a document available to the public under the Idaho Public Records Act.

Multi-Year APR Score	Incentive Pay Up To:
950-959	$ 1,000.00
960-969	$ 2,000.00
970-979	$ 3,000.00
980-989	$ 5,000.00
990-999	$ 7,500.00
1000	$15,000.00

3.2.4. Each year Coach shall be eligible to receive supplemental compensation in an amount up to $10,000.00 for achieving an average attendance at home football games at the levels set forth below, and if coach continues to be employed as the University's head football coach as of the ensuing July 1st. Average attendance numbers shall be determined and announced by the University Ticket Office. 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.

Average Home Attendance	Incentive Pay Up To:
6,000 - 6,999	$ 2,000
7,000 - 7,999	$ 4,000
8,000 - 8,999	$ 6,000
9,000 - 10,000	$10,000

3.2.5. Each year Coach earns recognition as the Big Sky Conference Football Coach of the Year, and if Coach continues to be employed as University's Head Football Coach as of the ensuing July 1st, the University shall pay to Coach supplemental compensation in the amount of $7,500.00 during the fiscal year in which the Big Sky Conference Football Coach of the Year recognition is achieved. The University shall determine the appropriate manner in which it shall pay Coach any such supplemental compensation.

3.2.6. Each year the Coach shall be eligible to receive supplemental compensation for achieving a predetermined number of regular season wins, and if Coach continues to be employed as University's head football coach as of the ensuing July 1st, the University shall pay to Coach supplemental compensation in an amount equal to the following:

Wins	Incentive Pay Up To:
6 wins	$ 4,000.00
7 wins	$ 5,000.00
8 wins	$ 6,000.00
9 wins	$ 7,000.00
10 wins	$ 8,000.00
11 wins	$15,000.00
12 wins	$20,000.00

The University shall determine the appropriate manner in which it shall pay Coach any such supplemental compensation.

3.2.7. Coach's Assistants are eligible to receive supplemental compensation in the amount of $2,000 per Assistant Coach for achieving a single year APR of 960 or greater.

3.2.8. Each year the men's football team advances in the NCAA Football Championship Subdivision post-season playoffs, and if Coach continues to be employed as University's Head Football 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 supplemental compensation.

Play-in	8 Teams	1st Win	$ 5,000.00*
Round 2	16 Teams	2nd Win	$ 5,000.00
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Round 4	4 Teams	4th Win	$ 8,000.00
Round 5	2 Teams	5th Win	$15,000.00

*If a play-in game is needed and if it results in a win it extends the total bonus potential by $5,000. The maximum possible National Championship winner computation bonus total is $28,000.00 without a play-in game; and the maximum possible National Championship winner computation bonus total is $38,000.00 if the run includes a play-in game.

3.2.9. **(SUMMER CAMP—OPERATED BY UNIVERSITY)** 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 (Sport) camps. Coach also agrees that Coach will perform all obligations mutually agreed upon by the parties. In exchange for Coach's participation in the University's summer (Sport) camps, the University shall pay Coach any net revenues per year as supplemental compensation during each year of employment as head football coach at the University. This amount shall be paid within thirty (30) days after all camp bills have been paid.

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

3.2.10. 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.

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

ARTICLE 4

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

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

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

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

4.1.4. Know, recognize, and comply with all applicable laws, 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, but are not limited to: (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 football 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 Coach.

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

4.3 NCAA Rules. In accordance with NCAA rules, Coach shall obtain prior written approval from the University's Chief Executive Officer for all athletically related

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

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

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

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

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

4.8 Media and Fundraising Obligations. Coach must fully participate in media and fundraising programs and public appearances (Programs) through the date 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 any form of electronic, print, or social media, including radio or television, that conflict with those broadcast on the University's designated media outlets.

ARTICLE 5

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

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

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

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

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

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

e) Any conduct of Coach that the university determines brings Coach or the University into general public disrepute, contempt, scandal or ridicule or that would, in the University's reasonable 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 reasonably 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; or

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 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, and 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: $100,000 if separation occurs in years 1 or 2 (July 1, 2025 – June 30 2027); $75,000 if separation occurs in year 3 (July 1, 2027 – June 30, 2028); and $40,000 if separation occurs after June 30, 2028. 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 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 Faculty-Staff Handbook.

ARTICLE 6

6.1 Board Approval. If required under Board policy, this Agreement shall not be effective unless approved by the Board. In addition, the payment of any compensation pursuant to this Agreement shall be subject to the approval of the Board, the Chief Executive Officer, and the Director; the sufficiency of legislative appropriations; the receipt of sufficient funds in the account from which such compensation is paid; and the Board policies and University's rules regarding financial exigency.

6.2 University Property. All personal property, 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 a 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 mail 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 Idaho State University MS 8310 Pocatello, ID 83209
Coach:	Cody Hawkins Address on File with Human Resources at University

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,

service mark, 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 W. Wagner	Printed Name: Cody Hawkins
President	Head Football Coach
Date:_____	Date:_____

~~ATHLETICS MULTI-YEAR CONTRACT~~
~~[COACH NAME],~~FOOTBALL HEAD COACH ~~- [SPORT]~~

EMPLOYMENT AGREEMENT

This Employment Agreement (Agreement) is entered into by and between IDAHO STATE UNIVERSITY~~-~~(University), and ~~[LEGAL NAME OF COACH]~~Cody Hawkins (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]~~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 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~~Chief Executive Officer (Chief Executive Officer).

1.3. Duties.~~-~~ Coach shall manage and supervise the Team and shall perform such other duties in the University's athletic program as the Director may assign and as may be described elsewhere in this Agreement. The University shall have the right, at any time, to reassign Coach to duties at the University other than as head coach of the Team, provided that Coach's compensation and benefits shall not be affected by any such reassignment, except that the opportunity to earn supplemental compensation as provided in Sections 3.2.1 through 3.2.~~4.~~9 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.~~

ARTICLE 2

2.1. Term. This Agreement is for a fixed-term appointment of [INSERT TERM OF YEARS 3 OR LESS],4 years and 9 months, commencing on [INSERT COMMENCEMENT DATE]April , 2025 and terminating, without further notice to Coach, on [INSERT TERMINATION DATE]January 1, 2030 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 may be 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) AnBeginning on July 1, 2025, Coach's annual salary of $ [INSERT SALARY AMOUNT IN USD]will increase to $230,000.00 per year, payable in biweekly installments in accordance with normal University procedures, and such salary increases as may be determined appropriate by the Director and PresidentChief 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 (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) 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~~Chief Executive Officer, in the ~~President's~~Chief Executive Officer's discretion, to institute furloughs or to take such other actions consistent with Board policy as the ~~President~~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~~:~~ The potential supplemental compensation
3.2 described herein shall be available to Coach and Assistant Coaches only in years when the following conditions are met: (1) ~~[INSERT CONDITIONS SUCH AS MINIMUM~~Team Multi Year APR ~~THRESHOLD]~~remains above the minimum threshold of 930 and (2) the Team operates within the assigned and agreed upon ~~[TEAM/SPORT] budget~~Football 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]~~,conference champion or co-champion, and if Coach continues to be employed as University's ~~Head [INSERT TEAM/SPORT] Coach~~head football coach as of the ensuing July 1st, the University shall pay to Coach supplemental compensation in ~~an~~the amount ~~equal to [INSERT AMOUNT IN WEEKS]~~ of ~~Coach's Annual Salary~~$10,000 during the fiscal year in which the ~~[TRIGGER EVENT] is~~championship was achieved. The University shall determine the appropriate manner in which it shall pay Coach any such supplemental compensation.

~~**3.2.1.**~~ 3.2.2. Each year the Team competes in the NCAA Football Championship Subdivision post-season playoffs, and if Coach continues to be employed as University's head football coach as of the ensuing July 1st, the University shall pay Coach supplemental compensation in the amount of $7,500.00 during the fiscal year in which the playoff appearance occurred. 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.~~**2.3**~~ Each year Coach shall be eligible to receive supplemental compensation in an amount up to ~~$[INSERT USD AMOUNT]~~$10,000.00 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~~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 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 and such justification shall be separately reported to the Board as a document available to the public under the Idaho Public Records Act.

~~[TEAM/SPORT]~~Multi-Year APR Score~~:~~	Incentive Pay Up To:
950-959	$ 1,000.00
960-969	$ 2,000.00
970-979	$ ~~[USD AMOUNT]~~3,000.00
980-989	$ ~~[USD AMOUNT]~~5,000.00
990-999	$ ~~[USD AMOUNT]~~7,500.00
1000	$ ~~[USD AMOUNT]~~15,000.00

~~**3.2.4**~~3.2.4. Each year Coach shall be eligible to receive supplemental compensation in an amount up to $10,000.00 for achieving an average attendance at home football games at the levels set forth below, and if coach continues to be employed as the University's head football coach as of the ensuing July 1st. Average attendance numbers shall be determined and announced by the University Ticket Office. 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.

Average Home Attendance	Incentive Pay Up To:
6,000 - 6,999	$ 2,000
7,000 - 7,999	$ 4,000
8,000 - 8,999	$ 6,000
9,000 - 10,000	$10,000

3.2.5. Each year Coach earns recognition as the Big Sky Conference Football Coach of the Year, and if Coach continues to be employed as University's Head Football Coach as of the ensuing July 1st, the University shall pay to Coach supplemental compensation in the amount of $7,500.00 during the fiscal year in which the Big Sky Conference Football Coach of the Year recognition is achieved. The University shall determine the appropriate manner in which it shall pay Coach any such supplemental compensation.

3.2.6. Each year the Coach shall be eligible to receive supplemental compensation for achieving a predetermined number of regular season wins, and if Coach continues to be employed as University's head football coach as of the ensuing July 1st, the University shall pay to Coach supplemental compensation in an amount equal to the following:

Wins	Incentive Pay Up To:
6 wins	$ 4,000.00
7 wins	$ 5,000.00
8 wins	$ 6,000.00
9 wins	$ 7,000.00
10 wins	$ 8,000.00
11 wins	$15,000.00
12 wins	$20,000.00

The University shall determine the appropriate manner in which it shall pay Coach any such supplemental compensation.

3.2.7. Coach's Assistants are eligible to receive supplemental compensation in the amount of $2,000 per Assistant Coach for achieving a single year APR of 960 or greater.

3.2.8. Each year the men's football team advances in the NCAA Football Championship Subdivision post-season playoffs, and if Coach continues to be employed as University's Head Football 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 supplemental compensation.

Play-in	8 Teams	1st Win	$ 5,000.00*
Round 2	16 Teams	2nd Win	$ 5,000.00
Round 3	8 Teams	3rd Win	$ 5,000.00
Round 4	4 Teams	4th Win	$ 8,000.00
Round 5	2 Teams	5th Win	$15,000.00

*If a play-in game is needed and if it results in a win it extends the total bonus potential by $5,000. The maximum possible National Championship winner computation bonus total is $28,000.00 without a play-in game; and the maximum possible National Championship winner computation bonus total is $38,000.00 if the run includes a play-in game.

3.2.9. **(SUMMER CAMP—OPERATED BY UNIVERSITY)** Coach agrees that the University has the exclusive right to operate youth ~~[TEAM/SPORT]~~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 ~~[TEAM/SPORT] Camps.~~(Sport) 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]~~summer (Sport) camps, the University shall pay Coach ~~and Coach's designees according to the~~any net ~~proceeds generated by camps~~revenues per year as

supplemental compensation during each year of employment as head [TEAM/SPORT]football coach at the University. This amount shall be paid from within thirty (30) days after all camp accounts and a detailed accounting of all revenue and expenses provided to the Directorbills have been paid.

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

3.2.10. 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**3 General Conditions of Compensation. All compensation provided by the University to Coach is subject to deductions and withholdings as required by law or the terms and conditions of any fringe benefit in which Coach participates. However, if any fringe benefit is based in whole or in part upon the compensation provided by the University to Coach, such fringe benefit shall be based only on the compensation provided pursuant to Section 3.1.1, except to the extent required by the terms and conditions of a specific fringe benefit program.

ARTICLE 4

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

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

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

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

4.1.4. Know, recognize, and comply with all applicable laws, and with the policies, rules and regulations of the University, the Board, the conference, and the NCAA; supervise and take appropriate steps to ensure that Coach's assistant coaches, any other employees for whom Coach is administratively responsible, and the members of the Team know, recognize, and comply with all such laws, policies, rules and regulations; and immediately report to the Director and to the Department's Director of Compliance if Coach has reasonable cause to believe that any person or entity, including without limitation representatives of the University's athletic interests, has violated or is likely to violate any such laws, policies, rules or regulations. Coach shall cooperate fully with the University and Department at all times. The applicable laws, policies, rules, and regulations include, but are not limited to: (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 football 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 coachCoach.

4.1.6. Coach shall be responsible to ensurefor ensuring 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~~Chief Executive Officer, enter into separate arrangements for outside activities and endorsements which are consistent with Coach's obligations under this Agreement. Coach may not use the University's name, logos, or trademarks in connection with any such arrangements without the prior written approval of the Director and ~~University Marketing and Communications~~the Chief Executive Officer.

4.3 NCAA Rules. In accordance with NCAA rules, Coach shall obtain prior written approval from the ~~President~~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 ~~President's Office~~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 ~~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~~Chief Executive Officer and the Board.

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

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

4.7 Disclosure of Serious Misconduct. Coach warrants that prior to signing this Agreement, Coach has disclosed and will continue to disclose if Coach has been accused, investigated, convicted of, or pled guilty or no contest to 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~~date of ~~this contract as requested by~~ the ~~Director~~Team's last regular season or ~~the Director's designee.~~post-season competition. 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~~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 any form of electronic, print, or social media, including radio or television, that conflict with those broadcast on the University's designated media outlets.

ARTICLE 5

5.1 Termination of Coach for Cause. The University may, in its discretion, suspend Coach from some or all of Coach's duties, temporarily or permanently, and with

or without pay; reassign Coach to other duties; or terminate this Agreement at any time for good or adequate cause, as those terms are defined in applicable rules and regulations, including in University policy.

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

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

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

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

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

e) Any conduct of Coach that the ~~University~~university determines brings Coach or the University into general public disrepute, contempt, scandal~~,~~ or ridicule or that would, in the University's reasonable 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 reasonably 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~~.~~; or

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~~.~~, and 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].~~$100,000 if separation occurs in years 1 or 2 (July 1, 2025 – June 30 2027); $75,000 if separation occurs in year 3 (July 1, 2027 – June 30, 2028); and $40,000 if separation occurs after June 30, 2028. 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 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~~Faculty-Staff Handbook.

ARTICLE 6

6.1 Board Approval. ~~This~~ If required under Board policy, this Agreement shall not be effective ~~until and~~ unless ~~executed~~approved by ~~both parties as set forth below.~~the Board. In addition, the payment of any compensation pursuant to this ~~agreement~~Agreement shall be subject to the approval of the Board, ~~if required~~the Chief Executive Officer, and the ~~President~~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~~University's 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 a 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~~University mail 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 Idaho State University MS 8310 Pocatello, ID 83209
Coach:	~~[INSERT COACH NAME AND CONTACT INFO]~~Cody Hawkins Address on File with Human Resources at University

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~~University's prior written consent in each case, use any name, trade name, trademark, service mark, 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: [PRESIDENT NAME] Dr. Robert W. Wagner	Printed Name: [COACH NAME]Cody Hawkins
Idaho State University President	Head Football Coach [SPORT/TEAM]
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.]

Idaho State University

FOOTBALL HEAD COACH EMPLOYMENT AGREEMENT

This Employment Agreement (Agreement) is entered into by and between IDAHO STATE UNIVERSITY(University), and Cody Hawkins (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 (Team). Coach represents and warrants that Coach is fully qualified to serve, and is available for employment, in this capacity.

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

1.3. Duties. Coach shall manage and supervise the Team and shall perform such other duties in the University's athletic program as the Director may assign and as may be described elsewhere in this Agreement. The University shall have the right, at any time, to reassign Coach to duties at the University~~-~~ other than as head coach of the Team, provided that Coach's compensation and benefits shall not be affected by any such reassignment, except that the opportunity to earn supplemental compensation as provided in Sections 3.2.1 through 3.2.9 shall cease.

ARTICLE 2

2.1. Term. This Agreement is for a fixed-term appointment of ~~5~~4 years and 9 months, commencing on ~~January 19, 2024~~April _____, 2025 and terminating, without further notice to Coach, on January ~~26, 2029~~ 1, 2030 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 may be 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~~Beginning on July 1, 2025, Coach's annual salary ~~of $222~~will increase to $230,000.00 per year, payable in biweekly installments in accordance with normal University procedures, and such salary increases as may be determined appropriate by the Director and Chief Executive Officer and approved by the Board;

b) 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) 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 The potential supplemental compensation described herein shall be available to Coach and Assistant Coaches only in years when the following conditions are met: (1) Team Multi Year APR remains above the minimum threshold of 930 and (2) the Team operates within the assigned and agreed upon Football 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 conference champion or co-champion, and if Coach continues to be employed as University's head football coach as of the ensuing July 1st, the University shall pay to Coach supplemental compensation in the amount of $~~7,500~~10,000 during the fiscal year in which the championship was 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 competes in the NCAA Football Championship Subdivision post-season playoffs, and if Coach continues to be employed as University's head football coach as of the ensuing July 1st, the University shall pay Coach supplemental compensation in the amount of $7,500.00 during the fiscal year in which the playoff appearance occurred. 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 $10,000.00 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 as academically at-risk students; 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 and such justification shall be separately reported to the Board as a document available to the public under the Idaho Public Records Act.

Multi-Year APR Score	Incentive Pay Up To:
950-959	$ 1,000.00
960-969	$ 2,000.00
970-979	$ 3,000.00
980-989	$ 5,000.00
990-999	$ 7,500.00
1000	$15,000.00

3.2.4. Each year Coach shall be eligible to receive supplemental compensation in an amount up to $10,000.00 for achieving an average attendance at home football games at the levels set forth below, and if coach continues to be employed as the University's head football coach as of the ensuing July 1st. Average attendance numbers shall be determined and announced by the University Ticket Office. 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.

Average Home Attendance	Incentive Pay Up To:
6,000 - 6,999	$ 2,000
7,000 - 7,999	$ 4,000
8,000 - 8,999	$ 6,000
9,000 - 10,000	$10,000

3.2.5. Each year Coach earns recognition as the Big Sky Conference Football Coach of the Year, and if Coach continues to be employed as University's Head Football Coach as of the ensuing July 1st, the University shall pay to Coach supplemental compensation in the amount of $7,500.00 during the fiscal year in which the Big Sky Conference Football Coach of the Year recognition is achieved. The University shall determine the appropriate manner in which it shall pay Coach any such supplemental compensation.

3.2.6. Each year the Coach shall be eligible to receive supplemental compensation for achieving a predetermined number of regular season wins, and if Coach continues to be employed as University's head football coach as of the ensuing July 1st, the University shall pay to Coach supplemental compensation in an amount equal to the following:

Wins	Incentive Pay Up To:
6 wins	$ 4,000.00
7 wins	$ 5,000.00
8 wins	$ 6,000.00
9 wins	$ 7,000.00
10 wins	$ 8,000.00
11 wins	$15,000.00
12 wins	$20,000.00

The University shall determine the appropriate manner in which it shall pay Coach any such supplemental compensation.

3.2.7. Coach's Assistants are eligible to receive supplemental compensation in the amount of $2,000 per Assistant Coach for achieving a single year APR of 960 or greater.

3.2.8. Each year the men's football team advances in the NCAA Football Championship Subdivision post-season playoffs, and if Coach continues to be employed as University's Head Football 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 supplemental compensation.

Play-in	8 Teams	1st Win	$ 5,000.00*
Round 2	16 Teams	2nd Win	$ 5,000.00
Round 3	8 Teams	3rd Win	$ 5,000.00
Round 4	4 Teams	4th Win	$ 8,000.00
Round 5	2 Teams	5th Win	$15,000.00

*If a play-in game is needed and if it results in a win it extends the total bonus potential by $5,000. The ~~total~~maximum possible National Championship winner computation bonus total is $28,000.00 without a play-in game; and the maximum possible National Championship winner computation bonus total is $38,000.00 if the run includes a play-in game.

3.2.9. **(SUMMER CAMP—OPERATED BY UNIVERSITY)** 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 (Sport) camps. Coach also agrees that Coach will perform all obligations mutually agreed upon by the parties. In exchange for Coach's participation in the University's summer (Sport) camps, the University shall pay Coach any net revenues per year as supplemental compensation during each year of employment as head football coach at the University. This amount shall be paid within thirty (30) days after all camp bills have been paid.

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

3.2.10. 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.

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

ARTICLE 4

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

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

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

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

4.1.4. Know, recognize, and comply with all applicable laws, 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, but are not limited to: (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 football 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 Coach.

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

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

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

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

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

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

4.8 Media and Fundraising Obligations. Coach must fully participate in media and fundraising programs and public appearances (Programs) through the date 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 any form of electronic, print, or social media, including radio or television, that conflict with those broadcast on the University's designated media outlets.

ARTICLE 5

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

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

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

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

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

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

e) Any conduct of Coach that the university determines brings Coach or the University into general public disrepute, contempt, scandal or ridicule or that would, in the University's reasonable 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 reasonably 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; or

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.~~2In~~2 In the event that University terminates this Agreement for its own convenience, University shall be obligated to pay Coach 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, and Coach further agrees to repay to University all compensation received from the University after the date other employment is obtained.

5.2.~~3The~~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: $100,000 if separation occurs ~~prior to July~~in years 1 or 2 (July 1, 2025 – June 30 2027); $75,000 if separation occurs in year 3 (July 1, 2027 – June 30, 2028~~,~~); and $~~25~~40,000 if separation occurs after ~~July 1~~June 30, 2028. 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 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 Faculty-Staff Handbook.

ARTICLE 6

6.1 Board Approval. If required under Board policy, this Agreement shall not be effective unless approved by the Board. In addition, the payment of any compensation pursuant to this Agreement shall be subject to the approval of the Board, the Chief Executive Officer, and the Director; the sufficiency of legislative appropriations; the receipt of sufficient funds in the account from which such compensation is paid; and the Board policies and University's rules regarding financial exigency.

6.2 University Property. All personal property, 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 a 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 mail 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 Idaho State University MS 8310 Pocatello, ID 83209
Coach:	Cody Hawkins Address on File with Human Resources at University

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, service mark, 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: ~~Brian Sagendorf~~Dr. Robert W. Wagner	Printed Name: Cody Hawkins
~~Acting~~ President	Head Football Coach
Date:_____	Date:_____

IDAHO STATE UNIVERSITY
FOOTBALL APR History and National Percentile Rank

SINGLE YEAR NCAA ACADEMIC PROGRESS RATE (APR) SCORES					
	2019-20	**2020-21**	**2021-22**	**2022-23**	**2023-24**
Single Year APR	925	944	918	943	972
National % Rank by Sport	*	*	*1-10*	*1-10*	*

MULTI-YEAR APR (4-Year Rolling Average)					
Football	953	946	933	933	944

*** Percentile not yet available (2023-24) or not reported by NCAA following the COVID year due to disruption (2019-20, 2020-21)**

Big Sky Conference Football Head Coach Salary and Incentives Chart
Supporting Information for ISU Head Football Coach (Cody Hawkins) Contract

	INSTITUTION	BASE SALARY	INCENTIVES	TOTAL POSSIBLE COMPENSATION
1	Cal Poly	$ 350,004.00	$ 460,000.00	$ 810,004.00
2	Montana State	$ 455,000.00	$ 300,000.00	$ 755,000.00
3	Montana	$ 265,000.00	$ 467,000.00	$ 732,000.00
4	Sacramento State	$ 242,004.00	$ 389,600.00	$ 631,604.00
5	University of Idaho*	$ 250,000.00	$ 212,000.00	$ 462,000.00
6	Northern Arizona	$ 280,000.00	$ 140,000.00	$ 420,000.00
7	Idaho State	$ 230,000.00	$ 98,000.00	$ 328,000.00
8	Weber State	$ 215,000.00	$ 100,000.00	$ 315,000.00
9	UC Davis	$ 270,000.00	$ 44,000.00	$ 314,000.00
10	Eastern Washington	$ 252,357.00	$ 58,000.00	$ 310,357.00
11	Northern Colorado	$ 209,209.00	$ 80,000.00	$ 289,209.00
12	Portland State	$ 210,000.00	$ 15,000.00	$ 225,000.00

	INSTITUTION	BASE SALARY
1	Montana State	$ 455,000.00
2	Cal Poly	$ 350,004.00
3	Northern Arizona	$ 280,000.00
4	UC Davis	$ 270,000.00
5	Montana	$ 265,000.00
6	Eastern Washington	$ 252,357.00
7	University of Idaho	$ 250,000.00
8	Sacramento State	$ 242,004.00
9	Idaho State	$ 230,000.00
10	Weber State	$ 215,000.00
11	Portland State	$ 210,000.00
12	Northern Colorado	$ 209,209.00

* Last available contract for Head Coach Jason Eck

Big Sky Conference Football Head Coach Salary and Incentives Chart
Supporting Information for ISU Head Football Coach (Cody Hawkins) Contract

INSTITUTION	LIQUIDATED DAMAGES CLAUSE?	STRUCTURE OF LIQUIDATED DAMAGES
Sacramento State	NO	NA
Weber State	YES	Termination by university is set amount depending upon remaining term, ranges from $800,000 total to $175,000 minimum. Termination by Coach is $100,000.
Montana State	YES	Termination for convenience by University $250,000 or remaining contract term, whichever is less. Termination by Coach $250,000 or remaining contract term if separation occurs in the final 12 months.
Portland State	YES	$30,000
Northern Arizona	YES	Termination for convenience is 50% of base salary for the remainder of the contract term. Termination by Coach 50% of remaining contract, or $50,000 one time based on reason for departure.
Idaho	YES	525,000
Northern Colorado	YES	Termination by Coach requires payment by Coach of up to $300,000 on a sliding scale which decreases until contract expiration.
Eastern Washington	YES	Termination for convenience by University requires 12 months of current salary. Termination by Coach requires an amount ranging from $50-$100K based on years remaining.
Montana	YES	Amount equal to base salary for the time remaining on the contract.
Southern Utah	YES	Termination by Coach requires payment on a sliding scale beginning at $100,000 and decreasing until contract expiration.
Cal Poly	NO	NA
UC Davis	YES	Termination by university is base salary for current year, then 50% of base for following year and 25% of base salary for remaining term. Termination by Coach $150,000.
Idaho State	YES	Termination by University is remaining contract terms minus other compensation secured by Coach upon receipt of alternative employment. Termination by Coach is $100,000 for years 1 and 2, $70,000 in year 3, and $35,000 year 4 and remaining.

Head Football Coach Cody Hawkins Maximum Compensation Calculation: FY 2025-2030

Contract Reference:		Yr 1	Yr 2	Yr 3	Yr 4	Yr 5	
3.1.1	Annual Salary	$ 230,000.00	$ 235,750.00	$ 241,643.75	$ 247,684.84	$ 253,876.96	*Assumes 2.5% CEC increase annually.
3.2.1	Bonus: Regular Season Championship	$ 10,000.00	$ 10,000.00	$ 10,000.00	$ 10,000.00	$ 10,000.00	
3.2.2	Bonus: FCS Playoff Appearance	$ 7,500.00	$ 7,500.00	$ 7,500.00	$ 7,500.00	$ 7,500.00	
3.2.3	Bonus: Academic Achievement	$ 15,000.00	$ 15,000.00	$ 15,000.00	$ 15,000.00	$ 15,000.00	
3.2.4	Bonus: Attendance	$ 10,000.00	$ 10,000.00	$ 10,000.00	$ 10,000.00	$ 10,000.00	
3.2.5	Bonus: Coach of the Year	$ 7,500.00	$ 7,500.00	$ 7,500.00	$ 7,500.00	$ 7,500.00	
3.2.6	Bonus: Total Season Wins	$ 20,000.00	$ 20,000.00	$ 20,000.00	$ 20,000.00	$ 20,000.00	
3.2.8	Bonus: FCS Playoff Wins (Natl. Championship)	$ 38,000.00	$ 38,000.00	$ 38,000.00	$ 38,000.00	$ 38,000.00	
	Total Maximum Annual Compensation Under Proposed Contract:	$ 338,000.00	$ 343,750.00	$ 349,643.75	$ 355,684.84	$ 361,876.96	

IDAHO STATE UNIVERSITY

SUBJECT
Real Estate Purchase and Sale Agreement

REFERENCE
NA

APPLICABLE STATUTE, RULE, OR POLICY
Idaho State Board of Education Governing Policies & Procedures, Section V.I.3
Section 33-107, Idaho Code

BACKGROUND/DISCUSSION
Idaho State University (ISU) has negotiated the sale of 2.77 acres ("Property") of an approximately 136 acre parcel owned by the Board of Education located in Pocatello ("Board's Parcel"). The Board's Parcel is undeveloped and located between American Road and Alvin Ricken Drive. The proposed buyer is Equity Trust Company FBO De Jones ("Buyer"). The Buyer owns a landlocked parcel without access which is adjacent to the Board's Parcel, as depicted in the attached parcel map. The sale would require Buyer to pay fair market value and would allow for the Buyer to develop an access road to Buyer's parcel from American Road. As a condition of the sale, the Buyer has agreed to provide a permanent access and utility easement to ISU over the Property and to allow ISU to use the future access road on the Property as needed for access to the Board's Parcel. The Property to be sold contains some significant grading and washout challenges that limit development potential and utility to ISU beyond creation of an access road.

The proposed sale will require a lot line adjustment on the southeastern corner of the Board's Parcel. This action opens development opportunities for the Buyer, including the creation of a mutually beneficial access road. The Buyer has stated that he plans to develop his property with an undetermined number of private dwellings to include apartment units in close proximity to the ISU Eames Complex.

ISU has negotiated a sales price of $130,000 for this parcel of land. The purchase price was determined using a recent appraisal of the property which determined the fair market value of the Property to be $130,000. All costs and fees associated with the lot line adjustment, surveying, and recording of the deed will be the responsibility of the Buyer.

IMPACT
This action is in harmony with the institution's recently approved master plan and will have no negative impact on ISU's later ability to develop the Board's Parcel.

ATTACHMENTS:
Attachment 1 - Vicinity Map
Attachment 2 - Proposed Purchase and Sale Agreement

Attachment 3 - Appraisal

BOARD STAFF COMMENTS AND RECOMMENDATIONS

The proposed sale of the 2.77-acre parcel aligns with Idaho State University's (ISU) strategic goals and recently approved master plan. The transaction benefits both ISU and the Buyer by facilitating improved access to the Buyer's otherwise landlocked property while securing permanent access and utility easement for ISU.

The negotiated sale price of $130,000 is supported by a recent appraisal establishing fair market value, ensuring a financially sound transaction. Additionally, the agreement places all costs related to the lot line adjustment, surveying, and deed recording on the Buyer, minimizing financial burden on ISU.

Given the undeveloped nature of the land and the grading and washout challenges limiting its standalone development potential, the sale presents a practical use of ISU's assets while preserving future access to the Board's Parcel. The anticipated residential development near the ISU Eames Complex could also provide indirect benefits to the university community.

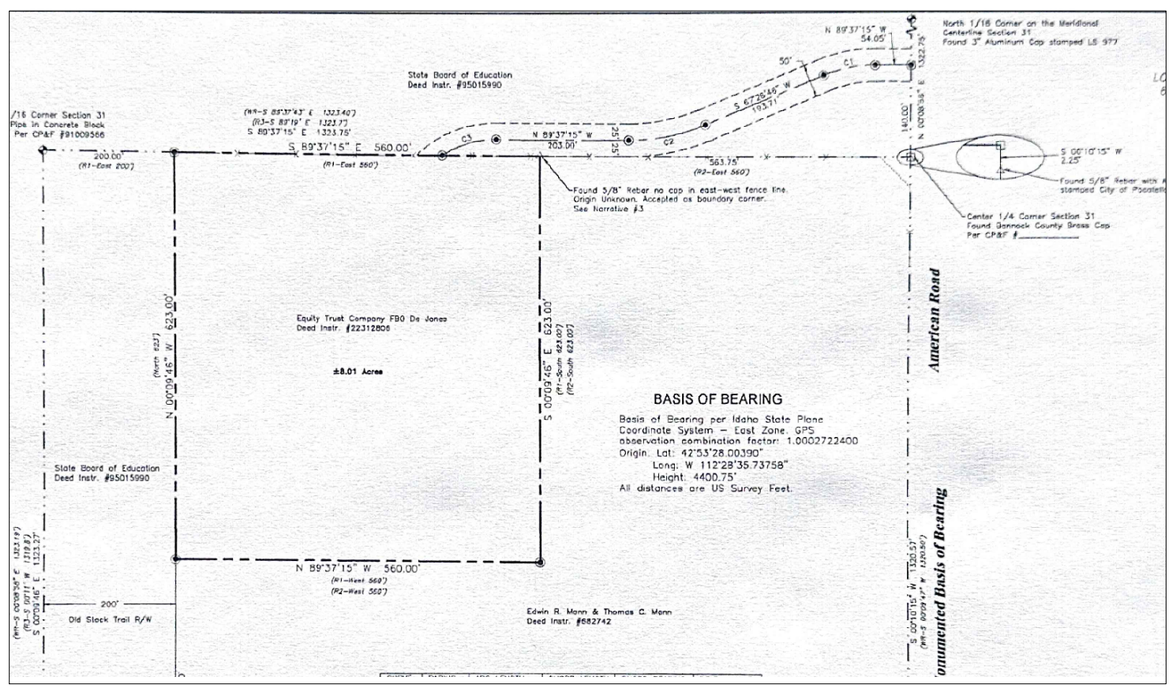
Board staff recommends approval.

BOARD ACTION

I move to approve the sale of the property described in Attachment 2, Proposed Purchase and Sale Agreement, and to authorize ISU's Vice President of Operations to execute all documents required to complete the sale.

Moved by _____ Seconded by _____ Carried Yes _____ No _____

ALTERNATIVE 2
APPROX. 2.77 ACRES
* ACREAGE VERIFIED IN BANNOCK COUNTY PARCEL VIEWER



REFERENCE DOCUMENT

FACILITIES SERVICES
"World Class Facilities Professionals Serving ISU Together
(208) 282-4086 OFFICE
(208) 282-4618 FAX

AMERICAN ROAD LAND
IDAHO STATE UNIVERSITY
749 East Humbolt St

Idaho State University

BUILDING NUMBER	NA
LEVEL	SITE PLAN
DISCIPLINE	ARCHITECTURE
DRAWING SCALE	NOT TO SCALE
UPDATED DATE	07/22/2024

REAL ESTATE PURCHASE AND SALE AGREEMENT

THIS PURCHASE AND SALE AGREEMENT ("**Agreement**") is entered into on _____, 2025, between the Idaho Board of Education, on behalf of **Idaho State University**, a state educational institution and body politic and corporate organized and existing under the laws of the State of Idaho ("**Seller")** and **De Jones** ("**Buyer**").

1. Recitals.

(a) EQUITY TRUST COMPANY FBO DE JONES owns certain real property located in Bannock County, Idaho, identified on the Records of Bannock County, Idaho, as Parcel No. RPRPCPP114200, which is more particularly described in that Warranty Deed recorded with the Bannock County Recorder's Office on December 13, 2023, as Instrument No. 22312806 ("Buyer's Parcel").

(b) Seller, by and through the Idaho State Board of Education, owns certain real property in Bannock County, Idaho, identified on the Records of Bannock County, Idaho, as Parcel No. RPRPCPP112404 ("Seller's Parcel").

(c) Buyer's Parcel and Seller's Parcel are adjacent to one another, as shown on the map attached as Exhibit A.

(d) Buyer wishes to purchase approximately 2.77 acres of the southeast corner of Seller's Parcel to be used by Buyer for access from American Road to Buyer's Parcel.

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05011.0088.574369.4

(e) In conjunction with this transaction, Buyer agrees to allow Seller to use any road Buyer develops on the Property (defined below).

2. Purchase.

Seller shall sell and Buyer shall purchase that certain real property legally described on **Exhibit B**, and located in Pocatello, Idaho ("**Property**"), subject to Seller's receipt of the Purchase Price (defined below), subject to Seller retaining a utility and access easement (**"Easement"**) through the Property which will be recorded against the Property by Seller prior to closing, and subject to Buyer granting Seller and any users of Seller's Parcel the right to use any road Buyer constructs on the Property.

3. License For Entry.

Seller grants to Buyer a license to enter upon the Property for all purposes reasonably related to a full and adequate determination of the suitability of the Property, including, without limitation, the right to conduct evaluations, engineering studies, and environmental tests and audits.

4. Purchase Price.

The purchase price of the Property is the sum of One-Hundred and Thirty Thousand Dollars ($130,000.00), plus reimbursement to Seller of any costs incurred in order to complete the City of Pocatello property line adjustment process and the costs of establishing the Easement ("**Purchase Price**").

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5. Additional Terms and/or Conditions.

Notwithstanding anything to the contrary in this Agreement, Buyer shall not be obligated to purchase the Property unless at or prior to closing each of the following conditions has been met or Buyer has waived said condition in writing. Seller shall cooperate with Buyer to execute any documents necessary or convenient to the performance of these conditions:

(a) Buyer's satisfaction with the condition and marketability of title to Property. Seller agrees that a commitment for title insurance issued by a title insurance company authorized to do business in the State of Idaho may be ordered by Buyer at any time following execution of this Agreement. Buyer shall be responsible for the payment of the premium or cancellation fee, if applicable for such commitment. Seller agrees that with the exception of creation of the Easement which shall be recorded against the Property by Seller prior to closing, from the date of execution of this Agreement through closing or the Termination Date, Seller will not permit, suffer, do, create or make any encumbrances, liens, reservations, or impediments of any kind that adversely affect Seller's right, title, or interest in and to the Property;

(b) Completion to Buyer's satisfaction of such environmental assessment as Buyer may deem necessary and Buyer's approval of estimates for mitigation of any environmental or hazardous conditions on the Property and Buyer's acceptance of the physical and environmental condition of the Property. Buyer will bear the responsibility for test costs and replacing the Property to substantially the same condition prior to testing, reasonable wear and tear excepted. Before conducting any environmental tests

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on the Property, Buyer shall notify Seller and allow Seller to observe testing operations. Buyer shall make available to Seller copies of any and all environmental reports conducted by or for Buyer. Buyer shall not communicate with any governmental agency regarding the environmental condition of the Property without the prior consent of Seller. Seller agrees to provide Buyer all information regarding the condition of the land as is in Seller's possession or is reasonably available to Seller;

(c) Buyer's satisfaction as to the condition and availability of all utilities and services that may exist or are deemed necessary by Buyer to serve Property;

(d) Satisfaction and completion of all steps necessary in order to complete the City of Pocatello property line adjustment process.

6. Escrow Holder.

Prior to closing, the parties shall open an escrow with _____ ("**Escrow Holder**"). Seller shall deposit into escrow a duly executed and acknowledged Quitclaim Deed ("**Deed**"), attached as **Exhibit C**, conveying all of Seller's right, title and interest in Property to Buyer, subject to any permitted exceptions, together with instructions to deliver and record the Deed when Escrow Holder is in a position to pay Purchase Price. Upon the date of execution of this Agreement, Buyer shall pay Seller earnest money in the sum of $40,000 (Forty Thousand Dollars), which earnest money payment will be deposited by Seller with the Escrow Holder.

7. Closing and Termination Date.

(a) The payment of earnest money shall be applied to the Purchase Price. In the event the transaction contemplated fails to close, the earnest money shall be

refundable to Buyer, minus reimbursement to Seller of any costs incurred by Seller, including costs incurred in the creation and recording of the Easement and costs incurred in the Pocatello property line adjustment process. Seller shall deliver to the Escrow Holder on or before _____, the Quitclaim Deed conveying all of Seller's right, title and interest in Property to Buyer, together with instructions to deliver and record the Deed when Buyer deposits the remaining balance of the Purchase Price ($_____) ("**Balance**") with the Escrow Holder. Prior to closing, Buyer shall notify Seller and Escrow Holder, in writing that Buyer is satisfied with the conditions of closing as set forth in Section 5 of this Agreement. Upon such notification that all of the conditions of closing as set forth in Section 5 have been met, Buyer shall deposit Balance with the Escrow Holder with instructions to disburse Balance to Seller upon recordation of the Deed. Closing shall be completed when the Quitclaim Deed to Buyer is recorded which shall be as soon as practicable after deposit of the Balance with the Escrow Holder. Possession passes to Buyer on closing.

(b) Termination of this Agreement for reasons other than Default as described in Section 14 of this Agreement shall occur upon (i) the mutual written consent of the Buyer and Seller, (ii) upon written notification by the Buyer to the Seller (which notice shall be given prior to _____) that the terms and conditions of Section 5 of this Agreement have not been met to the satisfaction of the Buyer, or (iii) the Buyer has not submitted written notification of its satisfaction with the terms and conditions of Section 5 of this Agreement on or before _____ (or at such other date as Buyer and Seller mutually agree), and/or Buyer has not deposited Balance with the Escrow Holder on or

before _____ (or at such other date as Buyer and Seller mutually agree). In the instance of the Buyer failing to provide timely written notice to the Seller of Buyer's satisfaction or dissatisfaction with the terms and conditions of Section 5 of this Agreement, or Buyer fails to deposit Balance with the Escrow Holder by _____ (or at such other date as Buyer and Seller mutually agree), Seller shall retain the earnest money provided in Section 6 of this Agreement and this Agreement shall be terminated. The date on which this occurs is the Termination Date. In the event the earnest money is retained by Seller pursuant to this paragraph, such remittance shall be deemed liquidated damages.

8. Costs.

Buyer shall pay all costs not specifically assigned to Seller in this Agreement, including the cost of recording the Deed and all escrow fees.

9. Commissions.

Each party represents and warrants that it has not dealt with or contracted with any broker, agent or finder to act in their behalf in connection with this transaction. Buyer agrees, subject to the laws of the State of Idaho, to indemnify, defend and hold harmless Seller from all Claims arising from any misrepresentation pursuant to this Section.

10. Seller's Representations and Warranties.

(a) Seller represents to Buyer that completion of this transaction is dependent upon approval of the Idaho Board of Education.

(b) If the Board of Education approves the transaction, Seller represents and warrants that Seller has authority to enter into this Agreement.

(c) If the Board of Education approves the transaction, Seller represents and warrants that execution, delivery and performance of this Agreement and Deed have been duly authorized and approved by all actions necessary by Seller, on the part of Seller, and that this Agreement and Deed constitute valid and binding agreements of Seller in accordance with their terms.

11. Condemnation.

Should any entity having the power of condemnation bring an action or otherwise indicate an intent prior to the time of closing to acquire all or any portion of, or any interest in, the Property, Buyer, at Buyer's sole option, may elect to terminate Buyer's obligation to purchase the Property by giving written notice to Seller at any time prior to the time of closing. Seller agrees to provide Buyer, within ten (10) days after Seller's receipt of same but in no event later than the time of closing, written notice of any actual or threatened condemnation proceeding.

12. Successors.

This Agreement shall be binding on the heirs, successors, assigns and personal representatives of the parties hereto.

13. Attorneys' Fees.

In the event either party initiates or defends any legal action or proceeding in any way connected with this Agreement, the prevailing party in any such action or proceeding (in addition to any other relief which may be granted, whether legal or

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equitable), shall be entitled to recover from the losing party in any such action its reasonable costs and attorneys' fees (including, without limitation, its reasonable costs and attorneys' fees on any appeal). All such costs and attorneys' fees shall be deemed to have accrued on commencement of any legal action or proceeding and shall be enforceable whether or not such legal action or proceeding is prosecuted to judgment.

14. Default.

(a) Neither party shall be deemed to be in default of this Agreement except upon the expiration of thirty (30) days from receipt of written notice from the other party specifying the particulars in which such party has failed to perform its obligations (or breached any of its representations or warranties) under this Agreement unless such party, prior to expiration of said thirty (30) day period, has rectified the particulars specified in said notice of default.

(b) In the event of a default, the nondefaulting party may:

(i) Terminate this Agreement upon written notice to the defaulting party, and recover from the defaulting party all damages incurred by the nondefaulting party;

(ii) Seek specific performance of this Agreement, and, in addition, recover all damages incurred by the nondefaulting party. The parties declare it to be their intent that this Agreement may be specifically enforced;

(iii) Perform or pay any obligation or encumbrance necessary to cure the default and offset the cost thereof from monies otherwise due the defaulting party or recover said monies from the defaulting party; and

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(iv) Pursue all other remedies available at law, it being the intent of the parties that remedies be cumulative and liberally enforced so as to adequately and completely compensate the nondefaulting party.

15. Notices.

(a) All notices given pursuant to this Agreement shall be in writing and shall be given by personal service, by United States mail or by United States express mail or other established express delivery service (such as Federal Express), postage or delivery charge prepaid, return receipt requested, addressed to the appropriate party at the address set forth below:

Seller:

Buyer:

The person and address to which notices are to be given may be changed at any time by any party upon written notice to the other party. All notices given pursuant to this Agreement shall be deemed given upon receipt.

(b) For the purpose of this Agreement, the term "**receipt**" shall mean the earlier of any of the following: (i) the date of delivery of the notice or other document to the address specified pursuant to subparagraph (a) above as shown on the return receipt, (ii) the date of actual receipt of the notice or other document by the person or entity specified pursuant to subparagraph (a) above, or (iii) in the case of refusal to accept delivery or inability to deliver the notice or other document, the earlier of (A) the date of the attempted delivery or refusal to accept delivery, (B) the date of the postmark

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on the return receipt, or (C) the date of receipt of notice of refusal or notice of nondelivery by the sending party.

16. Captions and Headings.

The captions and headings in this Agreement are for reference only and shall not be deemed to define or limit the scope or intent of any of the terms, covenants, conditions or agreements contained herein.

17. Entire Agreement.

This Agreement contains the entire agreement between the parties hereto and supersedes all prior agreements, oral or written, with respect to the subject matter hereof. The provisions of this Agreement shall be construed as a whole and not strictly for or against any party.

18. Construction.

In construing the provisions of this Agreement and whenever the context so requires, the use of a gender shall include all other genders, the use of the singular shall include the plural, and the use of the plural shall include the singular.

19. Joint and Several Obligations.

In the event any party hereto is composed of more than one person, the obligations of said party shall be joint and several.

20. Counterparts.

This Agreement may be executed in counterparts, each of which shall be deemed an original and all of which shall constitute a single instrument, and shall be

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effective upon execution of one or more of such counterparts by each of the parties hereto.

21. Time Period Computation.

All time periods in this Agreement shall be deemed to refer to calendar days unless the time period specifically references business days; provided that if the last date on which to perform any act or give any notice under this Agreement shall fall on a Saturday, Sunday or local, state or national holiday, such act or notice shall be deemed timely if performed or given on the next succeeding business day.

22. Survival.

All of the representations and warranties set forth in this Agreement shall constitute continuing representations and warranties, shall be deemed to be true and correct as of the date of closing of Buyer's purchase of the Property from Seller, and shall (along with all indemnification, defense and hold harmless obligations related thereto) survive the closing of Buyer's purchase of the Property from Seller.

23. No Third Party Beneficiary Rights.

This Contract is not intended to create, nor shall it in any way be interpreted or construed to create, any third party beneficiary rights in any person not a party hereto unless otherwise expressly provided herein.

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EXECUTED as of the date first above written.

BUYER:	**SELLER:**
	Idaho Board of Education
_____	_____
De Jones	Brian Sagendorf Idaho State University

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List of Exhibits

Exhibit A – Map depicting Property

Exhibit B – Legal Description of Property

Exhibit C – Quitclaim Deed

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Appraisal Express (208)390-2147

INVOICE

FROM:

Appraisal Express
P.O. Box 4468
Pocatello, ID 83205

Telephone Number: 208-390-2147 Fax Number:

TO:

De Jones

E-Mail:
Telephone Number: Fax Number:
Alternate Number:

INVOICE NUMBER	
1124618	
DATES	
Invoice Date:	11/22/2024
Due Date:	ASAP
REFERENCE	
Internal Order #:	1124618
Lender Case #:	
Client File #:	
FHA/VA Case #:	
Main File # on form:	1124618
Other File # on form:	
Federal Tax ID:	20-3666504
Employer ID:	

DESCRIPTION

Lender: De Jones
Client: De Jones
Purchaser/Borrower: N/A
Property Address: TBD American Rd
City: Pocatello
County: Bannock
State: ID
Zip: 83201
Legal Description: Not provided, see attached plat map.

FEES	AMOUNT
Land appraisal	450.00
SUBTOTAL	450.00

PAYMENTS			AMOUNT
Check #:	Date:	Description: Paid in Full	450.00
Check #:	Date:	Description:	
Check #:	Date:	Description:	
		SUBTOTAL	450.00
		TOTAL DUE	$ 0

Form NIV5D - "TOTAL" appraisal software by a la mode, inc. - 1-800-ALAMODE

APPRAISAL OF REAL PROPERTY

LOCATED AT:

TBD American Rd
Not provided, see attached plat map.
Pocatello, ID 83201

FOR:

De Jones

AS OF:

11/29/2024

BY:

Trevor Shuman

Appraisal Express
P.O. Box 4468
Pocatello, ID 83205

De Jones
2133 E Center St, Pocatello, ID 83201

Re: Property: TBD American Rd
Pocatello, ID 83201
Borrower: N/A
File No.: 1124618

In accordance with your request, we have appraised the above referenced property. The report of that appraisal is attached.

The purpose of this appraisal is to estimate the market value of the property described in this appraisal report, as improved, in unencumbered fee simple title of ownership.

This report is based on a physical analysis of the site and improvements, a locational analysis of the neighborhood and city, and an economic analysis of the market for properties such as the subject. The appraisal was developed and the report was prepared in accordance with the Uniform Standards of Professional Appraisal Practice.

The value conclusions reported are as of the effective date stated in the body of the report and contingent upon the certification and limiting conditions attached.

It has been a pleasure to assist you. Please do not hesitate to contact me or any of my staff if we can be of additional service to you.

Sincerely,

Trevor Shuman

Appraisal Express (208)390-2147

LAND APPRAISAL REPORT

File No.: 1124618

SUBJECT

Property Address: TBD American Rd City: Pocatello State: ID Zip Code: 83201
County: Bannock Legal Description: Not provided, see attached plat map.

Assessor's Parcel #: TBD Tax Year: 2023 R.E. Taxes: $ TBD Special Assessments: $ 0
Market Area Name: East foothills Map Reference: 38540 Census Tract: 0006.00
Current Owner of Record: STATE BOARD OF EDUCATION Borrower (if applicable): N/A
Project Type (if applicable): ☐ PUD ☐ De Minimis PUD ☐ Other (describe) HOA: $ ☐ per year ☐ per month
Are there any existing improvements to the property? ☒ No ☐ Yes If Yes, indicate current occupancy: ☐ Owner ☐ Tenant ☒ Vacant ☐ Not habitable
If Yes, give a brief description:

ASSIGNMENT

The purpose of this appraisal is to develop an opinion of: ☒ Market Value (as defined), or ☐ other type of value (describe)
This report reflects the following value (if not Current, see comments): ☒ Current (the Inspection Date is the Effective Date) ☐ Retrospective ☐ Prospective
Property Rights Appraised: ☒ Fee Simple ☐ Leasehold ☐ Leased Fee ☐ Other (describe)
Intended Use: Market Value "As-Is" Land Only.
Intended User(s) (by name or type): De Jones and State board of Education
Client: De Jones Address: N/A
Appraiser: Trevor Shuman Address: P.O. Box 4468, Pocatello, ID 83205

MARKET AREA DESCRIPTION

Characteristics			
Location:	☐ Urban	☒ Suburban	☐ Rural
Built up:	☐ Over 75%	☒ 25-75%	☐ Under 25%
Growth rate:	☐ Rapid	☒ Stable	☐ Slow
Property values:	☐ Increasing	☒ Stable	☐ Declining
Demand/supply:	☐ Shortage	☒ In Balance	☐ Over Supply
Marketing time:	☐ Under 3 Mos.	☒ 3-6 Mos.	☐ Over 6 Mos.

Predominant Occupancy	
☒ Owner	70
☐ Tenant	30
☒ Vacant (0-5%)	
☐ Vacant (>5%)	

One-Unit Housing	PRICE $(000)	AGE (yrs)
Low	50	0
High	1,000	150
Pred	450	50

Present Land Use	
One-Unit	10 %
2-4 Unit	5 %
Multi-Unit	2 %
Comm'l	5 %
Other	78 %
	%

Change in Land Use: ☐ Not Likely ☒ Likely * ☐ In Process *
* To: Future Residential; however the time frame for this change is unknown

Factors Affecting Marketability

Item	Good	Average	Fair	Poor	N/A	Item	Good	Average	Fair	Poor	N/A
Employment Stability	☐	☒	☐	☐	☐	Adequacy of Utilities	☐	☒	☐	☐	☐
Convenience to Employment	☐	☒	☐	☐	☐	Property Compatibility	☐	☒	☐	☐	☐
Convenience to Shopping	☐	☒	☐	☐	☐	Protection from Detrimental Conditions	☐	☒	☐	☐	☐
Convenience to Schools	☐	☒	☐	☐	☐	Police and Fire Protection	☐	☒	☐	☐	☐
Adequacy of Public Transportation	☐	☐	☐	☒	☐	General Appearance of Properties	☐	☒	☐	☐	☐
Recreational Facilities	☐	☒	☐	☐	☐	Appeal to Market	☐	☒	☐	☐	☐

Market Area Comments: The subject is located in the city of Pocatello in Bannock County. Fort Hall is north, Scout Mountain is south, American falls reservoir is west and Inkom is east of the subject property.

SITE DESCRIPTION

Dimensions: See attached Site Area: 2.77 ac Acres
Zoning Classification: U to Residential Description: University to residential estate. See attached defenition and explanation.
Do present improvements comply with existing zoning requirements? ☐ Yes ☐ No ☒ No Improvements
Uses allowed under current zoning: Based on the current zoning classification and definition an assumption is made that Residential use is permitted and the highest and best use as it is adjacent to Residential Estate zone and appears to be the Highest and best use for the subject property.
Are CC&Rs applicable? ☐ Yes ☐ No ☒ Unknown Have the documents been reviewed? ☐ Yes ☒ No Ground Rent (if applicable) $ _____ / _____
Comments: N/A
Highest & Best Use as improved: ☐ Present use, or ☒ Other use (explain) Single family residence
Actual Use as of Effective Date: Vacant Use as appraised in this report: Vacant
Summary of Highest & Best Use: See attached addenda.

Utilities	Public	Other	Provider/Description
Electricity	☐	☐	None
Gas	☐	☐	None
Water	☐	☐	None
Sanitary Sewer	☐	☐	None
Storm Sewer	☐	☐	None
Telephone	☐	☐	None
Multimedia	☐	☐	None

Off-site Improvements	Type	Public	Private
Street	Asphalt	☒	☐
Width	Typical		
Surface	Asphalt		
Curb/Gutter	None	☐	☐
Sidewalk	None	☐	☐
Street Lights	None	☐	☐
Alley	None	☐	☐

Frontage	Adequate
Topography	Sloping/Typical
Size	Typical
Shape	Triangular
Drainage	Appears Adequate
View	Res/Mtn

Other site elements: ☒ Inside Lot ☐ Corner Lot ☐ Cul de Sac ☐ Underground Utilities ☐ Other (describe)
FEMA Spec'l Flood Hazard Area ☐ Yes ☒ No FEMA Flood Zone X FEMA Map # 16005C0356E FEMA Map Date 07/22/2020
Site Comments: No adverse site conditions or encroachments have been noted. Flood information is per Interflood flood mapping service, and is not to be relied upon for flood insurance determination. The client should rely upon their flood certification source for final determination.

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LAND APPRAISAL REPORT

File No.: 1124618

TRANSFER HISTORY

My research ☐ did ☒ did not reveal any prior sales or transfers of the subject property for the three years prior to the effective date of this appraisal.

Data Source(s): GPARMLS/County Assessor

1st Prior Subject Sale/Transfer	
Date:	
Price:	
Source(s):	GPARMLS/Assessor
2nd Prior Subject Sale/Transfer	
Date:	
Price:	
Source(s):	

Analysis of sale/transfer history and/or any current agreement of sale/listing: No other transfers in the past 36 month for the subject property and no other transfers for the comps within the past 12 months other than those listed. Idaho is a non-disclosure state, no other terms or agreements were made available.

SALES COMPARISON APPROACH

FEATURE	SUBJECT PROPERTY	COMPARABLE NO. 1		COMPARABLE NO. 2		COMPARABLE NO. 3	
Address	TBD American Rd Pocatello, ID 83201	TBD Barton Rd Pocatello, ID 83201		TBD W Portneuf Pocatello, ID 83202		TBD Fort Hall Mine Rd Pocatello, ID 83202	
Proximity to Subject		0.80 miles S		5.10 miles SE		5.26 miles SE	
Sale Price	$ N/A		$ 150,000		$ 130,000		$ 195,000
Price/ Acre	$	$ 39,473.68		$ 130,000.00		$ 48,750.00	
Data Source(s)	Observation/County Inspection	GPARMLS#575022; DOM 122		GPARMLS#576302; DOM 149		GPARMLS#575754; DOM 8	
Verification Source(s)		Driveby/Realtor		Driveby/Realtor		Driveby/Realtor	
VALUE ADJUSTMENT	DESCRIPTION	DESCRIPTION	+(-) $ Adjust	DESCRIPTION	+(-) $ Adjust	DESCRIPTION	+(-) $ Adjust
Sales or Financing	N/A	Cash/Arms		Cash/Arms		Cash/Arms	
Concessions	N/A	$0		$0		$0	
Date of Sale/Time	N/A	s04/24;Unk		s10/24;Unk		s04/24;Unk	
Rights Appraised	Fee Simple	Fee Simple		Fee Simple		Fee Simple	
Location	Res/Mtn	Res/Mtn		Res/Mtn		Res/Mtn	
Site Area (in Acres)	2.77	3.8	-20,600	1.0	+35,400	4.0	-24,600
Utilities	None	None		Elec Water	-30,000	Elec Water	-30,000
Outbuildings	none	none		None		None	
Functional Utility	Avg	Avg		Avg		Avg	
Net Adjustment (Total, in $)		☐ + ☒ -	$ -20,600	☒ + ☐ -	$ 5,400	☐ + ☒ -	$ -54,600
Adjusted Sale Price (in $)			$ 129,400		$ 135,400		$ 140,400

Summary of Sales Comparison Approach: See attached addenda.

PUD

PROJECT INFORMATION FOR PUDs (if applicable) ☐ The Subject is part of a Planned Unit Development.

Legal Name of Project: n/a

Describe common elements and recreational facilities: n/a

RECONCILIATION

Indicated Value by: Sales Comparison Approach $ 130,000

Final Reconciliation: The final estimate of value was based on the market approach. The cost and income approaches to value are considered to be not applicable. Appraisal is made based on the assumption that the proposed lot is a legal, buildable and the zoning will be RE. See attached

This appraisal is made ☐ "as is", or ☒ subject to the following conditions: The subject appraisal is made based on the assumption that the proposed lot is a legal, buildable and the zoning will be RE or a similar type residential type zone. Also, subject to the proposed division being recorded and a parcel number being assigned. See attached

☐ This report is also subject to other Hypothetical Conditions and/or Extraordinary Assumptions as specified in the attached addenda.

Based upon an inspection of the subject property, defined Scope of Work, Statement of Assumptions and Limiting Conditions, and Appraiser's Certifications, my (our) Opinion of the Market Value (or other specified value type), as defined herein, of the real property that is the subject of this report is: $ 130,000 , as of: 11/29/2024 , which is the effective date of this appraisal. If indicated above, this Opinion of Value is subject to Hypothetical Conditions and/or Extraordinary Assumptions included in this report. See attached addenda.

ATTACH.

A true and complete copy of this report contains 15 pages, including exhibits which are considered an integral part of the report. This appraisal report may not be properly understood without reference to the information contained in the complete report, which contains the following attached exhibits: ☒ Scope of Work

☒ Limiting cond./Certifications ☒ Narrative Addendum ☒ Location Map(s) ☐ Flood Addendum ☒ Additional Sales

☒ Photo Addenda ☒ Parcel Map ☐ Hypothetical Conditions ☒ Extraordinary Assumptions ☐

SIGNATURES

Client Contact: Client Name: De Jones

E-Mail: delamoynejones@gmail.com Address: N/A

APPRAISER	SUPERVISORY APPRAISER (if required) or CO-APPRAISER (if applicable)
Appraiser Name: Trevor Shuman	Supervisory or Co-Appraiser Name:
Company: Appraisal Express	Company:
Phone: 208-390-2147 Fax:	Phone: Fax:
E-Mail: trevorshuman@msn.com	E-Mail:
Date of Report (Signature): 12/04/2024	Date of Report (Signature):
License or Certification #: CRA-1553 State: ID	License or Certification #: State:
Designation: Certified Residential Appraiser	Designation:
Expiration Date of License or Certification: 01/05/2026	Expiration Date of License or Certification:
Inspection of Subject: ☒ Did Inspect ☐ Did Not Inspect (Desktop)	Inspection of Subject: ☐ Did Inspect ☐ Did Not Inspect
Date of Inspection: 11/29/2024	Date of Inspection:

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Assumptions and Limiting Conditions

File # 1124618

This appraisal report is subject to the following scope of work, intended use, intended user, definition of market value, statement of assumptions and limiting conditions, and certifications. The appraiser may expand the scope of work to include any additional research or analysis necessary based on the complexity of this appraisal assignment.

SCOPE OF WORK: The scope of work for this appraisal is defined by the complexity of this appraisal assignment and the reporting requirements of this appraisal assignment, including the following definition of market value, statement of assumptions and limiting conditions, and certifications. The appraiser must, at a minimum: (1) perform a complete visual inspection of the subject property, (2) inspect the neighborhood, (3) inspect each of the comparable sales from at least the street, (4) research, verify, and analyze data from reliable public and/or private sources, and (5) report his or her analysis, opinions, and conclusions in this appraisal report.

INTENDED USE: The intended use of this appraisal report is for the lender/client to evaluate the property that is the subject of this appraisal for a mortgage finance transaction.

INTENDED USER: The intended user of this appraisal report is the lender/client.

DEFINITION OF MARKET VALUE: The most probable price which a property should bring in a competitive and open market under all conditions requisite to a fair sale, the buyer and seller, each acting prudently, knowledgeably and assuming the price is not affected by undue stimulus. Implicit in this definition is the consummation of a sale as of a specified date and the passing of title from seller to buyer under conditions whereby: (1) buyer and seller are typically motivated; (2) both parties are well informed or well advised, and each acting in what he or she considers his or her own best interest; (3) a reasonable time is allowed for exposure in the open market; (4) payment is made in terms of cash in U. S. dollars or in terms of financial arrangements comparable thereto; and (5) the price represents the normal consideration for the property sold unaffected by special or creative financing or sales concessions* granted by anyone associated with the sale.

*Adjustments to the comparables must be made for special or creative financing or sales concessions. No adjustments are necessary for those costs which are normally paid by sellers as a result of tradition or law in a market area; these costs are readily identifiable since the seller pays these costs in virtually all sales transactions. Special or creative financing adjustments can be made to the comparable property by comparisons to financing terms offered by a third party institutional lender that is not already involved in the property or transaction. Any adjustment should not be calculated on a mechanical dollar for dollar cost of the financing or concession but the dollar amount of any adjustment should approximate the market's reaction to the financing or concessions based on the appraiser's judgment.

STATEMENT OF ASSUMPTIONS AND LIMITING CONDITIONS: The appraiser's certification in this report is subject to the following assumptions and limiting conditions:

1. The appraiser will not be responsible for matters of a legal nature that affect either the property being appraised or the title to it, except for information that he or she became aware of during the research involved in performing this appraisal. The appraiser assumes that the title is good and marketable and will not render any opinions about the title.

2. The appraiser has examined the available flood maps that are provided by the Federal Emergency Management Agency (or other data sources) and has noted in this appraisal report whether any portion of the subject site is located in an identified Special Flood Hazard Area. Because the appraiser is not a surveyor, he or she makes no guarantees, express or implied, regarding this determination.

3. The appraiser will not give testimony or appear in court because he or she made an appraisal of the property in question, unless specific arrangements to do so have been made beforehand, or as otherwise required by law.

4. The appraiser has noted in this appraisal report any adverse conditions (such as the presence of hazardous wastes, toxic substances, etc.) observed during the inspection of the subject property or that he or she became aware of during the research involved in performing this appraisal. Unless otherwise stated in this appraisal report, the appraiser has no knowledge of any hidden or unapparent deficiencies or adverse conditions of the property (such as, but not limited to, the presence of hazardous wastes, toxic substances, adverse environmental conditions, etc.) that would make the property less valuable, and has assumed that there are no such conditions and makes no guarantees or warranties, express or implied. The appraiser will not be responsible for any such conditions that do exist or for any engineering or testing that might be required to discover whether such conditions exist. Because the appraiser is not an expert in the field of environmental hazards, this appraisal report must not be considered as an environmental assessment of the property.

5. If the appraiser has based his or her appraisal report and valuation conclusion for an appraisal subject to certain conditions, it is assumed that the conditions will be met in a satisfactory manner.

Certifications

File # 1124618

APPRAISER'S CERTIFICATION: The Appraiser certifies and agrees that:

1. I have, at a minimum, developed and reported this appraisal in accordance with the scope of work requirements stated in this appraisal report.

2. I performed a complete visual inspection of the subject property. I reported the site characteristics in factual, specific terms.

3. I performed this appraisal in accordance with the requirements of the Uniform Standards of Professional Appraisal Practice that were adopted and promulgated by the Appraisal Standards Board of The Appraisal Foundation and that were in place at the time this appraisal report was prepared.

4. I developed my opinion of the market value of the real property that is the subject of this report based on the sales comparison approach to value. I have adequate comparable market data to develop a reliable sales comparison approach for this appraisal assignment.

5. I researched, verified, analyzed, and reported on any current agreement for sale for the subject property, any offering for sale of the subject property in the twelve months prior to the effective date of this appraisal, and the prior sales of the subject property for a minimum of three years prior to the effective date of this appraisal, unless otherwise indicated in this report.

6. I researched, verified, analyzed, and reported on the prior sales of the comparable sales for a minimum of one year prior to the date of sale of the comparable sale, unless otherwise indicated in this report.

7. I selected and used comparable sales that are locationally, physically, and functionally the most similar to the subject property.

8. I have reported adjustments to the comparable sales that reflect the market's reaction to the differences between the subject property and the comparable sales.

9. I verified, from a disinterested source, all information in this report that was provided by parties who have a financial interest in the sale or financing of the subject property.

10. I have knowledge and experience in appraising this type of property in this market area.

11. I am aware of, and have access to, the necessary and appropriate public and private data sources, such as multiple listing services, tax assessment records, public land records and other such data sources for the area in which the property is located.

12. I obtained the information, estimates, and opinions furnished by other parties and expressed in this appraisal report from reliable sources that I believe to be true and correct.

13. I have taken into consideration the factors that have an impact on value with respect to the subject neighborhood, subject property, and the proximity of the subject property to adverse influences in the development of my opinion of market value. I have noted in this appraisal report any adverse conditions (such as, but not limited to, the presence of hazardous wastes, toxic substances, adverse environmental conditions, etc.) observed during the inspection of the subject property or that I became aware of during the research involved in performing this appraisal. I have considered these adverse conditions in my analysis of the property value, and have reported on the effect of the conditions on the value and marketability of the subject property.

14. I have not knowingly withheld any significant information from this appraisal report and, to the best of my knowledge, all statements and information in this appraisal report are true and correct.

15. I stated in this appraisal report my own personal, unbiased, and professional analysis, opinions, and conclusions, which are subject only to the assumptions and limiting conditions in this appraisal report.

16. I have no present or prospective interest in the property that is the subject of this report, and I have no present or prospective personal interest or bias with respect to the participants in the transaction. I did not base, either partially or completely, my analysis and/or opinion of market value in this appraisal report on the race, color, religion, sex, age, marital status, handicap, familial status, or national origin of either the prospective owners or occupants of the subject property or of the present owners or occupants of the properties in the vicinity of the subject property or on any other basis prohibited by law.

17. My employment and/or compensation for performing this appraisal or any future or anticipated appraisals was not conditioned on any agreement or understanding, written or otherwise, that I would report (or present analysis supporting) a predetermined specific value, a predetermined minimum value, a range or direction in value, a value that favors the cause of any party, or the attainment of a specific result or occurrence of a specific subsequent event (such as approval of a pending mortgage loan application).

18. I personally prepared all conclusions and opinions about the real estate that were set forth in this appraisal report. If I relied on significant real property appraisal assistance from any individual or individuals in the performance of this appraisal or the preparation of this appraisal report, I have named such individual(s) and disclosed the specific tasks performed in this appraisal report. I certify that any individual so named is qualified to perform the tasks. I have not authorized anyone to make a change to any item in this appraisal report; therefore, any change made to this appraisal is unauthorized and I will take no responsibility for it.

19. I identified the lender/client in this appraisal report who is the individual, organization, or agent for the organization that ordered and will receive this appraisal report.

20. The lender/client may disclose or distribute this appraisal report to: the borrower; another lender at the request of the borrower; the mortgagee or its successors and assigns; mortgage insurers; government sponsored enterprises; other secondary market participants; data collection or reporting services; professional appraisal organizations; any department agency, or instrumentality of the United States; and any state, the District of Columbia, or other jurisdictions; without having to obtain the appraiser's or supervisory appraiser's (if applicable) consent. Such consent must be obtained before this appraisal report may be disclosed or distributed to any other party (including, but not limited to, the public through advertising, public relations, news, sales, or other media).

Certifications

File # 1124618

21. I am aware that any disclosure or distribution of this appraisal report by me or the lender/client may be subject to certain laws and regulations. Further, I am also subject to the provisions of the Uniform Standards of Professional Appraisal Practice that pertain to disclosure or distribution by me.

22. If this appraisal report was transmitted as an "electronic record" containing my "electronic signature", as those terms are defined in applicable federal and/or state laws (excluding audio and video recordings), or a facsimile transmission of this appraisal report containing a copy or representation of my signature, the appraisal report shall be as effective, enforceable and valid as if a paper version of this appraisal report were delivered containing my original hand written signature.

23. Unless otherwise indicated, I have performed no services, as an appraiser or in any other capacity, regarding the property that is the subject of this report within the three-year period immediately preceding acceptance of this assignment.

SUPERVISORY APPRAISER'S CERTIFICATION: The Supervisory Appraiser certifies and agrees that:

1. I directly supervised the appraiser for this appraisal assignment, have read the appraisal report, and agree with the appraiser's analysis, opinions, statements, conclusions, and the appraiser's certification.

2. I accept full responsibility for the contents of this appraisal report including, but not limited to, the appraiser's analysis, opinions, statements, conclusions, and the appraiser's certification.

3. The appraiser identified in this appraisal report is either a sub-contractor or an employee of the supervisory appraiser (or the appraisal firm), is qualified to perform this appraisal, and is acceptable to perform this appraisal under the applicable state law.

4. This appraisal report complies with the Uniform Standards of Professional Appraisal Practice that were adopted and promulgated by the Appraisal Standards Board of The Appraisal Foundation and that were in place at the time this appraisal report was prepared.

5. If this appraisal report was transmitted as an "electronic record" containing my "electronic signature", as those terms are defined in applicable federal and/or state laws (excluding audio and video recordings), or a facsimile transmission of this appraisal report containing a copy or representation of my signature, the appraisal report shall be as effective, enforceable and valid as if a paper version of this appraisal report were delivered containing my original hand written signature.

APPRAISER

Signature
Name Trevor Shuman
Company Name Appraisal Express
Company Address P.O. Box 4468
Pocatello, ID 83205
Telephone Number 208-390-2147
Email Address trevorshuman@msn.com
Date of Signature and Report 12/04/2024
Effective Date of Appraisal 11/29/2024
State Certification # CRA-1553
or State License #
or Other (describe) State #
State ID
Expiration Date of Certification or License 01/05/2026

ADDRESS OF PROPERTY APPRAISED
TBD American Rd
Pocatello, ID 83201
APPRAISED VALUE OF SUBJECT PROPERTY $ 130,000

LENDER/CLIENT
Name
Company Name De Jones
Company Address N/A
Email Address delamoynejones@gmail.com

SUPERVISORY APPRAISER (ONLY IF REQUIRED)

Signature
Name
Company Name
Company Address
Telephone Number
Email Address
Date of Signature
State Certification #
or State License #
State
Expiration Date of Certification or License

SUBJECT PROPERTY

☐ Did not inspect subject property
☐ Did inspect exterior of subject property from street
Date of Inspection
☐ Did inspect interior and exterior of subject property
Date of Inspection

COMPARABLE SALES

☐ Did not inspect exterior of comparable sales from street
☐ Did inspect exterior of comparable sales from street
Date of Inspection

Supplemental Addendum

File No. 1124618

Borrower	N/A						
Property Address	TBD American Rd						
City	Pocatello	County	Bannock	State	ID	Zip Code	83201
Lender/Client	De Jones						

17.03.430: UNIVERSITY DISTRICT (U):

A. Zoning Map Designation: The University District is defined as those lands depicted as such on the zoning map, encompassing properties either owned by or under the control of Idaho State University and/or comprising the university's campus at the time this title was adopted.

B. Development Plan: Land use on the campus of Idaho State University is governed by state law and the university's development plan. All development is approved, permitted, and regulated by state authority and is to be in accordance with the overall campus development plan, which shall be submitted for city review and comment upon initial creation and/or amendment.

C. Development Review: All development proposals shall be reviewed by the city's site plan review committee. Comments and recommendations shall be forwarded to university officials for consideration. If, in the determination of the city, the proposal is deemed detrimental to the public's health, safety, and welfare, or if the development and its implementation will have adverse impacts on existing or planned public facilities of the city, then the city may refuse to provide city services to said facilities and/or pursue any other remedy provided by law.

D. Changes To Zoning Map Designations: If Idaho State University relinquishes ownership of property to another owner then the special base zoning district designation, University, becomes immediately null and void. After such nullification the property shall be assigned an appropriate zoning district designation, after hearing in accordance with the hearing process for rezoning requests as outlined in section 17.02.300, "Decision Making Procedures/Public Hearings," of this title and in accordance with the goals and policies of the comprehensive plan and the provisions of this title. (Ord. 3044, 2020)

GP Land: Site Description - Summary of Highest & Best Use

Based on the above zoning definition an assumption is made that Residential use is permitted and is the highest and best use as it is adjacent to Residential Estate zone and appears to be the most likely zone.

Highest and Best Use:
As if Vacant:
Legally Permitted: Residential use is legal within this zoning at this time.
Physically Possible: Of the legally permitted, the site will accommodate residential use.
Residential building costs are commensurate with new construction residential sales, and new construction residential sales have increased over the past several years, thus residential use is financially feasible. Residential use brings the most value to the land, and is maximally productive.

As improved:
Legally Permitted: Residential use is legal within this zoning at this time.
Physically Possible: Of the legally permitted, the site will accommodate residential use.
There are no other financially feasible uses at this time.
Residential use brings the most value to the land, and is the most maximally productive. The highest and best use at this time is as is residential.

• Neighborhood - Market Conditions

The current market conditions are relatively active. Seasons affect marketing time. Based on the Opinion of Market Value, the appraiser's opinion of reasonable exposure time is 0-12 months. The nation as a whole is through the pandemic caused by COVID 19. Per national reporting a substantial amount of people are still leaving larger cities as a result of the pandemic. The residential market in this area appears to be tempering with interest rates starting to rise, and monthly supplies of housing inventory increasing, etc... The latter stages of 2023 are showing indications of a market stabilization with interest rates rising, inventory on the market starting to rise, days on market for homes listed rising, homes selling below list price instead of with competing offers, etc... Foreclosures and pre-foreclosures do not appear prevalent in the market.

• URAR: General Comments/Appraisal Conditions

The comps utilized are the best most recent sales available to the subject property. All comps utilized are still considered indicative of current market trends despite it being necessary to utilize dated sales. A search for comps with the most similar locations, functionalities and amenities were given priority.
Differences in size are adjusted at $20,000 per acre for differences over one half acre. Utilities are adjusted at typical market rates currently. All of the more obvious dissimilarities are adjusted for.
All comps were considered in the final reconciliation. Comps 1-3 are given wieght in the final estimate of value.
Comp 5 is an active listing utilized mainly for informational purposes.

*A drive by of comparables has been completed; however an aerial depiction for photograph purposes is considered the best visual representation.

File No. 1124618

Borrower	N/A						
Property Address	TBD American Rd						
City	Pocatello	County	Bannock	State	ID	Zip Code	83201
Lender/Client	De Jones						

There is no listing nor previous listing found for the subject.

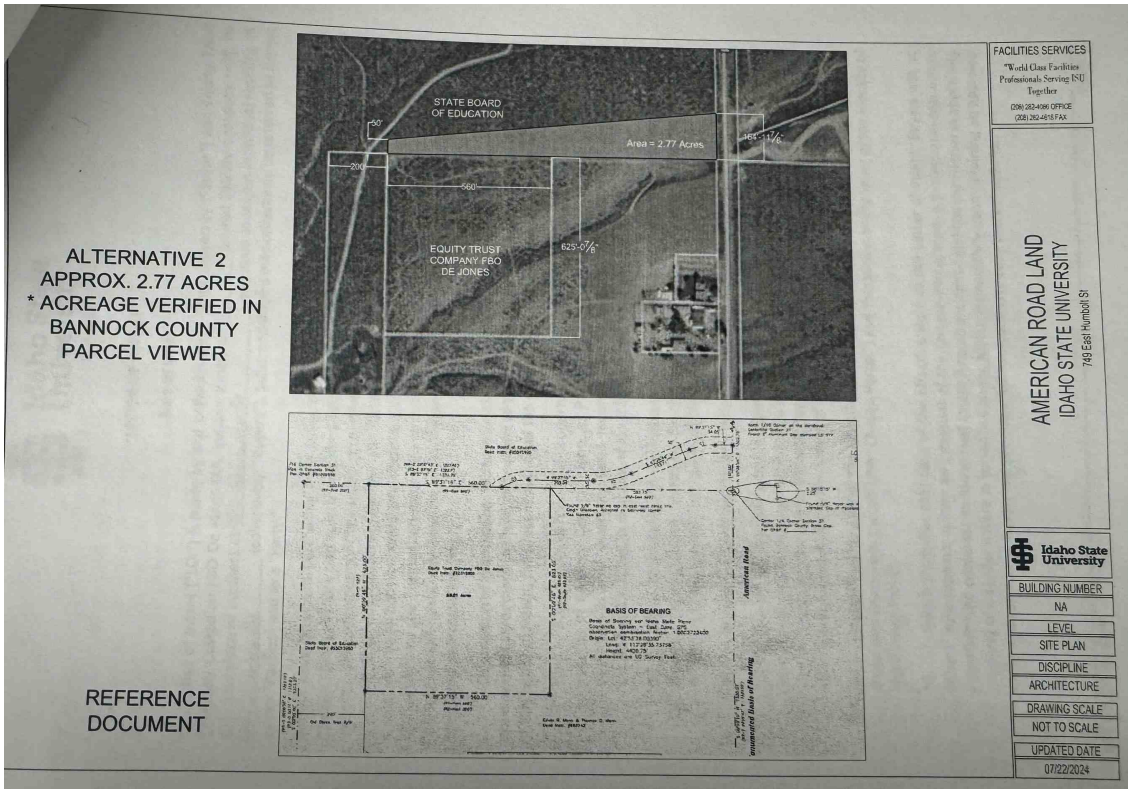
I have performed no services regarding the subject property within the prior 36 months of this assignment.

Exposure Time: estimated length of time that the property interest being appraised would have been offered on the market prior to the hypothetical consummation of a sale at market value on the effective date of the appraisal.

Aerial Map

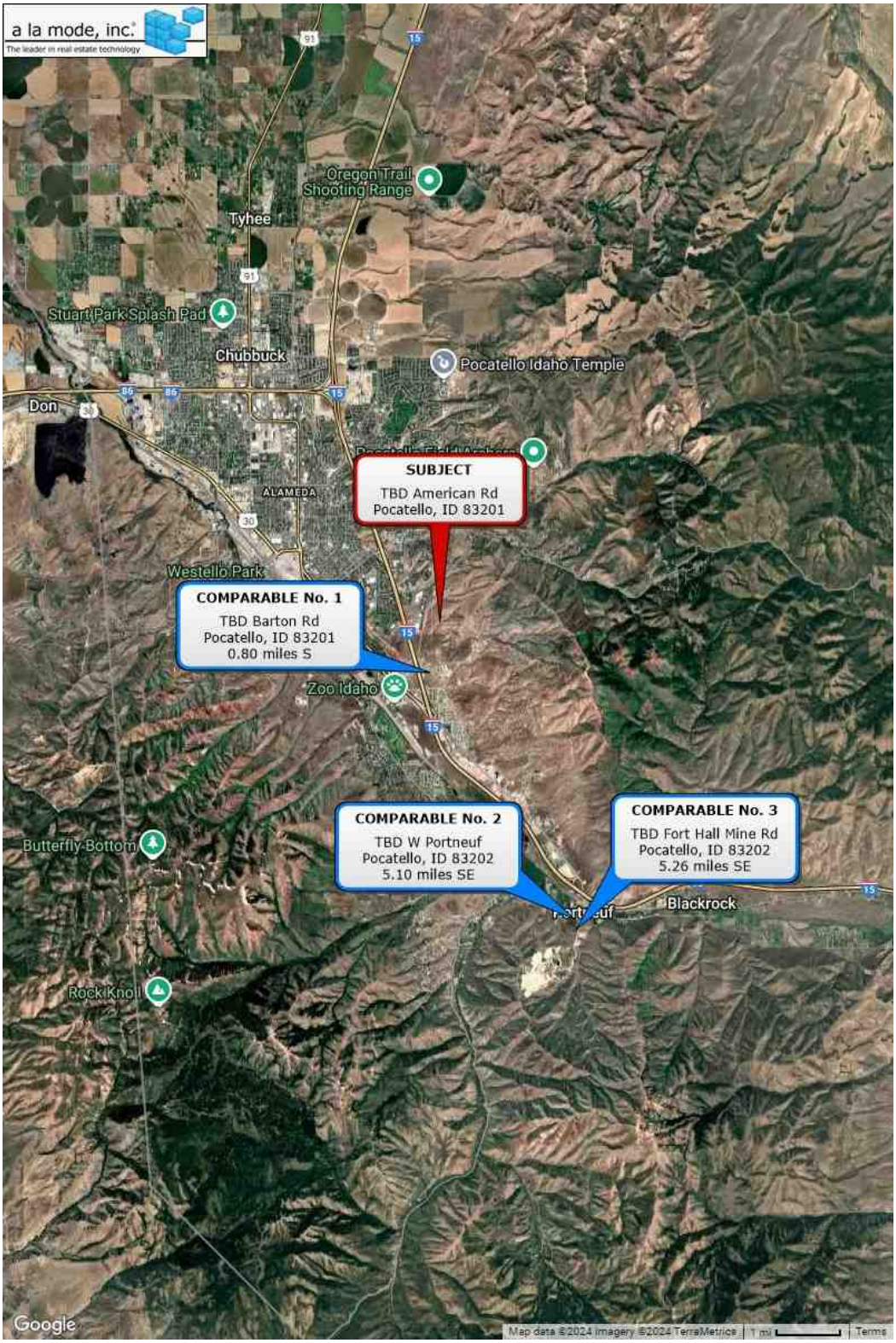
Borrower	N/A						
Property Address	TBD American Rd						
City	Pocatello	County	Bannock	State	ID	Zip Code	83201
Lender/Client	De Jones						

Plat Map


ALTERNATIVE 2
APPROX. 2.77 ACRES
* ACREAGE VERIFIED IN
BANNOCK COUNTY
PARCEL VIEWER
REFERENCE
DOCUMENT
STATE BOARD
OF EDUCATION
Area = 2.77 Acres
EQUITY TRUST
COMPANY FBO
DE JONES
BASIS OF BEARING
American Road
FACILITIES SERVICES
"World Class Facilities
Professionals Serving ISU
Together
(208) 282-4086 OFFICE
(208) 282-4815 FAX
AMERICAN ROAD LAND
IDAHO STATE UNIVERSITY
749 East Humbolt St
Idaho State University
BUILDING NUMBER
NA
LEVEL
SITE PLAN
DISCIPLINE
ARCHITECTURE
DRAWING SCALE
NOT TO SCALE
UPDATED DATE
07/22/2024

Location Map

Borrower	N/A						
Property Address	TBD American Rd						
City	Pocatello	County	Bannock	State	ID	Zip Code	83201
Lender/Client	De Jones						



Photos

Borrower	N/A						
Property Address	TBD American Rd						
City	Pocatello	County	Bannock	State	ID	Zip Code	83201
Lender/Client	De Jones						

Street

View of acreage

View of acreage

View of acreage

Mountain view

Comparable Photo Page

Borrower	N/A						
Property Address	TBD American Rd						
City	Pocatello	County	Bannock	State	ID	Zip Code	83201
Lender/Client	De Jones						

Comparable 1

TBD Barton Rd

Prox. to Subject	0.80 miles S
Sale Price	150,000
Gross Living Area	
Total Rooms	
Total Bedrooms	
Total Bathrooms	
Location	Res/Mtn
View	
Site	3.8
Quality	
Age	

Comparable 2

TBD W Portneuf

Prox. to Subject	5.10 miles SE
Sale Price	130,000
Gross Living Area	
Total Rooms	
Total Bedrooms	
Total Bathrooms	
Location	Res/Mtn
View	
Site	1.0
Quality	
Age	

Comparable 3

TBD Fort Hall Mine Rd

Prox. to Subject	5.26 miles SE
Sale Price	195,000
Gross Living Area	
Total Rooms	
Total Bedrooms	
Total Bathrooms	
Location	Res/Mtn
View	
Site	4.0
Quality	
Age	

Certification

Real Estate Appraiser Board

TREVOR SHUMAN
Real Estate Appraiser License
CRA-1553

Expires: 05-Jan-2026

Russell Barron
Administrator

IDAHO DEPARTMENT OF EDUCATION

SUBJECT

Appointments to the Professional Standards Commission

APPLICABLE STATUTE, RULE, OR POLICY

Section 33-1252, Idaho Code

BACKGROUND/DISCUSSION

Section 33-1252, Idaho Code, sets forth criteria for membership on the Professional Standards Commission (Commission). The Commission consists of eighteen (18) members including one (1) from the State Department of Education and one (1) from the Division of Career Technical Education. The remaining members shall be representative of the teaching profession of the state of Idaho, and not less than seven (7) members shall be certificated classroom teachers in the public school system and shall include at least one (1) teacher of exceptional children and at least one (1) in pupil personnel services. The Idaho School Superintendent's Association, the Idaho Association of Secondary School Principals, the Idaho Association of Special Education Administrators, the education departments of private colleges, and the colleges of letters and sciences of the institutions of higher education may submit nominees for (1) position each. The community colleges and the education departments of the public institutions of higher education may submit nominees for two (2) positions.

Seven (7) positions on the Commission are open for three (3)-year appointments, effective July 1, 2025: two (2) positions representing certificated classroom teachers, one (1) position representing teachers of exceptional children, one (1) position representing pupil service staff, one (1) position representing secondary principals, one (1) position representing public higher education/teacher education, and one (1) position representing the colleges of letters and sciences.

Nominations were sought for each open position from November 18, 2024 – January 31, 2025 from the Idaho Association of Colleges for Teacher Education (IACTE), the Idaho Education Association (IEA), Northwest Professional Educators (NWPE), the Idaho Indian Education Committee (IIEC), the Idaho Association of Secondary Principals (IASSP), and interested educators.

On February 6, 2025, the Commission's Recommendations Committee reviewed the nominations received for each position, considering factors such as regional representation, school size, and education experience, and recommended a motion to the full Commission for consideration. The full Commission recommends the appointment of Angie Gilbert, Royal Toy, and Matthew Pollard, and the re-appointment of Amy McBride, MeLissa Rose, Jamee Nixon, and Stacey Jensen to the Commission for a three-year term beginning July 1, 2025, and ending June 30, 2028.

IMPACT

Board action allows for the appointment or reappointment of members to the Professional Standards Commission, ensuring all seats on the Commission are filled.

ATTACHMENTS

Attachment 1 – Current Professional Standards Commission Members
Attachment 2 – Angie Gilbert
Attachment 3 – Royal Toy
Attachment 4 – Matthew Pollard
Attachment 5 – Amy McBride
Attachment 6 – MeLissa Rose
Attachment 7 – Jamee Nixon
Attachment 8 – Stacey Jensen

STAFF COMMENTS AND RECOMMENDATIONS

Board staff recommends approval of these appointments.

BOARD ACTION

I move to appoint Angie Gilbert of Twin Falls School District to the Professional Standards Commission, replacing Marci Nuxoll of Mountain View School District for a three-year term beginning July 1, 2025, and ending June 30, 2028, representing teachers of exceptional children.

Moved by _____ Seconded by _____ Carried Yes _____ No _____

I move to appoint Royal Toy of Lewis-Clark State College to the Professional Standards Commission, replacing Vanessa Anthony-Stevens of the University of Idaho, for a three-year term beginning July 1, 2025, and ending June 30, 2028, representing public higher education/teacher education.

Moved by _____ Seconded by _____ Carried Yes _____ No _____

I move to appoint Matthew Pollard of Moscow School District to the Professional Standards Commission, replacing Stephanie Brodwater of Post Falls School District, for a three-year term beginning July 1, 2025, and ending June 30, 2028, representing certificated classroom teachers.

Moved by _____ Seconded by _____ Carried Yes _____ No _____

I move to reappoint Amy McBride of Twin Falls School District to the Professional Standards Commission for a three-year term beginning July 1, 2025, and ending June 30, 2028, representing secondary principals.

Moved by _____ Seconded by _____ Carried Yes _____ No _____

I move to reappoint MeLissa Rose of Lakeland School District to the Professional Standards Commission for a three-year term beginning July 1, 2025, and ending June 30, 2028, representing pupil service staff.

Moved by _____ Seconded by _____ Carried Yes _____ No _____

I move to reappoint Jamee Nixon of Northwest Nazarene University to the Professional Standards Commission for a three-year term beginning July 1, 2025, and ending June 30, 2028, representing pupil service staff.

Moved by _____ Seconded by _____ Carried Yes _____ No _____

I move to reappoint Stacey Jensen of Pocatello School District to the Professional Standards Commission for a three-year term beginning July 1, 2025, and ending June 30, 2028, representing certificated classroom teachers.

Moved by _____ Seconded by _____ Carried Yes _____ No _____

2024-2025 Member Roster

Angela Gillman, Chair
Classroom Teacher
Idaho Falls School District #091
Term 7/1/24 – 6/30/27

Vanessa Anthony-Stevens
Public Teacher Education, University of Idaho
Term 7/1/22 – 6/30/25

Stephanie Brodwater, Classroom Teacher
Post Falls School District #273
Term (Partial) 10/19/22 – 6/30/25

Kristi Enger, Educator Certification Director
Idaho Career Technical Education
Term 7/1/24 – 6/30/27

Erika Estes, Classroom Teacher
Weiser School District #431
Term 7/1/21 – 6/30/24

Melissa Green, Private Teacher Education
Brigham Young University
Term 7/1/24- 6/30/27

Lance Harrison, School Superintendent
Preston Joint District #201
Term 7/1/23 – 6/30/26

Stacey Jensen, Classroom Teacher
Pocatello School District #025
Term 7/1/22 – 6/30/25

Katie Mathias, Public Teacher Education
Boise State University
Term 7/1/23 – 6/30/26

Ramona Lee, Vice Chair
Special Education Administrator
West Ada School District #002
Term 7/1/23 – 6/30/26

Amy McBride, Secondary Principal
Twin Falls School District #411
Term 7/1/22 – 6/30/25

Wendy Moore, Deputy Superintendent
Department of Education
Term 12/6/24– 6/30/27

Jamee Nixon, College of Letters and Sciences
Northwest Nazarene University
Term 7/1/22 – 6/30/25

Marci Nuxoll, Exceptional Child Teacher
Mountain View School District
Term (Partial) 8/23/23 – 6/30/25

Karen Pyron, School Board Member
Butte County School District #111
Term 7/1/24 – 6/30/27

MeLissa Rose, Pupil Service Staff
Lakeland School District #272
Term 7/1/22 – 6/30/25

Jonelle Warnock, Classroom Teacher
Boise School District #001
Term 7/1/23 – 6/30/26

Alejandro Zamora, Elementary Principal
Wilder School District #133
Term 7/1/24 – 6/30/27

Angie Gilbert
[redacted]
gilbertan@tfsd.org
[redacted]

Objective
Dedicated and ethical educator with a strong commitment to academic excellence and the promotion of professional standards in education. Seeking to contribute to the mission of the Idaho Professional Standards Commission (PSC) by leveraging my experience in teaching, professional development, and ethical practice to ensure the continued success of Idaho's educators and students.

Education

Master of Education – Special Education
Concordia University, Portland, Oregon — 2016

Certification

- Idaho Education Credential, Edu ID 643243385 — (9/1/2024 – 8/31/2029)
  - 7010 – All subjects (K-8) (9/1/2024 – 8/31/2029)
  - 7029 – Exceptional child Generalist (K-12) (9/1/2024 – 8/31/2029)
  - 7045 – Teacher Leader – Special Education (9/1/2024 – 8/31/2029)

Professional Experience

Special Education Consulting Teacher
Twin Falls School District, Twin Falls, ID — (8/2018 to Present)

- As a special education consulting teacher, I support students with diverse learning needs by collaborating with classroom teachers, families, and school staff to develop and implement effective strategies and accommodations. My role involves assessing student needs, providing individualized instructional plans, training educators on inclusive practices, and ensuring compliance with special education laws. I act as a bridge between general education and special education, fostering a supportive and inclusive learning environment for all students.

- Collaborated with colleagues to maintain ethical standards and improve student achievement.
- Led initiatives to enhance professional development for staff and ensure alignment with the Idaho Code of Ethics for Professional Educators.

Special Education Teacher
Twin Falls School District, Twin Falls, ID — (8/2014 to 7/2018)

- As a special education teacher, I designed and implemented individualized education programs (IEPs) to meet the unique needs of students with disabilities. I adapted instructional materials, modified teaching methods, and provided direct support to help students succeed academically, socially, and emotionally. My responsibilities included assessing student progress, collaborating with families and school staff, managing classroom behavior, and ensuring compliance with special education laws and policies. I played a vital role in creating an inclusive and supportive learning environment.
- I participated on my building's leadership committee as well as taking a lead role on the district grade-level teams as a special education representative.

Professional Skills

- Knowledge of the Idaho Code of Ethics for Professional Educators
- Expertise in curriculum development and student-centered teaching practices
- Strong communication and collaboration skills
- Proficient in educational technology and learning management systems
- Leadership in professional development and staff training
- Experience with ethics investigations and maintaining integrity in the educational setting

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Professional Affiliations

- Current Member of Council for Exceptional Children (CEC)
    - Served as secretary from 2020-2024; Idaho Chapter
- Currently Serving on the Board for Magic Valley's Regional Early Childhood Committee (RECC)
- Participating in Idaho's Early Childhood Advisory Committee

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Professional Development

- Regular attendance at the national Council of Administrators of Special Education (CASE) conferences
- Regular attendance at the national Council for Exceptional Children (CEC) conferences

- Frequent participation in CASE provided Julie Weatherly professional developments.
- Participation in local professional development opportunities
- Actively engaged in professional development and continuing education focused on the Professional Standards Commission (PSC) guidelines and ethics in education. Completed training in ethical decision-making, educator code of ethics, and legal responsibilities in special education, including compliance with IDEA and Section 504. Participated in workshops on cultural competence, equity, and fostering inclusivity, as well as professional conduct in digital environments. Dedicated to promoting ethical practices and ensuring a supportive and equitable learning environment for all students.

References
Available upon request.

Royal Toy
Professor
Interim Chair
500 8th Ave.
Lewiston, ID 83501
retoy@lcsc.edu
Office: (208) 792-2730
Fax: (208) 792-2820

Academic Achievement & Professional Development

Education:
Ed.D. University of Northern Colorado, May 2009
- Major: Special Education
- Focus: Teaching the Gifted & Talented
- Minor: Statistics & Research Methods
- Dissertation: CHARACTERISTICS OF INDIVIDUALS WHO ARE GIFTED: AN ANALYSIS OF SELF-REPORT SCORES
- Dissertation Chair: Dr. George Betts

M.A. University of Northern Colorado, August 2004
- Major: Special Education
- Focus: Teaching the Gifted & Talented

B.M.E. University of Northern Colorado, December 2001
- Major: Music Education
- Minor: Drawing

A.A. Brigham Young University – Idaho, May 1997
- Major: General Studies – Performing/ Fine Art

Professional certifications
- K-12 Music (Colorado Professional License exp. 2014)

Other Certifications
- Trainer, Autonomous Learner Model
- Supporting the Emotional Needs of the Gifted (SENG) Model Parent Group Facilitator
- Torrance Tests Creative Thinking (TTCT) Evaluator

Professional & Administrative Positions
- Assistant Professor of Education, Mississippi University for Women, Fall 2009 – 2014
- Associate Professor of Education with tenure, Mississippi University for Women, Fall 2014 – 2018
- Director, Summer Discovery (Program for gifted youth), Summer 2010 – 2018
- Coordinator, Teachers of the Gifted Instructional Forum, 2010, 2011, 2012

- Co-Coordinator, Teachers of the Gifted Instructional Forum, 2013 – 2018
- Coordinator, AREA Gifted Conference, 2016 – 2018
- Assistant Director – Curriculum, Mississippi Governor's School, 2010
- Co-Director, Mississippi Governor's School, 2010 – 2011
- Director, Mississippi Governor's School, 2011 – 2018
- Mississippi University for Women Graduate Faculty Member 2009 – 2018
- Associate Professor Lewis & Clark State College (Tenured) 2018 – Current
- Director PACE programs Lewis & Clark State College 2018 – Current
- Accreditation Coordinator, Education 2022 - Current

Teaching effectiveness & Competence

Undergraduate Courses Taught (Enrollment/Type)

- Fall 2009
  - ED 300 002 (4415) Introduction to Education /25/Day
  - ED 306 002 (4425) Introduction to Exceptionalities /25/Day
- Spring 2010
  - ED 300 002 (1407) Introduction to Education /12/Day
  - ED 306 002 (1418) Introduction to Exceptionalities /25/Day
  - FPA 300 002 (1687) Fine Arts in Education /25/Night
  - FPA 300 N01 (1645) Fine Arts in Education /23/Night
- Fall 2010
  - ED 306 001 (4147) Introduction to Exceptionalities /25/Day
- Spring 2011
  - ART 491 001 (1659) Independent Study in Fine Arts /1/Blended
  - ED 306 001 (1397) Introduction to Exceptionalities /25/Day
- Summer 2011
  - HO 101 H01 (3759) Governor's School /112/P/Day
- Fall 2011
  - ED 300 002 (4427) Introduction to Education /24/Day
  - ED 306 002 (4435) Introduction to Exceptionalities /25/Day
  - ED 407 001 (4448) Internship in Education – Art K12 /2/Day
- Spring 2012
  - ED 306 001 (1897) Introduction to Exceptionalities /25/Day
- Summer 2012
  - HO 101 H01 (3250) Governor's School /113/Day
- Fall 2012
  - ED 306 001 (4209) Introduction to Exceptionalities /24/Day
- Spring 2013
  - ED 306 001 (1336) Introduction to Exceptionalities /25/Day
- Summer 2013
  - HO 101 H01 (3266) Governor's School /123/Day
- Fall 2013
  - ED 300 001 (4319) Introduction to Education /22/Day
  - ED 306 001 (4328) Introduction to Exceptionalities /21/Day
- Spring 2014

  - ED 306 001 (1504) Introduction to Exceptionalities /12/Day
- Summer 2014
  - HO 101 H01 (3248) Governor's School /78/Day
- Fall 2014
  - ED 306 001 (4125) Introduction to Education /16/Day
  - ED 306 N02 (4126) Introduction to Exceptionalities /8/Night
- Fall 2015
  - ED 306 001 (4196) Intro to Exceptional Children /15/Day
- Summer 2015
  - HO 101 H01 () Governor's School //Day
  -
- Spring 2016
  - ED 406 002 (1707) Internship (K-8) /5/Day
- Fall 2016
  - ED 312 001 (4142) Teaching Science in Elementary & Middle School /10/Day
- Summer 2016
  - HO 101 H01 () Governor's School //Day
- Spring 2017
  - ED 305 (1101) Teaching Math in Elementary & Middle School/8/Day
  - ED 312 (1106) Teaching Science in Elementary & Middle School/8/Day
- Summer 2017
  - HO 101 H01 () Governor's School //Day
- Fall 2017
  - ED 305 (4225) Teaching Math in Elementary & Middle School/12/Day
  - ED 312 (4229) Teaching Science in Elementary & Middle School/12/Day
  - ED 351 (4232) Educational Measurement/15/Online
- Spring 2018
  - ED 305 A01 (1093) Teaching Math in Elementary & Middle School/8/Day
  - ED 312 A01 (1097) Teaching Science in Elementary & Middle School/8/Day
- Summer 2018
  - HO 101 H01 () Governor's School //Day
- Fall 2018
  - ED 321 Educational Psychology/Online
  - ED 426 University Mentor (Professional Internship)/Face-to-Face
  - ED 430 Professional Seminar
  - ED 432 PACE Seminar/Online
  - ED 452 Internship Seminar/Online
  - ED 460 University Mentor (Professional Internship)/Distance
- Spring 2019
  - ED 321 Educational Psychology/Online
  - ED 426 University Mentor (Professional Internship)/Face-to-Face
  - ED 429 University Mentor (Professional Internship)/Face-to-Face
  - ED 452 Internship Seminar/Online
  - ED 460 University Mentor (Professional Internship)/Distance
- Summer 2019
  - ED-452-I60 (69608) Internship Seminar

- Fall 2019
  - ED-321-60 (66483) Educational Psychology
  - ED-321-P60 (66484) Educational Psychology
  - ED-427-60 (69865) Professional Seminar: Issues/Education I
  - ED-430-P01 (66499) Professional Seminar: Issues/Education II
  - ED-452-60 (66519) Internship Seminar
  - ED-452-P60 (66520) Internship Seminar
  - ED-460-P60 (66522) Professional Internship /Ed 6-12
  - ED-461-P60 (66524) Professional Internship /Ed K-12
  - ED-492-M60 (69535) ST: Content Methods/Alignment 09/01/19 – 08/30/20
  - ED-492-M61 (69536) ST: Creating an Environment 09/01/19 – 08/30/20
  - ED-492-M62 (71320) ST: Content Methods/Alignment 10/01/19 – 9/30/20
  - ED-492-M63 (71321) ST: Creating an Environment 10/01/19 – 9/30/20
  - ED-492-M64 ST: Content Methods/Alignment 11/01/19 – 10/31/20
  - ED-492-M66 ST: Content Methods/Alignment 12/01/19 – 11/30/20
  - ED 426 University Mentor (Professional Internship)/Face-to-Face
  - ED 429 University Mentor (Professional Internship)/Face-to-Face
  - ED 452 Internship Seminar/Online
  - ED 460 University Mentor (Professional Internship)/Distance
- Spring 2020
  - ED-426-01 Prof Internship/Ed I K-8
  - ED-430-P01 Professional Seminar: Issues/Education II
  - ED-452-60 Internship Seminar
  - ED-452-P60 Internship Seminar
  - ED-460-P60 Professional Internship /Ed 6-12
  - ED-461-P60 Professional Internship /Ed K-12
  - ED-492-M604 ST: Content Methods/Alignment 04/01/20 – 03/30/21
  - ED-492-M60 ST: Content Methods/Alignment 02/01/20 – 01/31/21
  - ED-492-M614 ST: Creating an Environment 04/01/20 – 03/30/21
  - ED-492-M615 ST: Creating an Environment 05/01/20 – 04/30/21
  - ED-492-M61 ST: Creating an Environment 02/01/20 – 01/31/21
  - ED-492-M624 ST: Environment for all Learners 04/01/20 – 03/30/21
  - ED-492-M625 ST: Environment for all Learners 05/01/20 – 04/30/21
  - ED-492-M634 ST: Diff/App of Content 04/01/20 – 03/30/21
  - ED-492-M644 ST: Assessment Literacy 04/01/20 – 03/30/21
  - ED-492-M645 ST: Assessment Literacy 05/01/20 – 04/30/21
  - ED-492-M66 ST: Creating an Environment 03/01/20 – 02/28/21
  - ED-492-M67 ST: Environment for all Learners 03/01/20 – 02/28/21
  - ED-492-M68 ST: Diff/App of Content 03/01/20 – 02/28/21
  - ED-494-01 IN: Education

  Continued from Fall 2019
  - ED-492-M60 (69535) ST: Content Methods/Alignment 09/01/19 – 08/30/20
  - ED-492-M61 (69536) ST: Creating an Environment 09/01/19 – 08/30/20
  - ED-492-M62 (71320) ST: Content Methods/Alignment 10/01/19 – 9/30/20
  - ED-492-M63 (71321) ST: Creating an Environment 10/01/19 – 9/30/20
  - ED-492-M64 ST: Content Methods/Alignment 11/01/19 – 10/31/20

- ED-492-M66 ST: Content Methods/Alignment 12/01/19 – 11/30/20

- Summer 2020
  - ED-492-M606 ST: Content Methods/Alignment 06/01/20 – 05/30/21
  - ED-492-M608 ST: Content Methods/Alignment 08/01/20 – 07/30/21
  - ED-492-M616 ST: Creating an Environment 06/01/20 – 05/30/21
  - ED-492-M618 ST: Creating an Environment 08/01/20 – 07/30/21
  - ED-492-M626 ST: Environment for all Learners 06/01/20 – 05/30/21
  - ED-492-M627 ST: Environment for all Learners 07/01/20 – 06/30/21
  - ED-492-M628 ST: Environment for all Learners 08/01/20 – 07/30/21
  - ED-492-M636 ST: Diff/App of Content 06/01/20 – 05/30/21
  - ED-492-M637 ST: Diff/App of Content 07/01/20 – 06/30/21
  - ED-492-M638 ST: Diff/App of Content 08/01/20 – 07/30/21
  - ED-492-M646 ST: Assessment Literacy 06/01/20 – 05/30/21
  - ED-492-M648 ST: Assessment Literacy 08/01/20 – 07/30/21

  Continued from Fall 2019
  - ED-492-M60 (69535) ST: Content Methods/Alignment 09/01/19 – 08/30/20
  - ED-492-M61 (69536) ST: Creating an Environment 09/01/19 – 08/30/20
  - ED-492-M62 (71320) ST: Content Methods/Alignment 10/01/19 – 9/30/20
  - ED-492-M63 (71321) ST: Creating an Environment 10/01/19 – 9/30/20
  - ED-492-M64 ST: Content Methods/Alignment 11/01/19 – 10/31/20
  - ED-492-M66 ST: Content Methods/Alignment 12/01/19 – 11/30/20

  Continued from Spring 2020
  - ED-492-M604 ST: Content Methods/Alignment 04/01/20 – 03/30/21
  - ED-492-M60 ST: Content Methods/Alignment 02/01/20 – 01/31/21
  - ED-492-M614 ST: Creating an Environment 04/01/20 – 03/30/21
  - ED-492-M615 ST: Creating an Environment 05/01/20 – 04/30/21
  - ED-492-M61 ST: Creating an Environment 02/01/20 – 01/31/21
  - ED-492-M624 ST: Environment for all Learners 04/01/20 – 03/30/21
  - ED-492-M625 ST: Environment for all Learners 05/01/20 – 04/30/21
  - ED-492-M634 ST: Diff/App of Content 04/01/20 – 03/30/21
  - ED-492-M644 ST: Assessment Literacy 04/01/20 – 03/30/21
  - ED-492-M645 ST: Assessment Literacy 05/01/20 – 04/30/21
  - ED-492-M66 ST: Creating an Environment 03/01/20 – 02/28/21
  - ED-492-M67 ST: Environment for all Learners 03/01/20 – 02/28/21
  - ED-492-M68 ST: Diff/App of Content 03/01/20 – 02/28/21
- Fall 2020
  - ED-452-60 Internship Seminar
  - ED-460-P60 Professional Internship/Ed 6-12
  - ED-476-M609 Module A 09/01/2020 – 08/30/21
  - ED-477-M619 Module B 09/01/2020 – 08/30/21
  - ED-478-M629 Module C 09/01/2020 – 08/30/21
  - ED-479-M639 Module D 09/01/2020 – 08/30/21
  - ED-480-M649 Module E 09/01/2020 – 08/30/21
  - ED-476-M610 Module A 10/01/20 – 09/30/21
  - ED-477-M620 Module B 10/01/20 – 09/30/21

- ED-478-M630 Module C 10/01/20 – 09/30/21
- ED-479-M640 Module D 10/01/20 – 09/30/21
- ED-480-M650 Module E 10/01/20 – 09/30/21
- ED-476-M611 Module A 11/01/20 – 10/31/21
- ED-477-M621 Module B 11/01/20 – 10/31/21
- ED-478-M631 Module C 11/01/20 – 10/31/21
- ED-479-M641 Module D 11/01/20 – 10/31/21
- ED-480-M651 Module E 11/01/20 – 10/31/21
- ED-476-M612 Module A 12/01/20 – 11/30/21
- ED-477-M622 Module B 12/01/20 – 11/30/21
- ED-478-M632 Module C 12/01/20 – 11/30/21
- ED-479-M642 Module D 12/01/20 – 11/30/21
- ED-480-M651 Module E 12/01/20 – 11/30/21

Continued from Fall 2019

- ED-492-M60 (69535) ST: Content Methods/Alignment 09/01/19 – 08/30/20
- ED-492-M61 (69536) ST: Creating an Environment 09/01/19 – 08/30/20
- ED-492-M62 (71320) ST: Content Methods/Alignment 10/01/19 – 9/30/20
- ED-492-M63 (71321) ST: Creating an Environment 10/01/19 – 9/30/20
- ED-492-M64 ST: Content Methods/Alignment 11/01/19 – 10/31/20
- ED-492-M66 ST: Content Methods/Alignment 12/01/19 – 11/30/20

Continued from Spring 2020

- ED-492-M604 ST: Content Methods/Alignment 04/01/20 – 03/30/21
- ED-492-M60 ST: Content Methods/Alignment 02/01/20 – 01/31/21
- ED-492-M614 ST: Creating an Environment 04/01/20 – 03/30/21
- ED-492-M615 ST: Creating an Environment 05/01/20 – 04/30/21
- ED-492-M61 ST: Creating an Environment 02/01/20 – 01/31/21
- ED-492-M624 ST: Environment for all Learners 04/01/20 – 03/30/21
- ED-492-M625 ST: Environment for all Learners 05/01/20 – 04/30/21
- ED-492-M634 ST: Diff/App of Content 04/01/20 – 03/30/21
- ED-492-M644 ST: Assessment Literacy 04/01/20 – 03/30/21
- ED-492-M645 ST: Assessment Literacy 05/01/20 – 04/30/21
- ED-492-M66 ST: Creating an Environment 03/01/20 – 02/28/21
- ED-492-M67 ST: Environment for all Learners 03/01/20 – 02/28/21
- ED-492-M68 ST: Diff/App of Content 03/01/20 – 02/28/21

Continued from Summer 2020

- ED-492-M606 ST: Content Methods/Alignment 06/01/20 – 05/30/21
- ED-492-M608 ST: Content Methods/Alignment 08/01/20 – 07/30/21
- ED-492-M616 ST: Creating an Environment 06/01/20 – 05/30/21
- ED-492-M618 ST: Creating an Environment 08/01/20 – 07/30/21
- ED-492-M626 ST: Environment for all Learners 06/01/20 – 05/30/21
- ED-492-M627 ST: Environment for all Learners 07/01/20 – 06/30/21
- ED-492-M628 ST: Environment for all Learners 08/01/20 – 07/30/21
- ED-492-M636 ST: Diff/App of Content 06/01/20 – 05/30/21
- ED-492-M637 ST: Diff/App of Content 07/01/20 – 06/30/21
- ED-492-M638 ST: Diff/App of Content 08/01/20 – 07/30/21
- ED-492-M646 ST: Assessment Literacy 06/01/20 – 05/30/21

- ED-492-M648 ST: Assessment Literacy 08/01/20 – 07/30/21

- Spring 2021
  - ED-426-01 Professional Internship/Ed I K-8
  - ED-452-60 Internship Seminar
  - ED-460-60 Professional Internship/Ed 6-12
  - ED-476-M602 Module A 02/01/21 – 01/31/22
  - ED-477-M612 Module B 02/01/21 – 01/31/22
  - ED-477-M613 Module B 03/01/21 – 02/28/22
  - ED-477-M615 Module B 05/01/21 – 04/30/22
  - ED-478-M622 Module C 02/01/21 – 01/31/22
  - ED-478-M623 Module C 03/01/21 – 02/28/22
  - ED-478-M624 Module C 04/01/21 – 03/31/22
  - ED-478-M625 Module C 05/01/21 – 04/30/22
  - ED-479-M632 Module D 02/01/21 – 01/31/22
  - ED-479-M633 Module D 03/01/21 – 02/28/22
  - ED-479-M634 Module D 04/01/21 – 03/31/22
  - ED-479-M635 Module D 05/01/21 – 04/30/22
  - ED-480-M642 Module E 02/01/21 – 01/31/22
  - ED-480-M644 Module E 04/01/21 – 03/31/22
  - ED-480-M645 Module E 05/01/21 – 04/30/22

  Continued from Spring 2020
  - ED-492-M604 ST: Content Methods/Alignment 04/01/20 – 03/30/21
  - ED-492-M60 ST: Content Methods/Alignment 02/01/20 – 01/31/21
  - ED-492-M614 ST: Creating an Environment 04/01/20 – 03/30/21
  - ED-492-M615 ST: Creating an Environment 05/01/20 – 04/30/21
  - ED-492-M61 ST: Creating an Environment 02/01/20 – 01/31/21
  - ED-492-M624 ST: Environment for all Learners 04/01/20 – 03/30/21
  - ED-492-M625 ST: Environment for all Learners 05/01/20 – 04/30/21
  - ED-492-M634 ST: Diff/App of Content 04/01/20 – 03/30/21
  - ED-492-M644 ST: Assessment Literacy 04/01/20 – 03/30/21
  - ED-492-M645 ST: Assessment Literacy 05/01/20 – 04/30/21
  - ED-492-M66 ST: Creating an Environment 03/01/20 – 02/28/21
  - ED-492-M67 ST: Environment for all Learners 03/01/20 – 02/28/21
  - ED-492-M68 ST: Diff/App of Content 03/01/20 – 02/28/21

  Continued from Summer 2020
  - ED-492-M606 ST: Content Methods/Alignment 06/01/20 – 05/30/21
  - ED-492-M608 ST: Content Methods/Alignment 08/01/20 – 07/30/21
  - ED-492-M616 ST: Creating an Environment 06/01/20 – 05/30/21
  - ED-492-M618 ST: Creating an Environment 08/01/20 – 07/30/21
  - ED-492-M626 ST: Environment for all Learners 06/01/20 – 05/30/21
  - ED-492-M627 ST: Environment for all Learners 07/01/20 – 06/30/21
  - ED-492-M628 ST: Environment for all Learners 08/01/20 – 07/30/21
  - ED-492-M636 ST: Diff/App of Content 06/01/20 – 05/30/21
  - ED-492-M637 ST: Diff/App of Content 07/01/20 – 06/30/21
  - ED-492-M638 ST: Diff/App of Content 08/01/20 – 07/30/21
  - ED-492-M646 ST: Assessment Literacy 06/01/20 – 05/30/21

- ED-492-M648 ST: Assessment Literacy 08/01/20 – 07/30/21

Continued from Fall 2020

- ED-452-60 Internship Seminar
- ED-460-P60 Professional Internship/Ed 6-12
- ED-476-M609 Module A 09/01/2020 – 08/30/21
- ED-477-M619 Module B 09/01/2020 – 08/30/21
- ED-478-M629 Module C 09/01/2020 – 08/30/21
- ED-479-M639 Module D 09/01/2020 – 08/30/21
- ED-480-M649 Module E 09/01/2020 – 08/30/21
- ED-476-M610 Module A 10/01/20 – 09/30/21
- ED-477-M620 Module B 10/01/20 – 09/30/21
- ED-478-M630 Module C 10/01/20 – 09/30/21
- ED-479-M640 Module D 10/01/20 – 09/30/21
- ED-480-M650 Module E 10/01/20 – 09/30/21
- ED-476-M611 Module A 11/01/20 – 10/31/21
- ED-477-M621 Module B 11/01/20 – 10/31/21
- ED-478-M631 Module C 11/01/20 – 10/31/21
- ED-479-M641 Module D 11/01/20 – 10/31/21
- ED-480-M651 Module E 11/01/20 – 10/31/21
- ED-476-M612 Module A 12/01/20 – 11/30/21
- ED-477-M622 Module B 12/01/20 – 11/30/21
- ED-478-M632 Module C 12/01/20 – 11/30/21
- ED-479-M642 Module D 12/01/20 – 11/30/21
- ED-480-M651 Module E 12/01/20 – 11/30/21

- Summer 2021
  - ED-476-M606 Module A 06/01/21 – 05/31/22
  - ED-477-M616 Module B 06/01/21 – 05/31/22
  - ED-479-M638 Module D 08/01/21 – 07/31/22
  - ED-480-M648 Module E 08/01/21 – 07/31/22

  Continued from Summer 2020
  - ED-492-M606 ST: Content Methods/Alignment 06/01/20 – 05/30/21
  - ED-492-M608 ST: Content Methods/Alignment 08/01/20 – 07/30/21
  - ED-492-M616 ST: Creating an Environment 06/01/20 – 05/30/21
  - ED-492-M618 ST: Creating an Environment 08/01/20 – 07/30/21
  - ED-492-M626 ST: Environment for all Learners 06/01/20 – 05/30/21
  - ED-492-M627 ST: Environment for all Learners 07/01/20 – 06/30/21
  - ED-492-M628 ST: Environment for all Learners 08/01/20 – 07/30/21
  - ED-492-M636 ST: Diff/App of Content 06/01/20 – 05/30/21
  - ED-492-M637 ST: Diff/App of Content 07/01/20 – 06/30/21
  - ED-492-M638 ST: Diff/App of Content 08/01/20 – 07/30/21
  - ED-492-M646 ST: Assessment Literacy 06/01/20 – 05/30/21
  - ED-492-M648 ST: Assessment Literacy 08/01/20 – 07/30/21

  Continued from Fall 2020
  - ED-452-60 Internship Seminar
  - ED-460-P60 Professional Internship/Ed 6-12

- ED-476-M609 Module A 09/01/2020 – 08/30/21
- ED-477-M619 Module B 09/01/2020 – 08/30/21
- ED-478-M629 Module C 09/01/2020 – 08/30/21
- ED-479-M639 Module D 09/01/2020 – 08/30/21
- ED-480-M649 Module E 09/01/2020 – 08/30/21
- ED-476-M610 Module A 10/01/20 – 09/30/21
- ED-477-M620 Module B 10/01/20 – 09/30/21
- ED-478-M630 Module C 10/01/20 – 09/30/21
- ED-479-M640 Module D 10/01/20 – 09/30/21
- ED-480-M650 Module E 10/01/20 – 09/30/21
- ED-476-M611 Module A 11/01/20 – 10/31/21
- ED-477-M621 Module B 11/01/20 – 10/31/21
- ED-478-M631 Module C 11/01/20 – 10/31/21
- ED-479-M641 Module D 11/01/20 – 10/31/21
- ED-480-M651 Module E 11/01/20 – 10/31/21
- ED-476-M612 Module A 12/01/20 – 11/30/21
- ED-477-M622 Module B 12/01/20 – 11/30/21
- ED-478-M632 Module C 12/01/20 – 11/30/21
- ED-479-M642 Module D 12/01/20 – 11/30/21
- ED-480-M651 Module E 12/01/20 – 11/30/21

Continued from Spring 2021

- ED-426-01 Professional Internship/Ed I K-8
- ED-452-60 Internship Seminar
- ED-460-60 Professional Internship/Ed 6-12
- ED-476-M602 Module A 02/01/21 – 01/31/22
- ED-477-M612 Module B 02/01/21 – 01/31/22
- ED-477-M613 Module B 03/01/21 – 02/28/22
- ED-477-M615 Module B 05/01/21 – 04/30/22
- ED-478-M622 Module C 02/01/21 – 01/31/22
- ED-478-M623 Module C 03/01/21 – 02/28/22
- ED-478-M624 Module C 04/01/21 – 03/31/22
- ED-478-M625 Module C 05/01/21 – 04/30/22
- ED-479-M632 Module D 02/01/21 – 01/31/22
- ED-479-M633 Module D 03/01/21 – 02/28/22
- ED-479-M634 Module D 04/01/21 – 03/31/22
- ED-479-M635 Module D 05/01/21 – 04/30/22
- ED-480-M642 Module E 02/01/21 – 01/31/22
- ED-480-M644 Module E 04/01/21 – 03/31/22
- ED-480-M645 Module E 05/01/21 – 04/30/22

- Fall 2021
  - ED-452-60 Internship Seminar
  - ED-460 Professional Internship/Ed 6-12
  - ED-476-M609 Module A 09/01/21 – 08/31/22
  - ED-476-M610 Module A 10/01/21 – 09/30/22
  - ED-477-M619 Module B 09/01/21 – 08/31/22

- ED-477-M620 Module B 10/01/21 – 09/30/22
- ED-478-M629 Module C 09/01/21 – 08/31/22
- ED-478-M630 Module C 10/01/21 – 09/30/22
- ED-479-M639 Module D 09/01/21 – 08/31/22
- ED-480-M649 Module E 09/01/21 – 08/31/22

Continued from Spring 2021

- ED-426-01 Professional Internship/Ed I K-8
- ED-452-60 Internship Seminar
- ED-460-60 Professional Internship/Ed 6-12
- ED-476-M602 Module A 02/01/21 – 01/31/22
- ED-477-M612 Module B 02/01/21 – 01/31/22
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- ED-477-M615 Module B 05/01/21 – 04/30/22
- ED-478-M622 Module C 02/01/21 – 01/31/22
- ED-478-M623 Module C 03/01/21 – 02/28/22
- ED-478-M624 Module C 04/01/21 – 03/31/22
- ED-478-M625 Module C 05/01/21 – 04/30/22
- ED-479-M632 Module D 02/01/21 – 01/31/22
- ED-479-M633 Module D 03/01/21 – 02/28/22
- ED-479-M634 Module D 04/01/21 – 03/31/22
- ED-479-M635 Module D 05/01/21 – 04/30/22
- ED-480-M642 Module E 02/01/21 – 01/31/22
- ED-480-M644 Module E 04/01/21 – 03/31/22
- ED-480-M645 Module E 05/01/21 – 04/30/22

Continued from Summer 2021

- ED-476-M606 Module A 06/01/21 – 05/31/22
- ED-477-M616 Module B 06/01/21 – 05/31/22
- ED-479-M638 Module D 08/01/21 – 07/31/22
- ED-480-M648 Module E 08/01/21 – 07/31/22

Continued from Fall 2020

- ED-452-60 Internship Seminar
- ED-460-P60 Professional Internship/Ed 6-12
- ED-476-M609 Module A 09/01/2020 – 08/30/21
- ED-477-M619 Module B 09/01/2020 – 08/30/21
- ED-478-M629 Module C 09/01/2020 – 08/30/21
- ED-479-M639 Module D 09/01/2020 – 08/30/21
- ED-480-M649 Module E 09/01/2020 – 08/30/21
- ED-476-M610 Module A 10/01/20 – 09/30/21
- ED-477-M620 Module B 10/01/20 – 09/30/21
- ED-478-M630 Module C 10/01/20 – 09/30/21
- ED-479-M640 Module D 10/01/20 – 09/30/21
- ED-480-M650 Module E 10/01/20 – 09/30/21
- ED-476-M611 Module A 11/01/20 – 10/31/21
- ED-477-M621 Module B 11/01/20 – 10/31/21
- ED-478-M631 Module C 11/01/20 – 10/31/21
- ED-479-M641 Module D 11/01/20 – 10/31/21

  - ED-480-M651 Module E 11/01/20 – 10/31/21
  - ED-476-M612 Module A 12/01/20 – 11/30/21
  - ED-477-M622 Module B 12/01/20 – 11/30/21
  - ED-478-M632 Module C 12/01/20 – 11/30/21
  - ED-479-M642 Module D 12/01/20 – 11/30/21
  - ED-480-M651 Module E 12/01/20 – 11/30/21
- Spring 2022
  - ED-452-60 Internship Seminar
  - ED-460-P60 Professional Internship/Ed 6-12
  - ED461-P60 Professional Internship/Ed K-12
  - ED-476-VAR Module A February – May (and prior sections)
  - ED-477-VAR Module B February – May (and prior sections)
  - ED-478-VAR Module C February – May (and prior sections)
  - ED-479-VAR Module D February – May (and prior sections)
  - ED-480-VAR Module E February – May (and prior sections)

- Summer 2022
  - ED-476-VAR Module A June – August (and prior sections)
  - ED-477-VAR Module B June – August (and prior sections)
  - ED-478-VAR Module C June – August (and prior sections)
  - ED-479-VAR Module D June – August (and prior sections)
  - ED-480-VAR Module E June – August (and prior sections)

- Fall 2022
  - ED-452-60 Internship Seminar
  - SE-322-60 Inclusion Strategies
  - ED-476-M609 Module A 09/01/22 – 08/31/23
  - ED-477-M619 Module B 09/01/22 – 08/31/23
  - ED-478-M629 Module C 09/01/22 – 08/31/23
  - ED-479-M639 Module D 09/01/22 – 08/31/23
  - ED-480-M649 Module E 09/01/22 – 08/31/23

- Spring 2023
  - SE-322-60 Inclusion Strategies
  - ED-476-VAR Module A 12/01/20 – 11/30/21
  - ED-477-VAR Module B 12/01/20 – 11/30/21
  - ED-478-VAR Module C 12/01/20 – 11/30/21
  - ED-479-VAR Module D 12/01/20 – 11/30/21
  - ED-480-VAR Module E 12/01/20 – 11/30/21

- Summer 2023
  - ED-476-VAR Module A June – August (and prior sections)
  - ED-477-VAR Module B June – August (and prior sections)
  - ED-478-VAR Module C June – August (and prior sections)
  - ED-479-VAR Module D June – August (and prior sections)
  - ED-480-VAR Module E June – August (and prior sections)

- Fall 2023
  - SE-322-60 Inclusion Strategies
  - ED-476-M609 Module A 09/01/23 – 08/31/24 (prior sections, and Oct - Dec)
  - ED-477-M619 Module B 09/01/23 – 08/31/24 (prior sections, and Oct - Dec)
  - ED-478-M629 Module C 09/01/23 – 08/31/24 (prior sections, and Oct - Dec)
  - ED-479-M639 Module D 09/01/23 – 08/31/24 (prior sections, and Oct - Dec)
  - ED-480-M649 Module E 09/01/23 – 08/31/24 (prior sections, and Oct - Dec)

- Spring 2024
  - SE-322-60 Inclusion Strategies
  - ED-476-VAR Module A (Sections for Feb – May, and prior sections)
  - ED-477-VAR Module B (Sections for Feb – May, and prior sections)
  - ED-478-VAR Module C (Sections for Feb – May, and prior sections)
  - ED-479-VAR Module D (Sections for Feb – May, and prior sections)
  - ED-480-VAR Module E (Sections for Feb – May, and prior sections)

- Summer 2024
  - SE-322-60 Inclusion Strategies
  - ED-476-VAR Module A (Sections for June – August, and prior sections)
  - ED-477-VAR Module B (Sections for June – August, and prior sections)
  - ED-478-VAR Module C (Sections for June – August, and prior sections)
  - ED-479-VAR Module D (Sections for June – August, and prior sections)
  - ED-480-VAR Module E (Sections for June – August, and prior sections)

- Fall 2024
  - ED-290 DS: I61 Child Development 1/1/Hybrid
  - ED-395 PR: I60 Practicum in Education/1/Hybrid

Graduate Courses Taught (Enrollment/Grade Range/Type)

- Fall 2009
  - ED 594 N01 (4458) Atypical Populations of the Gifted /5/Evening
- Spring 2010
  - ED 595 E01 (1457) Program Development & Evaluation /12/Online
  - ED 598 E01 (1459) Internship in Education – Gifted /6/Online
- Summer 2010
  - ED 500 L01 (3027) Educational Research /15/Evening
  - ED 516 EL1 (3028) Understanding Gifted Populations /17/Online
  - ED 596 E01 (3060) Current Trends & Issues in Gifted Education /7/Online
  - ED 598 L01 (3032) Internship in Education – Gifted /5/Blended
- Fall 2010
  - ED 517 E02 (4631) Methods, Materials, and Resources for the Gifted /15/Online
  - ED 566 001 (4176) Internship – MAT /6/Blended
  - ED 594 E02 (4672) Atypical Populations of the Gifted /9/Online
  - ED 598 N01 (4178) Internship in Education – DI /1/Blended
- Spring 2011

    - ED 530 E01 (1429) Counseling the Gifted Student /1/Online
    - ED 595 E01 (1435) Program Development & Evaluation /12/Online
    - ED 598 E02 (1437) Internship in Education – Gifted /6/Online
- Summer 2011
    - ED 516 EL1 (3612) Understanding Gifted Populations /14/Online
    - ED 596 E01 (3646) Current Trends & Issues in Gifted Education /4/Online
    - ED 598 L01 (3616) Internship in Education – Gifted /6/Blended
- Fall 2011
    - ED 517 E02 (4459) Methods, Materials, and Resources for the Gifted /10/Online
    - ED 566 001 (4465) Internship – MAT /5/Blended
    - ED 598 N01 (4466) Internship in Education – DI /2/Blended
- Spring 2012
    - ED 530 E01 (1923) Counseling the Gifted Student /4/Online
    - ED 598 E02 (1928) Internship in Education – Gifted /6/Online
- Summer 2012
    - ED 516 EL1 (3096) Understanding Gifted Populations /16/Online
    - ED 596 E01 (3130) Current Trends & Issues in Gifted Education /3/Online
    - ED 598 L01 (3099) Internship in Education – Gifted /1/Blended
- Fall 2012
    - ED 594 E01 (4659) Atypical Populations of the Gifted /5/Online
    - ED 598 001 (4238) Internship in Education – DI /1/Blended
- Spring 2013
    - ED 598 E02 (1363) Internship in Education – Gifted /7/Online
- Summer 2013
    - ED 596 E01 (3265) Current Trends & Issues in Gifted Education /2/Online
    - ED 598 L01 (3101) Internship in Education – Gifted /2/Blended
- Spring 2014
    - ED 598 L01 (1531) Internship in Education – Gifted /4/Online
- Summer 2014
    - ED 516 EL1 (3026) Understanding Gifted Populations /19/Online
    - ED 598 L01 (3029) Internship in Education – Gifted /3/Blended
- Spring 2015
    - ED 595 E01 (1531) Program Development & evaluation – Gifted /10/Online
    - ED 598 E01 (1532) Internship in Education – Gifted /7/Online
    -
- Summer 2015
    - ED 596 E01 (3152) Current Trends & Issues in Gifted Education /3/Online
    - ED 598 L01 (3103) Internship in Education – Gifted /3/Blended
- Fall 2015
    - ED 306 001 (4196) Intro to Exceptional Children /15/Day
    - ED 517 E01 (4219) Methods & Materials for Teaching the Gifted /5/Online
    - ED 552 E01 (4222) Curriculum Development /5/ Online
- Spring 2016
    - ED 406 002 (1707) Internship (K-8) /5/Day
    - ED 530 E01 (1078) Affective & Social Needs of the Gifted /5/Online
    - ED 595 E01 (1081) Program Development & evaluation – Gifted /3/Online

    - ED 598 E01 (1082) Internship Gifted Instruction /1/Online
- Summer 2016
    - ED 516 EL1 (3070) Understanding Gifted Populations /10/Online
    - ED 596 E01 (3084) Current Trends & Issues in Gifted Education /2/Online
    - ED 598 L01 (3073) Internship in Education – Gifted /2/Blended
- Fall 2016
    - ED 517 E01 (4164) Methods & Materials for Teaching the Gifted /9/Online
    - ED 552 E01 (4167) Curriculum Development /6/ Online
- Spring 2017
    - ED 595 (1134) Program Development & Evaluation/7/Online
- Summer 2017
    - ED 596 (3094) Current Trends/Issues in Gifted Education/3/Online
- Fall 2017
    - ED 500 (4793) Educational Research/1/Online
    - ED 517 (4249) Methods, Materials, and Resources for the Gifted/6/Online
    - ED 552 (4251) Curriculum Development/5/Online
- Spring 2018
    - ED 530 E01 (1742) Affective & Social needs of the Gifted Student /2/Online
    - ED 595 E01 (1116) Program Development & Evaluation/6/Online
    - ED 600 E01 (1746) Leadership through Action Research/2/Online

Course/Curriculum Development

Summer Enrichment Program
- Leadership Enrichment Program (LEP) Curriculum Design 2006
- LEP redesign 2010

Mississippi University for Women
- As part of the NCATE SPA report all courses in the Gifted Education Masters were realigned to match the new standards (ED 516, 517, 530, 594, 595, 596, and 598) 2009, 2014, 2018
- ED 206 – Redesigned and made current 2017
- Development of Elementary Residencies I – III (ED 311, ED 367, ED 335) 2017
- Redesign and development of the MAT program 2017
- Leadership Curriculum for Mississippi Governor's School 2011
- Redesign for MGS Leadership 2017

Lewis-Clark State College
- ED-452 Internship Seminar
- PACE Mastery-Based Pathway for certification (non-traditional route)
    - ED 476 Learner development & differentiation (Module A)
    - ED 477 Creating an environment that fosters college and career ready skills (Module B)
    - ED 478 Creating an environment for all learners (Module C)
    - ED 479 Differentiation and application of content (Module D)
    - ED 480 Designing instruction and assessment literacy (Module E)
- Master of Education (Core Proposal)
    - ED 500 Action Research
    - ED 501 Leadership through Professionalism

    - ED 502 Leadership in Curriculum Development & Supervision
    - ED 5XX Master of Education Internship
    - ED 5XX Master of Education Capstone
- Master of Education (MAT Proposal)
    - ED 523/ED 4XX Instructional Assessment Practices & Procedures*
    - ED 510/ED 4XX Managing Instructional Environments
    - ED 520 Understanding Gifted Populations*
    - ED 532 Content and Disciplinary Literacy*
- Master of Education (Blended Early Childhood/Early Childhood Special Education Proposal)
    - ED 530 Early Reading Literacy Development (Pre-K - 3)*
    - ED 5XX Child Development
    - ED 5XX Family/Community Relationships
    - ED 5XX Instructional Assessment Practices & Procedures
    - ED 5XX TBD – Course is not yet defined or developed
- Master of Education (Blended Elementary Education/Special Education Proposal)
    - ED 531 Expanding Reading Literacy Development (Grades 4-12)*
    - ED 5XX Content Methods
    - ED 5XX Technology
    - ED 5XX Instructional Assessment Practices & Procedures*
    - ED 5XX TBD – Course is not yet defined or developed
- Master of Education (Exceptional Child Generalist Proposal TBD)
- Master of Education (Gifted Studies Proposal)
    - ED-520 Understanding Gifted Populations*
    - ED-521 Critical & Creative Thinking
    - ED-522 Affective & Social Needs of the Gifted
    - ED-523 Instructional Assessment Practices & Procedures*
    - ED-524 Program Development & Evaluation
- Master of Education (Reading Literacy Proposal)
    - ED-530 Early Reading Literacy Development (Pre-K - 3)*
    - ED-531 Expanding Reading Literacy Development (Grades 4-12)*
    - ED-532 Content and Disciplinary Literacy
    - ED-523 Instructional Assessment Practices & Procedures
    - ED-534 Literature for the Child & Adolescent
- Master of Education (Teacher Leader Proposal – in development)
- Master of Education (Critical and Creative Thinking Proposal – in development)
- Master of Education (Applied Behavior Analysis BCBA Proposal – in development)
- Master of Education (Trauma Informed Care Proposal – in development)
- Redesign of the Secondary Teacher Education Pathways (beginning 2024)
- Redesign of the AAS – General Studies: Bachelors in Early Childhood Development emphasis to AAS – Blended Early Childhood – Special Education Bachelors w/ endorsement (beginning 2024)
- Registered Apprenticeship Model for LC State, all academic areas

**Note: Courses are included to show complete program proposals but are duplicated in some programming.*

Published Teaching Materials

Betts, Toy, Vasquez. (2006). *The young gifted child and the autonomous learner model.* Greeley, CO: ALPS Publishing

Lupart, J., Toy. R. (2009). Twice exceptional: Multiple pathways to success. In L. A. Shavinina (Ed.), *International handbook on giftedness* (pp.507-525). Springer Netherlands

Omdal, S., Rude, H., Betts, G., & Toy, R. (2010). American Indian Students: Balancing Western and Native Giftedness. In J. A. Castellano & A. D. Frazier (Eds.) *Special Populations in Gifted Education: Understanding Our Most Able Students From Diverse Backgrounds*. Woodway, TX: Prufrock Press Inc.

Toy, R. (2015). Differentiation of Processes for the Gifted, in F. A. Karnes & S. M. Bean (Eds.) *Methods and Materials for Teaching the Gifted* (4th ed.). Waco, TX: Prufrock Press.

Additional Teaching

Mississippi Governor's School
- Assistant Director of Curriculum 2010
- Leadership Facilitator 2010, 2015, 2017
- Medical needs supervisor 2010

Leadership Enrichment Program, University of Northern Colorado
- Facilitator, Summer 2005
- Academic Director, Summer 2006 – 2009, 2010 – 2013

Supervision of teachers for the Summer Enrichment Program
- Teacher Mentor, Summer 2006

Teaching Apprenticeship, University of Northern Colorado, Fall 2005
- EDSE 683 Nature & Needs of Learners who are Gifted

Platteville Elementary School / South Valley Middle School, Fall 2004 – Fall 2009
- Gifted and Talented Teacher
- Mentor Teacher, 2009

Butler Elementary School, Fort Lupton Colorado, 2002 - 2004
- General Elementary Music Teacher

Academic Advising Effectiveness & Competence

Current Advisees: 40
- Elementary, Secondary, and General Studies Majors

Scholarly & Professional Activities

Publications

Betts, Toy, Vasquez. (2006). *The young gifted child and the autonomous learner model.* Greeley, CO: ALPS Publishing

Lupart, J., Toy. R. (2009). Twice exceptional: Multiple pathways to success. In L. A. Shavinina (Ed.), *International handbook on giftedness* (pp.507-525). Springer Netherlands

Omdal, S., Rude, H., Betts, G., & Toy, R. (2010). American Indian Students: Balancing Western and Native Giftedness. In J. A. Castellano & A. D. Frazier (Eds.) *Special Populations in Gifted Education: Understanding Our Most Able Students From Diverse Backgrounds*. Woodway, TX: Prufrock Press Inc.

Toy, R. (2015). Differentiation of Processes for the Gifted, in F. A. Karnes & S. M. Bean (Eds.) *Methods and Materials for Teaching the Gifted* (4th ed.). Waco, TX: Prufrock Press.

Professional Development

Meridian Public Schools

- Underachievement (10/17/2012)
  - Full day in-service working with teachers of the gifted to assist them in understanding needs/characteristics as well as best practices in services for to improve student engagement and achievement.

Positive Partnerships

- Marzano Strategies & Professional Learning Communities (2009-2010)
  - Working to assist facilitators and teachers in the implementation of research based strategies to improve student achievement.

Lowndes County Schools

- Performance Assessment (8/2009)
- Communication, Consultation, Collaboration (8/2009)

Weld RE-1 School District

- The three C's for creative partnerships (2009)
- Differentiation for Gifted Students (2008)
- The Autonomous Learner Model (2007, 2008, 2009)

National Conference of Governor's Schools

- Collaboration During a Changing Landscape (Fall 2019)
  - Series of Zoom workshops regarding the need for virtual opportunities for students.
- Realities of COVID-19 on programming (Spring 2020)
  - Series of Zoom conference presentations/workshops on professional development for faculty/staff in Governor's Schools.

Lewis-Clark State College (Mastery-Based Pathway PD)

- Adapting instruction for learning 2019
- Alignment and integration of assessments 2019
- Research and support materials for instruction 2019
- Functional Behavior Assessment 2010
- Student use of technology in the classroom 2020
- Response to Intervention as part of PBIS 2020
- Multi-tiered system of supports (MTSS) 2021
- Creating Assessments that matter 2021

- Understanding student development & differences 2021
- Compensation strategies for access and performance 2022
- The classroom environment & why it matters. 2022
- Formative, summative, formal, and informal: Using assessment for student success 2022
- Using Evidence to tell your story. 2022
- Considering your dispositions and their impact. 2023
- The importance of "soft skills" in student success. 2023
- Portfolios and presentations. 2024
- Using assessment to inform planning and instruction. 2024
- The power narrative and informative writing. 2024

Presentations

Lewis-Clark State College
- A Matter of Choice 9/19/2023

Idaho State Board of Education Meeting
- LCSC Alternative Pathways for Teacher Certification 10/18/2023

Idaho School Boards Association's Annual Convention Coeur d'Alene, ID
- Alternative & Non-Traditional Pathways Toward Certification 11/09/2022

Understanding Your Gifted Child Conference Starkville, MS 03/08/2016
- Social-Emotional Needs of Gifted Children
- Grade Acceleration: Is this a Viable Option for My Child

Gwinnett Association for Gifted Education (GAGE) Gwinnett, GA
- Invited Keynote address: Motivation or Consternation?: Assent, Achievement, and Artful thought, 03/06/2010
- SENG Parent Groups 03/06/2010
- ALM for K – 3 03/06/2010

Teachers of the Gifted Instructional Forum (TGIF) Columbus, MS
- A look at the 2017 Outcomes for Gifted, 2/16/2018
- Get your game face on, 2/16/2018
- Mock trial revisited (Co-Presenter), 2/16/2018
- Improving the Debate (Co-Presenter, 2/16/2018
- Roundtable Facilitator Putting the new standards into practice, 2/17/2017
- Materials for practicing professionals, 2016
- Practical applications for teachers 2015
- Roundtable Facilitator Current trends & Needs in Gifted Education 2/21/2014
- Implications for gifted regulations in MS 2/22/2013
- Dweck's Mindset: Praise Research 2/22/2013
- Social & Emotional Needs for Gifted Learners 2/22/2013
- Albert's Insomnia 02/24/2012
- A Quick Look at Standards: Serving our students with support, 02/18/2011
- Promoting Parent Partnerships and Practices: SENG, 02/24/2010

Mississippi Association for Gifted and Talented Children (MAGC)
- How does belonging to MAGC benefit you? 11/02/2017
- Advisory Board Meeting & Report of the Conference 09/07/2016

- Advisory Board Meeting; Needs Assessment & Report of the Conference 10/2/2015
- MAGC Conference (Co-Presenter) W Gifted Net: Next Generation Environments for Teachers of the Gifted10/2/2014
- Advisory Board/Past Presidents Meeting: Needs for the future of MAGC 10/2/2014
- Assessment Panel; Psychometric Best Practices, 9/25-27/2013
- Targeting conflict management; Time, relationships, and tasks.
- Coaching Teachers on the use of Checklists for Nomination 9/26/2012
- Distress to De-stress 09/30/2010
- Objec-tivity, Subjec-tivity, & Crea-tivity 09/30/2010
- The Autonomous Learner Model for young children K-3 09/24/2009
- Characteristics of Individuals who are Gifted: Self-Reports 09/24/2009

Roger F. Wicker Center for Creative Learning

- Assessment: Making it simple and full of flavor, 09/19/2009

ALPS International Conference (June)

- Young Learner and the ALM, 2005
- ALM for Early Achievement, 2006
- K – 3 ALM & the KOI, 2007
- Dimensions 1 – 3 and Young Children, 2008
- ALM Activities for Early Success, 2009
- Characteristics of Individuals who are Gifted, 2009

National Association for Gifted and Children

- How to Differentiate for the Gifted Family: A Team Approach 11/17/2012
- Surviving the deluge: Trying to understand the characteristics individuals who are gifted and talented 11/04/2011
- Following the Autonomous Learner; A proactive approach to the development of the gifted and talented. 11/05/2011
- ALM for K – 3, 2009
- Characteristics of Individuals who are Gifted: Analysis of Self-Report Scores, 2009
- Young Child and the Autonomous Learner Model, 2006
- Introversion & Extraversion of Gifted Individuals, 2005

National Association for Alternative Certification (NAAC)

- Mastery-Based Pathway to Certification: A Collaborative Approach 04/15/2020 – *Accepted for presentation; however, the conference was cancelled due to COVID-19*

National Conference of Governor's Schools

- NCoGS academic journal(s): A presentation to consider the written word. 10/14/2022
- Advocacy for programming of quality 1/15/2022
- Does it matter if I am Gifted? 10/08/2021
- A design for recognition, NCoGS moving forward 10/8/2020
- The use of data and collaboration across programs for accreditation 10/10/2019
- The VALUE of student growth in program assessment; Using the AAC&U rubrics at MGS – 10/12/2018
- Making quantitative assessment part of your program – 10/14/2017
- The status of the NCoGS website; future directions & member benefits – 10/12/2017
- Recruitment, retention, and marketing; How NCoGS can expand face value – 10/13/2016

- The state of the Mississippi Governor's School 2010 – 2016

Colorado Association for Gifted and Talented Conference (CAGT)

- The young Gifted Child and the Autonomous Learner Model, 2007
- ALM & Activities involving young children, 2006
- Invited Keynote address: The Voice of Promise and the Young Learner, 2005

Columbus Municipal School District

- Cook Elementary; Effects of acceleration on advanced elementary students; A case for grade skipping.
- Columbus Middle School Columbus, MS
  The impact of mediocrity on advancing student learning; Why acceleration works for intellectually capable students.

Annunciation Elementary School Columbus, MS

- Advantages and disadvantages to private school for acceleration; Finding the best solution for student success.

Council for Exceptional Children

- ALM Presentation 2012

MUW Faculty Senate 03/11/2016

- Report of research on the Status of Faculty Salary at Peer Institutions

Grants

MacArthur Foundation Grant Invitation

- National Conference of Governor's Schools, A Governor's School in Every State *(with Celeste Archer)* $100,000,000 (*not funded*) – Grant discontinued

LCSC Faculty Development Grant

- Duties as President of NCoGS $985 (Funded) 2018
- Presentation at NCoGS $1000 (Funded) 2022

APIL Teaching Innovation Grant Columbus, MS

- Using GoReact as a reflective decision-maker $800 (Funded) 2017
- Classroom communication, collaboration, & consultation; Using Ipads and Nearpod Spring 2015 (Partially funded for joint purchase of 5 16GB iPads with protective cases for two pilot studies in education with M. Riley, A. Coleman, & B Dickey).

Appalachian Teaching Grant

- Co-Author; Children's Guide to Columbus (Funded)

Roger F. Wicker Center for Creative Learning Grant Columbus, MS

- Action Research Proposal Interactive Whiteboard Training $1,000 (Funded)

NEA Foundation Learning & Leadership Grant 2006

- Differentiation for gifted students (not funded)

University & Community Service

Department

Mississippi University for Women

- Master of Ceremonies, Mississippi Hall of Master Teachers – 2012
- Member of New Faculty Searches (Education) 2009 – 2013, 2015, 2016, 2018
- Member of New Faculty Searches (Art) 2012 – 2014

- Member of New Faculty Searches (Music) 2015
- NCATE team for MUW Department of Education, Chair of Gifted SPA report, Chair of Diversity Sub-Committee 2011 – 2013
- Participant in steering committee for Graduate Studies in Education 2010
- Project Laceup (planning and instruction) 2012
- Recruitment at East Mississippi Community College 2010
- Teacher Education Council member 2009 – 2018
- Teacher Education Faculty Member (TEF) 2009 – 2012, 2014 – 2017
- Coordinator of Gifted Studies 2009 – 2017
- Coordinator of Graduate Studies in Education 2017 – 2018
- EPP Data Review Team (Graduate Representative) 2015 – 2018
- CAEP Chair (Diversity & Standard 3) 2015 – 2018
- Proctor, Comprehensive Exams 2009 - 2018
- DAP Interview Team 2016 – 2018
- MAT redesign Co-Chair 2017
- Senior Block Coordinator, Fall 2017
- CASE Accreditation collaborator 2017
- Graduate Recruitment for combined M.Ed. Program, 3/7/2018

Division
Lewis & Clark State College

- Recruitment for Mathematics 2022 - Current
- Recruitment for Early Childhood 2022 - Current
- Accreditation Coordinator 2022 - Current
- Search Chair, CDA PACE 2022 – 2023
- Search Team, SPED Spring 2022
- Tenure & Promotion Chair, Teresa Carmack 2022
- Recruitment for PACE Program (Regions I – VI) 2018 – Current
- Recruitment for Undergraduate Education Programs (Regions I – VI) 2018 – Current
- Restructuring the PACE Program 2018 – 2023
- Creating a Mastery Pathway for Certification 2018 – 2024
- Elementary PACE design for areas outside of Region I 2018 – 2023
- Lead for implementation of GoReact 2018 – 2024
- Collaboration with Assistant Chair for restructure of CAEP assessments 2018 - 2022
- Collaboration with Community Colleges for accelerated pathways 2018 - Current
- Accreditation Team, Education 2020 – Current
- Secondary Education Committee 2019 – Current
- Warrior Preview Day Presentations 2000 – Current
- ASL Club Sponsor 2022 – 2023
- Curriculum Mapping for Education 2022 – Current

College
Mississippi University for Women

- Faculty Senate 2010 – 2013, 2013 – 2016
- Scholars Day Recruitment 2009 – 2018
- APIL Specialist (Education) 2015, 2018

Lewis & Clark State College
- IACTE representative 2022 – Current
- Faculty Association Member 2018 – Current
- Faculty Senate Member 2019 – 2022
- Faculty Senate Secretary 2019 – 2022
- Faculty Association Secretary 2019 – 2022
- Faculty Senate Alternate 2018 – 2019
- CTL Working Board Member 2018 – Current
- Creator Faire Exhibitor 4/15/2022
- LC State Name Change Committee lead 2023 – 2024
- Interim-Chair TEAM 2024 (summer) – Current

University
Mississippi University for Women
- Graduate Council – 2017
- Coordinator, Graduate Programs in Education – 2017
- Campus Dialogs Participant – 2012
- Course Evaluation Sub-Committee Member – 2012
- Grand Marshall, 2012 – 2014
- Member Administrative Council 2012 – 2014
- Member Expanded President's Cabinet 2012 – 2014
- Member MUW Athletics Committee (Phase I) 2012
- Member PIE Council, 2011 – 2012
- Member Presidential Inauguration Committee 2013
- President of Faculty Senate 2012 – 2015
- QEP Dialog participant – 2012
- SACS Subcommittee member, Institutional Effectiveness (2.5) 2012 – 2013
- Secretary of Faculty Senate 2011 – 2012
- Town & Tower Campus Cleanup at MUW 2010
- General Education Curriculum Committee Member 2012 – 2015, Chair 2013-2014
- Sustainability Committee 2014 – 2016
- Graduate Appeals Committee 2014 – 2018
- Traffic & Appeals Committee 2010, 2011, 2013, 2014, 2015
- Rogue Social Club Sponsor 2017 – 2018
- UN 101 Redesign Committee 2017 – 2018

Statewide
Mississippi
- Mississippi Association for Gifted Children (MAGC) Advisory Board Member 2011 – 2018

- (MAGC) Advisory Board Chair 2012 – 2016
- (MAGC) Supportive Funding Co-Chair 2016 – 2017
- (MAGC) Presidential appointee (Membership) 2017 – 2018
- National Conference of Governor's Schools (NCoGS) Board Member, State of Mississippi 2010 – 2018
- Mississippi Department of Education Gifted Regulations Committee Member 2011 – 2012
- Mississippi Department of Education Outcomes Review Team 2015 – 2017
- SENG Model Parent Group Facilitator, 2009 – 2018
- Columbus Municipal School District Parent Advocacy Development Facilitator, 2017
- Wassail fest Performances, 2014, 2015, 2017
- New Hope Elementary Federal Programs Committee Member, 2015 – 2019

Idaho

- State Department of Education
    - EPP Work Group – Standards 2021 – 2022
    - EPP Work Group – Evaluation – 2021 – 2023
    - EPP Work Group – Performance Measures 2022
    - EPP Review Team Member, NNU – 2022
    - EPP Work Group – State Review Process 2023 – Current
    - New Program Review (Early Literacy), NNU – 2024
    - Elementary Education/ Early Literacy Redesign 2021 (Spring)
    - Educator Standards Working Group Phase III 2021 (Spring)
    - Academic Freedom & Responsibility Policy Workgroup 2021 (Summer)
    - IACTE Collaboration – Online Mathematics – 2023 – 2024
    - IACTE Legislative Meeting – 2024, January
- National Conference of Governor's Schools (NCoGS) Member, State of Idaho 2018 – Current
- SENG Model Parent Group Facilitator, 2018 – 2024

National/International

- Praxis Multistate SPED (5355) Standards norming committee 12/5-7/2022
- CAEP Accreditation Council 4/30/2022
- Coordinator for Teachers of the Gifted Instructional Forum (TGIF) 2009 - 2018
- National Association for Gifted Children (NAGC) Publications Committee member 2010 – 2012
- Reviewer for the NAGC Parent Committee 2011
- NCoGS Journal (peer-reviewed), Editor – 2022 - Present
- NCoGS Scholar Showcase, Archivist – 2022 - Present
- NCoGS Immediate Past President 2022 - Current
- NCoGS President 2018 – 2022
- NCoGS President Elect 2012 – 2018
- NCoGS Executive Committee 2012 – Current
- SENG Liaison for the State of Idaho 2018 – Current
- SENG Liaison for the State of Mississippi 2010 – 2018

Memberships

- Alabama Association for Gifted Children 2016 – 2018
- Colorado Association for Gifted Children 2002 – 2009
- Council for Exceptional Children, 2004 – Current
- Mississippi Association for Gifted Children, 2009 – 2018
- National Association for Gifted Children, 2003 – Current (life member)
- National Conference of Governor's Schools 2010 – Current
- National Association for Alternative Certification 2018 – 2020 (*Organization Disbanded*)
- Supporting Emotional Needs of the Gifted, 2009 – Current

Other

- Evaluation of student success for acceleration (Lewiston, ID) 12/2022
- Capstone Committee Member, Celeste Archer Spring 2022
- Judge for Future Problem Solvers Competition 2009, 2010, 2012
- MUW Fall Concert Invited Participant – 2012
- Chair of Unified Arts Program District Council (Fort Lupton CO), 2004
- Judge Lowndes County Spelling Bee, 1/23/2018

Community Service

- Columbus Choral Society Bass Soloist (Faure Requiem), 2/24/2018
- Columbus Choral Society, 2009 – 2018
- Columbus Choral Society Treasurer, 2017 – 2018
- Co-Chair Columbus Ward Activities Committee, 2009 – 2010
- Gospel Doctrine Teacher LDS Columbus Ward 2010 – 2012
- President, Elder's Quorum LDS Columbus Ward 2011 – 2013
- Columbus Ward Bishopric, Second Counselor 2013 – 2015
- Columbus Ward Bishopric, First Counselor, 2015 – 2016
- Columbus Ward, Mission Leader, 2016 – 2017
- 11-year-old Boy Scout Leader, Troop 13, 2017
- Cub Scout Cubmaster, Pack 110, 2017 – 2018
- Cub Scout Den Leader, Pack 110, 2017 – 2018
- Director of Priesthood Chorus, Tupelo Mississippi Stake 2011 – 2017
- Learning Matters segment on Over-scheduling kids, 2011
- Learning Matters segment on Summer Discovery, 2012 – 2013
- Learning Matters segment on Mississippi Governor's School, 2012 – 2013
- Boy Scouts of America Merit Badge Counselor, Troop 13, 2009 – 2018
- Boy Scouts of America Merit Badge Counselor, Troop 13, 2018 – 2020
- Executive Secretary, Lewiston 3rd Ward 2018 – 2024
- Deacon's Quorum Advisor, Lewiston 3rd Ward 2024 – Current
- Palouse Choral Society Executive Board Secretary 2023 – 2024
- Palouse Choral Society Chamber Choir Tenor 2022 – 2024
- Palouse Choral Society Concert Choir Tenor 2022 – 2024
- Palouse Choral Society Soloist 2022

- Pinecrest of Lewiston Charter School Board Vice Chair 2022 – 2024
- Pinecrest of Lewiston Interest Meeting Presenter – Fall 2022

Academic/Research Interests

- Young exceptional children
- Twice-exceptional students
- Underachievement & Motivation
- Processes for educating the Gifted
- International collaboration on giftedness
- Identification and programming for exceptional individuals
- Multicultural implications of identification and programming for exceptionality
- Characteristics of exceptionality
- Early childhood education
- Alternative Education

Matthew Joseph Pollard

[redacted] [redacted]
[redacted] [redacted]

Current Position

- **Lead Science and Math Teacher** 2012 to Present. Paradise Creek Regional High School, Moscow ID. Responsibilities include teaching all secondary math and science. *Paradise Creek Regional High School* is the regional public alternative high school for at-risk secondary students.
- Science Classes Taught: Biology, Chemistry, Physics, Astronomy, Botany, Entomology, Environmental Science, Ecology, Electronics, Anatomy and Physiology, Forensics, Earth Science, Computer Science
- Math Classes Taught: Pre-Algebra, Financial Algebra, Algebra I, Algebra II, Geometry, Statistics, Pre-Calculus, Trigonometry, Calculus, Math 143 and 144 (Dual Enrollment with UI)

Education

- **Secondary Chemistry Teaching Certificate.** June 2012, State of Idaho. Advanced Professional Endorsement 7/2020. Certifications include Natural Sciences, Physical Sciences and Mathematics. Renewed 2022.
- **Ph.D. Physical and Analytical Chemistry.** 2005, University of Idaho, Moscow, ID. Major Professor: Peter R. Griffiths. Dissertation Title: "Part I: $H + O_2 \rightarrow OH + O$ Reaction Cross-Section Measurements from 17.3 to 23.5 kcal/mol. And Part II: The Infrared Spectroscopy Study of Powdered Materials"
- **B. S. Chemistry.** 1998, California Polytechnic State University, San Luis Obispo, CA.

Teaching Experience

- **April through June 2012** Colton School, Colton WA. Long term substitute for all secondary science classes: 8th grade Earth Science, 9th grade Physical Science, 10th grade Biology, 11th grade Honors Chemistry and 12th grade Honors Physics and 11th and 12th grade Anatomy and Physiology.
- **Spring Semester 2012** Potlatch Jr.-Sr. High School, Potlatch ID. Teacher Candidate for 8th grade Earth Science, 9th grade Physical Science, 11th grade Chemistry and 12th grade Forensics.
- **March 11, 2005** Ion Mobility Short Course. Taught the IMS short course with Professor Herbert Hill. Pittsburgh Conference on Analytical Chemistry and Applied Spectroscopy, Orlando, FL.
- **Fall Semester 2004** Gonzaga University, Spokane WA. Instructor for *General Chemistry* and *General Chemistry Laboratory, 101* and *101L*
- **1999-2003** University of Idaho, Moscow, ID. Teaching Assistant for *Physical Chemistry Laboratory, 303, 307,* & *308*
- **2002** University of Idaho, Moscow, ID. Teaching Assistant for *General Chemistry Laboratory, 101*

Professional Experience

- **November 2010 – January 2012.** University of Idaho, Moscow ID. Postdoctoral Fellow in Professor Ray von Wandruszka's Laboratory. Focus of research was to develop optical fiber based sensor for detection of explosives and their potential interferants. Successfully developed a novel sensor for the detection of nitroaromatics; sensor to be patented in 2012 by the University of Idaho.
- **November 2006 – June 2010.** Alturas Analytics, Inc. Moscow ID. Senior Scientist. Responsible for analytical method development, validation and the analysis of incurred samples in accordance with current US FDA regulations. Responsible for service, repair and maintaining laboratory instrumentation

including HPLC systems, triple quadrapole mass spectrometers and typical chemistry laboratory equipment. Additional duties include writing study reports, Standard Operating Procedures, test methods and other company and laboratory procedures. Directly manage two Scientists.

- **July 2005 – November 2006.** Washington State University, Pullman, WA. Postdoctoral Fellow in Professor Herbert Hill's Laboratory. Research utilized atmospheric pressure ion mobility spectrometry and mass spectrometry systems for the chromatographic separation and identification of isomeric and conformational carbohydrates and peptides; additional species included explosives and their potential interferants. Mass spectrometers used included orthogonal time-of-flight, quadrapole and ion traps. Laboratory work also included ion mobility instrument design, manufacturing and modification, along with the necessary ion mobility and mass spectrometry instrument service, repair, upgrades and maintenance. Additional responsibilities included managing two grants in parallel and directing and mentoring three graduate students and two undergraduate students. Research resulted in patent # 7,560,688.
- **Fall Semester 2004.** Gonzaga University, Spokane, WA. One semester sabbatical replacement. Lecturer in General Chemistry; responsibilities included teaching one section (40 students) of Chemistry 101 and three sections of accompanying laboratory.
- **2003 - July 2005.** University of Idaho, Moscow, ID. Research Assistant in Professor Peter Griffiths' Laboratory. Investigated the effect of 1 to 10μm size particles on open-path FT-IR measurements, modeling the effects of instrument resolution on small gas-phase molecules in Open-Path FT-IR measurements and investigating the validity of commercial reference databases. Laboratory work included extensive modification of commercially available FT-IR instrumentation for use in open-path measurements. Additional responsibilities included editing the second edition of *Fourier Transform Infrared Spectrometry* by Griffiths and de Haseth.
- **1999-2003.** University of Idaho, Moscow, ID. Research Assistant in Professor T. Rick Fletcher's Laboratory. Measured the absolute reaction cross section for $H + O_2$ at near threshold energies. The nascent OH product was measured with laser induced fluorescence. Additional research involved studying the NO + NH product channel from $H + N_2O$, following the product through NO laser induced fluorescence. Laboratory work included Nd:YAG and dye laser service, repair, and maintenance, designing and machining of apparatus for said experiments (vacuum chambers, optic holders, etc) and use of high-vacuum systems.
- **1998-1999.** Oread Pharmaceutical, Palo Alto, CA. Analytical Chemist in a pharmaceutical manufacturing facility. Responsibilities included chemical analysis of new drugs and HPLC and GC method development to chemically test new drugs for residual solvents and impurities.
- **Summers 1994 through 1997.** Space Systems/Loral, Palo Alto, CA. Developed testing algorithms and software for the break-in and testing of Ni-H batteries for use in communication satellites and the ISS. Assisted in the design, manufacturing and testing of bipolar batteries.

Representative Technical Experience

Very strong hands-on technical abilities, including scientific instrument service, troubleshooting, repair and calibration. Quickly learns and understands the intricacies of scientific instrumentation, allowing for swift troubleshooting, repair, improvements and modifications to facilitate accurate and precise routine use. Representative instruments include mass spectrometers, UV, VIS and IR and Fluorescence spectrometers, laser spectroscopy, and all associated test and control electronics and periphery instrumentation. Detailed Examples include:

- Ion Mobility Spectrometer instrument modeling, design, fabrication and operation
- Mass Spectrometer operation, design, repair, maintenance and fabrication (single and triple quadrapole, trap and TOF)
- Various ion-source utilization including DESI, DART, MALDI, ESI, APCI, Corona, and ^{63}Ni
- Extensive FT-IR instrument design, theory, repair and manufacturing
- Visible and ultraviolet nanosecond laser spectroscopy (Nd:YAG, dye) and reaction dynamics including LIF and Stimulated Raman Excitation and CARS
- High Vacuum and Ultra High Vacuum techniques

- Software experience including SolidWorks, LabVIEW and MatLAB
- Simple digital and analog circuit design and fabrication
- Extensive laboratory and test equipment use, including oscilloscopes, signal analyzers, lock-in amplifiers, photon counters, CCD arrays, PMTs, EMTs, GPIB/IEEE 488 communication, digital delay generators, boxcar averagers, etc.
- Extensive milling machine, lathe use and general machine shop and metal working skills

Selected Publications

- **"**Construction and Evaluation of a Fluorescent Sensor for the Detection of High Explosives" by Ray von Wandruszka, Matthew Pollard and Michael Spinner. *Analytical Letters* 46(2), pg 266-274. 2013

- "Ion Mobility- Field Asymmetric Ion Mobility-Mass Spectrometry" Matthew J. Pollard, Christopher K. Hilton, Hongli Li, Kimblery Kaplan, Richard A. Yost and Herbert H. Hill. *International Journal for Ion Mobility Spectrometry*. 14(1): 15-22. 2011.

- "Measurement of Atmospheric Ammonia. Methane and Nitrous Oxide at a concentrated dairy production facility in Southern Idaho using Open-Patch FTIR Spectrometry." D. L. Bjorneberg, A. B. Leytem, D. T. Westermann, P. R. Griffiths, L. Shao, M. J. Pollard. *Transactions of the American Society of Agricultural and Biological Engineers*. 52(5): 1749-1756. 2009.

- "Ion Mobility- Differential Mobility-Mass Spectrometry" Matthew J. Pollard, Herbert H. Hill *Patent No.* 7,560,688, 14 JUL 2009.

- "A Mechanistic Study of the Low Temperature Conversion of Carbon Monoxide to Carbon Dioxide over a Cobalt Oxide Catalyst" Matthew J. Pollard, Benjamin A. Weinstock, Peter R. Griffiths, A. Piers Newbery and John B. Paine III, *Journal of Catalysis* 254(2): 218-225. 2008.

- "Investigation of the Christiansen Effect in the Mid-Infrared Region for Airborne Particles" Matthew J. Pollard, Peter R. Griffiths, Koichi Nishikida. *Applied Spectroscopy*, 61(8):860-866, 2007.

- "Separation and Fragmentation of Isomeric Peptides with a two gate Ion Mobility- Ion Trap Mass Spectrometer" Matthew J. Pollard, Herbert H. Hill. Analytical and Bioanalytical Chemistry 2009, 394, (7), 1853-1867.

- Clowers, B. H.; Hill, H. H.; Dwivedi, P.; Pollard, M. Mass analysis of mobility selected ion populations. 2006-582198 2007158543, 20061016., 2007.

- "Separations and MS^3 fragmentation of three trisaccharides with Ion Mobility-Differential Mobility- Mass Spectrometry" Matthew J. Pollard, Herbert H. Hill, Brad Bendiak. *Manuscript in preparation*

Selected Contributed Talks

- "Updating School Board Policy for Bullying" Matthew Pollard and Hayden Hensley, Idaho Prevention and Support Conference, Sun Valley ID, April 15, 2017

- "Creating a NASA-Based Research Environment in a High School Classroom: Mission to Outer Space" Matthew Pollard, Brant Miller. National Science Teacher's Conference, Nashville, TN March 31, 2016

- "Detection of Airborne Explosives by Fluorescence Quenching" Matthew J. Pollard, Ray von Wandruszka, Gordon Research Conference Lucca, Italy, June 26- July 1, 2012

- "Chemistry, Pharma, FDA and a CRO" Matthew J. Pollard, Invited Talk, University of Idaho, Moscow ID, December 2, 2008

- "Advanced Methods for Explosives and Weapons Detection in Transportation Safety" Matthew J. Pollard. Invited Talk, Gonzaga University, Spokane WA. October 27, 2006

- "IMS-FAIMS-MS" Matthew J. Pollard, and Herbert H. Hill, Christopher K. Hilton and Richard A. Yost. International Society for Ion Mobility Spectrometry's 15th International Conference, Honolulu, HI, July 27, 2006

- "Ion Mobility Spectrometry / High Field Asymmetric Waveform Ion Mobility Spectrometry / Ion Trap Mass Spectrometry (IMS/FAIMS/ITMS): Concepts, Challenges, and Benefits of A Novel Multistage Instrument" Christopher K. Hilton, Matthew J. Pollard, Herbert H. Hill, and Richard A. Yost. International Society for Ion Mobility Spectrometry's 15th International Conference, Honolulu, HI, July 27, 2006

- "Atmospheric Analysis by Open Path Infrared Spectroscopy" Matthew J. Pollard, University of Idaho, Department of Chemistry Research Seminar. University of Idaho, Moscow, ID May 10, 2005

- "Open Path Infrared Spectroscopy at Dairy and Hog Operations" Matthew J. Pollard, University of Idaho Graduate Student Research Presentation. University of Idaho, Moscow, ID April 27, 2005

- "PART 1: Vibrational Control of Bimolecular Reactions: $H + N_2O$ & $H + O_2$ & PART 2: Open Path Infrared Spectroscopy Measurements at Cattle & Hog Farms" Matthew J. Pollard. Invited talk. Midwest Research Inc, Kansas City, MO, April 11, 2005

- "Completely Automated Open-Path FT-IR Measurements: How Chemometrics Have Revolutionized Atmospheric Measurements", Peter R. Griffiths, Matthew J. Pollard, Husheng Yang. Pittsburgh Conference on Analytical Chemistry and Applied Spectroscopy, Chicago, IL. March 10, 2004

- "Examination of Catalytic and Deactivation Mechanisms for the Rapid Oxidation of CO Using Diffuse Reflection and Ultra-Rapid-Scanning FT-IR Spectrometry", Benjamin A. Weinstock, Matthew J. Pollard and Peter R. Griffiths. Pittsburgh Conference on Analytical Chemistry and Applied Spectroscopy, Chicago, IL. March 11, 2004

- "Experiment Versus Theory for the $H + N_2O$ and $H + O_2$ Bimolecular Reactions" Matthew J. Pollard, Michael D. Wojcik and T. Rick Fletcher. Invited talk. California Polytechnic State University, San Luis Obispo, CA. October 9, 2002

- "Cavity-Ringdown Spectroscopy" Matthew J. Pollard. University of Idaho, Department of Chemistry Literature Seminar. University of Idaho, Moscow, ID, September 6, 2001

- "Reaction dynamics of N_2O, O_2 and Organic Peracids" T. Rick Fletcher, Matthew J. Pollard, Michael D. Wojcik, Brian K. Keller. XVIIIth Conference on the Dynamics of Molecular Collisions, Copper Mountain, CO, July 2001

Selected Posters

- "Tiny Breathers: A Snapshot of Snail Respiration in the Galapagos", Matthew J. Pollard and Christine Parent. Murdock Research Conference, San Diego CA, January 2022.

- "Optical Fiber Based Detection of Nitro-aromatic Explosives", Matthew J. Pollard, Josie Lemke, Michael Spinner and Ray von Wandruszka. Trace Explosives Detection Workshop, Portland, OR April 11-15, 2012

- "Method Development and GLP Validation for the HPLC/MS/MS Bioanalysis of Vancomycin Extracted from Rat Plasma" Matthew J. Pollard, Chad Christianson and Shane R. Needham. 56th American Society of Mass Spectrometry Conference on Mass Spectrometry, Denver, CO, May 31, 2008

- "Separation of Post-Translationally Modified and Analogous Tryptic Peptide Ions by High-Field Asymmetric-Waveform Ion Mobility/Mass Spectrometry" Garrett, Jennifer A, Hilton, Christopher K, Pollard, Matthew J, Hill Jr, Herbert H, Yost, Richard A. 55th American Society of Mass Spectrometry Conference on Mass Spectrometry, 2007

- "IMS-FAIMS-MS-MS of Peptides and Phosphorylated Peptides" Matthew J. Pollard, Herbert H. Hill. American Chemical Society 232nd National Meeting & Exposition, San Francisco, CA September 11, 2006

- "Separation and Fragmentation of Isomeric Peptides with a two gate IMS-QIT Mass Spectrometer" Matthew J. Pollard, Brian Clowers, Bharath Kumar, and Herbert H. Hill. 54th American Society of Mass Spectrometry Conference on Mass Spectrometry, Seattle WA, May 29, 2006

- "Instrument resolution Effects for Open Path FT-IR Spectra of Small Molecules" Matthew J. Pollard, Limin Shao and Peter R. Griffiths. Pittsburgh Conference on Analytical Chemistry and Applied Spectroscopy, Orlando, FL. March 2, 2005

- "Investigation of the H + O_2 Reaction Cross Section at Near Threshold Energies" Matthew J. Pollard, T. Rick Fletcher. 49th Annual Western Spectroscopy Association Conference, Pacific Grove, CA. January 30 - February 1, 2002

Professional Organizations & Affiliations

- National Science Teacher's Association, member since 2012
- American Chemical Society, Division of Physical Chemistry, member since 1996
- American Society for Mass Spectrometry, member since 2005
- University of Idaho, Bicycle Racing Club Faculty Advisor, 2011-12.
- Palouse Bicycle Racing: Youth Coach and Board Member. 2012-present
- Moscow Area Mountain Bikers Association. Board Member 2017-Present

Professional References

- Mr. Brian Smith, *Principal*, Paradise Creek Regional High School, Moscow ID 83843. (208) 882-3687. bsmith@msd281.org
- Dr. Ray von Wondruszka, *Professor* and *Department Chair*, University of Idaho, Department of Chemistry, Moscow ID 83844. (208) 885-2558, rvw@uidaho.edu

Amy McBride

[redacted] [redacted] mcbrideam@tfsd.org

WORK EXPERIENCE

Principal " Instructional Leadership"

2013 – Current Robert Stuart Middle School, Twin Falls, ID

Associate Principal (2011-2013)

- Idaho Secondary Principal of the Year 2018, IASSP member since 2011
- Observed and evaluated teachers using the Danielson Framework, while providing multiple opportunities for teachers to grow professionally with positive and constructive feedback.
- Implemented a new discipline reporting and logging system using Google Docs.
- Created, distributed, and collected electronic parent surveys for TFSD secondary schools.
- Designed and modeled content and language objectives and highly effective instructional strategies at staff meetings.
- Collaboratively developed the vision and plan for implementing the Common Core State Standards using the backward design model.
- Demonstrated a variety of engagement and literacy strategies in the classroom with teachers co-teaching.
- Planned instruction and assessments with teachers while integrating Common Core literacy and writing standards.
- Met with and observed one teacher daily to give formative feedback on their current practices.
- Participated with peer observation rounds each week to facilitate the instructional reflection and improvement process.
- Cultivated excellent relationships with staff, students, parents, and other district administration.
- Coordinated and oversaw federal programs at RSMS, while collecting documentation for federal programs audit in 2012-2013.
- Contributed to district through committee work: Safety, Drop-out Prevention, Admin Salary Comparison, Long-Range Facility Planning, and Professional Development Planning Committees.

Instructional Coach "Relationships, Relationships, Relationships!"

2008-2011 Wendell School District, Wendell, ID.

District Test Coordinator "Data-driven Decision Making"

2003- 2008 Wendell School District, Wendell, ID.

English Teacher "Engaging Students"

1993-2011 Wendell High School, Wendell, ID.

Education and Credentials

Master's in Education Leadership - Administration

University of Idaho, December 2010

Idaho Education Credential: Standard Secondary English 6-12 ("highly qualified" status)

Bachelor of Arts Iowa State University, May 1993.

Major: English, Secondary Education

36 continuing education credits from Idaho universities

Trainings

McRel Power Walkthrough Protocol

Danielson Framework for administrators

Project Leadership Level I, II, and III

CIP and WISE tool training

New Teacher Center Mentoring Program training

RTI Implementation

Sheltered Instruction Observation Protocol (SIOP)

Creating Independence through Student-owned Strategies (CRISS) certified trainer program

Common Core State Standards Implementation through TIA

MeLissa Rose, MSN, RN

[redacted]

PROFESSIONAL SUMMARY

Committed Nurse Leader with 15 years of experience delivering evidenced-based and compassionate care to patients while also serving in roles such as Lead/Charge RN, Case Manager and Preceptor. Excellent problem solver with proficiency in interpersonal communication, critical thinking and organization. Other areas of expertise include:

- School Nursing
- Obstetrics/Surgical Obstetrics
- Training and Development
- Interdisciplinary Collaboration
- Patient Advocacy
- Conflict Resolution
- Data Management
- Change Management
- Team Building
- Process Improvements
- Protocol Development
- Policy & Procedure Management

RELEVANT WORK EXPERIENCE

School Nurse 2021-Present

Lakeland Joint School District #272, Rathdrum, ID

- Assess, plan, evaluate and manage health services for primary and secondary schools
- Develop Emergency Plans for students who are at risk to experience potential life-threatening emergencies at school
- Identify students who may need special educational or health-related services and guide nursing/health-related aspects of 504 and/or IEP plan development
- Complete student assessments for PCS Services to aid in district reimbursement for services provided
- Assist students and guardian(s) to identify and utilize community resources
- Assist guardian(s) and teachers to identify and remove health-related barriers to learning
- Provide in-service training for teachers and staff regarding the individual health needs of students
- Supervise non-licensed personnel in the provision of health care services at assigned schools
- Evaluate the effectiveness of the health-related components of the IEP with the child, guardian(s) and other team members. Recommend revisions as needed.
- Continue to grow and develop professional knowledge of resources, special education laws, 504 regulations, abuse/neglect issues, medical technology and needs impacting student health
- Adhere to laws, policies, procedures and ethical standards of the school nursing profession

Clinical Nurse, OB Float/Charge Nurse 2017-2021

Newport Hospital and Health Services, Newport, WA

- Manage care of mother and fetus during labor and delivery in a rural health setting, prepare patients for C/S, assist in OR, triage and provide care to antepartum patients
- Recover mother and infant during the transition period after delivery, including post-op recovery of C/S patients
- Float to Mother/Baby, ACU, OR, ER and Outpatient departments as needed
- Provide comprehensive Prenatal Education to newly-expectant mothers
- Teach Prenatal Education Classes to parents approaching their delivery date
- Educate staff through Mother/Baby, Electronic Fetal Monitoring and Skills Review Classes
- Serve as a developer and facilitator of the Postpartum Hemorrhage and Shoulder Dystocia Simulation Training rolled out to all staff facility-wide; responsible for providing ongoing, quarterly training
- Participate in NRP Training as Reviewer for Skills Checkoff
- Foster staff empowerment through the development of evidence-based practice centered on techniques taught/reinforced at yearly Skills Review Training
- Compile yearly statistics for the OB Unit, disseminate data into a report and provide a presentation of the information to the hospital board
- Review and update unit Policies and Procedures, Standing Orders and Quality Measures
- Oversee department staffing during shift, utilize call staff as necessary related to patient census and/or acuity
- Serve as Equipment Expert maintaining the unit's equipment manual, ensuring equipment is functioning and up to date on maintenance, and teaching use of equipment to staff

- Participate in Community Events such as Back to School Open Houses, County Fairs and Health Seminars as a representative of the OB Department to educate young families on available resources
- Coordinate annual "New Year's Baby" donation collection, prepare donations for gifting, obtain media consent and materials for publication, ensure advertisement and thank-you cards are forwarded to participating businesses

Clinical Nurse/Charge Nurse, OB/2N 2013-2017
Kootenai Health, Coeur d'Alene, ID

- Supervised floor staff, adjusted staffing levels based on acuity and census
- Provided education and support to assist less experienced staff in developing their nursing practice
- Collaborated with primary care providers, anesthesia, respiratory therapy, NICU personnel and other members of the healthcare team to provide safe and quality patient care
- Participated in service recovery when patients or family had concerns regarding care
- Contributed to process improvement and continuous quality improvement (CQI)projects as a member of various nursing committees and unit practice councils
- Managed care of mother and fetus during labor and delivery, triaged and cared for antepartum patients
- Prepared patient for C/S, circulated in OR and recovered patient post-surgery
- Floated to Postpartum, NICU and baby catcher positions

Clinical Nurse III 2013-2013
Bartlett Regional Hospital, Juneau, AK

- Utilized effective communication skills to keep patients and family up to date on patient's condition, medications, upcoming tests, and discharge plans
- Admitted patients, obtained history, performed assessments, and worked with providers and interdisciplinary staff to develop appropriate care plans
- Ensured patients and families received appropriate education regarding current illness, medications, tests and procedures

Clinical Nurse III/Charge Nurse/Case Manager 2010-2013
SEARCH-ELMC, Juneau, AK

- Developed Orientation Program for new hires and served as lead preceptor for all new nursing staff
- Oversaw case management tasks for the pod as well as Specialty Clinics, processed referrals, obtained prior authorizations, and coordinated patient care plans in collaboration with interdisciplinary staff
- Managed the flow of the pod to ensure timely, safe and effective delivery of care
- Triaged walk-in patients, performed targeted assessments to determine level of care needed, utilized standing orders to expedite delivery of care, and educated patients based on individual needs
- Completed initial OB Intake Appointment, obtained comprehensive patient history, scheduled initial OB labs and U/S, and provided extensive prenatal education

EDUCATION

Master of Science, Nursing/Leadership and Management | Western Governors University - Salt Lake City, Utah 2019
Bachelor of Science, Nursing | Western Governors University - Salt Lake City, Utah 2018
Associate of Science, Nursing | University of Alaska, Anchorage - Anchorage, AK 2009

CERTIFICATIONS

•SNECC •ACLS •ALSO •AVADE •BLS •EFM •NRP •PALS •STABLE •TNCC

AFFILIATIONS

Sigma Theta Tau International Honor Society of Nursing
National Association of School Nurses
School Nurse Association of Idaho
Idaho Professional Standards Commission

Jamee C. Nixon, Ph.D.

Dean, College of Natural and Applied Sciences
Professor of Biology
Northwest Nazarene University
623 S University Boulevard
Nampa, ID 83686
208-467-8677
jnixon@nnu.edu

Educational Background and Other Credentials

Doctor of Philosophy, Microbiology and Immunology
University of Oklahoma Health Science Center
Characterization of Human Bright and Dominant Negative Murine Bright Mutations and Their Affects On B Lymphocyte Development in Transgenic Mice
July 7, 2005

Masters of Science, Molecular Biology and Immunology
University of Southern Maine
Deletion of Open Reading Frame 74 of Murine Gamma Herpesvirus-68 and Development of Tools for Functional Analysis of This Putative Chemokine Receptor
May 10, 1999

Bachelor of Science, Biology/Pre-Med Tech
Northwest Nazarene University
June 15, 1997

Professional Experience

Dean, College of Natural and Applied Sciences, August 1, 2019 – Present
Northwest Nazarene University, Nampa, ID.

- Represent and advocate for the faculty of the departments of Biology, Chemistry, Engineering and Physics, Kinesiology, Math and Computer Science, and Military Science.
- Act as the administrator to accomplish necessary leadership and managerial tasks
- Advocate for the College to internal groups and individuals

Professor, August 2022 - Present
Tenured, Associate Professor, August 2014 - Present
Associate Professor, August 1, 2011 – Present
Assistant Professor, August 1, 2007 – July 31, 2011
Department of Biology, Northwest Nazarene University, Nampa, ID.

- Teach undergraduate Biology courses

- Advise and mentor Pre-Physical Therapy P.T.-emphasis students as they pursue graduate school and careers in the field of physical therapy
- Oversee student internships in Physical Therapy
- Supervise undergraduate research students and their projects
- Assist NNU Online by teaching online courses for online students
- Oversee Biology courses in the high school for NNU's Bridge Academy
- Serve on various committees

Adjunct Professor, January – May 2009, June 2016 – August 2022
Department of Life Sciences, College of Western Idaho, Nampa, ID.

- Teach community college courses within the Life Sciences department, no more than 2 courses a calendar year
- Courses taught are primarily online although I have taught face to face courses and one hybrid course and include BIOL250 General Biology, MMBS111 Introductory Microbiology and lab, and BIOL127L Human Structure and Function Lab

Research Scientist
Oklahoma Medical Research Foundation, Oklahoma City, OK, July, 2005 – July, 2007.

- Postdoctoral position to continue my scientific training
- Completed projects begun during graduate school
- Assisted in the training of other graduate students and research technicians

Adjunct Professor
Department of Math and Science, Oklahoma City Community College, Oklahoma City, OK, January 2006 – December 2009.

- Teach community college courses in Microbiology and the lab for Nursing majors and General Biology for non-majors

Scholarship

Publications

Erika Kristensen, Julia Oxford, and **Jamee C. Nixon**. Production of extra-cellular matrix proteins by human mast cells. Journal of the Idaho Academy of Science. 2013. 49:36

Guangyu An, Cathrine Miner, **Jamee C. Nixon**, Paul W. Kincade, Shan Maikad, James Bryant, Philip W. Tucker and Carol F. Webb. Loss of Bright/ARID3a Function Promotes Developmental Plasticity.
Stem Cells. 2010. 9:1560-7.

Nixon JC, Ferrell S, Miner C, Oldham AL, Hochgeschwender U, Webb CF. Transgenic mice expressing dominant negative Bright exhibit defects in B1 B cells. *Journal of Immunology*. 2008. 181:6913-6922.

Shankar M, **Nixon JC**, Workman J, Maier S, Farris AD, and Webb CF. Anti-nuclear antibody production and autoimmunity in transgenic mice that over-express the transcription factor Bright. *Journal of Immunology*. 2007. 178:2996-3006.

Rajaiya J, **Nixon JC**, Ayers N, Desgranges ZP, Roy AL. and Webb CF. Induction of Immunoglobulin Heavy Chain Transcription Through the Transcription Factor Bright Requires
TFII-I. *Molecular and Cell Biology*. 2006. 26:4758-4768.

Rajaiya J, Hatfield M, **Nixon JC**, Rawlings DJ, and Webb CF. Bruton's tyrosine Kinase Regulates Immunoglobulin Promoter Activation in Association with the Transcription Factor Bright. *Molecular Chemistry and Biology*. 2005. 25:2073-2084.

Nixon JC, Rajaiya J, and Webb CF. Mutations in the DNA-Binding Domain of the Transcription Factor, Bright, Act as Dominant Negative Proteins and Interfere with Immunoglobulin Transactivation. *Journal of Biological Chemistry*. 2004. 279:52465-52472.

Nixon JC, Rajaiya J, Ayers N, Evetts S, and Webb CF. The Transcription Factor, Bright, is not expressed in all human B lymphocyte subpopulations. *Cellular Immunology.* 2004. 228:42-53.

Grants, Contracts, and Scholarly-Related Consultation

1. INBRE Student Research Mentor Grant through NIH funded Idaho INBRE program at the University of Idaho. "Investigating the Antimicrobial Effects of Zinc Oxide Nanoparticles." Submitted but not funded, February 2019. Requested $39,088.

2. NIH funded Idaho INBRE program through the University of Idaho. Drs. Jennifer Chase, Jamee Nixon, and Ayo Hodonu. "Enhancing Northwest Nazarene University Research with a Fluorescence Plate Reader." Awarded $23,380. August, 2018

3. MJ Murdock Charitable Trust, *Partners in Science Program* grant. Vancouver, WA. "Effects of sub-inhibitory antibiotic treatment on methicillin-resistant *Staphylococcus aureus* and the subsequent human monocyte response." Submitted and funded. This grant is designed to partner with a science high school teacher to allow the teacher to have research experience and then be able to take the information and techniques learned back into the classroom. Awarded $15,000 for April 2013 – August 2014.

4. M.J. Murdock Charitable Trust. Vancouver, WA. Submitted September 2012. "Effects of sub-inhibitory antibiotic treatment on methicillin-resistant *Staphylococcus aureus* and the subsequent human monocyte response." *Staphylococcus aureus* causes infections ranging from minor carbuncles to life-threatening endocarditis and toxic-shock syndrome. Antibiotics and the immune response usually clear these infections. However, antibiotic resistance has become a major problem in recent years and this study will focus on methicillin-resistant *Staphylococcus aureus*

(MRSA). Studies have shown that low dose antibiotic treatment alters the bacteria cell functions and architecture without inducing death. This project will investigate how the beginning steps of the human monocyte immune response differs when stimulated with untreated verses low-dose antibiotic-treated MRSA. Requested $50,650.

5. M.J. Murdock Charitable Trust. Vancouver, WA. Submitted October 2011 but not funded. "Investigation of the monocyte immune response to methicillin-resistant *Staphylococcus aureus* treated with sub-inhibitory levels of antibiotics." *Staphylococcus aureus* causes infections ranging from minor carbuncles to life-threatening endocarditis and toxic-shock syndrome. Antibiotics and the immune response usually clear these infections. However, antibiotic resistance has become a major problem in recent years and this study will focus on methicillin-resistant *Staphylococcus aureus* (MRSA). Studies have shown that low dose antibiotic treatment alters the bacteria cell functions and architecture without inducing death. This project will investigate how the beginning steps of the immune response differs when stimulated with untreated verses low-dose antibiotic-treated MRSA. Requested $44,700. Award was not funded but invited to resubmit in the fall of 2012.

6. The Broad Medical Research Program. Los Angeles, CA. Letter of intent to apply for funding, July 2010. "The role of mutant NOD2 proteins interacts as a mechanism for Crohns Disease." The letter of intent required a two-page summary of the grant and budget. The specific aims of this project were similar to the project below as funding for supplies for this project is no longer available. The scope of the project was determined to not fall within the mission guidelines for this foundation.

7. Mountain States Tumor and Medical Research Institute Small Projects Grant. Submitted and funded. Boise, ID, May 2009. $7,500. "The Role of NOD2 Protein Interactions in the Inflammatory Response Observed in Crohns Disease." This grant aimed to examine the role of mutant NOD2 protein and potential inappropriate interactions with other proteins due to the mutation. Genetic studies have revealed that approximately 40% of patients with an inflammatory bowel disease called Crohns Disease have a mutation in the NOD2 gene which leads to a mutated protein. Identifying and understanding inappropriate protein interactions that develop due to mutant NOD2 could give insight as to why some treatments options are not successful in all patients who have Crohns Disease. This was a grant designed to give money for small projects or start-up projects in hopes of generating data that would increase successful funding of additional grants. This grant was previously submitted to the American Cancer Society but was not funded. However, it was reviewed and the comments given by the reviewers were given careful consideration and the writing adjusted to reflect those comments. As a result of this grant, I was able to mentor three different undergraduate students in my lab for both summer and academic year research experiences.

8. Idaho INBRE (Idea Network of Biomedical Research Excellence). National Institute of Health, Bethesda, Maryland. "Mechanisms of, and Immune Consequences from, beta-lactam-Induced Upregulation of Toxin Gene Expression in Methicillin Resistant *Staphylococcus aureus* (MRSA)" INBRE renewal grant submitted and funded, 2009. This grant funds several universities and colleges in ID. I am working in collaboration with Drs. Denny Stevens and Amy Bryant at Veteran's

Affair Hospital in Boise, ID on the project titled above. I am responsible for researching one of the five specific aims for this project. This grant has given me the opportunity to mentor three different students during summer and academic year research projects.

9. American Cancer Society Institutional Grant program. Pullman, WA, October 2008. Submitted but not funded. "The Role of NOD2 Protein Interactions in the Inflammatory Response Observed in Crohns Disease." This was basically the same grant as mentioned above and submitted to the American Cancer Society as there is an increased risk for Crohns Disease patients to develop gastrointestinal tract cancers due to constant inflammation.

10. National Science Foundation. Washington D.C. January 2008. Submitted and Funded. $503,775. MRI: Acquisition of a FACS to support collaborative research and education in biomolecular sciences and nanomaterials application. Dr. Denise Wingett, lead writer, Boise State University. This was a collaboration with Denise Wingett and other professors at Boise State University to fund a fluorescent acquisition cell sorter to the Treasure Valley. This piece of scientific machinery allows for many researchers to acquire defined cell populations for research projects, whether that be human, animal, plant or bacterial cell populations.

Regional/State Presentations

- Nixon, J.C. (2008, March). "Deficient Bright Function Leads to an Inefficient Response to Both Phosphorylcholine and to *Streptococcus pneumonia.*" Presented at the Idaho Academy of Science Annual Meeting, Nampa, ID.

- Nixon, J.C. (2009, April) "Possible Mutant NOD2 protein interactions." Presented at the INBRE Faculty Symposium, Boise, ID.

- Nixon, J.C. (October 2016) "Human Implications of ZnO Nanoparticles." Presented at the INBRE monthly meetings, Boise State University.

National Presentations

- Nixon, J.C., B. O'Neill, S. Jenkins, L. Johnson, A. Barrios, J. Williard. (2018, June) "*The Antibacterial Effects of ZnO Nanoparticles Against Pseudomonas aeruginosa*." Poster presentation, Annual American Society of Microbiology Microbe meeting, Atlanta, GA.

Poster presentations: (Presenter underlined, many student co-authors)

- A. Dixon, B. Cervantes, G. Skinner, L. Harris, and **J.C. Nixon**. "Fecal Coliform Comparison of Lake Lowell Sites. Idaho INBRE Conference, Moscow, ID, July 2023
- K. Kranzow, L. Oldham and **J.C. Nixon**. "Comparing Fecal Coliform Concentration in Wilson Drain from 1997 to 2022". Idaho INBRE Conference, Moscow, ID, July 2022.
- B. Mee. K. Bleffert, and **J.C. Nixon**. "Fecal Coliform Comparison of Lake Lowell and Elijah Canal". Idaho INBRE Conference, Moscow, ID, July 2022.
- J.D. Harris, E.A. Wade, Z.D. Ledvina, E.G. Ellison, S.M. Hubbard, and **J.C. Nixon**. "Green synthesis of ZnO nanoparticles using plant extracts for enhanced antibacterial and photocatalytic properties",, Pacifichem 2021, Honolulu, HI, December 2021.
- E.A. Wade, Z.D. Ledvina, E.G. Ellison, **J.C. Nixon**, and J.D. Harris. "Synthesis and antibacterial Properties of ZnO nanoparticles from extracts of *Hydrastis canadensis*, *Plantago major*, and *Lavandula* x *intermedia*". Idaho INBRE Conference, Moscow, ID, July 2021.

- E.G. Ellison, E.A. Wade, Z.D. Ledvina, **J.C. Nixon**, and J.D. Harris. "Synthesis and antibacterial properties of ZnO nanoparticles from *Hydrastis canadensis* extract," Idaho Conference on Undergraduate Research, Boise, ID, July 2021.
- M. Manzi, B. Porter, **J.C. Nixon**. "ZnO Nanoparticles' Efficacy as an Antibacterial Agent" Lightning Talk, Idaho Conference on Undergraduate Research, Boise, ID, July 2020.
- K. Gwin, C. Schaefer, **J.C. Nixon**. "Analysis of the Antimicrobial Properties of Zinc Oxide Nanoparticles" INBRE Research Conference, Moscow, ID July 2019
- M. Manzi, M. Nelson, **J.C. Nixon**. "Comparison of ZnO Nanoparticles against B. subtilis, E. coli, and S. aureus." INBRE Research Conference, Moscow, ID July 2019
- K. Gwin, C. Schaefer, J.C. Nixon. "Not all Nanoparticles are Created Equal in the Eyes of *E. coli*. INBRE Research Conference, Moscow, ID July 2018
- A. Barrios, J. Willard, **J.C. Nixon**. "The Antibacterial Effects of ZnO Nanoparticles on *Pseudomonas aeruginosa*." INBRE Research Conference, Moscow, ID July 2017
- B. O'Neill, S. Jenkins, L. Johnson, **J.C. Nixon**. "A Study of the Bacteriostatic Effects of ZnO Nanoparticles against *Pseudomonas aeruginosa*." Idaho INBRE Research Conference, Moscow, ID, July 2016

Service Activities

Professional Service: National

- Poster judging for the American Association for Advancement of Science National Meeting, Seattle, WA, February 15, 2020

Professional Service: Regional/State

- Treasurer, Intermountain Branch, American Society for Microbiology, May 2023 - Present
- Poster Evaluation volunteer, Intermountain Branch Meeting, American Society for Microbiology Boise, ID, February 2023
- Board member, Discovery Center of Idaho January 2022 – present
- Professional Standards Commission, State of Idaho Board of Education, September 2020 – present
- Chair, Oral Presentation Session, Idaho Academy of Science and Engineering Annual Meeting, Meridian, ID. April 13, 2019
- Idaho Academy of Science and Engineering, NNU Representative to Executive Board, 2012 - present
- Small grant review panel, Mountain States Tumor and Medical Research Institute, June 2013
- Partner's in Science grant funded for the support of a local biology high school teacher from Victory Charter School to complete a 10-week paid research experience for 2 years. June – July 2013 & 2014
- Poster Evaluation volunteer, Idaho INBRE Annual Meeting, Moscow, ID, August 2012- 2019
- Chair, Oral Presentations, Idaho INBRE Annual Meeting, Moscow, ID. August, 2012, 2013, 2018
- Oral Presentations to Concurrent Credit Biology courses or other high school course
    - "Science and Research Opportunities at Northwest Nazarene University". Ridgeview High School, Caldwell, ID, March 2023
    - "Implications of ZnO Nanoparticles on Human Health" Concurrent Credit course in Redmond, OR April 2015; Caldwell, ID, December 2016; Kalispel, MT, May 2017; and Caldwell, ID, January 2018

- 2013 "Prokaryotic Cell Structure." Victory Charter School, Concurrent Credit BIOL1060 class, Nampa, ID. September
- 2013 "Bugs and Beyond" Northwest Christian School, Concurrent Credit BIOL1060 class, Lacey, WA; Tacoma Christian Schools, Concurrent Credit BIOL2220 class, Tacoma, WA; Tumwater High School, Concurrent Credit BIOL1060 & BIOL2220 classes, Tumwater, WA. March
- 2011 "The Fun of Research." Mountainview High School Research class, Meridian, ID. November
- 2011 "Bugs, bugs and more bugs." Salem Christian Academy, Concurrent Credit BIOL2220 class, Salem, OR. September
- 2011 "Bugs, bugs and more bugs." Mountainview High School, Concurrent Credit BIOL2220 class, Meridian, ID. Spring

- Member, interview committee for the hiring of biology faculty at College of Western Idaho, May and June, 2009

Professional Service: Campus

- Member, Men's Head Basketball Coach Search Committee, July – August 2023
- Member, Athletic Director Search Committee, June – July 2023
- Member, Vice President for University Advancement Search Committee, April - May 2023
- Title IX complaint adjudicator, February 2023 - Present
- Member, High Performance Compensation Strategic Planning group, February 2023 – Present
- Member, Women's Leadership Development Commission, November 2022 - Present
- Member, General Education Council, August 2022 – Present
- Member, Academic Progression Committee, January 2020 - Present
- Member, NNU Academic Leadership Team, September 2019 - Present
- Guest lecturer for NNU's M.S. Family Nurse Practitioner On-Campus Event, "Sexually-Transmitted Infections" Annually – Biannually, April 2017 – Present
- Faculty Representative, Science and Math Association, NNU, Fall 2015 – Present
- Faculty Mentor, NNU Concurrent Credit, four to ten high school teachers mentored each year; Fall 2009 – Present
- Member, NNU Institutional Bio-Safety Review Committee, Spring 2010 – present
- Member, NNU Institutional Animal Care and Use Committee, Fall 2007 – Present
- Jump Start Biology Advising, Summer 2008, 2010, 2017, July 2018, June 2019; June 2023
- Member, COVID-19 task force, August 2021 – May 2022
- Member, NNU Undergraduate Academic Council, October 2019 – August 2022
- Co-organized research presentation event for Board of Trustees Spouses, August 2021
- Co-organized research poster session for summer research finale, July 2021
- Member, Cross-campus interview committee: Social Work faculty; campus chaplain, June/July 2021
- Member, Cross-campus interview committee: Social Work faculty; campus chaplain, June/July 2021
- Chair, Dean, College of Business search committee, Spring 2021
- Chair, Dean, College of Nursing search committee, Spring 2021
- Chair, Biology faculty search committee, Spring 2021
- Faculty Panel, Graduate Social Work SOWK7620, October 2020, March 2021
- Member, COVID-19 20-21 Planning Group, March 2020 – May 2021

- Rendezvous host, 2011, 2013, 2021
- Chair, Academic Appeal Committee, January 2020
- Volunteer for Commencement, May 2019
- Taught HUMN1100 Cornerstone FA2018
- Organized student summer research presentations for the executive Board of Trustees, Summer 2018, 2019
- NNU Overnight Luncheon, Faculty Representative for Biology, November 30, 2018
- Chair, NNU Assessment and Accreditation Committee, September 2018 – October 2019
- Chair, NNU Assessment and Accreditation Committee, September 2018 – October 2019
- Member, NNU Assessment and Accreditation Committee, August 2013 – October 2019
- Member, Cross-campus interview committee for 1 or more nursing faculty candidates, Summers 2011, 2013, 2016, 2017, 2018
- Member of interview group for NNU's Masters of Science Family Nurse Practitioner applications, June 2017 and 2018
- Member, Cross-campus interview committee for 1 or more nursing faculty candidates, Summers 2011, 2013, 2016, 2017, 2018
- Science Olympiad Cell Biology or Microbiology section leader, April 2008, 2009, 2010, 2011, 2012, 2013, 2014, 2015, 2016
- Member, NNU Graduate and Continuing Education Council, Fall 2009 – 2013
- Member, Cross-campus interview committee for Dean of College of Arts and Sciences, January, 2013
- NNU Representative, NNU Celebration Sunday, October 1, 2011; Tacoma, WA
- NNU Explore lunches, February 22, 2008 & March 26, 2010

Local Community Service

- Nursery Volunteer, College Church of the Nazarene, Nampa, ID, January 2023 – Present
- Board of Directors, Discovery Center of Idaho, Boise ID. January 2022 - Present
-
- Sunday School volunteer, Early Childhood Department, Bethel Church of the Nazarene, Nampa, ID 2007 – November 2021. Two Sundays each month
- Vacation Bible School volunteer, Bethel Church of the Nazarene, Nampa, ID, June 2021
- Nampa Christian Schools –
    - Annual school auction volunteer, February 2012 – 2020
    - Volleyball Official, Nampa Christian Middle School games, Fall 2017, 2018
    - Club Volleyball Coach, Nampa Christian Schools U12/U14 January – 2017, 2018
    - Guest Science lecture, Fall 2015, Spring 2018
    - 2nd Grade class, weekly Spring 2017
    - Jog-A-Thon volunteer, September 2008, 2010, 2015, 2016
    - "Science is Fun" after-school-enrichment course to expose young students to hands-on science, Spring 2010
- Vacation Bible School volunteer, Bethel Church of the Nazarene, Nampa, ID, June 2017, 2018
- Volunteer Volleyball Coach, Nampa Rec Center, Fall 2014
- Victory Charter School Science Fair judge, May 2014
- Upward Basketball Girls Youth Basketball Coach, Bethel Church of the Nazarene, January – March 2011, 2012, 2013
- Cole Valley Christian Junior High Science Fair Judge, Meridian, ID 2010, 2012
- Salvation Army bell ringer, NNU group, December 2009

- Hands of Hope community service project volunteer, College Church of the Nazarene, July 2010
- Provide opportunity for home-schooled children to experience microbiology by bringing them into the lab outside of normal lab sessions and have the elementary age students complete some of the same lab exercises the NNU students complete. 2009, 2010

Professional Growth and Leadership

Memberships

- American Association for the Advancement of Science, 2021 – Present
- American Society of Microbiology, 2015 – Present
- Idaho Academy of Science and Engineering member, Spring 2008 – Present
- MSTMRI adjunct member, Spring 2008 – 2014

Conferences Attendance

- Murdock Charitable Trust Science Research Conference, Vancouver, WA. November 2019, 2023
- INBRE Annual Summer Research Conference, Moscow, ID. July/August 2008, 2010, 2011, 2012, 2013, 2016, 2017, 2018, 2019, 2021, 2022, 2023
- Intermountain Branch Meeting, American Society for Microbiology, Boise State University, Boise, ID February 2023
- Lilly Fellows Program National Conference, Boston, MA. October 2021
- Idaho Conference on Undergraduate Research, Boise State University (virtual). July 2021
- Lilly Fellows Program National Conference presented by St. Mary's University (virtual). October 2020
- Idaho Conference on Undergraduate Research, Boise State University (virtual). July 2020
- American Association for the Advancement of Science, Seattle, WA. February 2020
- Murdock Charitable Trust Undergraduate Research Conference, Vancouver, WA. November 2019
- Idaho Academy of Science Annual Conference, Meridian, ID. April 2019
- American Society of Microbiology Microbe Conference, Atlanta, GA. June 2018
- American Society of Microbiology Microbe Conference, New Orleans, MS. June 2017
- Idaho Academy of Science and Engineering Annual Conference, Pocatello, ID. March 2016
- NIH IDeA Western Regional Conference, Coeur d'Alene, ID. October 2015
- Partners in Science Research Conference, San Diego, CA. January 2015
- Boise State Undergraduate Research Conference, Boise, ID. July 2014
- Partners in Science Research Conference, San Diego, CA. January 2014
- The Genome Solver Workshop, J. Craig Venter Institute, Rockville, MD. July 2013
- Murdock Charitable Trust Science Research Conference, Whitman University, Walla Walla, WA. October 2012
- Murdock Charitable Trust Science Research Conference, Seattle Pacific University, Seattle, WA. November 2011

- Murdock Charitable Trust Science Research Conference, Linfield College, McMinnville, OR. November 2010
- Murdock Charitable Trust Science Research Conference, University of Puget Sound, Tacoma, WA. November 2008
- Idaho Academy of Science Annual Meeting, Boise State University (CWI campus), Nampa, ID. March 28, 2008

Other Professional Growth and Leadership

- INBRE monthly research meetings when conflicts are not present. Fall 2007 – present.
- Deans Administrator Lunch, INBRE Conference, Moscow, ID, July 2019, 2021, 2022, 2023
- L.E.A.P. 2.0 Cohort convener Spring 2021
- L.E.A.P. 2020 Spring – Fall 2020, due to COVID-19
- Meeting attendance, Convening of VPAAs/Provosts/Deans and Grant Administrators, Vancouver, WA, October 2019
- President's Leadership Cohort, Northwest Nazarene University, October 2018 – May 2019
- Weekly meetings with Drs. Denny Stevens and Amy Bryant's lab at the Boise VA hospital during the summers and during the academic year when my schedule allows. Summer 2009, 2010, 2011, 2012.
- NSF Grant-Writing workshop, Boise State University, May, 2012
- NSF Grant-Writing Workshop in Bozeman, MT, August, 2011
- INBRE sponsored NIH grant writing workshop, August, 2010
- INBRE sponsored NIH manuscript writing workshop, August, 2010
- Northwest Nazarene University teaching cadre directed by Jim Bader, monthly meetings, Fall 2007 – Spring 2008

Stacey Jensen

[redacted]

CERTIFICATION:

CALP- in training through Shelton		**July 2024-current**
Idaho SMART		**September 2021-May 2023**
Idaho Coaching Network Cohort IV		**September 2019-May 2020**
National Board Certification	**Early Childhood Generalist**	**November 2000**

EDUCATION:

Idaho State University **Pocatello, ID** **August 1995**

Master of Education in Curriculum and Instruction with an emphasis in Early Childhood Education. G.P.A. 3.98

Thesis: Elementary School Principals' Beliefs Regarding Developmentally Appropriate Practices in Early Childhood Programs: A Study of Idaho's Administrators.

Idaho State University **Pocatello, ID** **December 1988**

Bachelor of Science degree in Elementary Education with a minor in Reading.

G.P.A. 3.89

Highland High School **Pocatello, ID** **June 1985**

High honors graduate. G.P.A. 3.82

TEACHING EXPERIENCE:

Indian Hills Elementary School **Pocatello, ID** **August 2023-current**

First Grade Teacher

As a first grade teacher, I have worked toward implementing current Idaho state standards, I have created standard's based assessments and standard's based progress reports. I implemented research based best practices in all curricula areas but especially reading.

Edahow Elementary School Pocatello, ID September 2010-June-2023

First Grade Teacher

As a first grade teacher, I have worked toward implementing current Idaho state standards, I have created standard's based assessments and standard's based progress reports. I implemented research based best practices in all curricula areas but especially reading.

Idaho State University Pocatello, ID
August 2019-May 2022

Adjunct Faculty- Families Community Culture-EDUC 2204

As adjunct faculty member for this course I was responsible for designing curriculum around the course goals and objectives, I was responsible for weekly course content, course assessments and grading, and reporting grades using university grading programs. During Covid years, the course was offered online only and after covid, the course was offered both in person and online.

Edahow Elementary School Pocatello, ID September 2001-2010
Second Grade Teacher
As a second grade teacher, I have worked toward implementing a standards based teaching curriculum which meets and exceeds current requirements. I strive to analyze the data from state mandated testing as well as observation and informal assessments in order to create a curriculum to meet the needs of all my students.

Edahow Elementary School Pocatello, ID September 1994-2001

First Grade Teacher

As a first grade teacher, I have worked toward implementing a developmentally appropriate program which meets and exceeds current curriculum goals, creatively expanding on current curriculum to integrate all subjects, and facilitating a classroom which is child-centered and actively involves parent participation. I am responsible for monitoring, testing, and reporting each child=s individual progress as well as developing curriculum to fit the needs of each child.

Edahow Elementary School Pocatello, ID January 1989-June 1994

Kindergarten Teacher

Taught both sessions of kindergarten in subjects including math, reading, science, social studies, and written language. I created and updated cumulative files, assessed student progress, and reported to parents. I actively encouraged parent participation in the classroom and utilized a center-based, integrated curriculum approach to learning.

Edahow Elementary School Pocatello, ID September 1988-December 1988

Student Teaching Practicum

Completed sixteen weeks in the third grade at Edahow Elementary School. I taught all subjects, updated cumulative files, arranged field trips, created bulletin boards, games, and learning centers. I designed and taught a unit on dinosaurs. I was actively involved with parent-teacher conferences and report cards. I created activities that added to the reading, math, and spelling curriculum and helped to develop and implement and IEP with the child study team.

Wilcox Elementary School Pocatello, ID January 1985-June 1985

Elementary Aide

Worked for a semester at Wilcox Elementary with Shirley Wright in fifth grade. I was actively involved with tutoring several students in math and I created learning materials to help the students in their areas of need. I also completed tasks as necessary for Mrs. Wright such as mimeographing, laminating, photo copying, filing, grading papers and updating the grade book.

OTHER WORK EXPERIENCE:

Testing Supervisor **Pocatello, ID** **October 1986-2000**

Employed by Idaho State University's Counseling and Testing Center to supervise national tests such as ACT, PPST, GRE, GMAT and TOEFL. I was responsible for all tests and testing materials and am also in charge of guaranteeing the integrity of the testing condition

Manager/Waitress **Pocatello, ID**
May 1983-July 1989

Employed by Butterburrs restaurant. I was promoted from bus person to waitress to hostess/manager. I was responsible for closing at night, accounting for all money during shift, and performing managerial duties with employees. I gained wide experience in working with the public.

AWARDS/HONORS:

Idaho State Journal Reader's Choice Teacher of the Year	**2022**
School District #25 Teacher of the Year	**2005-2006**
Edahow Teacher of the Year	**2005-2006**
Nominated Disney Teacher of the Year	**May 2003**
Simplot Teacher of the Year Finalist	**May 2003**
Nominated for Simplot Teacher of the Year	**1996, 1998, 2000, 2005, & 2009.**

Inducted into the honor society of Phi Kappa Phi during my junior year of college and continue membership in this honor society. I completed my entire undergraduate education on academic scholarships including, ASISU Freshman, Jessie Moore Gagon (3 years), ASISU Academic (3 semesters), ISU Bookstore (2 years), Zobell Albion, Faculty Woman=s Club, American Businesswomen=s Association, and the Hugh O=Brian grant.

ORGANIZATIONAL INVOLVEMENT:

National Association for the Education of Young Children January 1989- 2007

This national association (NAEYC) is made up of early childhood professionals who are dedicated to promoting quality and appropriate education and care for children age birth through age eight. It is the premier professional association for early childhood educators.

Pocatello Association for the Education of Young Children January 1989- 2007

This is the local affiliate of NAEYC.

1995-1997- Affiliate Board Elementary Teacher Representative.

1997-1999- President-Elect

1999-2005- President

2005-2007- Past President

Idaho Association for the Education of Young Children September 1989-2007

1998-2000- Board Member

2000-2002- Vice President

2002-2007- Secretary

Pocatello Education Association January 1989-present

2017-2023- Building Representative 1995-1999, 2015-2023

1999-2001- Alternated Building Representative

1997-2001- ALERT team member to keep teachers appraised of current legislative issues. 2003, 2012

2019, 2022 & 2023- Delegate Assembly Representative

2023-current PEA Board Secretary

Parent Teacher Organization September 1989- present

1995- Teacher Representative on the Executive Board.

1996- Volunteer Chairman on the Executive Board.

1996- Chairman of the Craft Fair fund raiser.

1997- present- Teacher Representative on the Executive Board.

Alpha Delta Kappa **April 1992- present**

Alpha Delta Kappa is an international honorary society for women educators.

1994-1996- Corresponding Secretary.

1996-1998- Historian.

2004-2006-Chaplain

2006-2008-Secretary

2008-2012-Sergeant at Arms

Delta Kappa Gamma **April 2020-present**

2021-2023- president

Idaho Science Teachers Association **September 1996**
South East Idaho Reading Council **September 1989- present**

COMMITTEES:

State and National Level:

Professional Standards Committee- Elected to this committee in 2022-present.

State Board of Education Curriculum Selection Committee

Appointed in June 2006 and still currently serving on this committee.

This committee is responsible for analyzing submitted curriculum for it's ability to meet the current Idaho State standards. Curriculum is then recommended for approval to be listed on the web site as appropriate curriculum.

Idaho Professional Standards- Teacher Education Accreditation Committee

December 2006-present- This committee is working on aligning the current

accreditation system with NCATE standards. It is also working to refine the

accreditation process for reliability and validity. In addition, this committee is charged with verifying that each of Idaho's state universities creates teacher education programs which graduate candidates that meet the state mandates beginning teacher standards. I have chaired the accreditation visits at BYU-Idaho, Lewis and Clark State College, Albertson's College of Idaho, and Boise State University.

2006- Chair for Lewis-Clark State College of Education accreditation visit.

2005- Chair for a focus visit to Idaho State University

2004- Chair for Early Childhood and Special Education Programs on accreditation visit to BYU-Idaho

2003- Committee for accreditation visit to Albertson=s College of Southern Idaho

PRAXIS II Cut Score Setting Committee- Princeton, NJ **August 2010 & 2011**

I was appointed to be a representative from the state of Idaho. This committee

analyzed potential test questions for the Praxis II test and helped establish

a recommended cut-score for states to adopt.

Mathematics Standards Coordinating Committee- January 2008-2010

This committee was appointed given the task to update current Idaho State Standards and align them within the grade levels to match current NCTM recommendations.

Idaho State Assessment Test Question Writing Sessions **2003-present**

2003- Created questions for the Mathematics ISAT test

2004- Created questions for the Reading and Language Arts ISAT tests

2005- Created questions for the Mathematics ISAT Blended test

Idaho K-2 Math Indicator **2004-2005**

This committee used state standards to conceive and create an assessment to provide Idaho teachers with a tool to help them determine the mathematical skills and knowledge of their students in the early elementary grades

Second Grade Interdisciplinary Unit **2003-2004**

This committee used state standards to create an interdisciplinary unit using fiction and non-fiction literature. Each teacher in the state of Idaho received a copy of the unit as well as the literature.

Idaho Power Standards **July 2003**

This committee was responsible for prioritizing the State Achievement Standards for each curricular area and grade level.

District and Local Level:

District #25 Technology Standards Committee-This committee worked to align the K-2 State standards into grade level strands as well and find and create curricula to help 1st grade teachers meet these new standards.

District #25 curriculum selection committee multiple times. Most recently served on ELA curriculum selection

District #25 committee to align Science/ Health Curriculum with state Standards-August 2006

District #25 committee to align Language Arts Curriculum with state Standards- March 2006

PAEYC Early Childhood Conference: Making a Difference for Children 1992- 2007

1992-1997- Committee Chairperson on various committees.

1997-1998- Conference Co-Chairperson

1998-2004- Conference Chairperson and Publication Chairperson

2005- Hospitality Chairperson

SEIRC State Reading Conference **October 2003**

Co-Chairperson

Education Foundation Board **February 2005-present**
2009- Foundation Board Secretary
2010- Grant Committee Chairperson
2015- Vice Chairperson

Festival of Trees
2010-Santa's Workshop Coordinator
2011-Ladies Holiday Tea Chairperson
2012-2017-In-district volunteer coordinator and Co Chair

Reading Adoption Committee
January 2001-May 2001
This committee was responsible for analyzing and piloting a prospective reading series in the classroom. It was also responsible for maintaining data in regards to the assessment effectiveness of the program and matching the program to the Idaho State Standards.

Math Adoption committee **August 2008-2009**

This committee was responsible for analyzing and piloting a prospective math series in the classroom. It was also responsible for maintaining data in regards to the assessment effectiveness of the program and matching the program to the Idaho State Standards.

School Level:

Edahow's Leadership Team **2000-2021**
This committee is responsible for working with the principal to design and implement the building's school improvement and professional development plan, analyze test data, and provide input on school issues. Members also serve as liaisons between the principal and stakeholders.

Idaho State Assessment Test Question Writing Sessions **2003-2005**

2003- Created questions for the Mathematics ISAT test

2004- Created questions for the Reading and Language Arts ISAT tests

2005- Created questions for the Mathematics ISAT Blended test

Idaho K-2 Math Indicator **2004-2005**

This committee used state standards to conceive and create an assessment to provide Idaho teachers with a tool to help them determine the mathematical skills and knowledge of their students in the early elementary grades

Second Grade Interdisciplinary Unit **2003-2004**

This committee used state standards to create an interdisciplinary unit using fiction and non-fiction literature. Each teacher in the state of Idaho received a copy of the unit as well as the literature.

Idaho Power Standards **July 2003**

This committee was responsible for prioritizing the State Achievement Standards for each curricular area and grade level.

School District #25 Leadership Team **2000-2002**

This committee was responsible for helping the superintendent and other district leaders design and implement the district=s strategic plan, analyze test data, and provide input on district issues. Members also served as liaisons between the schools and the district offices.

School Districts #25 K12 Writing Handbook Committee **July 2001**

This committee designed a handbook to provide continuity and consistency in the district=s writing curriculum and provide common terminology and expectations from one grade to the next. All teacher=s in the district received a copy of the completed handbook.

Professional Development Institute Committee **July 2000-July 2001**

This committee planned the 2nd annual Professional Development

Institute for early childhood professionals. The conference is sponsored by

the JA and Katheryn Albertson Foundation. Served as the early childhood

primary grade teacher representative.

Early Childhood Education Accreditation Committee **December 1997- June 1998**

Chosen to serve on this committee headed by Dr. Sally Pena as an early childhood educator. The committee was slated to develop state accreditation standards for early childhood education programs at the university level.

Science Adoption Committee **September 1999- June 2000**

Served as Edahow=s representative on this district-wide committee. This committee was slated to review, evaluate, and choose the next district adopted science program. I have also helped provide in-service on the implementation of the program at the first grade level as well as provide support at the building level as the program is implemented.

Staff Development Committee **September 1995-June 1999**

Served as Edahow=s representative on this district-wide committee. This committee is designed to designate how and where the school district=s staff development monies are spent.

Onward to Excellence Committee **January 1994**

I served as primary grade committee chairman. I helped design and administer questionnaires for both teachers and parents regarding the educational programs at Edahow Elementary. I then compiled and analyzed the data from these questionnaires. I helped to develop and implement a program to enhance the strengths and strengthen the weaknesses indicated by the data. This was a major part of the seven year accreditation plan for Edahow Elementary School.

PRESENTATIONS:

Indian Hills Staff Development **October 2023**

Dyslexia & You

Indian Hills Staff Development **February 2024**

Idaho's New Dyslexia Laws

Idaho Coaching Network Annual Conference **May 2019**

"Purposeful Practice"

School District New Teacher Luncheon **Pocatello, ID** **September 2006**

"A New Teacher Kit"

ISU Graduating Interns **Pocatello, ID** **December 2006**
"Always Remember the Good Stuff"

Edahow Staff **Pocatello, ID** **May 2005**

How to Help Your Title 1 Students Succeed In the Classroom

ADK Meeting **Pocatello, ID** **April 2005**

Autism: Putting the Pieces Together

Edahow Staff **Pocatello, ID** **April 2005**

Autism: Putting the Pieces Together

Treasure Valley AEYC Conference **Boise, ID** **February 2003**

Making Math Facts Fun

Pocatello AEYC Conference **Pocatello, ID** **April 2002**

Math and Literature

Treasure Valley AEYC Conferece **Boise, ID** **February 2002**

Math and Literature

Pocatello AEYC Conference **Pocatello, ID** **April 2001**

AWhy National Board Certification?@

Treasure Valley AEYC Conference **Boise, ID** **February 2001**

A Painless Parent Involvement

A Books For Kids By Kids

Idaho State Science Conference **Pocatello, ID** **October 1998**

AUsing Science in the Early Childhood Classroom

International ADK Convention **Kansas City, MO** **July 1997**

Pursuit of Excellence in Early Childhood Education

National Association for the Education of Young Children Annual Conference

Washington D. C. **December 1995**

A Principal's Views of Early Childhood Education Presented with Dr. Judy French, Dr. Sally Pena, and Carroll Lambert.

National Rural Education Association Annual Meeting

Salt Lake City, UT **October 1995**

AThe Pursuit of Excellence in Early Childhood Education@ Presented with Dr. Judy French, Dr. Sally Pena, and Carroll Lambert.

Pocatello AEYC Conference **Pocatello, ID** **April 1995**

APrincipals= Beliefs Regarding Developmentally Appropriate Practices in Early Childhood Education: A Study of Idaho=s Administrators@ Presented with Dr. Sally Pena.

PUBLICATIONS:

A Elementary School Principal's Beliefs Regarding Developmentally Appropriate Practices in Early Childhood Programs Thesis topic, Idaho State University. Pocatello, ID. June 1995.

AThe Pursuit of Excellence in Early Childhood Education.@ **Perspectives** Vol. XIII, No 1, Professional journal of the Idaho Association of School Administrators Boise, ID. Fall 1995

REFERENCES:

Brenda Minor- School District Director of Human Resources- 208-251-2687 (cell)

-208-235-3259 (office)

Sierra May- Idaho SMART coach- (801)935-6882

Jill Johnson- Principal (208)-251-6275

Amanda McAurthur- parent whose child I taught during my first

Idaho SMART year and teacher at my school whom I've helped (425) 273-4625

IDAHO DEPARTMENT OF EDUCATION

SUBJECT

Emergency Provisional Certificate Recommendations

REFERENCE

April 2019	Board approved department recommendations for processing emergency provisional certificates.
August 2019	Board approved department revised procedures regarding emergency provisional certificates
August 2021	Board approved department revised emergency provisional certificate process
October 2022	Board approved 76 provisional certificates for the 2022-2023 school year.
December 2022	Board approved 87 provisional certificates for the 2022-2023 school year.
February 2023	Board approved 31 provisional certificates for the 2022-2023 school year.
April 2023	Board approved 14 provisional certificates for the 2022-2023 school year.
June 2023	Board approved four (4) certificates for the 2022-2023 school year.
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.
June 2024	Board approved three (3) provisional certificates for the 2023-2024 school year.
August 2024	No applications were received.
October 2024	Board approved 11 provisional certificates for the 2024-2025 school year.
December 2024	Board approved 28 provisional certificates for the 2024-2025 school year.
February 2025	Board approved 12 provisional certificates for the 2024-2025 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 hold a certificate issued under authority of the Idaho 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

The Department of Education received four (4) complete Emergency Provisional Certificate applications for Instructional certificate(s)/endorsement(s) by February 26, 2025.

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 certificate(s) as presented below.

1. **<u>Idaho Falls School District #091</u>**
   Applicant Name: MaCade Vineyard
   Certificate: Provisional
   Endorsement(s): Computer Science (6-12)
   College Training: BA
   Declared Emergency Date: 1/15/2025
   Hire/Assignment Date: 8/23/2024
   Summary of Recruitment Efforts: Mr. Vineyard is working towards reinstating his expired credential. He is currently teaching a Career Exploration class and has had the proper training to teach this course but has yet to complete the necessary coursework to meet the requirements for a five-year certificate. The school district board did not declare the emergency until January due to the timeline of coursework available to be taken to complete the requirements. The application was initiated in December, but The Idaho Falls School District's Board did not meet until January and the application was received in February.

2. **Minidoka Joint School District #331**
   Applicant Name: Joshua Anderson
   Certificate: Provisional
   Endorsement(s): All Subjects K-8
   College Training: BA (translated)
   Declared Emergency Date: 1/11/2025
   Hire/Assignment Date: 1/14/2025
   Summary of Recruitment Efforts: The teacher of the primary preschool program resigned at the start of the semester. The administrators posted the position on January 7th and only had one applicant. The job was left open for seven days. The Minidoka Joint School District Board approved Mr. Anderson for the position. He has been accepted into the CSI non-traditional program but will not start until Fall.

3. **Payette School District #371**
   Applicant Name: Maggie Hutchinson
   Certificate: Provisional
   Endorsement(s): Natural Science (6-12)
   College Training: BA
   Declared Emergency Date: 1/13/2025
   Hire/Assignment Date: 1/13/2025
   Summary of Recruitment Efforts: The science teacher resigned in November of 2024. The position was posted immediately. Four applicants applied but needed Visas and would not be readily available to start in the 2nd semester. One applicant had a lapsed out-of-state credential. Another candidate was in the process of applying for an Idaho credential but pulled their application. The position was posted on multiple job platforms and staff reached out to universities. Administrators considered shuffling staff but decided not to out of concern it would disrupt students' learning.

4. **Teton School District #401**
   Applicant Name: Guadelupe De Rosales
   Certificate: Provisional
   Endorsement(s): All Subjects K-8
   College Training: BA (translated)
   Declared Emergency Date: 11/5/2024
   Hire/Assignment Date: 8/26/2025
   Summary of Recruitment Efforts: The week before school started, a staff change created vacant position. This candidate is a long-term substitute and filled in while administrators searched for a candidate. No applications were received by November. The district needed had Ms. De Rosales transcripts translated to determine equivalent credits needed to meet statutory requirements.

IMPACT

If the Idaho State Board of Education 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 local education agency 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 2024-2025 school year.

Staff recommends the Board approve the Idaho Department of Education to issue one-year provisional certificates for candidates four (4) as presented above.

BOARD ACTION

I move to approve the Idaho Department of Education to issue emergency provisional standard instructional certificates for candidates 1-4 as presented above, effective for the 2024-2025 school year only, and pending a cleared background check.

Moved by _____Seconded by _____Carried Yes _____No ____

IDAHO DEPARTMENT OF EDUCATION

SUBJECT

Transportation Funding – 103% Cap Waiver

REFERENCE

June 2022	Board approved the request for six (6) districts to receive a funding cap waiver
June 2023	Board approved the request for eight (8) school districts to receive a funding cap waiver
June 2024	Board approved the request for six (6) school districts to receive a funding cap waiver

APPLICABLE STATUTE, RULE, OR POLICY

Section 33-1006, Idaho Code

BACKGROUND/DISCUSSION

Section 33-1006, Idaho Code designates certain bus runs as "hardship" runs, and allow the district to receive a higher cap based on the percentage of the district's bus runs that exceed by "(103%) of the statewide average reimbursable cost per mile or the state average reimbursable cost per student rider…"

As of March 8, 2023, 30 school districts and/or charter schools were negatively affected by the pupil transportation funding cap.

The Idaho Department of Education received requests from various school districts and charter schools for a waiver of the 103% funding cap as provided in Section 33-1006, Idaho Code. Student Transportation staff reviewed these requests to ensure they meet the eligibility criteria. Of the 30 districts and charter schools negatively affected by the pupil transportation funding cap, only two districts have routes meeting the statutory requirements of a hardship bus run, which would allow the Board to grant a waiver. Both districts have applied for a waiver from the student transportation funding cap.

#244 Mountain View School District submitted school bus routes that met the required criteria. This represents 46.43% of the bus runs operated by the district. When added to the 103% funding cap, as provided by law, this would allow the Board to increase their funding cap to a maximum of 149.43%.

#281 Moscow School District submitted school bus routes that met the required criteria. This represents 18.75% of the bus runs operated by the district. When added to the 103% funding cap, as provided by law, this would allow the Board to increase their funding cap to a maximum of 121.75%.

IMPACT

Approval of the cap waivers allows districts to be reimbursed for routes that meet the hardship criteria. Board inaction or denial of the funding cap waivers would result in a loss of funding for the school districts in question.

ATTACHMENTS

Attachment 1 – Negatively Affected Schools / Charters
Attachment 2 – Funding Cap Waiver Spreadsheet

STAFF COMMENTS AND RECOMMENDATIONS

Board staff recommends approval.

BOARD ACTION

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 of 149.43% for Fiscal Year 2024. This will result in a total of **$5,913** in additional funds from the public-school appropriation.

Moved by _____ Seconded by _____ Carried Yes _____ No _____

AND

BOARD ACTION

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 of 121.75% for Fiscal Year 2024. This will result in a total of **$48,262** in additional funds from the public-school appropriation.

Moved by _____ Seconded by _____ Carried Yes _____ No _____

002	JOINT SCHOOL DISTRICT NO. 2	$1,196,506
011	MEADOWS VALLEY DISTRICT	$17,323
071	GARDEN VALLEY DISTRICT	$47,074
073	HORSESHOE BEND SCHOOL DISTRICT	$3,860
132	CALDWELL DISTRICT	$363,163
149	NORTH GEM DISTRICT	$8,567
182	MACKAY JOINT DISTRICT	$46,596
233	HAGERMAN JOINT DISTRICT	$20,398
244	MOUNTAIN VIEW SCHOOL DISTRICT	$5,913
262	VALLEY DISTRICT	$17,045
271	COEUR D'ALENE DISTRICT	$126,382
281	MOSCOW DISTRICT	$48,262
340	LEWISTON INDEPENDENT DISTRICT	$58,375
401	TETON COUNTY DISTRICT	$33,773
411	TWIN FALLS DISTRICT	$347,030
412	BUHL JOINT DISTRICT	$25,792
421	MCCALL-DONNELLY JOINT SCHOOL DISTRICT	$69,409
433	MIDVALE DISTRICT	$33,447
456	FALCON RIDGE PUBLIC CHARTER SCHOOL, INC.	$3,974
462	XAVIER CHARTER SCHOOL, INC.	$48,621
478	LEGACY PUBLIC CHARTER SCHOOL, INC.	$4,423
496	GEM PREP: POCATELLO, LLC	$17,064
498	GEM PREP: MERIDIAN, LLC	$14,934
499	FUTURE PUBLIC SCHOOL, INC.	$24,478
511	PEACE VALLEY CHARTER SCHOOL, INC.	$1,029
513	PROJECT IMPACT STEM ACADEMY, INC.	$15,869
528	SAGE INTERNATIONAL SCHOOL MIDDLETON, LLC	$1,714
571	GEM PREP: MERIDIAN SOUTH LLC	$7,735
594	GEM PREP: TWIN FALLS, LLC	$10,470
796	GEM PREP: NAMPA, LLC	$20,525

Pupil Transportation Funding Formula Capped at Legislatively Mandated Percent of State Average Cost Per Mile and Cost Per Rider

Fiscal Year 2023-2024 Data - Approved Costs Reimbursed in Fiscal Year 2024-2025 (Eighteenth Capped Year)

Set percentage cap to apply to statewide average	103%	Riders per Mile	1.5

Revised: **01/22/25 First Draft**

	Cost Per Mile	Cost Per Rider
Statewide Averages before cap	$6.51	$1,624
Statewide Averages after cap	$6.71	$1,673

		Capped Reimb.	Actual Reimb.
Total Savings From Cap	$2,690,083		
Savings Following Appeals & State Board Action	$2,488,281	$120,129,605	$122,819,688

Dist #	District Name	District Funding Capped - Reimbursement Reduced By:	Percent of Reimbursement Loss Subsequent to Cap Impact	Total 100% Reimbursable Costs Eligible at 50%	Total 100% Reimbursable Costs Eligible at 85%	Total 100% Reimbursable Contract Costs Eligible at District-Run Rate 50-85%	Total 100% Reimbursable Costs	Funding Cap Penalty Waived	% Hardship Bus Run Waived	Final Payment Amount
244	MOUNTAIN VIEW SCHOOL DISTRICT	$5,913	1.0%	$508,193	$428,674	$0	$936,867			$866,525
281	MOSCOW DISTRICT	$48,262	10.4%	$429,482	$295,737	$0	$725,219			$578,716

IDAHO DEPARTMENT OF EDUCATION

SUBJECT

Requests for approval to transport students less than one and one-half miles for the 2024-2025 school year (safety busing)

REFERENCE

June 2021	Board approved the request for 97 school districts and 22 charter schools to transport students less than one and one-half miles for the 2019-2020 school year.
June 2022	Board approved the request for 97 school districts and 22 charter schools to transport students less than one and one-half miles for the 2020-2021 school year.
June 2023	Board approved the request for 96 school districts and 21 charter schools to transport students less than one and one-half miles for the 2021-2022 school year.
June 2024	Board approved the request for 88 school districts and 26 charter schools to transport students less than one and one-half miles for the 2022-2023 school year.

APPLICABLE STATUTE, RULE, OR POLICY

Section 33-1006, Idaho Code
Section 33-1502, Idaho Code

BACKGROUND/DISCUSSION

Pursuant to Section 33-1006, Idaho Code, "The State Board of Education shall determine what costs of transporting pupils, including maintenance, operation and depreciation of basic vehicles, insurance, payments under contract with other public transportation providers whose vehicles used to transport pupils comply with federal transit administration regulations, "bus testing," 49 CFR part 665, and any revision thereto, as provided in subsection (4)(d) of this section, or other State Department of Education approved private transportation providers, salaries of drivers, and any other costs, shall be allowable in computing the transportation support program of school districts."

The transportation support program of a school district shall be based upon the allowable costs of transporting pupils less than one and one-half (1½) miles as provided in Section 33-1501, Idaho Code, when approved by the State Board of Education.

The *Standards for Idaho School Buses and Operations* states, "All school districts submitting applications for new safety busing reimbursement approval shall establish a board policy for evaluating and rating all safety busing requests. The State Department of Education staff shall develop and maintain a measuring instrument model, which shall include an element for validating contacts with

responsible organizations or persons responsible for improving or minimizing hazardous conditions. Each applying district will be required to annually affirm that conditions of all prior approved safety busing requests are unchanged.

The local board of trustees shall annually, by official action (33-1502, Idaho Code and SISBO p.79, M), approve all new safety busing locations. School districts that receive state reimbursement of costs associated with safety busing will re-evaluate all safety busing sites at intervals of at least every three years using the local board adopted measuring or scoring instrument. In order to qualify for reimbursement, the local school board will, by official action, approve the initial safety-busing request and allow the students in question to be transported before the application is sent to the state. Consideration for reimbursement is contingent on the application being received by the State Department of Education Transportation Section on or before March 1 of the school year in which the safety busing began.

All requests are submitted on the Safety Busing form found in the Idaho Bus Utilization System (IBUS) Portal. Reminders are emailed to all districts and charter schools prior to March 1. All requests recommended for approval are compliant with Section 33-1006, Idaho Code.

Eighty-five (85) school districts and nineteen (19) charter schools affecting 30,907 students applied for safety busing using the correct form and are being recommended for approval.

IMPACT

The approval of LEAs with safety-bused students listed in Attachment 1 allows LEAs to be reimbursed for routes that meet the safety busing requirements. Board inaction or denial of the safety bus waivers would result in a loss of funding for the LEAs in question.

ATTACHMENTS

Attachment 1 – List of 104 LEAs that applied for safety busing using correct form affecting 30,907 students with recommendation for approval.

STAFF COMMENTS AND RECOMMENDATIONS

Board staff recommends approval.

BOARD ACTION

I move to approve the requests by eighty-five (85) school districts and nineteen (19) charter schools for approval to transport students less than one and one-half (1½) miles as submitted in Attachment 1.

Moved by _____ Seconded by _____ Carried Yes _____ No _____

Safety Busing Rider Count Report 2024-2025

	2024-2025
Aberdeen District	97
American Falls Joint District	157
Basin School District	67
Blackfoot Charter Community Learning Center, Inc.	74
Blackfoot District	570
Bliss Joint District	44
Boise Independent District	777
Bonneville Joint District	3412
Boundary County District	78
Bruneau-Grand View Joint School District	7
Butte County Joint District	25
Caldwell District	616
Camas County District	7
Cambridge Joint District	5
Cassia County Joint District	536
Castleford District	5
Challis Joint District	16
Clark County District	26
Coeur D'alene District	786
Compass Public Charter School, Inc.	39
Cottonwood Joint District	43
Elevate Academy Inc.	24
Elevate Academy North, Llc	1
Emmett Independent District	261
Falcon Ridge Public Charter School, Inc.	17
Filer District	164
Firth District	44
Fruitland District	135
Future Public School, Inc.	16
Garden Valley District	28
Gem Prep: Meridian, Llc	2
Gem Prep: Nampa, Llc	18
Genesee Joint District	46
Glenns Ferry Joint District	109
Gooding Joint District	304
Grace Joint District	73
Hansen District	46
Heritage Academy, Inc.	19
Heritage Community Charter School, Inc.	92
Homedale Joint District	433
Horseshoe Bend School District	42
Idaho Arts Charter School, Inc.	25
Idaho Falls District	1080
Idaho Science And Technology Charter School, Inc.	35
Idaho Stem Academy, Inc.	17
Jefferson County Joint District	1128
Joint School District No. 2	2369
Kamiah Joint District	38

Kellogg Joint District	31
Kimberly District	129
Kootenai District	17
Kuna Joint District	149
Lake Pend Oreille School District	220
Legacy Public Charter School, Inc.	13
Lewiston Independent District	97
Liberty Charter School, Inc.	4
Madison District	2715
Marsh Valley Joint District	43
Marsing Joint District	51
Meadows Valley District	23
Melba Joint District	18
Midvale District	15
Minidoka County Joint District	1251
Moscow District	146
Mountain Home District	272
Mountain View School District	125
Murtaugh Joint District	71
Nampa School District	3474
New Plymouth District	64
North Gem District	16
North Star Charter School, Inc.	10
Notus District	200
Oneida County District	106
Orofino Joint District	40
Parma District	121
Plummer-Worley Joint District	82
Pocatello District	1525
Post Falls District	202
Potlatch District	23
Preston Joint District	602
Richfield District	25
Ririe Joint District	297
Rockland District	34
Salmon District	75
Shoshone Joint District	228
Snake River District	84
Soda Springs Joint District	434
South Lemhi District	12
St Maries Joint District	33
Sugar-Salem Joint District	28
Swan Valley Elementary District	20
Thomas Jefferson Charter School, Inc.	70
Treasure Valley Classical Academy, Inc.	15
Troy School District	69
Twin Falls District	1410
Vallivue School District	1286
Victory Charter School, Inc.	2
Vision Charter School, Inc.	96
Wallace District	132

Weiser District	355
Wendell District	90
West Jefferson District	24
West Side Joint District	175
Wilder District	105

SUBJECT

Graduate Medical Education – Committee Appointments

REFERENCE

December 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.
June 2024	Board approved appointments of Dr. Brandon Mickelsen, Dr. Caroline Elizabeth Gass, Dr. Patricia Howell-DelTufo, and Travis Leach 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. Michael Krug, Medical Director for Physician and APP Education at St. Luke's Health System. Dr. Krug will be replacing current GME committee member Dr. Bart Hill of St. Luke's Health System, as Dr. Hill is retiring. Dr. Krug will serve in this role through the end of Dr. Hill's term on June 30, 2025, and will be considered for reappointment for a 5-year term at the June 2025 Board meeting.

IMPACT

Dr. Krug provided his credentials to serve on the GME Committee on behalf of St. Luke's Health System.

ATTACHMENTS

Attachment 1 – GME Committee Members 2025
Attachment 2 – CV for Michael Krug, MD

STAFF COMMENTS AND RECOMMENDATIONS

Staff recommends approval.

BOARD ACTION

I move to appoint Dr. Michael Krug, MD of St. Luke's Health System, 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 April 2025)

Institution	Representative	Email	Term Expiration June 30 of
Office of State Board of Education	Joshua Whitworth, Executive Director Patrick Coulson, CFO	jwhitworth@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	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
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	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
University of Utah/Idaho Psychiatry Residency	Beth Botts, MD	Elizabeth.Botts@hsc.utah.edu	2025
Saint Alphonsus Healthcare	Lisa Nelson, MD – Vice Chair (Occasionally Diane Johnson for Nelson)	Lisa.M.Nelson@saintalphonsus.org Diane.L.Johnson@saintalphonsus.org	2025
St. Luke's Healthcare	Bart Hill, MD (to be replaced by Dr. Michael Krug pending April 2025 Board action)	hillb@slhs.org krugmi@slhs.org	2025
Portneuf Medical Center	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
West Valley Medical Center	Travis Leach	Travis.Leach@hcahealthcare.com	2025

CURRICULUM VITAE **February 2025**
MICHAEL F KRUG, MD, FACP

PERSONAL DATA
Place of Birth: Livingston, NJ (12/12/1978)

EDUCATION
1997-2001 BA, Neuroscience, *magna cum laude*, Columbia University, New York, NY
2004-2008 MD, *alpha omega* alpha, University of Michigan, Ann Arbor, MI

POSTGRADUATE TRAINING
2008-2011 Intern and Resident in Internal Medicine, University of Washington, Seattle, WA
2011-2012 Chief Resident, Internal Medicine, University of Washington Medical Center, Seattle, WA

FACULTY POSITIONS HELD
2012-2015 Acting Instructor, University of Washington
2015-2021 Clinical Assistant Professor, University of Washington
2021- Clinical Associate Professor, University of Washington

HOSPITAL POSITIONS HELD
2012-2016 Attending Physician, University of Washington Medical Center, Seattle, WA
2013-2016 Associate Medical Director, Clinical Resource Management, University of Washington Medical Center, Seattle, WA
2015-2016 Assistant Medicine Clerkship Director, University of Washington Medical Center, Seattle, WA
2016-2024 Attending Physician, Boise VA Medical Center, Boise, ID
2016-2024 Associate Residency Program Director, University of Washington - Boise Internal Medicine Residency, Boise, ID
2025-present Hospitalist, St. Luke's Health System, Boise, ID
2025-present Medical Director for Physician & APP Education, St. Luke's Health System

CURRENT EMPLOYMENT
Hospitalist, St. Luke's Health System
Medical Director for Physician & APP Education, St. Luke's Health System

HONORS
1997 All American, High School Boys' Indoor Track & Field
2000 First Team Academic All-Ivy
2000 First Team All-East and Second Team All-Ivy, Varsity Track & Field
2000 Varsity Captain, Columbia University Cross Country
2001 Varsity Captain, Columbia University Indoor and Outdoor Track & Field
2001 *magna cum laude*, Columbia University
2008 Alpha Omega Alpha National Medical Honor Society inductee
2009 Intern Excellence in Teaching Award, University of Washington
2010 Resident Excellence in Teaching Award, University of Washington
2017 Tina Juul-Dam Excellence in Teaching Award, UW Boise
2019 Idaho WWAMI Excellence in Teaching Award
2019 WWAMI Pro Award (fostering core professional values in medicine)
2020 Richard M. Tucker WWAMI Faculty Excellence in Teaching Award
2021 Richard M. Tucker WWAMI Faculty Excellence in Teaching Award

2021 Idaho WWAMI Excellence in Teaching Award
2022 Idaho WWAMI Excellence in Teaching Award
2024 WWAMI Pro Award (fostering core professional values in medicine)

BOARD CERTIFICATION
2011 Certified, American Board of Internal Medicine
2021 Re-Certified, American Board of Internal Medicine

LICENSURE
2011-2016 Washington State Medical License
2016-present Idaho State Medical License

PROFESSIONAL ORGANIZATIONS
2011-2017 Society of General Internal Medicine
NW Region President 2015-2016
2011-present American College of Physicians
Elected Fellow 2018

TEACHING RESPONSIBILITIES
A. Clinical Teaching/Precepting
2012-2016 Clinical Teaching, Inpatient Medicine, University of Washington Medical Center (~12 weeks per year)
2016-2024 Clinical Teaching, Inpatient Medicine, Boise VA Medical Center (20 weeks per year)
2016-2024 Clinical Teaching, Perioperative Medicine, Boise VA Medical Center (4 hours per week)
2025-present Clinical Teaching, Inpatient Medicine, St. Luke's Regional Medical Center

B. Graduate Medical Education
2011-2012 Chief Resident, University of Washington Med Ctr (50%, responsible for morning report, chief's rounds, noon conference, grand rounds)
2012-2016 Rotation Director, University of Washington Inpatient Medicine (100%)
2014-2016 Root Cause Analysis workshop (50%, all senior residents at UW IM residency)
2016-2024 Associate Residency Program Director, UW Boise (50%, I am chair of Core Competency Committee, chair of Rank committee)
2019-2025 Chief Resident in Quality and Safety Mentor (100%)
2019-2020 Dr. Samantha Hersrud
2020-2021 Dr. Patrick Osterkamp
2021-2022 Dr. Jesse Keeler
2022-2023 Dr. James Yan
2023-2024 Dr. Aaron Spurlock
2024-2025 Dr. Annika Kohlmeier
2024-2025 Dr. Jay Koernke
2021-2025 Den Leader, National Chief Resident in Quality and Safety program (50%, 6-8 chief residents from the western U.S.)

C. Undergraduate Medical Education
2011-2012 Chief Resident, University of Washington Med Ctr (50%, responsible for student didactics, physical exam rounds, and morning report)
2015-2016 Assistant Medicine Clerkship Director, University of Washington Med Ctr

D. Interprofessional Education
2014-2016 Foundations of Interprofessional Practice Group Leader (50%, quarterly, 5 professions included)
2015-2016 Co-Chair, Mock Code Committee, UW Medical Center (50%, 4 professions)
2016-2017 Co-Chair, Interprofessional Quality Improvement Curriculum (50%, yearly 9 month curriculum, 5 professions)
2017-2025 Chair, Interprofessional Quality Improvement Curriculum (100%, yearly 9 month curriculum, 7 professions)
2019-2025 Quality Improvement Elective co-leader (30%, 2 week elective, 3 professions)
2021-2025 Leader, Patient Safety Workshop (80%, 4x 2 hour workshop, 6 professions)
2024-2025 Leader, Error Disclosure Workshop (80%, 4x 2 hour workshop, 1 profession)

E. Invited Talks. *see section 18 of this CV after the bibliography section

EDITORIAL RESPONSIBILITIES
2023 Clinical Editor, ACP MKSAP Extension Questions (ID, Neurology, GIM – 36 total)

SPECIAL NATIONAL RESPONSIBILITIES
2015-2017 National Leadership Council Member, Society for General IM (SGIM)
2015-2016 President, Northwest Chapter, Society for General IM (SGIM)
2020-2021 ACP Board Review Course Curriculum Committee
2022-2024 ACP Scientific Program 2024 Planning Committee

SPECIAL REGIONAL RESPONSIBILITIES
2014-2016 Planning committee member, 2014 and 2016 WA ACP annual meetings
2014 Chair, Hospital Medicine Pre-course, 2014 Washington ACP annual meeting
2016 Meeting Chair, 2016 Washington ACP Annual Scientific Meeting
2017-2024 Planning committee member, Idaho ACP Hindson conference
2021-2025 Chief Resident in Quality and Safety (CRQS) Den Leader

SPECIAL LOCAL RESPONSIBILITIES
2011-2016 Medical Emergency Response committee member, UW Med Center
2012-2016 Core Faculty Member, University of Washington IM Residency (Seattle)
2013-2016 Associate Medical Director for Clinical Resource Management, UW Med Ctr (100%, reducing readmissions lead, clinical resource management physician lead, clinical documentation specialists physician lead, etc)
2013-2016 Resident Selection Committee Member, UW IM Residency
2013-2016 Interdisciplinary Rounds Task Force member, UW Med Center
2017-2024 High Reliability committee member
2017-2024 Transfusion Utilization committee member
2020-2022 Chair, Boise VA Inpatient Faculty Development Curriculum
2017-2025 Chair, Boise VA Interprofessional Patient Safety and QI curricula

RESEARCH FUNDING
None

BIBLIOGRAPHY
A. Publications in Refereed Journals
1. **Krug MF**, Golob AL, Wander PL, Wipf JE. Changes in Resident Well-Being at One Institution Across a Decade of Progressive Work Hours Limitations. *Acad Med*. 2017;92(10):1480-1484. doi:10.1097/ACM.0000000000001675

2. Albert TJ, Redinger J, Starks H,...**Krug, M** et al. Internal Medicine Residents' Perceptions of Morning Report: a Multicenter Survey. *J Gen Intern Med*. 2021;36(3):647-653. doi:10.1007/s11606-020-06351-7
3. Albert TJ, Bradley J, Starks H,…**Krug, M** et al. Internal Medicine Residents' Perceptions of Virtual Morning Report: a Multicenter Survey. *J Gen Intern Med*. 2022;37(6):1422-1428. doi:10.1007/s11606-021-06963-7
4. Doxey RS, **Krug MF**, Tivis R. The Lunch Conference Diet: Fostering Resident Engagement in Culinary Medicine Through a Curriculum Centered on Changes to Provided Conference Food. *Am J Lifestyle Med*. 2021;15(3):249-255. Published 2021 Feb 19. doi:10.1177/1559827621994499
5. Ronan MV, Gordon KS, Skanderson M, **Krug M**, et al. Contemporary Management and Outcomes of Veterans Hospitalized With Alcohol Withdrawal: A Multicenter Retrospective Cohort Study. *J Addict Med.* Published online March 7, 2024. doi:10.1097/ADM.0000000000001297
6. **Krug MF**, Carrasco A, Christopher AS, Weppner WG. The Impact of Changing From a 6+2 to a 3+1 Residency Block Schedule on Patient Access and Other Outcomes. *J Grad Med Educ* 1 April 2024; 16 (2): 202–209. doi: https://doi.org/10.4300/JGME-D-23-00471.1
7. Allaudeen N, Akwe J, Arundel C,...**Krug M** et al. Medications for alcohol-use disorder and follow-up after hospitalization for alcohol withdrawal: A multicenter study. *J Hosp Med*. Published online July 19, 2024. doi:10.1002/jhm.13458

B. Collaborative Authorship
C. MedEdPortal or other peer-reviewed curricula

D. Book Chapters

1. **Krug, M.** "General Medicine Chapter" - Board Basics 3 2012 (ACP published companion to MKSAP)
2. **Krug, M**. "Allergy/Immunology" - Board Basics 3 2012 (ACP published companion to MKSAP)
3. **Krug, M**. "Post Operative Electrolyte Abnormalities" – The Perioperative Medicine Handbook, Springer 2020

E. Published Books, Videos, Software, etc
F. Other Publications

Published Podcasts

Krug, M. "Teaching Effectively in Large Group Settings". Mountainlion Podcast. Published 8/22/2019. Played 991 times as of 3/12/2024. https://soundcloud.com/mountainlion-2/teaching-effectively-in-large-group-setting

Krug, M. and Goldberger, Z. "Atrial Fibrillation". CMEssentials Podcast, Oakstone CME. Published 10/2024

Krug, M. and Abrams, H. "Iron Deficiency Anemia". CMEssentials Podcast, Oakstone CME. Published 2/2025

Published Review Questions

Krug, M. Pulmonary Medicine. MKSAP 16 Update 2 - Published 1/15/14 (8 questions authored)

Krug, M. Gastroenterology and Hepatology. MKSAP 16 Update 3 - Published 7/31/14 (12 questions authored)

Krug, M. Pulmonary Medicine. MKSAP 16 Update 4 - Published 1/15/15 (6 questions authored)

Krug, M. General Medicine. MKSAP 17 Update 2 –Published 1/13/17 (6 questions authored)

Published Educational/Audio Reviews

Krug, M. Practical Reviews in Internal Medicine. Oakstone CME. Written and audio reviews of recently published journal articles for a national CME audience. Author of **176 reviews** between 3/2012-2/2025
https://oakstone.com/practical-reviews/

Published Brief Reviews

Wong C, **Krug M**. Pearls for the Internist Taking Care of the Patient with a Solid Organ Transplant. SGIM Forum 39(7):9,14,16.

H. Published Abstracts

1. Wolfson S, Graham N, **Krug M**, Farahani A. Monoptic versus dichoptic presentation in the probed-sinewave paradigm. Investigative Ophthalmology & Visual Science Annual Meeting. 2001, May; 42(4):S157.
2. Pizzolato J, Sharma S, Maki R, **Krug M**, Hammershaimb L, Pluda J. Phase I study of Medi-522, an alpha VBeta 2 integrin inhibitor, in patients with irinotecan-refractory colorectal cancer. American Society of Clinical Oncology Annual Meeting. 2003, Jun; 22(1) #983.
3. Sharma S, **Krug M**, Tong W, Kemeny N. Phase I study of escalating doses of fixed rate intrahepatic infusion of gemcitabine via an intrahepatic pump for patients with hepatic metastases from colorectal carcinoma. American Society of Clinical Oncology Annual Meeting. 2003, Jun; 22(1) #1268.
4. Salazar L, Coveler A, Fintak PA, Higgins D, Waisman JR, **Krug M**, Disis ML. Low doses of a plasmid DNA vaccine encoding the HER-2/neu intracellular domain effectively stimulate tumor specific immunity. Breast Cancer Research and Treatment. 2006, Dec; 100(supp 1).

INVITED TALKS, INCLUDING CME PRESENTATIONS

Invited National and International Lectures

1. April 26, 2013 "The Effects of a Decade of Progressive Duty Hour Limitations at a Multi-Hospital Internal Medicine Residency Program" National SGIM Meeting 2013
2. May 4, 2016 "Changing Paradigms in Hospital Medicine" ACP Annual National Meeting 2016. Washington D.C. Advances in Medical Therapeutics Precourse
3. March 19, 2017 "Learners in Need" Workshop. AAIM National Chief Resident Meeting
4. March 29, 2017 "Hospital Medicine 2017" ACP Annual National Meeting 2017. San Diego, CA. Advances in Medical Therapeutics Precourse
5. March 18, 2018 "Learners in Need" Workshop. AAIM National Chief Resident Meeting
6. April 18, 2018 "Therapy Pearls in the Inpatient Setting" ACP Annual National Meeting 2018. New Orleans, LA. Advances in Therapeutics Precourse.
7. April 2019 "Teaching Effectively in a Large Audience Setting" Workshop. Alliance for Academic Internal Medicine (AAIM) National Meeting.
8. April 16, 2019 "Learners in Need" Workshop. AAIM National Chief Resident Meeting
9. April 10, 2019 "Therapy Pearls in and Around the Hospital" ACP Annual National Meeting 2019. Philadelphia, PA. Advances in Therapeutics Precourse.
10. November 11, 2021 "Teaching Effectively in a Large Audience Setting" CDIM Webinar.
11. April 10, 2022 "Learners in Need" Workshop. AAIM National Chief Resident Meeting. Charlotte, NC.
12. April 10, 2022 "Morning Report" Workshop. AAIM National Chief Resident Meeting. Charlotte, NC
13. April 11, 2022 "How to Teach Patient Safety Principles Through Simulation" AAIM

National Meeting Workshop. Charlotte, NC.
14. April 27, 2022 "Therapy Pearls in the Hospital Setting" ACP Annual National Meeting. Advances in Therapy Precourse. Chicago, IL
15. April 4, 2023 "Unconventional Ideas to Jump Start Your Next 5 Star Didactic Presentation" AAIM National Meeting Workshop. Austin, TX
16. April 26, 2023 "Therapy Pearls in the Inpatient Setting" ACP Annual National Meeting. Advances in Therapy Precourse. San Diego, CA.
17. April 17, 2024 "Therapy Pearls in the Inpatient Setting" ACP Annual National Meeting. Advances in Therapy Precourse. Boston, MA.

Invited Regional Lectures
1. February 27, 2014 University of Washington sponsored Update in Hospital Medicine CME Course "The new anticoagulants"
2. November 6, 2014 Washington ACP Annual Scientific meeting - "Articles that have changed my practice of inpatient medicine"
3. February 6, 2015 NW Regional SGIM meeting - "Update in Hospital Medicine"
4. May 29, 2015 Washington ACP Spring Scholarship Day: "Getting Credit for the Work That You Do"
5. February 5, 2016 NW SGIM – "NW Region Update and Business Meeting"
6. May 20, 2016 Washington ACP Spring Scholarship Day: "Career Mentoring and Getting Credit for the Work that You Do."
7. November 12, 2016 Washington ACP Annual Scientific Meeting: "Psychiatry Pearls: A Q&A between an internist and a psychiatrist"
8. January 14, 2017 Idaho Annual ACP Meeting: "Hospital Medicine 2017: Recent Guidelines and Articles that Have Changed My Practice"
9. January 13, 2018 Idaho Annual ACP Meeting: "Update in Hospital Medicine"
10. July 26, 2019 "ECGs for the ABIM Boards." Seattle ACP Board Review Course.
11. July 27, 2019 "Hospital Medicine for the ABIM Boards." Seattle ACP Board Review Course.
12. July 22, 2021 "Hospital Medicine for the ABIM Boards." Washington ACP Board Review Course (virtual)
13. July 23, 2021 "ECGs for the ABIM Boards." Washington ACP Board Review Course (virtual)
14. January 22, 2022 "How to Promote Patient Safety Principles Through Simulation" Combined Northwest/California SGIM Regional Meeting (virtual)
15. July 21, 2022 "Hospital Medicine for the ABIM Boards" Washington ACP Board Review Course (virtual)
16. July 22, 2022 "ECGs for the ABIM Boards" Washington ACP Board Review Course (virtual)
17. July 20, 2023 "Hospital Medicine for the ABIM Boards" Washington ACP Board Review Course (virtual)
18. July 21, 2023 "ECGs for the ABIM Boards" Washington ACP Board Review Course (virtual)
19. March 8, 2024 "Update in Inpatient Internal Medicine" Northwest SGIM Regional Meeting

Invited Local Lectures (Lectures delivered to small audiences or exclusively to trainees have been excluded for brevity. I have delivered 3-5 invited lectures per year to trainees since 2014)
1. October 20, 2011 "Clinical Problem Solving with Dr. Lawrence Tierney" co-presenter. University of Washington DOM Grand Rounds

2. June 7, 2012 "Resident Duty Hours, or: How I Learned to Stop Worrying and Love the ACGME." University of Washington DOM Grand Rounds (Seattle)
3. October 22, 2015 "Update in Decompensated ESLD" Boise VA Grand Rounds
4. November 24, 2015 UW Morbidity & Mortality Conference - "VRE flare" and "Severe AKI due to Antibiotic Toxicity"
5. February 5, 2016 NW Region Update and Business Meeting, NW SGIM
6. September 8, 2016 "Update in Hospital Medicine" Boise VA Grand rounds
7. October 5, 2017 "Misses, Near Misses, and other things I am terrified of" Boise VA Grand Rounds
8. March 8, 2018 "Role Modeling and the Hidden Curriculum" Boise VA interprofessional faculty development series (BACHE)
9. May 10, 2018 "Effective Large Audience Teaching" Boise VA interprofessional faculty development series (BACHE)
10. May 31, 2018 "Therapy Pearls in the Inpatient Setting". Boise VA Grand Rounds
11. February 6, 2020 "Practice Changing Advances in Hospital Medicine", Boise VA Grand Rounds
12. September 2, 2020 "Inpatient Diabetes Management" Boise VA Inpatient Faculty Development Series
13. December 10, 2020 "Best Practices in Virtual Teaching", Boise VA interprofessional faculty development series (EDUCATE)
14. January 13, 2021 "How to Teach Acid-Base" Boise VA Inpatient Faculty Development Series
15. February 17, 2021 "Updates in Acute Care Medicine" Boise VA Grand Rounds
16. March 31, 2021 "Practice Changing Pearls In and around the Hospital" Ada County Medical Society Grand rounds
17. February 22, 2022 "Improving Patient Safety at the Boise VA" Boise VA Grand Rounds
18. March 30, 2023 "Updates in Hospital Medicine" Boise VA Grand Rounds
19. February 14, 2024 "Innovative Presentation Styles to Jump Start Your Next Didactic Session" University of Pennsylvania Grand Rounds (virtual)
20. February 29, 2024 "Updates in Inpatient Medicine" Boise VA Grand Rounds

UNIVERSITY OF IDAHO

SUBJECT

Undergraduate Certificate in Managing Facilities for Efficiency and Health – Self-Support Program Fee

APPLICABLE STATUTE, RULE, OR POLICY

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

BACKGROUND/DISCUSSION

Over the last five years, there have been multiple requests from industry partners for a certificate in facility management, particularly in the healthcare industry, by Idaho's largest employer, St. Luke's Healthcare Systems and by college advisory board members at the spring 2024 board meeting. Each year, close to one third of all energy used in the U.S. is for buildings. As buildings become increasingly complex, skilled facility managers are needed to operate the building to maximize the health of occupants and minimize energy usage. As commercial real estate adjusts to post-covid occupancy patterns, those buildings with low utility costs and high occupant satisfaction will be in the highest demand, which can only be provided through effective facility managers.

IMPACT

There are a few similar certificates offered nationwide, and this certificate will address a regional and national need to educate and certify individuals in facility management for building efficiency and health. This 12-credit certificate program will charge a $650.00 per credit fee, for a total of $7,800, which will pay for instructional delivery of the certification. The fee proposed will be used to pay temporary instructors whose expertise is in the field of facility management for efficiency and health. This request aligns with Board Policy V.R.3.b.iv: Self-Support Program Fees. The proposed fee was shared with the Faculty Senate committee at their March 18,2025 meeting. Faculty recommends approval.

While the targeted audience for this certificate program is working professionals, it is anticipated that traditional students may have an interest in pursuing this program in addition to their normal degree requirements. Working professionals will pay the self-support fee, but traditional students who pursue the certificate will pay standard tuition and fees, rather than the self-support fee.

ATTACHMENTS

Attachment 1 – Letter of Notification – Undergraduate Certificate in Managing Facilities for Efficiency and Health
Attachment 2 – Managing Facilities Budget

BOARD STAFF COMMENTS AND RECOMMENDATIONS

The proposed self-support program fee for the Undergraduate Certificate in Managing Facilities for Efficiency and Health conforms to the requirement in Board Policy V.R.3.b.iv. that the certificate program "*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*."

Board policy also stipulates that no appropriated funds may be used for self-support programs, that self-support program fees be all-inclusive and no other fees charged in connection with participation in the program, and that self-support program finances are tracked and accounted for separately from all other institutional programs except as provided in subsection 3.b.iv. Policy also indicates "*if a self-support program fee is approved for a new program, institutions may fund start-up costs through reallocation or use of reserves. The program must demonstrate the ability to support its costs, both direct and indirect, within a period not to exceed three years from program start-up*."

UI's request to charge a self-support program fee of $650 per credit per semester for the Undergraduate Certificate in Managing Facilities for Efficiency and Health aligns with criteria as defined in Board Policy V.R.3.b.iv.

The proposed fee was shared with the Instruction, Research and Student Affairs committee at their April 3, 2025, meeting. Staff recommends approval.

BOARD ACTION

I move to approve the request by the University of Idaho to charge a self-support program fee in the amount of $650 per credit hour for the Undergraduate Certificate in Managing Facilities for Efficiency and Health in conformance with the program budget submitted to the Board in Attachment 1.

Moved by _____ Seconded by _____ Carried Yes _____ No _____

March 25, 2025

Patty Sanchez
Idaho State Board of Education
P.O. Box 83720
Boise, ID 83720-0037
Psanchez@edu.idaho.gov

Dear Ms. Sanchez,

The purpose of this Notification Letter is to notify you of changes, per Board Policy III.G.3.c., identified as actions related to academic programs or units. This change has been fully reviewed and approved at the institutional level. We will notify NWCCU as appropriate and implement the actions effective with the 2025-26 catalog.

Adding Managing Facilities for Efficiency and Health Undergraduate Academic Certificate for 12 credits; available face-to-face in Moscow only, with a self-support fee of $650 per credit hour. This certificate is intended for those who wish to manage commercial and industrial buildings. Students will learn how to identify and measure specific metrics on building performance and understand the factors that affect indoor environmental performance such as indoor pollution, thermal performance, and sound transmission. The certificate also includes a course on project and personnel management so students will learn how to coordinate technical projects and set up workflows that will help them communicate when overseeing building infrastructure retrofits. The goal is to equip facility managers with the skills needed to operate increasingly complex buildings in a way that maximizes the health of the occupants and minimizes energy costs.

While the targeted audience for this certificate program is working professionals, it is anticipated traditional students may have an interest in pursuing this program in addition to their normal degree requirements. Working professionals will pay the self-support fee, but traditional students who pursue the certificate will pay standard tuition and fees, rather than the self-support fee.

Let us know if you have any questions.

Sincerely,

Gwen Gorzelsky
Vice Provost for Academic Initiatives

cc: Torrey Lawrence

5. Resources Required for Implementation. "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.

Estimated Fiscal Impact	FY 2026		FY 2027		FY 2028		FY 2028	
A. Revenue	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. Student Fees		* based on 4 student enrollment* Higher enrollment = Higher Net Inclome $7,800.00		* based on 4 student enrollment* Higher enrollment = Higher Net Inclome $7,800.00		* based on 4 student enrollment* Higher enrollment = Higher Net Inclome $7,800.00		* based on 4 student enrollment* Higher enrollment = Higher Net Inclome $7,800.00
6. Other (i.e., Gifts)								
Total Revenue	$0	$7,800	$0	$7,800	$0	$7,800	$0	$7,800
B. Expenditures	On-going	One-time	On-going	One-time	On-going	One-time	On-going	One-time
1. Personnel		5500		5665		5835		6010
2. Operating		200		200		200		200
3. Equipment		200		200		200		200
4. Facilities		200		200		200		200
Total Expenditures	$0	$6,100	$0	$6,265	$0	$6,435	$0	$6,610
Net Income (Deficit)	$0	$1,700	$0	$1,535	$0	$1,365	$0	$1,190

March 25, 2025

Patty Sanchez
Idaho State Board of Education
P.O. Box 83720
Boise, ID 83720-0037
Psanchez@edu.idaho.gov

Dear Ms. Sanchez,

The purpose of this Notification Letter is to notify you of changes, per Board Policy III.G.3.c., identified as actions related to academic programs or units. This change has been fully reviewed and approved at the institutional level. We will notify NWCCU as appropriate and implement the actions effective with the 2025-26 catalog.

Adding Managing Facilities for Efficiency and Health Undergraduate Academic Certificate for 12 credits; available face-to-face in Moscow only, with a self-support fee of $650 per credit hour. This certificate is intended for those who wish to manage commercial and industrial buildings. Students will learn how to identify and measure specific metrics on building performance and understand the factors that affect indoor environmental performance such as indoor pollution, thermal performance, and sound transmission. The certificate also includes a course on project and personnel management so students will learn how to coordinate technical projects and set up workflows that will help them communicate when overseeing building infrastructure retrofits. The goal is to equip facility managers with the skills needed to operate increasingly complex buildings in a way that maximizes the health of the occupants and minimizes energy costs.

While the targeted audience for this certificate program is working professionals, it is anticipated traditional students may have an interest in pursuing this program in addition to their normal degree requirements. Working professionals will pay the self-support fee, but traditional students who pursue the certificate will pay standard tuition and fees, rather than the self-support fee.

Let us know if you have any questions.

Sincerely,

Gwen Gorzelsky
Vice Provost for Academic Initiatives

cc: Torrey Lawrence

5. Resources Required for Implementation. "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.

Estimated Fiscal Impact	FY 2026		FY 2027		FY 2028		FY 2028	
A. Revenue	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. Student Fees		* based on 4 student enrollment* Higher enrollment = Higher Net Inclome $7,800.00		* based on 4 student enrollment* Higher enrollment = Higher Net Inclome $7,800.00		* based on 4 student enrollment* Higher enrollment = Higher Net Inclome $7,800.00		* based on 4 student enrollment* Higher enrollment = Higher Net Inclome $7,800.00
6. Other (i.e., Gifts)								
Total Revenue	$0	$7,800	$0	$7,800	$0	$7,800	$0	$7,800
B. Expenditures	On-going	One-time	On-going	One-time	On-going	One-time	On-going	One-time
1. Personnel		5500		5665		5835		6010
2. Operating		200		200		200		200
3. Equipment		200		200		200		200
4. Facilities		200		200		200		200
Total Expenditures	$0	$6,100	$0	$6,265	$0	$6,435	$0	$6,610
Net Income (Deficit)	$0	$1,700	$0	$1,535	$0	$1,365	$0	$1,190

UNIVERSITY OF IDAHO

SUBJECT

Undergraduate Certificate in Historic Preservation – Self-Support Program Fee

APPLICABLE STATUTE, RULE, OR POLICY

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

BACKGROUND/DISCUSSION

State of Idaho architectural historians have asked our college for a professional development and continuing education certificate to ensure the state and surrounding region has the work force needed to continue identifying, documenting, and completing submissions to the National Register. The effects of climate change and the resulting erosion and degradation of the historic built environment along with the generational decline in qualified experts skilled at developing and submitting properties for inclusion on the National Register has identified the need to educate individuals to support completion of National Register submissions.

IMPACT

There are a few similar certificates offered nationwide, and this certificate will address a regional and national need to educate and certify individuals in facility management for building efficiency and health. This 12-credit online certificate program will charge $650.00 per credit fee, for a total of $7,800, which will pay for instructional delivery of the certification. The fee proposed will be used to pay temporary instructors whose expertise is in the field of historic preservation. This request aligns with Board Policy V.R.3.b.iv: Self-Support Program Fees. The proposed fee was shared with the Faculty Senate committee at their March 18,2025 meeting. Faculty recommends approval.

While the targeted audience for this certificate program is working professionals, it is anticipated that traditional students may have an interest in pursuing this program in addition to their normal degree requirements. Working professionals will pay the self-support fee, but traditional students who pursue the certificate will pay standard tuition and fees, rather than the self-support fee.

ATTACHMENTS

Attachment 1 – Letter of Notification – Undergraduate Certificate in Historic Preservation
Attachment 2 – Historic Preservation Budget

BOARD STAFF COMMENTS AND RECOMMENDATIONS

The proposed self-support program fee for the Undergraduate Certificate in Historic Preservation conforms to the requirement in Board Policy V.R.3.b.iv. that the certificate program "*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."

Board policy also stipulates that no appropriated funds may be used for self-support programs, that self-support program fees be all-inclusive and no other fees charged in connection with participation in the program, and that self-support program finances are tracked and accounted for separately from all other institutional programs except as provided in subsection 3.b.iv. Policy also indicates "*if a self-support program fee is approved for a new program, institutions may fund start-up costs through reallocation or use of reserves. The program must demonstrate the ability to support its costs, both direct and indirect, within a period not to exceed three years from program start-up*."

UI's request to charge a self-support program fee of $650 per credit per semester for the Undergraduate Certificate in Historic Preservation aligns with criteria as defined in Board Policy V.R.3.b.iv.

The proposed fee was shared with the Instruction, Research and Student Affairs committee at their April 3, 2025, meeting. Staff recommends approval.

BOARD ACTION

I move to approve the request by the University of Idaho to charge a self-support program fee in the amount of $650 per credit hour for the Undergraduate Certificate in Historic Preservation in conformance with the program budget submitted to the Board in Attachment 1.

Moved by _____ Seconded by _____ Carried Yes _____ No _____

March 25, 2025

Patty Sanchez
Idaho State Board of Education
P.O. Box 83720
Boise, ID 83720-0037
Psanchez@edu.idaho.gov

Dear Ms. Sanchez,

The purpose of this Notification Letter is to notify you of changes, per Board Policy III.G.3.c., identified as actions related to academic programs or units. This change has been fully reviewed and approved at the institutional level. We will notify NWCCU as appropriate and implement the actions effective with the 2025-26 catalog.

Adding Historic Preservation Undergraduate Academic Certificate for 12 credits; available online only, with a self-support fee of $650 per credit hour. State of Idaho architectural historians have asked for a professional development and continuing education online certificate to ensure the state and surrounding region has the work force needed to continue identifying, documenting, and completing submissions to the National Register. The effects of climate change and the resulting erosion and degradation of the historic built environment along with a generational decline in qualified experts skilled at developing and submitting properties for inclusion on the National Register has identified the need to educate individuals to support completion of National Register submissions. We believe this certificate will address a regional and national need to educate individuals in support of preservation and conservation of the built environment as there are few similar certificates offered nationwide.

While the targeted audience for this certificate program is working professionals, it is anticipated traditional students may have an interest in pursuing this program in addition to their normal degree requirements. Working professionals will pay the self-support fee, but traditional students who pursue the certificate will pay standard tuition and fees, rather than the self-support fee.

Let us know if you have any questions.

Sincerely,

Gwen Gorzelsky
Vice Provost for Academic Initiatives

cc: Torrey Lawrence

5. Resources Required for Implementation. "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.

Estimated Fiscal Impact	FY 2026		FY 2027		FY 2028		FY 2028	
A. Revenue	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. Student Fees		* based on 4 student enrollment* Higher enrollment = Higher Net Inclome $7,800.00		* based on 4 student enrollment* Higher enrollment = Higher Net Inclome $7,800.00		* based on 4 student enrollment* Higher enrollment = Higher Net Inclome $7,800.00		* based on 4 student enrollment* Higher enrollment = Higher Net Inclome $7,800.00
6. Other (i.e., Gifts)								
Total Revenue	$0	$7,800	$0	$7,800	$0	$7,800	$0	$7,800
B. Expenditures	On-going	One-time	On-going	One-time	On-going	One-time	On-going	One-time
1. Personnel		5500		5665		5835		6010
2. Operating		200		200		200		200
3. Equipment		200		200		200		200
4. Facilities		200		200		200		200
Total Expenditures	$0	$6,100	$0	$6,265	$0	$6,435	$0	$6,610
Net Income (Deficit)	$0	$1,700	$0	$1,535	$0	$1,365	$0	$1,190

BOISE STATE UNIVERSITY

SUBJECT

Bachelor of Science in Radiologic Sciences and Bachelor of Science in Advanced Medical Imaging – Professional Program Fee

APPLICABLE STATUTE, RULE, OR POLICY

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

BACKGROUND/DISCUSSION

Boise State University is requesting a professional fee in the amount of $800 per semester for the Bachelor of Science in Radiologic Sciences and the Bachelor of Sciences in Advanced Medical Imaging. Approval of this fee will permit Boise State University to discontinue charging course fees for students in all emphases across these degree plans. Course fees have been the historical method of supporting students' needs while in these degree programs, but course fees no longer meet the requirements of these clinically-based healthcare programs.

A professional fee will help fund costs associated with offering nationally accredited clinically-based programs that lead to professional credentialing. Professional fees would support accreditation fees as well as clinical education, software, equipment and supplies required for students learning. Course fees are not permitted to support clinical instruction, teaching support, accreditation fees or research expenses which creates a gap in sufficient funds to meet student needs and departmental operations.

National job market demands for graduates in radiologic sciences and advanced medical imaging are expected to grow by more than 10% over the next 10 years. Radiologic sciences and advanced medical imaging graduates from all emphases have a consistent 100% pass rate on their credentialing exams; 100% of these graduates gain employment in the field within 6-months; both employers and students report very high satisfaction with the education received from Boise State's programs. Students participate in national research competitions and are annually recognized for their performance. Graduates from these programs go on to be imaging department directors, hospital administrators, physician assistants, medical physicists and physicians.

This fee proposal meets the criteria for professional fees as detailed in the above-referenced policy as follows:

Credential or Licensure Requirement:
Radiologic Sciences and Advanced Medical Imaging graduates must be nationally credentialed and then licensed according to individual state policies. Prior to applying for licensure, graduates take the credentialing exams through their prospective credentialing body, i.e., the American Registry of Radiologic

Technologists, American Registry for Diagnostic Medical Sonography or the Cardiovascular Credentialing International. To be eligible students must demonstrate both academic proficiency and clinical competency according to emphasis requirements.

Accreditation Requirement:
Program accreditations are held by the Joint Review Committee on Education in Radiologic Technologists (JRCERT), Joint Review Committee on Education in Diagnostic Medical Sonography (JRC-DMS), and the Commission on Accreditation of Allied Health Education Programs (CAAHEP).

Extraordinary Program Costs:
The radiologic sciences and advanced medical imaging programs are high intervention programs meaning they require low instructor to student ratios, laboratory access for practice and experimentation, as well as hundreds of hours of clinical experience to confirm competency and credentialing eligibility. Boise State is fortunate to have campus energized x-ray and sonography labs.

Technological advances in equipment for medical imaging require upgrades to hardware and software every 2-5 years to keep students prepared to proficiently participate in clinical experiences. This specialized equipment is very costly for semesterly maintenance, on-demand repair and periodic replacement. Students also require access to expendables for laboratory practice ranging from patient support devices, exam utensils, safety equipment and equipment cleaning supplies. Additionally, clinical participation requires students to have liability insurance coverage, wear radiation detection devices and have access to clinical competency tracking software. All of these expenses are above and beyond what tuition covers.

IMPACT

Boise State University requests to implement an $800 per semester professional fee, to be assessed only during the semesters a student is enrolled in degree emphasis specific clinical and lab courses. Each modality (diagnostic radiology, computed tomography, magnetic resonance imaging, etc.) has specific exam types, patient types, and number of exams required based on prior credentials held by the student and repetitions for competency. The number of semesters this professional fee is charged will range from 1 to 4 depending on the number of labs, clinical courses and oversite required for credentialing eligibility in each modality (see Attachment 1 for details).

These fees are necessary to support the cost of laboratory equipment maintenance and replacement, accreditation fees for clinical site affiliation, clinical experience materials, competency tracking software access, experience oversite, and competency assessment.

ATTACHMENTS

Attachment 1 – Radiologic Sciences and Advanced Medical Imaging emphases and certificates Course Indicator

STAFF COMMENTS AND RECOMMENDATIONS

Pursuant to Board Policy V.R.3.b.iii a professional program fee, with Board approval, may be charged in addition to the program's regular tuition and fees. To be eligible for consideration of a professional fee the program must meet all of the credential or licensure requirements, accreditation requirements and demonstrated program costs established in Board policy V.R.3.b. No additional course fees may be charged once the professional fee is established.

Boise State's request to assess a professional program fee of $800 per credit per semester for the Radiologic Science and Advanced Medical Imaging programs aligns with criteria as defined in Board Policy V.R.3.b.ii.

The proposed fees were shared with the Instruction, Research and Student Affairs committee at their April 3, 2025, meeting. Staff recommends approval.

BOARD ACTION

I move to approve the request by Boise State University to charge an $800 per semester professional program fee, to be assessed during each of the semesters that involve a clinical and laboratory required department course for the Radiologic Sciences and Advanced Medical Imaging degree plan emphases.

Moved by _____ Seconded by _____ Carried Yes _____ No _____

Course Indicator for when $800 Professional Fee will apply for emphases/certificates

Radiologic Sciences BS Emphases	Semester 1	Semester 2	Semester 3	Semester 4	Total
Computed Tomography	AMI 455				$800
Diagnostic Radiology	RADSCI 223	RADSCI 285	RADSCI 386	RADSCI 406	$3,200
Diagnostic Medical Sonography	AMI 465	AMI 466	AMI 467		$2,400
Echocardiography&Vascular Ultrasound*	AMI 475	AMI 476	AMI 477		$2,400
Interventional Cardiology		AMI 435	AMI 436		$1,600
Interventional Radiology		AMI 425	AMI 426		$1,600
Magnetic Resonance Imaging	AMI 445	AMI 446			$1,600
Advanced Medical Imaging Emphases					
Computed Tomography	AMI 455				$800
Diagnostic Medical Sonography	AMI 465	AMI 466	AMI 467		$2,400
Interventional Cardiology		AMI 435	AMI 436		$1,600
Interventional Radiology		AMI 425	AMI 426		$1,600
Echocardiography&Vascular Ultrasound*	AMI 475	AMI 476	AMI 477		$2,400
Magnetic Resonance Imaging	AMI 445	AMI 446			$1,600

Certificate Programs	Semester 1	Semester 2	Semester 3	Total
Computed Tomography	AMI 455			$800
Diagnostic Medical Sonography	AMI 465	AMI 466	AMI 467	$2,400
Echocardiography*	AMI 478	AMI 479		$1,600
Magnetic Resonance Imaging	AMI 445	AMI 446		$1,600
Mammography*	AMI 485			$800
Vascular Ultrasound*	AMI 495			$800
Interventional Radiology/Interventional Cardiology**				no fee

Notes:

* New emphasis or certificate program. Effective Fall 2025 pending State Board approval.

** Interventional Cardiology/Interventional Radiology **Certificate**: no fee - no labs/clinicals

BOISE STATE UNIVERSITY

SUBJECT

Bachelor of Science in Respiratory Care Entry-to-Practice Program – Professional Program Fee

APPLICABLE STATUTE, RULE, OR POLICY

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

BACKGROUND/DISCUSSION

Boise State University is requesting a professional fee for the on-campus Bachelor of Science in Respiratory Care (BSRC) Entry-to-Practice Program of $500 per semester. If approved, and upon establishment of this fee, Boise State University will discontinue charging course fees in the on-campus BSRC program. Alternatives to a professional fee, such as course fees, have been utilized and the program has concluded that these alternatives do not satisfactorily meet the needs of a professional healthcare degree program. Currently, on-campus BSRC students pay individual course fees totaling $310 - $610 each semester.

A professional fee for the on-campus BSRC will support the requirements of offering a nationally accredited educational program that leads to professional licensure. Professional fees will be used to support clinical instruction, lab, and student research support. Clinical placements have become increasingly difficult to facilitate and have required more paid preceptors. Course fees cannot be used to support clinical instruction, lab instruction, or research expenses, thereby leaving a gap in the ability to fund the complete operation of this program.

The on-campus BSRC at Boise State University prepares students to practice as respiratory care providers nationwide. Employers around the country actively seek Boise State Respiratory Care graduates to work at some of the top medical centers in the country. The program has a 100% pass rate for December 2022 graduates who have taken the exam. Additionally, 100% of students who seek a job in respiratory care are employed, and in 2022, 79% of students sought employment in Idaho.

This fee proposal meets the criteria for professional fees as detailed in the above-referenced policy as follows:

Credential or Licensure Requirement:
Respiratory Care graduates must become licensed according to the state they choose to work in. Prior to applying for licensure, graduates take the Therapist Multiple Choice and Clinical Simulation Exam through the National Board for Respiratory Care (NBRC). To be eligible for the NBRC exams, students must graduate from a Commission on Accreditation for Respiratory Care (CoARC) accredited program.

Accreditation Requirement:
The on-campus BSRC is accredited by the CoARC.

Extraordinary Program Costs:
The on-campus BSRC program is driven by hands-on curriculum. The program is fortunate to house a large ventilator lab that gives students practical experience with advanced mechanical ventilation. Additionally, the field of respiratory care utilizes highly specialized equipment. This equipment comes at a significant cost to the program. Furthermore, maintenance of this equipment is often costly and includes annual calibration of equipment. In addition to large equipment purchases, students use a variety of single-use consumables to simulate various Respiratory Care procedures for which they are required to demonstrate competency prior to arrival to clinical facilities and for which they will need to master as successful respiratory care practitioners.

IMPACT

Boise State University would like to implement a $500 per semester professional fee, to be assessed during each of the five (5) semesters for the on-campus BSRC, in place of the existing course fee structure. These fees will cover the cost of clinical placement, lab maintenance, equipment replacement, and teaching assistants. Without this change in fee structure, access to the latest equipment, supplies, and learning tools and instructors will be limited, and our graduates may not be fully prepared to enter the workforce.

STAFF COMMENTS AND RECOMMENDATIONS

Pursuant to Board Policy V.R.3.b.iii. a professional program fee, with Board approval, may be charged in addition to the program's regular tuition and fees. To be eligible for consideration of a professional fee the program must meet all of the credential or licensure requirements, accreditation requirements and demonstrated program costs established in Board policy V.R.3.b. No additional course fees may be charged once the professional fee is established.

Boise State's request to assess a professional program fee of $500 per credit per semester for the Bachelor of Science in Respiratory Care Entry-to-Practice Program aligns with criteria as defined in Board Policy V.R.3.b.iii.

The proposed fee was shared with the Instruction, Research and Student Affairs committee at their April 3, 2025, meeting. Staff recommends approval.

BOARD ACTION

I move to approve the request by Boise State University to charge a professional program fee of $500 per semester for the Bachelor of Science in Respiratory Care Entry-to-Practice Program.

Moved by _____ Seconded by _____ Carried Yes _____ No _____

BOISE STATE UNIVERSITY

SUBJECT

Online Bachelor of Business Administration in Accountancy – Online Program Fee

APPLICABLE STATUTE, RULE, OR POLICY

Idaho State Board of Education Governing Policies & Procedures, Section III.G. and Section V.R.

BACKGROUND/DISCUSSION

Boise State University proposes to offer an online version of the existing Bachelor of Business Administration (BBA) in Accountancy program utilizing the Online Program Fee model. This degree will operate under the guidelines of Board Policy V.R. as it pertains to wholly online programs.

Boise State University sent a Notification Letter on December 16, 2024 to notify the Office of the Idaho State Board of Education (as per Board Policy Section III.G.3.c.) of our intent to offer a fully online version of our existing Bachelor of Business Administration in Accountancy program to be housed in the College of Business and Economics within the Department of Accountancy. The fully online BBA Accountancy program will be effective starting in fall 2025.

The online BBA in Accountancy program will offer flexibility, allowing students to pursue their education while managing life's demands. This program provides an opportunity for students across Idaho and beyond to pursue a degree in accounting without the need to relocate to Boise. By utilizing existing online course offerings and optimizing excess capacity in current sections, the program ensures a cost-effective and efficient approach to expanding educational access.

Students will develop essential skills in financial analysis, ethical decision-making, and business processes, preparing them for careers in a variety of accounting-related fields. This initiative reinforces Boise State's commitment to delivering high-quality, flexible education that meets both student needs and industry demands.

IMPACT

With an expected enrollment of 15 new students per semester, the program is designed to operate within current instructional capacity without requiring additional instructional staff. Advising will be provided through Extended Studies and funded through the online program fee model, ensuring dedicated support for students.

Recognizing the increasing need for skilled accounting professionals, the fully online BBA in Accountancy creates a pathway for students to develop expertise in financial reporting, tax law, and information technology within business operations.

By leveraging existing university resources, it offers a sustainable and scalable model that benefits both students and the institution. Graduates will be well-equipped to enter the workforce or advance in their careers, supporting Idaho's growing business sector. The program reflects Boise State's dedication to fostering innovation in education and meeting the evolving needs of the accounting profession.

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 $395 for the proposed online program aligns with the majority of Boise State University's undergraduate online programs. The degree will require 120 credits in total, and 83 credits are required for the major. For students who need the 83 credits, the cost of the program would be $32,785 for the degree (83 credits at $395 per credit).

All of the degree requirements for this new online program that are offered at the community college level are the same as those in the in-person Accountancy BBA program. Transfer credit is applicable and reviewed on a case-by-case basis.

ATTACHMENTS

Attachment 1 – Bachelor of Business Administration in Accountancy Budget Form

STAFF COMMENTS AND RECOMMENDATIONS

Currently, Board Policy III.G Postsecondary Program Review and Approval does not require Board approval for the addition of online options to existing academic programs. Boise State University has met the policy requirement to notify the Board office of their intent to offer an online option of the Bachelor of Business Administration in Accountancy. The request before the Board is to solely approve the online program fee for this existing online offering.

Boise State's request to assess an online program fee of $395 per credit aligns with criteria as defined in Board Policy V.R.3.b.ii. to include that the online program fee is in lieu of tuition and all other Board-approved fees.

The proposed fee was shared with the Instruction, Research and Student Affairs committee at their April 3, 2025, meeting. Staff recommends approval.

BOARD ACTION

I move to approve the request by Boise State University to charge an online program fee of $395 per credit for the online Bachelor of Business Administration in Accountancy, in conformance with the program budget submitted to the Board in Attachment 1.

Moved by _____ Seconded by _____ Carried Yes _____ No _____

Estimated Fiscal Impact	FY 2026		FY 2027		FY 2028		FY 2029	
A. Revenue	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. Student Fees		$24,332.00		$93,811.15		$149,390.67		$178,254.77
6. Other: Shared Course Revenue		$3,018.40		$11,637.33		$18,532.01		$22,112.62
7. Other								
Total Revenue	$0	$27,350	$0	$105,448	$0	$167,923	$0	$200,367

B. Expenditures	On-going	One-time	On-going	One-time	On-going	One-time	On-going	One-time
1. Personnel		$22,451.99		$53,656.52		$77,256.57		$96,840.68
2. Operating		$0.00		$0.00		$0.00		$0.00
3. Equipment								
4. Facilities								
5. Other Costs: Boise State University Support		$12,281		$47,347		$75,399		$89,967
Total Expenditures	$0	$34,733	$0	$101,004	$0	$152,655	$0	$186,807
Net Income (Deficit)	$0	-$7,382	$0	$4,445	$0	$15,267	$0	$13,560

Budget Notes	
A.5	Student fees calculated as $395 online program fee per credit times credits generated per fiscal year. To be conservative, assume in calculations that per-credit fee does not increase over time. We expect to generate 62 SCH (about 14 students) in FY26, 237 SCH (34 students) in FY27, 378 SCH (49 students) in FY29 and 451 SCH (59 students) in FY29.
A.6.	The BBA Accountancy program will receive revenue from ACCT students taking classes within the shared course suite. This has been calculated with each degree student taking an additional 30 credits at $47/per credit.
B.1	Personnel costs are calculated using a share of expected course load of the already existing courses for online program fee students. The share of costs for online program fee students are estimated to be 5% in FY26, 13% in FY 27, 18% in FY28, and 22% in FY29.
B.5.	Boise State University Support includes expenses for recruitment, enrollment, advising and other student support for retention; course development stipends to faculty, administrative expenses for program development and project management and a small amount for innovation grants for future program development.

BOISE STATE UNIVERSITY

SUBJECT

Online Undergraduate Certificate in Applied Teamwork – Online Program Fee

APPLICABLE STATUTE, RULE, OR POLICY

Idaho State Board of Education Governing Policies & Procedures, Section III.G. and Section V.R.

BACKGROUND/DISCUSSION

Boise State University proposes to offer an Undergraduate Certificate in Applied Teamwork in the Online Program Fee model. This undergraduate certificate will operate under the guidelines of Board Policy V.R. as it pertains to wholly online programs.

Boise State University sent a Notification Letter on February 12, 2025 to notify the Office of the Idaho State Board of Education (as per Board Policy Section III.G.3.c.) of their intent to offer an online Undergraduate Certificate in Applied Teamwork. The program will be housed in the College of Arts and Sciences (COAS). This program will be effective starting in fall 2025.

The Undergraduate Certificate in Applied Teamwork is designed to equip students with essential collaboration skills applicable across industries and workplace settings. Open to all majors, this 10-credit certificate is particularly valuable for students with elective space and those balancing work and studies. It complements existing degree programs, much like leadership certificates, and will integrate seamlessly into the Bachelor of Applied Science, Digital Innovation and Design and Interdisciplinary Professional Studies majors while also benefiting students in other disciplines.

This certificate offers students a workplace-ready credential that will strengthen their professional skills and adaptability in dynamic, evolving industries. Every profession relies on effective teamwork, and this certificate will provide students with the tools to navigate diverse team environments, whether in professional roles, academic projects, or personal collaborations. By developing strong communication, problem-solving, and adaptability skills, students will enhance their readiness for future careers while also improving their ability to collaborate effectively in college courses.

IMPACT

The certificate will enhance students' teamwork capabilities, making them more competitive in their careers and improving collaboration in academic settings. Through coursework focused on real-world applications, including work-integrated learning and internships, students will gain hands-on experience that translates directly to the workforce. The fully online format, offered with an online program

fee, ensures accessibility, including working professionals. Graduates will develop proficiency in digital platforms and technologies for teamwork, communication, and collaboration in both local and global environments. Additionally, they will strengthen their ability to navigate diverse teams, adapt to evolving workplace demands, and contribute to successful teamwork through effective communication, decision-making, and continuous reflection on team performance.

With projected enrollment starting at 10-15 students in the first year and increasing to 30+ students by year three, the program is expected to be self-sustaining within two years. Initially funded through the COAS Innovation Hub Grant, it will not require additional resources, as advising will be integrated into existing processes, and new instructional costs will only be incurred if enrollment reaches 31 students. If the program does not become financially viable within three years, it will be considered for discontinuation.

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 $395 for the proposed online certificate aligns with the majority of Boise State University's undergraduate online programs. For students who need 10 credits to earn the certificate, the cost of the program would be $3,950 (10 credits at $395 per credit).

ATTACHMENTS

Attachment 1 – Undergraduate Certificate in Applied Teamwork Budget Form

STAFF COMMENTS AND RECOMMENDATIONS

Currently, Board Policy III.G Postsecondary Program Review and Approval does not require Board approval for the establishment of an undergraduate certificate consisting of fewer than 30 credits. Boise State University has met the policy requirement to notify the Board office of their intent to create and offer a new online undergraduate certificate in Applied Teamwork. The request before the Board is to approve the online program fee for this existing certificate.

Boise State's request to assess an online program fee of $395 per credit aligns with criteria as defined in Board Policy V.R. to include that the online program fee is in lieu of tuition and all other Board-approved fees.

The proposed fee was shared with the Instruction, Research and Student Affairs committee at their April 3, 2025, meeting. Staff recommends approval.

BOARD ACTION

I move to approve the request by Boise State University to charge an online program fee of $395 per credit for the Undergraduate Certificate in Applied Teamwork, in conformance with the program budget submitted to the Board in Attachment 1.

Moved by _____ Seconded by _____ Carried Yes _____ No _____

Estimated Fiscal Impact	FY 2026		FY 2027		FY 2028		FY 2029	
A. Revenue	On-going	One-time	On-going	One-time	On-going	One-time	On-going	One-time
1. New Appropriated Funding Rec	$0.00	$0.00	$0.00	$0.00	$0.00	$0.00	$0.00	$0.00
2. Institution Funds	$0.00	$0.00	$0.00	$0.00	$0.00	$0.00	$0.00	$0.00
3. Federal	$0.00	$0.00	$0.00	$0.00	$0.00	$0.00	$0.00	$0.00
4. New Tuition Revenues from Increased Enrollments	$0.00	$0.00	$0.00	$0.00	$0.00	$0.00	$0.00	$0.00
5. Student Fees	$0.00	$47,400.00	$0.00	$71,100.00	$0.00	$94,800.00	$0.00	$94,800.00
6. Other (i.e., Gifts)	$0.00		$0.00		$0.00		$0.00	
Total Revenue	$0	$47,400	$0	$71,100	$0	$94,800	$0	$94,800

B. Expenditures	On-going	One-time	On-going	One-time	On-going	One-time	On-going	One-time
1. Personnel	$0.00	$14,699.72	$0.00	$15,140.71	$0.00	$15,594.93	$0.00	$16,062.78
2. Operating	$0.00	$0.00	$0.00	$0.00	$0.00	$0.00	$0.00	$0.00
3. Equipment	$0.00	$0.00	$0.00	$0.00	$0.00	$0.00	$0.00	$0.00
4. Facilities	$0.00	$0.00	$0.00	$0.00	$0.00	$0.00	$0.00	$0.00
5. Other Costs: Boise State Unive	$0.00	$23,848.80	$0.00	$35,773.20	$0.00	$47,697.60	$0.00	$47,697.60
Total Expenditures	$0	$38,549	$0	$50,914	$0	$63,293	$0	$63,760
Net Income (Deficit)	$0	$8,851	$0	$20,186	$0	$31,507	$0	$31,040

Notes:

A.5	Year one is calculated using an Online Program Fee of $395 per credit and an average of 10 students enrolled in each of 4 annual offerings of the two 3-credit TEAM courses (TEAM 302 and TEAM 303). Year two uses an average enrollment of 15 students, and years three and four both use an average enrollment of 20 students.
B.1	The two 3-credit TEAM courses (TEAM 302 and TEAM 303) will each be offered twice a year and take a total of 12 credits of faculty workload. The personnel costs were calculated using average salaries and fringe (plus estimated 3% CEC and overtime fringe). IPS 385 is already offered and there is capacity for 10-20 additional students.
B.5.	Boise State University Support includes expenses for recruitment, enrollment, advising and other student support for retention, course development stipends to faculty, administrative expenses for program development and project management, a $3.72 per credit library fee, and a small amount for innovation grants for future program development.

BOISE STATE UNIVERSITY

SUBJECT

Online Undergraduate Certificate in Beer and Wine Studies – Online Program Fee

APPLICABLE STATUTE, RULE, OR POLICY

Idaho State Board of Education Governing Policies & Procedures, Section III.G. and Section V.R.

BACKGROUND/DISCUSSION

Boise State University proposes to offer the Certificate in Beer and Wine Studies in the Online Program Fee model. This certificate will operate under the guidelines of Board Policy V.R. as it pertains to wholly online programs.

Boise State University sent a Notification Letter on February 11, 2025 to notify the Office of the Idaho State Board of Education (as per Board Policy Section III.G.3.c.) of our intent to offer an Undergraduate Certificate in Beer and Wine Studies. The program will be housed in the College of Innovation and Design. This program will be effective starting in fall 2025.

The Undergraduate Certificate in Beer and Wine Studies is designed to support Idaho's growing craft beverage industry by preparing students for careers in breweries, wineries, and beverage service establishments. The program addresses the increasing demand for skilled professionals by providing specialized training in beer and wine production, sensory evaluation, and beverage management. Offered through the College of Innovation and Design, this certificate emphasizes the cultural and historical significance of craft beverages while equipping students with hands-on experience through applied coursework and industry collaborations.

IMPACT

This program will have a significant impact beyond the classroom, benefiting students, local businesses, and Idaho's tourism sector. As Boise and Idaho continue to grow as a craft beverage destination, the certificate will serve as a pipeline for students to enter and advance in breweries, wineries, and beverage service establishments. Projected enrollment in the program is 10 – 15 students in FY26 and reaching up to 40 students by FY29. The program will utilize existing resources from the College of Innovation and Design, with adjunct instructors teaching the courses. By leveraging current faculty and infrastructure, the program ensures accessibility while maintaining a strong emphasis on industry-relevant skills and real-world application.

The student fee will be in accordance with the Online Program Fee as defined in the Board Policy V.R., 3.bii. The price-point of $395 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 $3,555 (9 credits at $395 per credit).

ATTACHMENTS

Attachment 1 – Undergraduate Certificate in Beer and Wine Studies Budget Form

STAFF COMMENTS AND RECOMMENDATIONS

Currently, Board Policy III.G Postsecondary Program Review and Approval does not require Board approval for the establishment of an undergraduate certificate consisting of fewer than 30 credits. Boise State University has met the policy requirement to notify the Board office of their intent to create and offer a new online undergraduate certificate in Beer and Wine Studies. The request before the Board is to approve the online program fee for this existing certificate.

Boise State's request to assess an online program fee of $395 per credit aligns with criteria as defined in Board Policy V.R. to include that the online program fee is in lieu of tuition and all other Board-approved fees.

The proposed fee was shared with the Instruction, Research and Student Affairs committee at their April 3, 2025, meeting. Staff recommends approval.

BOARD ACTION

I move to approve the request by Boise State University to charge an online program fee of $395 per credit for the Undergraduate Certificate in Beer and Wine Studies, in conformance with the program budget submitted to the Board in Attachment 1.

Moved by _____ Seconded by _____ Carried Yes _____ No _____

Estimated Fiscal Impact	FY 2026		FY 2027		FY 2028		FY 2029	
A. Revenue	On-going	One-time	On-going	One-time	On-going	One-time	On-going	One-time
1. New Appropriated Funding Req	$0.00	$0.00	$0.00	$0.00	$0.00	$0.00	$0.00	$0.00
2. Institution Funds	$0.00	$0.00	$0.00	$0.00	$0.00	$0.00	$0.00	$0.00
3. Federal	$0.00	$0.00	$0.00	$0.00	$0.00	$0.00	$0.00	$0.00
4. New Tuition Revenues from Increased Enrollments	$0.00	$0.00	$0.00	$0.00	$0.00	$0.00	$0.00	$0.00
5. Student Fees	$0.00	$47,400.00	$0.00	$94,800.00	$0.00	$118,500.00	$0.00	$142,200.00
6. Other (i.e., Gifts)	$0.00	$0.00	$0.00	$0.00	$0.00	$0.00	$0.00	$0.00
Total Revenue	$0	$47,400	$0	$94,800	$0	$118,500	$0	$142,200

B. Expenditures	On-going	One-time	On-going	One-time	On-going	One-time	On-going	One-time
1. Personnel	$0.00	$13,500.00	$0.00	$18,000.00	$0.00	$27,000.00	$0.00	$27,000.00
2. Operating	$0.00	$5,000.00	$0.00	$7,500.00	$0.00	$10,000.00	$0.00	$12,500.00
3. Equipment	$0.00	$0.00	$0.00	$0.00	$0.00	$0.00	$0.00	$0.00
4. Facilities	$0.00	$0.00	$0.00	$0.00	$0.00	$0.00	$0.00	$0.00
Total Expenditures	$0	$18,500	$0	$25,500	$0	$37,000	$0	$39,500
Net Income (Deficit)	$0	$28,900	$0	$69,300	$0	$81,500	$0	$102,700

Budget Notes	
A.5	Student fees calculated as $395 online program fee per credit times credits generated per fiscal year. To be conservative, we assume in calculations that per-credit fee does not increase over time. We expect to generate 120 SCH (about 13 students) in FY26, 240 SCH (27 students) in FY27, 300 SCH (33 students) in FY29 and 360 SCH (40 students) in FY29.
B.1	The certificate program will be taught by adjuncts at a $1500/credit rate, and workload is shared by instruction from the in-person certificate. For budget projection purposes here, it assumes 3 course offerings in FY26, 4 course offerings in FY27, and 6 courses each in FY28 and FY29.
B.2.	Includes expenses for marketing, program management, and fees such as the $3.72 per credit hour library fee.

BOISE STATE UNIVERSITY

SUBJECT

Online Undergraduate Certificate in Echocardiography - Online Program Fee

APPLICABLE STATUTE, RULE, OR POLICY

Idaho State Board of Education Governing Policies & Procedures, Section III.G. and Section V.R.

BACKGROUND/DISCUSSION

Boise State University proposes to offer an online version of the Echocardiography undergraduate certificate utilizing the Online Program Fee model. This undergraduate certificate will operate under the guidelines of Board Policy V.R. as it pertains to wholly online programs.

The 48 credit Echocardiography undergraduate certificate provides Radiologic Sciences and Advanced Medical Imaging students, as well as credentialed technologists, with an opportunity to enhance their skills and career flexibility. As the only program of its kind in the Treasure Valley and Idaho, it addresses a critical educational and workforce need. The certificate will be offered in both face-to-face and fully online formats, maintaining identical curriculum requirements, with an online program fee for remote learners.

IMPACT

This Echocardiography certificate program will help address the growing shortage of qualified sonographers by providing a pipeline of trained professionals for local, state, and national employers. According to the American Society of Radiologic Technologists (ASRT), national vacancies for sonographers rose from 6.9% in 2021 to 16.7% in 2023. As other institutions close their programs, Boise State remains committed to meeting workforce demands by offering flexible education, allowing students to complete didactic instruction online while fulfilling clinical requirements at local healthcare facilities. This certificate aims to further support employer needs and improve patient care.

The student fee will be in accordance with the Online Program Fee as defined in the Board Policy V.R., 3.a.x. The price-point of $445 for the proposed online certificate aligns with the Boise State University's undergraduate online programs in professional fields, including healthcare. For students who need 48 credits to earn the certificate, the tuition cost of the program would be $21,360 (48 credits at $445 per credit.)

The certificate will not require the development of additional courses as the courses will be the same as those specifically focused on echocardiography within the Bachelor of Science in Radiological Sciences. The certificate program will also not require additional administrative costs beyond faculty workload adjustments to

accommodate total course enrollment needs. As demand increases, course capacities will be expanded. Total expenditures are $146,640 - $255,511 annually over a four-year period.

ATTACHMENTS

Attachment 1 – Undergraduate Certificate in Echocardiography Short Proposal

STAFF COMMENTS AND RECOMMENDATIONS

Based on the program proposal, this certificate program aims to address the growing shortage of qualified sonographers by providing local, state, and national employers with a new pipeline of trained professionals. This program offers a crucial solution by allowing students to complete didactic instruction online and gain clinical experience at local healthcare facilities. Boise State anticipates 10 initial enrollments starting in fall 2026 with 10 enrollments in spring and summer to reach 20 enrollments consecutively by fall 2028.

The proposed certificate was not listed on Boise State's three-year plan and provides that the certificate program is important for meeting the institution's regional responsibilities and is in response to a specific industry need or workforce opportunity. No institution has statewide program responsibility for radiological science programs.

Boise State's request to assess an online program fee of $445 per credit aligns with criteria as defined in Board Policy V.R. to include that the online program fee is in lieu of tuition and all other Board-approved fees.

The proposed fee was shared with the Instruction, Research and Student Affairs committee at their April 3, 2025, meeting. Staff recommends approval.

BOARD ACTION

I move to approve the request by Boise State University to offer an online Undergraduate Certificate in Echocardiography and charge an online program fee of $445 per credit 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

SHORT PROPOSAL FORM

Academic Programs

Date of Proposal Submission:	February 10, 2025					
Institution Submitting Proposal:	Boise State University					
Name of College, School, or Division:	College of Health Sciences					
Name of Department(s) or Area(s):	Radiological Sciences					
Official Name of Program or Instructional/Administrative Unit:	Echocardiography Certificate (undergraduate)					
CIP code or Modification of CIP Code (consult IR /Registrar):	51.0901					
Method of Delivery: Indicate percentage of face-to-face, hybrid, distance delivery, etc.	Hybrid, and Fully Online with an Online Program Fee					
Implementation Date:	Fall 2025					
Geographical Delivery:	Location(s)			Region(s)	III/National	
Indicate (X) if the program is/has: (Consistent with Board Policy V.R.)		Self-Support fee		Professional Fee	X	Online Program Fee

Indicate those that apply to this request:

- [X] Undergraduate Certificate (30 credits or more)
- [ ] Graduate Certificate (30 credits or more)
- [ ] Specialized Certificate (Below $250k/FY)

Proposed Action

- [ ] Addition of a certificate or degree to an existing program
- [X] Addition of a certificate to an existing program
- [ ] Modification of existing academic programs
  - [ ] Splitting an existing program into two or more programs
  - [ ] Consolidating two or more programs into one stand-alone program
  - [ ] Converting one program option into a stand-alone program
  - [ ] Converting or transitioning a degree level type (i.e. BA to BS)
  - [ ] Converting or transitioning a certificate type (i.e. TC to BTC)
  - [ ] Establishing a dual degree from existing programs
  - [ ]
- [ ] **Other**
  - [ ] New programs consisting of multiple certificates with similar coursework
  - [ ] Program name changes related to Statewide Program Responsibilities (requires Board approval)
  - [ ] Deviation from certificate or degree program credit definitions (Board Policy III.E.)
  - [ ]

College Dean (Institution)	Date	Academic Affairs Program Manager, OSBE	Date 2/25/2025
VP/Chief Fiscal Officer (Institution)	Date	Chief Financial Officer, OSBE	Date 02/27/2025
Provost/VP for Instruction (Institution)	Date	SBOE, OSBE Executive Director or Designee Approval	Date

This proposal form must be completed for certificates and program changes as provided in Board Policy III.G.3.b. *Actions Requiring a Short Proposal*.

1. Provide an overview of the changes that includes need and rationale for the proposed modification or change. Identify any existing program that this program will replace.

Students enrolled in various Radiologic Sciences and Advanced Medical Imaging Bachelor of Science emphases at Boise State University, as well as credentialed technologists currently working in the industry, may seek to complete the didactic and clinical requirements of this proposed Echocardiology undergraduate certificate to enhance their expertise, skills, and career flexibility. Currently, no other certificate program in this field of medical imaging exists in the Treasure Valley or the state of Idaho, making this a unique opportunity to address both educational and workforce demands in diagnostic services within the state and beyond.

This certificate program will be offered in both hybrid for on campus students and fully online formats with an online program fee. There will be identical curriculum requirements for both delivery methods.

2. Discuss impact of proposed modification on student enrollment. Using the chart below, provide projected new enrollments for the proposed certificate or modified program:

Estimated New Enrollment			
Year	**Fall**	**Spring**	**Summer**
	Headcount	Headcount	Headcount
2025-26	0	0	0
2026-27	10	10	10
2027-28	15	15	15
2028-29	20	20	20
2029-30	20	20	20

3. **Educator Endorsement/Certification Programs**. All new initial educator preparation programs that lead to an Idaho educator endorsement/certification require review and recommendation facilitated by the Office of the State Board of Education and approval from the Idaho State Board of Education.

Will this program include a new initial educator preparation program leading to an Idaho educator endorsement/certification?

Yes ____ No X

If yes, on what date was the new program application endorsement/certification submitted to the Office of the State Board of Education (Educator Effectiveness Program Manager)

Date _____

All new program applications for endorsement/certification are submitted via CANVAS by the educator preparation provider dean, assistant dean, or director.

4. Three-Year Plan. If this is a new proposed certificate (30 credits or more) or degree, is it on your institution's Board approved 3-year plan?

Yes ____ No __X__

If yes, proceed to question 5. If no, please address A and B below:

a. Which of the following statements address the reason for adding this program outside of the regular three-year planning process.

Indicate (X) by each applicable statement:

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.
	We failed to include it when we had the opportunity.
	Other:

b. Provide an explanation for all statements you selected.

This certificate program will provide local, Idahoan, and national employers with a pipeline of qualified employees who are currently unavailable in Idaho and other regions across the country. In 2024, the American Society of Radiologic Technologists (ASRT) published survey results showing that national vacancies for sonographers increased from 6.9% in 2021 to 16.7% in 2023. As institutions across the nation close their programs, Boise State remains committed to addressing local, state, and national needs for imaging education by offering a solution where students can complete didactic instruction online and fulfill clinical requirements at their local healthcare facilities. We are proposing to add this echocardiography certificate to further meet the growing demands of employers in healthcare industry and patients.

5. Curriculum for the proposed program changes and its delivery.

a. Summary of requirements. Provide a summary of program requirements using the following table.

Credit hours in required courses offered by the department (s) offering the program.	0
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 program	**48**

b. Curriculum. Provide the curriculum for the program, including a listing of course titles and credits in each.

Program Requirements

Take the following:

- AMI 460 - Sonographic Physics and Instrumentation (3)
- AMI 421 - Physiologic Monitoring (3)
- AMI 432 - Cardiac-Interventional Procedures (3)
- AMI 478 - Clinical Experience Adult Echocardiography I (6)
- AMI 463 - Doppler Procedures (2)

- AMI 463L - Doppler Scan Simulation (1)
- AMI 470 - Adult Echocardiography I: Principles of Echocardiography (2)
- AMI 470L - Adult Echocardiography Lab Simulation I (1)
- AMI 471 - Adult Echocardiography II: Cardiac Diseases (2)
- AMI 471L - Adult Echocardiography Simulation II (1)
- AMI 472 - Adult Echocardiography III: Advanced Modalities (2)
- AMI 472L - Adult Echocardiography Simulation III (1)
- AMI 479 - Clinical Experience Adult Echocardiography II (6)
- AMI 474 - Cardiovascular Anatomy and Physiology (3)
- AMI 300 - Pharmacology (3)
- AMI 400 - Advanced Modality Case Studies (FF) (3)
- IMGSCI 408 - Advanced Sectional Anatomy in Imaging Sciences (3)
- IMGSCI 404 - Study of Diseases in Imaging Sciences (3)

- **Total Credits: 48**

6. Resources Required for Implementation – Financial Impact and Budget.

a. Discuss organizational arrangements required within the institution to accommodate the proposed action, including administrative, staff, and faculty hires, facilities, student services, library, etc. Include a statement regarding total cost to students. If there is no financial impact as defined in Board Policy III.G.1. e[1], include a statement to indicate there is no financial impact. Completion of the budget form is required if there is a financial impact.

The courses in this certificate program are the same as those specifically focused on echocardiography within the Radiologic Sciences Bachelor of Science degree, with an emphasis on Echocardiography and Vascular Ultrasound. This certificate offering requires no additional course development or administrative costs beyond faculty workload adjustments to accommodate total course enrollment needs. As student demand for these certificate courses increases, course capacities will be expanded accordingly.

The attached budget form reflects the revenue and expenditures anticipated in this certificate program. It uses $445 per credit online program fee in estimated revenue calculations.

[1] Financial Impact shall mean the total financial 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. *Revised per Board Policy III.G, June 2024.*

Estimated Fiscal Impact	FY 27		FY 28		FY 29		FY 30	
A. Revenue	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	$0.00	$0.00	$0.00	$0.00
2. Institution Funds	$0.00	$0.00	$0.00	$0.00	$0.00	$0.00	$0.00	$0.00
3. Federal	$0.00	$0.00	$0.00	$0.00	$0.00	$0.00	$0.00	$0.00
4. New Tuition Revenues from Increased Enrollments	$0.00	$0.00	$0.00	$0.00	$0.00	$0.00	$0.00	$0.00
5. Student Fees	$0.00	$213,600.00	$0.00	$320,400.00	$0.00	$427,200.00	$0.00	$427,200.00
6. Other (i.e., Gifts)	$0.00	$0.00	$0.00	$0.00	$0.00	$0.00	$0.00	$0.00
Total Revenue	$0	$213,600	$0	$320,400	$0	$427,200	$0	$427,200

B. Expenditures	On-going	One-time	On-going	One-time	On-going	One-time	On-going	One-time
1. Personnel	0.00	35,714.00	0.00	36,666.06	0.00	37,647.86	0.00	38,659.12
2. Operating	0.00	5,000.00	0.00	5,000.00	0.00	5,000.00	0.00	5,000.00
3. Equipment	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00
4. Facilities	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00
5. Boise State Support Services	0.00	105,925.80	0.00	158,888.70	0.00	211,851.60	0.00	211,851.60
Total Expenditures	$0	$146,640	$0	$200,555	$0	$254,499	$0	$255,511
Net Income (Deficit)	$0	$66,960	$0	$119,845	$0	$172,701	$0	$171,689

Budget Notes:
A.5. Projected enrollments are: 10 students in FY27, 15 in FY28, and 20 each in FY29 and FY30. Majority of the students are projected to be online with an online program fee of $445 per credit although the program will also be available to on campus students in hybrid delivery mode. For the purposes of revenue estimation, $445 per credit fee is multiplied by projected credits. This is a 48 credit certificate, thus, for FY27 the calculation is: $445*10*48, and similar for other fiscal years. In addition, a $3.72 per credit library fee is included as part of the program's per credit rate. Please note that we anticipate our first cohort of enrollment in FY27.
B.1. Faculty FTE: Calculated using (credit hour load)/24 for 9 month clinical faculty, 5 credits teaching specific to this certificate; each year increase for 3% CEC
B.2. Includes coverage of student liability insurance, clinical participation materials, marketing
B.5. Boise State University Support includes the following: funding for initiative management; online course/program development including stipends to faculty and open education resource grants; funding for marketing, recruiting, enrolling qualifed students, advising and providing student support services throughout their enrollment in the program; and seed funding and innovation grants to academic programs.

BOISE STATE UNIVERSITY

SUBJECT

Online Undergraduate Certificate in Making Big Ideas Happen – Online Program Fee

APPLICABLE STATUTE, RULE, OR POLICY

Idaho State Board of Education Governing Policies & Procedures, Section III.G. and Section V.R.

BACKGROUND/DISCUSSION

Boise State University proposes to offer the Making Big Ideas Happen Certificate in the Online Program Fee model. This certificate will operate under the guidelines of Board Policy V.R. as it pertains to wholly online programs.

Boise State University sent a Notification Letter on January 30, 2025 to notify the Office of the Idaho State Board of Education (as per Board Policy Section III.G.3.c.) of our intent to offer an Undergraduate Certificate in Making Big Ideas Happen. The program will be housed in the College of Innovation and Design. This program will be effective starting in fall 2025.

Transformative change requires more than just ideas—it demands the ability to test, refine, and implement innovative approaches. This proposed program consists of two courses: Futures Thinking, which prepares students with skills to identify emerging trends, conduct environmental and horizon scans, and develop strategic responses to uncertainty, and Innovation, which focuses on creative problem-solving and designing impactful solutions for organizations and communities. Through this certificate, students will gain foundational tools, techniques, and methodologies to effectively navigate future challenges and drive meaningful change.

IMPACT

The Making Big Ideas Undergraduate Certificate equips students with the skills to lead innovation and future forecasting initiatives within teams and organizations. Designed to meet growing demand, the program will launch as an online-only offering, leveraging adjunct faculty to teach the two new courses and industry credentialing components from Coursera and Solve Next, Inc. . Students will gain access to valuable platforms, tools, and professional credentials while producing portfolio artifacts that showcase their expertise.

This certificate integrates seamlessly with and is particularly valuable for students in programs such as Digital Innovation and Design and Bachelor of Applied Science and Interdisciplinary Professional Studies programs and can also serve as elective credit for other degree programs. With a projected enrollment of 20 -

40 students, the program will utilize current faculty and infrastructure, ensuring a cost-effective and scalable addition to Boise State's academic offerings.

The student fee will be in accordance with the Online Program Fee as defined in the Board Policy V.R., 3.a.x. The price-point of $395 for the proposed online certificate aligns with the majority of Boise State University's undergraduate online programs. For students who need 8 credits to earn the certificate, the cost of the program would be $3,160 (8 credits at $395 per credit).

ATTACHMENTS

Attachment 1 – Undergraduate Certificate in Making Big Ideas Happen Budget Form

STAFF COMMENTS AND RECOMMENDATIONS

Currently, Board Policy III.G Postsecondary Program Review and Approval does not require Board approval for the establishment of an undergraduate certificate consisting of fewer than 30 credits. Boise State University has met the policy requirement to notify the Board office of their intent to create and offer a new online undergraduate certificate in Making Big Ideas Happen. The request before the Board is to approve the online program fee for this existing certificate.

Boise State's request to assess an online program fee of $395 per credit aligns with criteria as defined in Board Policy V.R. to include that the online program fee is in lieu of tuition and all other Board-approved fees.

The proposed fee was shared with the Instruction, Research and Student Affairs committee at their April 3, 2025, meeting. Staff recommends approval.

BOARD ACTION

I move to approve the request by Boise State University to charge an online program fee of $395 per credit for the Undergraduate Certificate in Making Big Ideas Happen, in conformance with the program budget submitted to the Board in Attachment 1.

Moved by _____ Seconded by _____ Carried Yes _____ No _____

Estimated Fiscal Impact	FY 2026		FY 2027		FY 2028		FY 2029	
A. Revenue	On-going	One-time	On-going	One-time	On-going	One-time	On-going	One-time
1. New Appropriated Funding Requ	$0.00	$0.00	$0.00	$0.00	$0.00	$0.00	$0.00	$0.00
2. Institution Funds	$0.00	$0.00	$0.00	$0.00	$0.00	$0.00	$0.00	$0.00
3. Federal	$0.00	$0.00	$0.00	$0.00	$0.00	$0.00	$0.00	$0.00
4. New Tuition Revenues from Increased Enrollments	$0.00	$0.00	$0.00	$0.00	$0.00	$0.00	$0.00	$0.00
5. Student Fees	$0.00	$85,320	$0.00	$113,760	$0.00	$132,720	$0.00	$164,320
6. Other (i.e., Gifts)	$0.00	$0.00	$0.00	$0.00	$0.00	$0.00	$0.00	$0.00
Total Revenue	$0	$85,320	$0	$113,760	$0	$132,720	$0	$164,320

B. Expenditures	On-going	One-time	On-going	One-time	On-going	One-time	On-going	One-time
1. Personnel	$0.00	$16,402	$0.00	$21,033	$0.00	$24,965	$0.00	$30,902
2. Operating	$0.00	$12,221	$0.00	$17,128	$0.00	$21,232	$0.00	$26,407
3. Equipment	$0.00	$0.00	$0.00	$0.00	$0.00	$0.00	$0.00	$0.00
4. Facilities	$0.00	$0.00	$0.00	$0.00	$0.00	$0.00	$0.00	$0.00
Total Expenditures	$0	$28,623	$0	$38,161	$0	$46,197	$0	$57,309
Net Income (Deficit)	$0	$56,697	$0	$75,599	$0	$86,523	$0	$107,011

Budget Notes	
A.5	Student fees calculated as $395 online program fee per credit times 8 credits times student enrollment per fiscal year. This is an 8-credit, 2-course certificate. Enrollment projections: 10 students per course spring and fall and 7 per course in summer 26; 14 students per course spring and fall and 8 per course in summer 27; 16 students per course spring and fall and 10 per course in summer 28; 20 students per course spring and fall and 12 per course in summer 29.
B.1	Personnel costs calculated as a percentage of one faculty member's teaching workload based on total SCH taught. Using actual salary and fringe (plus estimated 3% CEC and fringe over time), this is the calculated personnel costs to teach COID 364 and 365. There is capacity for the additional student enrollments forecasted.
B.2.	Operating costs include licensing costs of content from Coursera and Solve Next, Inc. ($130 per student per course) as well as marketing and program management. Coursera and Solve Next manage the industry credential component of the courses.

BOISE STATE UNIVERSITY

SUBJECT

Online Undergraduate Certificate in Mammography – Online Program Fee

APPLICABLE STATUTE, RULE, OR POLICY

Idaho State Board of Education Governing Policies & Procedures, Section III.G. and Section V.R.

BACKGROUND/DISCUSSION

Boise State University proposes to offer an online version of the Mammography undergraduate certificate utilizing the Online Program Fee model. This undergraduate certificate will operate under the guidelines of Board Policy V.R. as it pertains to wholly online programs.

Boise State University sent a Letter of Notification on December 16, 2024 to notify the Office of the Idaho State Board of Education (as per Board Policy Section III.G.3.c.) of our intent to offer a new undergraduate certificate in Mammography, housed in the College of Health Sciences in the Department of Radiologic Sciences. The program will be offered both face-to-face (on campus) and fully online with an online program fee, allowing for flexible and accessible learning. The undergraduate certificate will start effective fall 2025.

The Mammography undergraduate certificate program will align with national workforce demand, with a primary focus on serving Idaho employers. The new certificate in Mammography addresses a significant demand for qualified radiologic technologists in Idaho. According to a Lightcast report (July 2024), there were 155 unique job openings from June 2023 - June 2024 for Radiologic Technologist and Technicians (SOC 29-2034) with “mammography” in the job posting. Job postings include St. Luke’s Health System (28), Trinity Health (17), Siemens Healthineers (15) and several other employers. Employment opportunities range from metropolitan areas including Boise, Meridian, Twin Falls, and small cities and rural areas including Caldwell, Fruitland, and Mountain Home.

This certificate program follows the curricular guidelines established by the American Society of Radiologic Technologists (ASRT). It will provide current credentialed radiographers a pathway to advance into the modality of mammography. Graduates will be eligible for national credentialing through the American Registry of Radiologic Technology (ARRT), which meets the industry standards of the Mammography Quality Standards Act (MQSA).

The program's initial enrollment is expected to be 10 students in FY26 increasing to 20 by FY29, with the potential to scale based on demand. By offering this specialized certificate, Boise State University aims to contribute to the healthcare workforce in Idaho and enhance patient care.

IMPACT

Graduates of this program will be able to have met all didactic and clinical requirements for credentialing eligibility. The program's overall size will be scaled to demand, with new instructional costs at the 31-student threshold. The instructional costs are estimated to be $16,822 in FY29 and operational costs, including coverage of student liability insurance, clinical participation materials and recruitment, are estimated to be $10,000. Revenues in FY29 are projected to reach $100,000 with an enrollment of 20 students in the online mammography undergraduate certificate program.

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 $445 for the proposed online certificate aligns with the Boise State University's undergraduate online programs in professional fields, including healthcare. For students who need 11 credits to earn the certificate, the cost of the program instruction would be $4,895 (11 credits at $445 per credit). There will be additional $105 per student fee for monitoring Optically Simulated Luminescence (OSL), a method of measuring radiation exposure in mammography, and for liability insurance.

ATTACHMENT

Attachment 1 – Undergraduate Certificate in Mammography Budget Form

STAFF COMMENTS AND RECOMMENDATIONS

Currently, Board Policy III.G Postsecondary Program Review and Approval does not require Board approval for the establishment of an undergraduate certificate consisting of fewer than 30 credits. Boise State University has met the policy requirement to notify the Board office of their intent to create and offer an online Mammography certificate program. The request before the Board is to solely approve the online program fee for this existing online certificate.

Boise State's request to assess an online program fee of $445 per credit aligns with criteria as defined in Board Policy V.R. to include that the online program fee is in lieu of tuition and all other Board-approved fees.

The proposed fee was shared with the Instruction, Research and Student Affairs committee at their April 3, 2025, meeting. Staff recommends approval.

BOARD ACTION

I move to approve the request by Boise State University charge an online program fee of $445 per credit for the Undergraduate Certificate in Mammography, in conformance with the program budget submitted to the Board in Attachment 1.

Moved by _____ Seconded by _____ Carried Yes _____ No _____

Estimated Fiscal Impact	FY 2026		FY 2027		FY 2028		FY 2029	
A. Revenue	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	$0.00	$0.00	$0.00	$0.00
2. Institution Funds	$0.00	$0.00	$0.00	$0.00	$0.00	$0.00	$0.00	$0.00
3. Federal	$0.00	$0.00	$0.00	$0.00	$0.00	$0.00	$0.00	$0.00
4. New Tuition Revenues from Increased Enrollments	$0.00	$0.00	$0.00	$0.00	$0.00	$0.00	$0.00	$0.00
5. Student Fees	$0.00	$50,000.00	$0.00	$75,000.00	$0.00	$100,000.00	$0.00	$100,000.00
6. Other (i.e., Gifts)	$0.00	$0.00	$0.00	$0.00	$0.00	$0.00	$0.00	$0.00
Total Revenue	$0	$50,000	$0	$75,000	$0	$100,000	$0	$100,000
B. Expenditures	On-going	One-time	On-going	One-time	On-going	One-time	On-going	One-time
1. Personnel	0	15580.55	0	15978.27	0	16400.09	0	16821.91
2. Operating	0	5000	0	5000	0	10000	0	10000
3. Equipment	0	0	0	0	0	0	0	0
4. Facilities	0	0	0	0	0	0	0	0
Total Expenditures	$0	$20,581	$0	$20,978	$0	$26,400	$0	$26,822
Net Income (Deficit)	$0	$29,419	$0	$54,022	$0	$73,600	$0	$73,178

Budget Notes	
A.5	Includes: $445 online program fee per credit for 11 credits in the certificate and $105 per student for OSL monitoring,competency tracking, liability insurance, ID badges. It is expected that there will 10 students in FY26, 15 in FY27 and 20 each in FY28 and FY29.
B.1	The certificate will take 5 workload units of one faculty member's workload. Using average salaries and fringe (plus estimated 3% CEC and fringe overtime), this is the calculated personnel costs to teach AMI480, 481 and 485. AMI400 is already offered and there is capacity for 10 -20 additional students.
B.2	Includes coverage of student liability insurance, clinical participation materials, and recruitment

BOISE STATE UNIVERSITY

SUBJECT

Online Undergraduate Certificate in Vascular Ultrasound - Online Program Fee

APPLICABLE STATUTE, RULE, OR POLICY

Idaho State Board of Education Governing Policies & Procedures, Section III.G. and Section V.R.

BACKGROUND/DISCUSSION

Boise State University proposes to offer an online version of the Vascular Ultrasound undergraduate certificate utilizing the Online Program Fee model. This undergraduate certificate will operate under the guidelines of Board Policy V.R. as it pertains to wholly online programs.

The 33-credit Vascular Ultrasound undergraduate certificate provides Diagnostic Medical Sonography (DMS) students and practicing technologists with an opportunity to enhance their expertise, skills, and career flexibility. As the only program of its kind in the Treasure Valley and Idaho, it addresses a critical workforce and educational need. The certificate will be offered in both face-to-face and fully online formats, maintaining identical curriculum requirements, with an online program fee for remote learners.

IMPACT

This certificate program will help address the shortage of qualified vascular ultrasound professionals in Idaho and across the country. A 2024 survey by the American Society of Radiologic Technologists (ASRT) found that national sonographer vacancies rose from 6.9% in 2021 to 16.7% in 2023. As other institutions close their programs, Boise State remains committed to meeting workforce demands by providing a flexible educational option where students can complete online coursework and fulfill clinical requirements locally. The addition of this vascular ultrasound certificate will further support employer needs and improve patient care.

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 $445 for the proposed online certificate aligns with the Boise State University's undergraduate online programs in professional fields, including healthcare. For students who need 33 credits to earn the certificate, the tuition cost of the program would be $14,685 (33 credits at $445 per credit.)

The certificate will not require the development of additional courses as the courses will be the same as those specifically focused on vascular ultrasound within the Bachelor of Science in Radiological Sciences. The certificate program will also not require additional administrative costs beyond faculty workload

adjustments to accommodate total course enrollment needs. As demand increases, course capacities will be expanded. Total expenditures are $132,102 - $242,819 annually over a four-year period.

ATTACHMENTS

Attachment 1 – Undergraduate Certificate in Vascular Ultrasound Short Proposal

STAFF COMMENTS AND RECOMMENDATIONS

Based on the program proposal, this certificate program aims to address the growing shortage of qualified sonographers by providing local, state, and national employers with a new pipeline of trained professionals. This program offers a crucial solution by allowing students to complete didactic instruction online and gain clinical experience at local healthcare facilities. Boise State anticipates 15 initial enrollments starting in fall 2026 with 15 enrollments in spring and summer to reach 30 enrollments consecutively by fall 2030.

The proposed certificate was not listed on Boise State's three-year plan and provides that the certificate program is important for meeting the institution's regional responsibilities and is in response to a specific industry need or workforce opportunity. No institution has statewide program responsibility for radiological science programs.

Boise State's request to assess an online program fee of $445 per credit aligns with criteria as defined in Board Policy V.R. to include that the online program fee is in lieu of tuition and all other Board-approved fees.

The proposed fee was shared with the Instruction, Research and Student Affairs committee at their April 3, 2025, meeting. Staff recommends approval.

BOARD ACTION

I move to approve the request by Boise State University to offer an online Undergraduate Certificate in Vascular Ultrasound and charge an online program fee of $445 per credit 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

SHORT PROPOSAL FORM

Academic Programs

Date of Proposal Submission:	February 10, 2025					
Institution Submitting Proposal:	Boise State University					
Name of College, School, or Division:	College of Health Sciences					
Name of Department(s) or Area(s):	Radiologic Sciences					
Official Name of Program or Instructional/Administrative Unit:	Vascular Ultrasound certificate					
CIP code or Modification of CIP Code (consult IR /Registrar):	51.0910					
Method of Delivery: Indicate percentage of face-to-face, hybrid, distance delivery, etc.	Hybrid, and Fully Online with an Online Program Fee					
Implementation Date:	Fall 2025					
Geographical Delivery:	Location(s)	Local and national		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 those that apply to this request:

- [X] Undergraduate Certificate (30 credits or more)
- [ ] Graduate Certificate (30 credits or more)
- [ ] Specialized Certificate (Below $250k/FY)

Proposed Action

- [ ] Addition of a certificate or degree to an existing program
- [X] Addition of a certificate to an existing program
- [ ] Modification of existing academic programs
  - [ ] Splitting an existing program into two or more programs
  - [ ] Consolidating two or more programs into one stand-alone program
  - [ ] Converting one program option into a stand-alone program
  - [ ] Converting or transitioning a degree level type (i.e. BA to BS)
  - [ ] Converting or transitioning a certificate type (i.e. TC to BTC)
  - [ ] Establishing a dual degree from existing programs
  - [ ]

- [ ] **Other**
  - [ ] New programs consisting of multiple certificates with similar coursework
  - [ ] Program name changes related to Statewide Program Responsibilities (requires Board approval)
  - [ ] Deviation from certificate or degree program credit definitions (Board Policy III.E.)
  - [ ]

College Dean (Institution)	Date	Academic Affairs Program Manager, OSBE	Date 2/25/2025
Jo Ellen DiNucci VP/Chief Fiscal Officer (Institution)	Date	Chief Financial Officer, OSBE	Date 02/27/2025
Provost/VP for Instruction (Institution)	Date	OSBE Executive Director or Designee Approval	Date

This proposal form must be completed for certificates and program changes as provided in Board Policy III.G.3.b. *Actions Requiring a Short Proposal*.

1. Provide an overview of the changes that includes need and rationale for the proposed modification or change. Identify any existing program that this program will replace.

Students in the Diagnostic Medical Sonography (DMS) Bachelor of Science emphasis, as well as DMS technologists currently working in the industry, may seek to complete the didactic and clinical requirements of this proposed Vascular Ultrasound certificate to enhance their expertise, skills, and career flexibility. Currently, no other certificate program in this field of medical imaging exists in the Treasure Valley or the state of Idaho, making this a unique opportunity to address both educational and workforce demands within the state and beyond.

This certificate program will be offered in both hybrid for on campus students and fully online formats, with an online program fee, and identical curriculum requirements for both delivery methods.

2. Discuss impact of proposed modification on student enrollment. Using the chart below, provide projected new enrollments for the proposed certificate or modified program:

Estimated New Enrollment			
Year	**Fall**	**Spring**	**Summer**
	Headcount	Headcount	Headcount
2025-26	0	0	0
2026-27	15	15	15
2027-28	20	20	20
2028-29	25	25	25
2029-30	30	30	30

3. **Educator Endorsement/Certification Programs**. All new initial educator preparation programs that lead to an Idaho educator endorsement/certification require review and recommendation facilitated by the Office of the State Board of Education and approval from the Idaho State Board of Education.

Will this program include a new initial educator preparation program leading to an Idaho educator endorsement/certification?

Yes ____ No X

If yes, on what date was the new program application endorsement/certification submitted to the Office of the State Board of Education (Educator Effectiveness Program Manager)

Date _____

All new program applications for endorsement/certification are submitted via CANVAS by the educator preparation provider dean, assistant dean, or director.

4. Three-Year Plan. If this is a new proposed certificate (30 credits or more) or degree, is it on your institution's Board approved 3-year plan?

Yes ____ No X

If yes, proceed to question 5. If no, please address A and B below:

a. Which of the following statements address the reason for adding this program outside of the regular three-year planning process.

Indicate (X) by each applicable statement:

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.
	We failed to include it when we had the opportunity.
	Other:

b. Provide an explanation for all statements you selected.

This certificate program will provide local, Idahoan, and national employers with a pipeline of qualified professionals who are currently unavailable in Idaho and other regions across the country. The American Society of Radiologic Technologists (ASRT) published a 2024 survey indicating that national vacancies for sonographers increased from 6.9% in 2021 to 16.7% in 2023. As institutions across the nation close their programs, Boise State remains committed to addressing local, state, and national needs for imaging education by offering a flexible solution where students can complete didactic instruction online and fulfill clinical requirements at their local healthcare facilities. We propose adding this vascular ultrasound certificate to further support growing employer needs and patient care demands.

5. Curriculum for the proposed program changes and its delivery.

a. Summary of requirements. Provide a summary of program requirements using the following table.

Credit hours in required courses offered by the department (s) offering the program.	0
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	**33**

b. Curriculum. Provide the curriculum for the program, including a listing of course titles and credits in each.

Program Requirements

Take the following:

- AMI474 - Cardiovascular Anatomy and Physiology (3)
- AMI460 - Sonographic Physics and Instrumentation (3)
- AMI490 - Vascular Ultrasound I: Principles of Vascular Testing (2)

- AMI490L - Vascular Ultrasound I: Vascular Testing Simulation (1)
- AMI491 - Vascular Ultrasound II: Advanced Vascular Testing (2)
- AMI491L - Vascular Ultrasound II: Advanced Vascular Testing Simulation (1)
- AMI463 - Doppler Procedures (2)
- AMI463L - Doppler Scan Simulation (1)
- AMI495 - Clinical Experience Vascular Ultrasound I (6)
- IMGSCI404 - Study of Diseases in Imaging Sciences (3)
- IMGSCI408 - Advanced Sectional Anatomy in Imaging Sciences (3)
- AMI400 - Advanced Modality Case Studies (FF) (3)
- AMI300 - Pharmacology (3)

- **Total Credit Hours: 33**

6. Resources Required for Implementation – Financial Impact and Budget.

a. Discuss organizational arrangements required within the institution to accommodate the proposed action, including administrative, staff, and faculty hires, facilities, student services, library, etc. Include a statement regarding total cost to students. If there is no financial impact as defined in Board Policy III.G.1.e[1], include a statement to indicate there is no financial impact. Completion of the budget form is required if there is a financial impact.

The courses included in this certificate program are the same as those focused specifically on vascular ultrasound within the Radiologic Sciences BS degree Echocardiography and Vascular Ultrasound emphasis. This certificate offering requires no new course development or administrative cost outside of faculty workload to meet total course enrollment needs. Course capacities will increase as student demand for these certificate courses increases.

The attached budget form reflects the revenue and expenditures anticipated in this certificate program. It uses $445 per credit online program fee in estimated revenue calculations.

[1] Financial Impact shall mean the total financial 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. *Revised per Board Policy III.G, June 2024.*

Short-form budget template

Estimated Fiscal Impact	FY 27		FY 28		FY 29		FY 30	
A. Revenue	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	$0.00	$0.00	$0.00	$0.00
2. Institution Funds	$0.00	$0.00	$0.00	$0.00	$0.00	$0.00	$0.00	$0.00
3. Federal	$0.00	$0.00	$0.00	$0.00	$0.00	$0.00	$0.00	$0.00
4. New Tuition Revenues from Increased Enrollments	$0.00	$0.00	$0.00	$0.00	$0.00	$0.00	$0.00	$0.00
5. Student Fees	$0.00	$220,275.00	$0.00	$293,700.00	$0.00	$367,125.00	$0.00	$440,550.00
6. Other (i.e., Gifts)	$0.00	$0.00	$0.00	$0.00	$0.00	$0.00	$0.00	$0.00
Total Revenue	$0	$220,275	$0	$293,700	$0	$367,125	$0	$440,550

B. Expenditures	On-going	One-time	On-going	One-time	On-going	One-time	On-going	One-time
1. Personnel	0.00	17,857.00	0.00	18,333.03	0.00	18,823.93	0.00	19,329.56
2. Operating	0.00	5,000.00	0.00	5,000.00	0.00	5,000.00	0.00	5,000.00
3. Equipment	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00
4. Facilities	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00
5. Boise State Support Services	0.00	109,244.70	0.00	145,659.60	0.00	182,074.50	0.00	218,489.40
Total Expenditures	$0	$132,102	$0	$168,993	$0	$205,898	$0	$242,819
Net Income (Deficit)	$0	$88,173	$0	$124,707	$0	$161,227	$0	$197,731

Budget Notes:
A.5. Projected enrollments are: 15 students in FY27, 20 in FY28, 25 in FY29, and 30 in FY30. Majority of the students are projected to be online with an online program fee of $445 per credit although the program will also be available to on campus students in hybrid delivery mode. For the purposes of revenue estimation, $445 per credit fee is multiplied by projected credits. This is a 33 credit certificate, thus, for FY27 the calculation is: $445*15*33, and similar for other fiscal years. In addition, a $3.72 per credit library fee is included as part of the program's per credit rate. Please note that we anticipate our first cohort of enrollment in FY27.
B.1. Faculty FTE: Calculated using (credit hour load)/24 for 9 month clinical faculty, 5 credits teaching specific to this certificate; each year increase for 3% CEC
B.2. Includes coverage of student liability insurance, clinical participation materials, marketing
B.5. Boise State University Support includes the following: funding for initiative management; online course/program development including stipends to faculty and open education resource grants; funding for marketing, recruiting, enrolling qualifed students, advising and providing student support services throughout their enrollment in the program; and seed funding and innovation grants to academic programs.

IDAHO DIVISION OF VOCATIONAL REHABILITATION

SUBJECT

Idaho State Rehabilitation Council Membership (Council) Membership

REFERENCE

April 2018	Board appointed two current members to the Council and one new member.
June 2018	Board appointed two members to the Council.
August 2018	Board appointed one new member and re-appointed a former member to the Council.
June 2019	Board appointed three new members to the Council.
August 2019	Board appointed one new member to the Council.
October 2019	Board appointed one new member to the Council.
April 2020	Board appointed one new member and re-appointed two members to the Council.
June 2020	Board appointed four new members and re-appointed one member to the Council.
October 2020	Board appointed two new members to the Council.
June 2021	Board appointed one new member and re-appointed four members to the Council.
August 2021	Board appointed two new members to the Council.
October 2021	Board appointed one new member to the Council.
December 2022	Board appointed three new members to the Council.
October 2023	Board appointed one current member to the Council.
December 2023	Board appointed five new members to the Council.
June 2024	Board appointed two new members to the Council.
August 2024	Board re-appointed two members to the Council.
October 2024	Board appointed three new members and re-appointed one current member

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 three (3) nominations for Board consideration as follows:

The Council recommends the appointment of Donna Butler as a representative of the Idaho Workforce Development Committee to complete the term of the previous member.

The Council recommends the appointment of Amber Maxwell as a representative of Disability Groups.

The Council recommends the appointment of Kara Whitehouse as an ex-officio non-voting member representing as the vocational rehabilitation counselor.

IMPACT

The reappointments will maintain compliance with CFR 34 Part 361.16 and result in eighteen (18) total members.

ATTACHMENTS

Attachment 1 – Current Council Membership, applications and resumes of the nominees aforementioned.

STAFF COMMENTS AND RECOMMENDATIONS

The requested appointments meet the provisions of Board policy IV.G. State Rehabilitation Council, and the applicable Federal regulations.

Staff recommends approval.

BOARD ACTION

I move to appoint Donna Butler as a representative of the Workforce Development Council to complete a three-year term, effective immediately through October 17, 2027.

Moved by _____ Seconded by _____ Carried Yes_____ No_____

I move to appoint Amber Maxwell as a representative of Disability Groups for a three-year term, effective immediately through April 17, 2028.

Moved by _____ Seconded by _____ Carried Yes_____ No_____

I move to appoint Kara Whitehouse as a representative as a vocational rehabilitation counselor, effective immediately through April 18, 2028.

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	2nd	8/21/2024 8/22/2027	Yes	2
Parent Training & Information Center	Minimum 1	Linda Thomas	Treasure Valley	1st	10/16/2024 10/17/2027	Yes	3
Client Assistant Program	Minimum 1	Nancy Grant	Eastern Idaho	1st	Effective 12/21/2022 No term limit	Yes	4
VR Counselor	Minimum 1	Vacant				No	
Community Rehabilitation Program	Minimum 1	Danielle Larsen	Treasure Valley	1st	06/12/2024-6/13/2027	Yes	5
Business, Industry and Labor	Minimum 4	Diana Colgrove	North Idaho	1st	12/21/2022-12/20/2025	Yes	6
		Jeff DeForest	Treasure Valley	1st	12/13/2023 12/12/2026	Yes	7
		Lucas Rose	North Idaho	1st	12/13/2023 12/12/2026	Yes	8
		Angie Tuft	Treasure Valley	1st	12/13/2023 12/12/2026	Yes	9
Disability Groups	No minimum or maximum	Tim Blonsky	Treasure Valley	2nd	8/26/2022-8/25/2027	Yes	10
		Janice Carson	North Idaho	1st	06/12/2024-6/13/2027	No	11
		Dave Maxwell	Treasure Valley	2nd	6/01/2022-5/31/2025	Yes	12
State Independent Living Council	Minimum 1	Jami Davis	Treasure Valley	2nd	8/21/2024 08/22/2027	Yes	13
Department of Education	Minimum 1	Randi Cole	Treasure Valley	2nd	10/18/2023-10/17/2026	No	14
Director of Vocational Rehabilitation	Minimum 1	Judy Taylor	Treasure Valley	No end date		No	15

Idaho's Native American Tribes	Minimum 1	Feather Holt	North Idaho	10/16/2024 No end date		Yes	16
Workforce Development Council	Minimum 1	Vacant	Treasure Valley	1st	10/16/2024 10/17/2027	Yes	

Idaho Division of Vocational Rehabilitation

STATE REHABILITATION COUNCIL APPLICATION FORM

Name: Donna M Butler

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 within the industry for approximately 45 years. I look forward to a potential opportunity to engage with others within our state to explore and share opportunities to enhance and improve Vocational Services to Idaho residents. Also, given the opportunity, I anticipate that I would bring back additional ideas and tools that I could implement within our agency to better the services within our own community.

What Boards, Commissions, Councils, or Task Forces, etc., have you previously, or currently served on?

Name:	Term Date:
Workforce Development Council	2017-current

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

[redacted]

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

Donna Butler, Executive Director – Dawn Enterprises, Inc.

1978-Current

I held several direct service and professional roles within our agency from date of hire until 1998 when I assumed the role of Executive Director.

Dawn Enterprises, Inc. operates in a small community where vocational opportunities are limited. Since 1998, my team and I have worked diligently to find ways to provide meaningful work opportunities under our roof in a setting that separates us from the typical sheltered workshop structure. Dawn Enterprises has grown into a large manufacturing facility that employs people with and without disabilities that work side by side in all areas of the design and manufacturing operations. We were one of the first agencies to eliminate the sub-minimum wage well over 10 years ago. We have had successful placements in our office settings and in our direct care programs, too.

I remain active in our community, set on the Chamber of Commerce Board, host Legislative meetings and have served on the Governor's Workforce Development Committee since 2017.

Thank you for your consideration.

Idaho Division of Vocational Rehabilitation

STATE REHABILITATION COUNCIL APPLICATION FORM

Name:

Mailing Address:

Home/Cell Phone: Work Phone:

E-Mail:

Please explain why you would like to serve on the State Rehabilitation Council

What Boards, Commissions, Councils, or Task Forces, etc., have you previously, or currently served on?

Name: Term Date:

Name: Term Date:

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

AMBER MAXWELL, M.ED., CRC, LPC, NCC, CLCP, CVE, CIWCS, WIP-C, CCC

CURRICULUM VITAE

Experience

Professional Position

Vocational Rehabilitation Counselor/Vocational Expert/Benefit Planner, Maxwell Vocational and Counseling Services, LLC. (owner)
2021 – Current

- Manage forensic vocational caseload specialized in vocational rehabilitation services, evaluations, medical file reviews/summary, cost projections, and research. Consultant for benefit planning services for SSDI/SSI beneficiaries.

Business associate/Vocational Rehabilitation Counselor, Intermountain Vocational Services, Inc. (Mary Barros-Bailey, PhD, CRC, NCC, CLCP, D/ABVE, CVE, CCC)
2021-Current

- Consultant for forensic vocational services including workers' compensation, life care planning, medical file review/summary and research.

Professional Experience

Senior Vocational Rehabilitation Counselor, Idaho Division of Vocational Rehabilitation, Boise, ID
2017- 2021

- Specialized in providing and coordinating a wide range of rehabilitation and case management services to assist eligible individuals with disabilities achieve independence in daily living and/or to obtain and maintain suitable employment; areas of experience include general caseload, rural caseload, and transition case load.

CAP I/II: Clinical Support Unit/Intensive Care Unit, St. Luke's Hospital, Boise, ID
2010- 2014

- Areas of experience include Emergency Room, Intensive Care Unit, Oncology Unit, General/Surgical Unit and Mother/Baby Unit. Assisted nursing personnel by way of providing patient care services within scope of practice as a Certified Nursing Assistant (CNA), maintaining medical charts and communication with hospital staff and family.

Support Associate: Intensive Care Unit, Saint Alphonsus Regional Medical Center, Boise, ID
2008- 2010

- Areas of experience include Intensive Care Unit for a level II trauma hospital. Assisted nursing personnel by way of providing patient care services within scope of practice as a Certified Nursing Assistant (CNA), maintaining medical charts and communication with hospital staff and family.

Extended Resource Room Aide (Para-professional), West Ada School District/Pioneer Elementary, Meridian, ID 2006- 2008

- Assisted Special Education Teachers to facilitate and carry out Individual Education Programs (IEP) for children with disabilities in a public-school setting (Pioneer Elementary School).

Other Experience

Child Care Assistant, Nampa Recreation Center, Nampa, ID 2006-2008

- Supervised children ages 0-5 and maintained a clean and safe play environment.

Education

M.Ed. University of Idaho, 2018 (Major: Rehabilitation Counseling and Human Services)
Cornell University, 2022 (Post-Graduate Program: Work Incentives Practitioner)
Capital University Law School, 2021 (Post-Graduate Program: Life Care Planning)
B.S. Boise State University, 2010 (Major: Health Science Studies)

Amber Maxwell, M.Ed., CRC, LPC, NCC, CLCP, CVE, CIWCS, WIP-C, CCC

Credentialing

Certified Career Counselor, National Career Development Association (NCDA), #CCC20-9183853438
Certified Idaho Workers' Compensation Specialist- Advanced Level, Idaho Industrial Commission (IIC)
Certified Life Care Planner, International Commission on Health Care Certification (ICHCC), #1667
Certified Rehabilitation Counselor, Commission on Rehabilitation Counselor Certification (CRCC), #00342212
Certified Vocational Evaluator, Commission on Rehabilitation Counselor Certification (CRCC), #00342212
Employment Services- Basic Level, Association of Community Rehabilitation Educators (ACRE)
Licensed Professional Counselor, Idaho Division of Occupational and Professional Licensing (DOPL), LPC-7095
National Counselor Certification, National Board of Certified Counselors (NBCC), #1095085
Work Incentive Practitioner, Cornell University School of Industrial and Labor Relations (ILR)

Memberships and Committees

American Counseling Association, Professional Member, 2017- Present
Field Services Employee Council (FSEC), Region 7 Vocational Rehabilitation Counselor Representative, Idaho Division of Vocational Rehabilitation, 2021- 2021
International Association of Rehabilitation Professionals, Professional Membership, 2019- Present
National Association of Benefits and Work Incentive Specialists, Professional Membership, 2024 - Present
National Career Development Association, Professional Membership, 2021 - Present
Transition Leadership Committee member, Idaho Division of Vocational Rehabilitation, 2019- 2021

Awards

Rehabilitation Services Administration (RSA) Scholarship program recipient 2016- 2018

Refereed Publications

Barros-Bailey, M., Brown, S., Maxwell, A., Malloy, S., Latham, S., Thompson, A., & Donohoe, E., (2022). *Attendant Care Survey (ACSM)*: *The longitudinal approach* [Manuscript in preparation].

Barros-Bailey, M., Brown, S., Maxwell, A., Malloy, S., Latham, S., Thompson, A., & Donohoe, E., (2022). *Attendant Care Survey (ACSM): Introducing a costing model*. Journal of Life Care Planning, *20 (1)*, 5-26.

Neulicht, A. T., Riddick-Grisham, S., Barros-Bailey, M., Knott, M., Maxwell, A., Albee, T., Marcinko, D., Mitchell, N., & Robinson, R. (2023). *Life care planning survey 2022: Process, Methods, and Protocols – A 20-year Perspective*. Journal of Life Care Planning, 21(3), 5-144.

Presentations

Presentations-Invited
Barros-Bailey, M. & Maxwell, A. (2024, March). *Labor Market Surveys*. Veteran Readiness and Employment: In-Service, Boise, ID.

Barros-Bailey, M. & Maxwell, A. (2023, May). *Labor Market Surveys and Workers' Compensation*. Idaho Industrial Commission Annual Seminar, Boise, ID.

Peer- Reviewed National Professional Conference Presentations
Austin, B., Clark, C., Obrien, N., **Maxwell, A.**, & Perry, K. (2017, April). Evidence-based practice journal club: Intervention for critical appraisal and clinical decision-making skills. Paper presentation at the Spring 2017

National Council on Rehabilitation Education conference, “Rehabilitation Counseling Education: Embarking on the New Road Ahead”, Anaheim, CA

Clark, C., Groehler. J., Harris, A., **Maxwell, A.**, & Perry, K. (2017, April). Inclusion from Mainstream Classrooms and Effects on Social Skills of Individuals with Autism: A pilot study. Poster presentation at the Spring 2017 National Council on Rehabilitation Education Conference, “Rehabilitation Counseling Education: Embarking on the New Road Ahead”, Anaheim, CA

Idaho Division of Vocational Rehabilitation

STATE REHABILITATION COUNCIL APPLICATION FORM

Name: Kara Whitehouse

Mailing Address: [redacted]

Home/Cell Phone: [redacted] Work Phone: [redacted]

E-Mail [redacted]

Please explain why you would like to serve on the State Rehabilitation Council

I work as a Senior Counselor with IDVR and am committed to empowerment and equity, especially for underserved communities. With experience in both Pre-ETS and traditional VR, I understand the diverse needs of individuals at different vocational stages. Serving on the SRC will allow me to contribute to dialogue and improve services to help individuals with disabilities to achieve their rehabilitation goals. Outside of work, I volunteer with an adaptive snowsports organization, providing ski instruction to individuals with disabilities using adaptive techniques and assistive technology.

What Boards, Commissions, Councils, or Task Forces, etc., have you previously, or currently served on?

Name: Term Date:

Name: Term Date:

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

[redacted]

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

Kara Whitehouse

Personal Summary

Certified Rehabilitation Counselor (CRC) with extensive experience across public service, corporate, and non-profit sectors. Committed to empowering underserved populations by providing tailored support, advocacy, and resource coordination. Adept at creating inclusive environments and rehabilitation plans that meet the unique needs of clients, leveraging diverse professional experiences to deliver comprehensive, client-centered care.

Education

2024 Master of Science in Rehabilitation Counseling
University of Massachusetts Boston

2018 Bachelor of Arts in Global Studies
Arizona State University
Magna Cum Laude

Work Experience

Idaho Division of Vocational Rehabilitation

Senior Vocational Rehabilitation Counselor (July 2021-Present)

- Conduct individualized assessments and develop tailored rehabilitation plans by evaluating clients' abilities, interests, and barriers to employment.
- Collaborate with healthcare providers and case managers to align treatment plans with vocational goals, while providing career counseling, job placement services, and workplace readiness training.
- Foster relationships with local employers to create job shadowing, internship, and long-term employment opportunities, while guiding clients to access education, training, and community resources.
- Advocate for workplace accommodations under ADA regulations and facilitate workshops on self-advocacy, problem-solving, and coping strategies to enhance employment success.
- Maintain accurate and compliant client records to ensure effective service delivery and adherence to regulatory standards.

Witco, Inc.

Program Specialist (January 2021-July 2021)

- Conducted job development and job placement services tailored for client's individual interests and needs
- Processed referrals for job seekers. Oversaw all parts of the process including placements, reporting, and billing
- Monitored client progress in job placements, ensured employers and clients expectations were being met
- Fostered working relationships with area employers, clients, and collaborative agencies
- Managed first-line supervisors and served as a team leader for the Boise division

Support Coordinator (May 2018-January 2021)

- Performed first-line supervisory duties including scheduling, payroll, annual performance evaluations, monitoring of deliverables, recruiting, interviewing, hiring, and training of new staff
- Outlined job support plans for participants with collected data
- Presented annual meetings with clients and their support staff to communicate client needs, employer needs, and recommendations for continued success.

Bank of America Merrill Lynch
Document Review Specialist (February 2005 - May 2018)

- Performed paralegal duties including organizing and managing documents, and the creation of spreadsheets and retrieval systems
- Demonstrated a strong attention to detail in reviewing legal documents relevant to regulatory investigations
- Served as a team leader in professional development programs to assist in conducting needs assessments to determine most effective training solutions
- Strengthened department efficiency by identifying and resolving issues associated with disorganized workflows
- Facilitated new-hire training classes throughout the country for new lines of business

Community Involvement

Boise Adaptive Snowsport Education, Volunteer Instructor (2023 - present)

- Provide adaptive ski and snowboarding lessons to individuals with diverse physical, cognitive, and sensory disabilities, promoting safety and inclusivity.

International Rescue Committee, Volunteer (2016 - 2021)

- Partnered with immigration attorney to organize and document client data
- Taught English language classes to preliterate refugees
- Guided groups of refugees on use of public transportation systems

Certifications

Certified Rehabilitation Counselor (CRC), 2024

Trauma-Focused Cognitive Behavioral Therapy (TF-CBT), 2024

IDAHO STEM ACTION CENTER

SUBJECT

STEM School Designation Recommendations for 2025

REFERENCE

April 2018	Board approved STEM School Designation standards and the process for designating public schools and programs.
December 2018	Board received an update from the STEM Action Center on the process for identifying schools for STEM School Designation and a general update on the activities of the STEM Action Center.
January 2019	Board designated the first four Idaho STEM Schools: Barbara Morgan STEM Academy, Galileo STEM Academy, Temple View Elementary, and Bingham Academy.
February 2020	Board designated two additional Idaho STEM Schools: North Idaho STEM Charter Academy and Southside Elementary.
August 2020	Board approved updates to the STEM School Designation Standards
February 2022	Board designated one additional Idaho STEM School: Basin Elementary.
February 2023	Board approved 5 additional Designated STEM Schools: Project Impact STEM Academy, Columbia HS, Ernest Hemmingway STEAM School, JR Simplot Elementary, and Fernan STEM Academy
December 2023	Board approves a revised, Idaho-developed set of Idaho Standards for STEM School Designation.
October 2024	Board approved new application requirements in alignment with Board approved standards

APPLICABLE STATUTE, RULE, OR POLICY

Section 33-4701, Idaho Code

BACKGROUND/DISCUSSION

Section 33-4701, Idaho Code, was enacted by the Legislature in 2017, establishing a STEM school designation to be earned by schools and programs that meet specific standards established by the State Board of Education (Board). Pursuant to Section 33-4701, Idaho Code, the Board is charged with awarding STEM school and STEM program designations annually to those public schools and public-school programs that meet the standards established by the Board in collaboration with the STEM Action Center.

At the December 2023 Regular Board meeting, the Board approved a revised set of 9 Idaho Standards for STEM School Designation which had been developed in cooperation with a STEM AC working group comprised of Idaho STEM School administrators and select STEM education experts. These Idaho-centric standards ensure for greater alignment with the expectations called out in statute than had existed under prior frameworks. At the October 2024 Regular Board meeting, the Board approved new application requirements in alignment with the Idaho Standards for STEM School Designation.

In fall 2024, Idaho STEM Action Center began working with three schools who wished to seek designation in spring of 2025. Schools submit a self-assessment and application to Idaho STEM Action Center to verify that an on-site review is warranted. School site visits are conducted early spring, with the individual schools being recommended by committee to receive Idaho STEM School Designation upon State Board approval based on the Board approved application requirements that are in alignment with the Idaho Standards for STEM School Designation.

The MOSAICS Public School site visit was conducted February 25, 2025, with the review committee recommending STEM School Designation upon State Board approval. The STEM Action Center Board review was held on March 18, 2025, and approved MOSAICS Public School to be receive STEM School Designation by the State Board. In turn, the State Board approval is now required to designate MOSAICS Public School. Schools receiving this designation are eligible to receive funds from the STEM Action Center.

The Southside Elementary site visit was conducted March 3, 2025, with the review committee recommending renewal of their STEM School Designation upon State Board approval. The STEM Action Center Board review was held on March 18, 2025, and approved Southside Elementary to be renewed for STEM School Designation by the State Board. In turn, the State Board approval is now required to renew Southside Elementary. Schools receiving this designation are eligible to receive funds from the STEM Action Center.

The Bear Lake Middle School site visit was conducted February 25, 2025, with the review committee recommending STEM School Designation upon State Board approval. The STEM Action Center Board review was held on March 18, 2025, and approved Bear Lake Middle School to be receive STEM School Designation by the State Board. In turn, the State Board approval is now required to designate Bear Lake Middle School. Schools receiving this designation are eligible to receive funds from the STEM Action Center.

IMPACT

There is no fiscal impact to the Board. The STEM Action Center will award up to $10,000 from its general fund appropriation in FY25 to each designated school that is within their first 5 years of designation, up to eight schools in FY25. Schools who have chosen to renew after their first 5 years will be awarded $5,000 from

STEM Action Center' s general fund appropriation in FY25, for a total of 5 schools in FY25. The STEM Action Center is anticipating this annual $10,000 or $5,000 award for the duration of the designation, pending annual appropriation.

ATTACHMENTS

Attachment 1 – Idaho STEM School Designation Application Requirements
Attachment 2 – Idaho Standards for STEM School Designation
Attachment 3 – School Recommendation Rubric Scores

BOARD STAFF COMMENTS AND RECOMMENDATIONS

Pursuant to Section 33-4701, Idaho Code:

- The Board shall award a school as a STEM Designated School that meet the standards established by the Board in collaboration with the STEM Action Center.
- The STEM Action Center Board moves to recommend annually to the State Board of Education for the award of a STEM school designation.
- STEM designations shall be valid for a term of five (5) years. At the end of each designation term, a school may apply to renew its STEM designation.

Staff Recommends Approval

BOARD ACTION

I move to approve the request by the STEM Action Center to designate MOSAICS Public School, a Charter School, located within the Caldwell School District Boundaries as a Designated STEM School for 2025-2029.

Moved by _____Seconded by _____Carried Yes _____No ____

I move to approve the request by the STEM Action Center to renew to designate Southside Elementary in Lake Pend Oreille School District #84 as a Designated STEM School for 2025-2029.

Moved by _____Seconded by _____Carried Yes _____No ____

I move to approve the request by the STEM Action Center to designate Bear Lake Middle School in Bear Lake School District #33 as a Designated STEM School for 2025-2029.

Moved by _____Seconded by _____Carried Yes _____No ____

Idaho STEM School Designation

Application Requirements

This document outlines the high-level application requirements for an eligible public school or public school program (STEM program) seeking to be awarded an Idaho STEM School Designation by the Idaho State Board of Education pursuant to Section 33-4701, Idaho Code. In compliance with this framework, Idaho STEM Action Center will develop internal policies, procedures, and processes for reviewing such applications and recommending STEM programs annually to the Idaho State Board of Education for formal designation.

I. Annual Application Cycle

1. **INTENT NOTIFICATION**

   Deadline: On or Before May 31st of School Year PRIOR to the Review School Year

   - STEM programs hoping to become designated or renew their designation will notify Idaho STEM Action Center by May 31 of the school/fiscal year prior to the year they hope to be reviewed/approved in (their review school year).

2. **PORTFOLIO BUILDING & STEM PROGRAM SELF-ASSESSMENT**

   Targeted Timeframe: Summer/Fall of Review School Year

   - Idaho STEM Action Center will provide the STEM program seeking designation access to an online platform to upload their application materials (as outlined in Section III of this document).
   - These application materials will constitute a "review portfolio" by which Idaho STEM Action Center will assess the STEM program's success in implementing the State Board-approved Idaho Standards for STEM School Designation.
   - As the STEM Program builds its review portfolio, it will perform a self-assessment of the portfolio utilizing the review criteria developed and published by the Idaho STEM Action Center. This self-assessment will be submitted to the Idaho STEM Action Center as part of the application process.

3. **PORTFOLIO READINESS CHECK**

   Targeted Timeframe: End of Fall/Early Winter of Review School Year

   - Idaho STEM Action Center will do perform a high-level check of the STEM program's review portfolio and self-assessment to ensure it is complete and appears sufficiently developed to warrant formal review.
   - If ready, a review team will be assembled (as outlined in Section II of this document) and an on-site visit will be scheduled with the STEM Program.
   - If the portfolio is deemed incomplete or obviously not-ready, formative feedback will be issued by the Idaho STEM Action Center. The STEM program will need to delay review until feedback can be implemented and/or necessary adjustments can be made.

4. **DESK REVIEW & ON-SITE VISIT**

Targeted Timeframe: Late Winter/Early Spring of Review School Year

- The review team will perform a desk review of the review portfolio to identify areas of interest, gaps in evidence, or questions that may still need clarified during the on-site visit.
- Basic feedback from the desk review will be given to the STEM program to provide a preparation focus for the review team's on-site visit.
- The on-site visit will occur, and the review team will determine an overall recommendation for/against designation in accordance with the State Board-approved Idaho Standards of STEM School Designation and the related review criteria developed and published by the Idaho STEM Action Center.

5. **IDAHO STEM ACTION CENTER RECOMMENDATION**

Targeted Timeframe: Mid-to-Late March of Review School Year

- Idaho STEM Action Center will prepare a final report summarizing the review team's findings and official recommendation regarding the STEM program's application.

6. **IDAHO STATE BOARD OF EDUCATION DESIGNATION**

Deadline: April of Review School Year, Regular Meeting of Idaho State Board of Education

- Idaho STEM Action Center will bring the approved recommendations to the Idaho State Board of Education for official designation.
- Awarded designations will be good for 5 full school years (pursuant Idaho Code § 33-4701), beginning when school starts in the coming Fall. However, a STEM program may publicly announce themselves as having achieved Idaho STEM Designation as soon as the Idaho State Board of Education votes to officially approve their designation.

7. **IDAHO STEM ACTION CENTER AGREEMENT & AWARD EXECUTION**

Deadline: By May 31 of Review School Year

- Idaho STEM Action Center will work with the STEM program's administrative/financial team to execute an agreement for the following school year, which will be renewable for up to the 5 years of designation.
- The agreement will entitle the STEM program to ongoing public recognition, financial support, and professional development resources from Idaho STEM Action Center (as allowed by available and appropriated funds).
- Under the agreement, the STEM program will be required to execute their submitted *Plan for STEM implementation* to the best of their ability and provide the Idaho STEM Action Center with any reasonable and appropriate data related to the implementation of Idaho Code § 33-4701, the State Board-approved Idaho Standards for STEM School Designation, or Idaho STEM Action Center fiscal reporting requirements.
- Failure to comply with the above requirements may, at the discretion of the Idaho STEM Action Center, result in a revocation of the benefits associated Idaho STEM Designation.

II. Required Review Team Composition

The review team will be composed of 5 individuals as described below:

- **1 staff representative from the Idaho STEM Action Center** (who shall be familiar with the STEM Designation process and capable of leading and training the review team)
- **1 staff representative from the Idaho State Department of Education** (who shall have relevant expertise in STEM-related K-12 instruction, assessment, and/or educational program evaluation)
- **1 staff representative from the Idaho Division of Career Technical Education** (who shall have relevant expertise in STEM-related K-12 CTE instruction, college & career readiness education, and/or educational program evaluation)
    - For reviews of STEM programs that exclusively serve elementary students, the applying STEM program may request that an alternative representative take this slot in place of a representative from the Idaho Division of Career Technical Education. In such cases, the Idaho STEM Action Center will fill this slot with an appropriate individual from one of the other groups identified in this section.
- **1 certified staff member representing the leadership team of a current STEM-designated program or school** (strong preference given to individuals who hold a current Teacher Leader and/or Administrator endorsements).
- **1 representative from a STEM-related industry, professional community, or higher-education partner** (who shall have relevant background, training, and/or substantial experience engaging with youth STEM programs and/or K-12 education) will also serve.
    - If an appropriate industry, professional community, or higher-education partner is not reasonably available to participate on the review team, the 5th member may be an additional individual from any of the groups listed above.

Exceptional Circumstances: Should exceptional circumstances necessitate it, a STEM Designation review may be conducted with fewer than 5 individuals serving on the review team, or without membership from one of the required groups listed above.

However, this exception must be approved by both the Executive Director of the Idaho STEM Action Center and the leadership team of the program being evaluated prior to the start of the desk review.

- The reason for the exception must be explicitly documented in the review team's final report and cited in the recommendations provided by the Idaho STEM Action Center to the Idaho State Board of Education.

Conflicts of Interest: All members of the review team must be free of any interests, commitments, or personal relationships that could reasonably affect their ability to evaluate the STEM program and it's provided portfolio in an impartial and objective manner.

III. Required Review Submissions

As part of their application, all STEM programs will be required to submit a review portfolio that includes the items described in this section. The review team will assess the review portfolio utilizing the criteria and processes established and published by the Idaho STEM Action Center in alignment with the State Board-adopted Idaho Standards for STEM School Designation. Definitions and descriptions for each required item in the portfolio submission are also provided below.

Review Submission Definitions

Artifact: A document, file, record, picture, video, or other piece of media (or a related and intentionally curated collection of such) submitted as a single, cohesive unit to serve as evidence of meeting some aspect of a standard.

- If multiple files or documents are meant to work together in support of a single claim or to demonstrate the same aspect of a given standard, they should be submitted together as a collection, serving as a single artifact.

Narrative: A persuasively written statement intended to make a compelling case for how a program is meeting a given standard and to provide specific context for how each submitted artifact supports that case.

- An effective narrative will intentionally address each submitted artifact. It will also draw specific connections between the artifacts and the related standard's rubric descriptors.
- The goal of the narrative is to make it indisputably clear to the review team that the standard is being met and that sufficient evidence has been provided to support that claim. It is recommended to be extremely explicit and leave as little up to interpretation by the review team as possible. In the absence of solid evidence for an aspect of a standard (either from artifacts or the on-site review), the review team will be forced to assume that there is no supporting evidence that aspect and score accordingly.

Portfolio: The organized collection of narratives, artifacts, and additional information assembled by a program to demonstrate that they are meeting the requirements laid out in Idaho Code § 33-4701 and each of the nine (9) State Board-approved Idaho Standards for STEM School Designation. This portfolio will be collected via an online, digital portal and assessed by the review team as part of an official STEM Designation Review led by the Idaho STEM Action Center.

- Contributions to the portfolio can (and, ideally, should) come from all staff within a program, but it is the responsibility of the program's STEM leadership team to assemble the portfolio.
- The portfolio will be considered by the review team, alongside evidence gathered during the on-site visit, to determine the final recommendation regarding STEM Designation.

Review Portfolio Submission Requirements

Plan for STEM Implementation / Program Strategic Plan – Pursuant Idaho Code § 33-4701(3)(c), all programs applying for Idaho STEM Designation must "adopt a plan of STEM implementation that includes, but is not limited to, how the school and district integrate proven best practices into non-

STEM courses and practices and how lessons learned are shared with other schools within the district and throughout the state."

- The exact structure and length of this document is left to the discretion of program leadership. However, it should at a minimum include:
    1. A statement of the program's mission and values/philosophy
    2. Specific goals for the next 5 years, related to the implementation of STEM program-wide and the integration of STEM best practices into traditionally non-STEM areas.
    3. A plan of action articulating how the program will work towards accomplishing those goals and share their successes/lessons learned with other programs over the next 5 years.
    4. Information on how and when this plan was formally adopted by program, school, and/or district leadership.
- So long as the above items are fully addressed, this requirement may be met through the submission of an existing school or district planning document. There is no expectation that a unique document be created specifically for achieving STEM designation if all the information already exists within another official document prepared by/for the program.

In addition, for each of the nine Idaho Standards for STEM School Designation, a program must submit the following to the Idaho STEM Action Center for formal consideration by the review team:

One (1) Narrative – 100 words minimum, 500 words maximum

- The narrative should address any aspect of the standard not explicitly demonstrated by the submitted artifacts for that standard and articulate how relevant evidence may be gathered during the on-site visit.

Three (3) to Six (6) Artifacts – The total collection of artifacts for a given standard should ideally attempt to address all aspects of that standard.

- At least one (1) artifact must come from the review school year, with the intention of demonstrating current performance.
- At least one (1) artifact must come from the two (2) years preceding the review school year, with the intention of demonstrating consistency and/or growth over time.
- Although it is a separate submission requirement (detailed above), the program's *Plan for STEM Implementation*—or a subsection of said plan—may serve as an artifact for any/all of the standards (if noted appropriately in the STEM program's review portfolio).

Idaho Standards for STEM School Designation

An Idaho STEM designated program or school will demonstrate clear and convincing evidence of meeting the following standards in a consistent and systematic manner:

1) **STEM Learning:** Learners actively engage with STEM instruction and curricular resources that focus on problem-solving, collaborative project-based learning, and the engineering design process.

2) **STEM Instruction:** Staff members strategically integrate evidence-based STEM practices into all disciplines, fostering cross-curricular connections and enhancing the overall educational experience for learners.

3) **Professional Development:** Staff members and leaders engage in relevant professional learning opportunities that are designed to enhance their skills and knowledge in STEM education.

4) **Community Engagement:** Staff members and leaders regularly engage families and community partners to foster a thriving STEM environment.

5) **Assessment:** Learners primarily showcase their understanding through performance-based assessments that emphasize practical application and/or real-world relevance, and are given regular opportunities to engage in reflective self-assessment.

6) **College & Career Readiness:** Learners engage in college and career exposure, exploration, and advising opportunities that build durable skills in preparation for subsequent opportunities.

7) **Technology & Resources:** Staff members and leaders integrate technology and physical resources to support and enhance STEM instruction.

8) **Knowledge Exchange:** In partnership with the broader STEM community and the Idaho STEM Action Center, staff members and leaders share knowledge of best-practices and provide innovative professional development.

9) **Fairness & Access:** Staff members and leaders support all learners, including nontraditional and historically underserved student populations in STEM program areas.

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FY25 STEM School Designation Evaluations

In the following documents you will see the rubric scores for the 3 schools (MOSAICS Public School, Southside Elementary, and Bear Lake Middle School) who went through the State Board approved application requirements to become a STEM Designated School.

Each school was scored based off 9 State Board approved standards, and rubrics. The Idaho Standards for STEM School Designation state that a school or program must demonstrate clear and convincing evidence of meeting the approved standards "in a consistent and systematic manner."

As such, the review process involves scoring each standard on how ***systematically*** and ***consistently*** it is being implemented. These are the two ***criteria*** that make up the rubric for each standard. Each standard criteria are scored out of an 8 with a required score of 6 to *pass* a standard.

With any new process, there will be areas identified that may need adjustments within the rubrics. The review team reserved the right to *pass* a school if a specific standard was shown during the site visit to be addressed and met even if the rubric score was below the required 6 to pass.

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MOSAICS Public School
Public Charter within Caldwell School District Boundaries

Standard	Systematically	Consistently
1) STEM Learning: Learners actively engage with STEM instruction and curricular resources that focus on problem-solving, collaborative project-based learning, and the engineering design process.	7.5	6.5
2) STEM Instruction: Staff members strategically integrate evidence-based STEM practices into all disciplines, fostering cross-curricular connections and enhancing the overall educational experience for learners.	6.0	6.0
3) Professional Development: Staff members and leaders engage in relevant professional learning opportunities that are designed to enhance their skills and knowledge in STEM education.	5.5	6.0
4) Community Engagement: Staff members and leaders frequently engage families and community partners to foster a thriving STEM environment.	8.0	6.0
5) Assessment: Learners primarily showcase their understanding through performance-based assessments that emphasize practical application and/or real-world relevance, and are given regular opportunities to engage in reflective self-assessment.	7.0	6.0
6) College & Career Readiness: Learners engage in college and career exposure, exploration, and advising opportunities that build durable skills in preparation for subsequent opportunities.	6.0	6.0
7) Technology & Resources: Staff members and leaders integrate technology and physical resources to support and enhance STEM instruction.	7.0	6.0
8) Knowledge Exchange: In partnership with the broader STEM community and the Idaho STEM Action Center, staff members and leaders share knowledge of best-practices and provide innovative professional development.	6.0	6.0
9) Fairness & Access: Staff members and leaders support all learners, including nontraditional and historically underserved student populations in STEM program areas.	6.0	7.0

NOTE: Standard 3 with a 5.5 systematically score. The review team felt that the school still met the intent of the standard through their ongoing professional development opportunities.

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Areas of Strength:

- The school makes it a focus to make sure that every student has access to STE(A)M opportunities. The have structured their K-8 school day to make sure all students have access to STEM opportunities, and no student has to be plugged into afterschool opportunities or opportunities outside of the normal school day to access the learning.
- There is a sense of all students attending the school are "our" kids no matter the circumstances.
- Created a partnership for after the students leave the charter, to make sure they continue to have a rich STE(A)M education as they enter high school.

Growth Opportunities:

- While the school is very data-driven, professional development does not seem to always align with pre-determined goals.
- Industry partnerships can expand and grow. There is a lot of potential around growing industry partnerships outside of direct families and community members.
- Work with the surrounding community to try to bring a similar demographic to the school that mirrors the community they are in.

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Southside Elementary
Lake Pend Orielle School District

Standard	Systematically	Consistently
1) STEM Learning: Learners actively engage with STEM instruction and curricular resources that focus on problem-solving, collaborative project-based learning, and the engineering design process.	7.5	7.0
2) STEM Instruction: Staff members strategically integrate evidence-based STEM practices into all disciplines, fostering cross-curricular connections and enhancing the overall educational experience for learners.	6.0	6.0
3) Professional Development: Staff members and leaders engage in relevant professional learning opportunities that are designed to enhance their skills and knowledge in STEM education.	7.5	6.0
4) Community Engagement: Staff members and leaders frequently engage families and community partners to foster a thriving STEM environment.	7.0	8.0
5) Assessment: Learners primarily showcase their understanding through performance-based assessments that emphasize practical application and/or real-world relevance and are given regular opportunities to engage in reflective self-assessment.	6.0	6.0
6) College & Career Readiness: Learners engage in college and career exposure, exploration, and advising opportunities that build durable skills in preparation for subsequent opportunities.	8.0	8.0
7) Technology & Resources: Staff members and leaders integrate technology and physical resources to support and enhance STEM instruction.	7.5	7.5
8) Knowledge Exchange: In partnership with the broader STEM community and the Idaho STEM Action Center, staff members and leaders share knowledge of best-practices and provide innovative professional development.	7.0	8.0
9) Fairness & Access: Staff members and leaders support all learners, including nontraditional and historically underserved student populations in STEM program areas.	6.0	7.5

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Areas of Strength:

- Successful implementation of in-school and after-school opportunities to enhance learning.
- Adaptable and flexible in meeting students' needs.
- Career exploration activities introduce learners to various STEM professions, fostering early interest in STEM pathways.
- Programs focus on building durable skills such as critical thinking, communication, and teamwork to prepare students for future opportunities.

Growth Opportunities:

- Provide consistent training on acronyms to ensure students understand them and use a uniform set across all areas.
- Increase the use of formative assessments alongside summative assessments to better track student progress.
- Develop clear rubrics for research-based assessments to provide structured expectations.
- Address teacher retention challenges, recognizing that turnover rates can be difficult to control but impact student learning.

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Bear Lake Middle School
Bear Lake School District

Standard	Systematically	Consistently
1) STEM Learning: Learners actively engage with STEM instruction and curricular resources that focus on problem-solving, collaborative project-based learning, and the engineering design process.	7.5	7.5
2) STEM Instruction: Staff members strategically integrate evidence-based STEM practices into all disciplines, fostering cross-curricular connections and enhancing the overall educational experience for learners.	7.5	5.5
3) Professional Development: Staff members and leaders engage in relevant professional learning opportunities that are designed to enhance their skills and knowledge in STEM education.	6.0	6.0
4) Community Engagement: Staff members and leaders frequently engage families and community partners to foster a thriving STEM environment.	6.5	6.5
5) Assessment: Learners primarily showcase their understanding through performance-based assessments that emphasize practical application and/or real-world relevance, and are given regular opportunities to engage in reflective self-assessment.	6.0	6.0
6) College & Career Readiness: Learners engage in college and career exposure, exploration, and advising opportunities that build durable skills in preparation for subsequent opportunities.	6.0	6.0
7) Technology & Resources: Staff members and leaders integrate technology and physical resources to support and enhance STEM instruction.	4.5	4.0
8) Knowledge Exchange: In partnership with the broader STEM community and the Idaho STEM Action Center, staff members and leaders share knowledge of best-practices and provide innovative professional development.	6.0	6.0
9) Fairness & Access: Staff members and leaders support all learners, including nontraditional and historically underserved student populations in STEM program areas.	7.0	6.5

NOTE: Standard 7 with a 4.5 for systematically and 4.0 for consistently. The review team saw technology & resources used throughout, but the rubric language didn't properly display this.

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Areas of Strength:

- Staff members engage in ongoing professional development opportunities, ensuring they stay informed about innovative teaching strategies and STEM advancements.
- Frequently engages families and community partners, creating meaningful connections between STEM learning and real-world applications. These partnerships support student mentorships, guest speakers, and hands-on STEM experiences that extend learning beyond the classroom.
- Students are provided with opportunities to explore STEM careers through exposure and advising programs.
- Students engage in hands-on, problem-solving activities that emphasize collaborative learning and the engineering design process.

Growth Opportunities:

- Structured professional development to strengthen foundational STEM literacy.
- Developing a systematic process for tracking STEM growth and effectiveness could support this effort.
- The engineering design process is visible but an opportunity to continue to deepen understanding among all educators and students.
- Technology is available, but there may be more opportunities to integrate it fully into everyday STEM learning. With some targeted professional development, educators can make better use of the available technology to enhance instruction.

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University of Idaho

ANNUAL REPORT
April 2025

CARNEGIE R1 CLASSIFIED UNIVERSITY

The highest tier of research in the nation.

The University of Idaho's 2025-2030 strategic plan is in development and expected to be completed this summer, pending board approval. Through extensive input from students, faculty, staff, alumni, industry leaders, and state officials, the plan will focus on evolving educational models for all learners, advancing research, strengthening workforce collaboration, and enhancing operational excellence.

As we finalize this new roadmap, we continue to execute on our strategic priorities centered on student success (access, enrollment, persistence and the student experience) earning R1 research designation (recently achieved) and telling our story. The U of I remains committed to innovation and excellence to ensure a lasting impact for Idaho and beyond.

Among the initiatives aimed at boosting student success is our Vandal Gateway program. It aims to improve access for students who may have experienced medical, family or other types of tragedies that impacted their academic achievement. The program provides structured tools and programs to those students that otherwise would not qualify for entry into the U of I. Our enrollments have significantly increased over the past eight semesters, our focus on improving math persistence has paid dividends, and students often tell us that the campus experience exceeds their expectations.

Our Vandal Finish program has also awarded hundreds of associate degrees to former students that completed enough credits for such a degree but left the university before finishing their bachelor's degree.

Early in 2025, the University of Idaho achieved a historic milestone, becoming the first institution in the state to earn designation as an R1 research university.

While this distinction is a testament to our wide-ranging research enterprise, it also speaks to our role as a leader in education and innovation in Idaho and the nation. Earning R1 classification elevates not only our research endeavors, but also our other strategic pillars – student success and telling our story.

The research the U of I does directly benefits the state of Idaho by working on pressing problems to improve outcomes for cybersecurity, nuclear science, semiconductor and microelectronics industries, as well as those related to natural resources and agriculture.

More than half of undergraduate students participate in research activities at the U of I, offering them unique hands-on experiences that make them more competitive in the job market. This classification will expand that impact. Access to research opportunities produces graduates who are more ready to make a difference in the Idaho workplace.

R1 status enhances the university's reputation locally, nationally and internationally and positively influences college rankings, which can increase enrollment and funding opportunities.

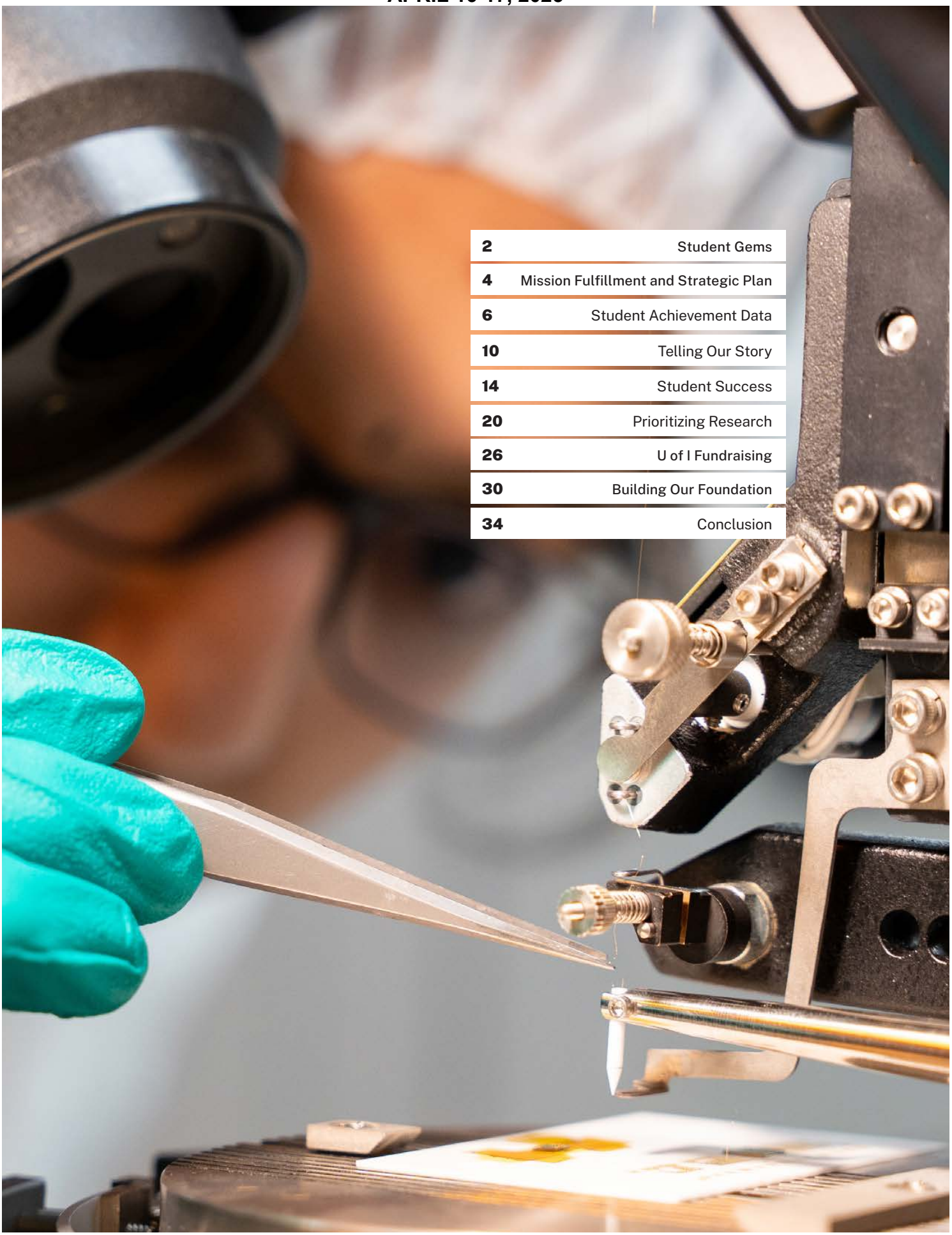
The impact of R1 status extends far beyond the university's campus. States with R1 institutions gain a competitive edge, attracting businesses and industries that value research and innovation. Given the U of I's land-grant mission and statewide presence, this, in turn, creates jobs, boosts the economy and enhances the state's reputation as a hub for progress and discovery. We're proud to serve the state of Idaho and our status as an R1 institution only enhances our ability to produce research that matters.

We continue to tell the story of how the U of I of I adds value to the state of Idaho. We outperform our regional peers in earned media, placing our faculty as subject matter experts to comment on the news of the day or to discuss groundbreaking research conducted at the U of I. In 2024, the U of I earned 50% of all share of voice – a key earned media metric — compared to all other Idaho colleges and universities.

We also excel at reaching our potential students. According to Rivals IQ we ranked No. 11 in the country for social media engagement last year. We deliver an award-winning welcome packet to admitted students and some of the most effective digital marketing in the country. We also launched our dinner table conversation ad to reach parents and other stakeholders that may not utilize social media to a great extent. The ad is focused on explaining what our students are learning and how it helps Idaho.

We appreciate the support of our regents over these past few years. Our success is directly tied to your advice, counsel and advocating on our behalf. We're committed to continue serving our students and advancing research solutions to better our state and our nation.

President Scott Green



2	Student Gems
4	Mission Fulfillment and Strategic Plan
6	Student Achievement Data
10	Telling Our Story
14	Student Success
20	Prioritizing Research
26	U of I Fundraising
30	Building Our Foundation
34	Conclusion

student GEMS

$100M IN GRANTS

for biomedical research – through INBRE – has been distributed through U of I to students and faculty at public and private colleges and universities in Idaho in the last 25 years.

75,000

Idaho youth took part in 4-H activities delivered through UI Extension last year, gaining leadership and life skills.

Of the 310 public colleges and universities in the West, with a total enrollment of more than 3.2 million students, University of Idaho is:

BEST COLLEGES U.S.News & WORLD REPORT BEST VALUE SCHOOLS 2025

NO.1 BEST VALUE

Public University in the **West**

– U.S. NEWS & WORLD REPORT

For THE FIFTH year in a row

54 U OF I RESEARCHERS

are top in their field according to Stanford/Elsevier — more than all other Idaho research institutions and Idaho National Lab combined.

Idaho youth were introduced to hands-on science learning at the McCall Outdoor Science School in the last year.

in research expenditures last year, more than all other Idaho research institutions combined.

93 U OF I
MEDICAL STUDENTS

experienced rural medicine through the Rural Underserved Opportunities Program in the past five years.

30
MILITARY OFFICERS,
on average, are commissioned each year at U of I to help defend our nation.

U of I welcomed the largest freshman class in its history in Fall 2024, with

2,025

first time students, an 8.3% increase from Fall 2023.

MISSION FULFILLMENT AND STRATEGIC PLAN

In 2019, we took a fresh look at the university's progress on the 10-year strategic plan (2016-2025) and its strength to drive mission fulfillment. Facing a budget deficit and enrollment challenges, the university created a sustainable financial model to guide future university decisions. The result was the Vandal Hybrid Financial Model, developed using four guiding principles:

- Mission alignment
- Transparency
- Agility and adaptability
- Incentive Based.

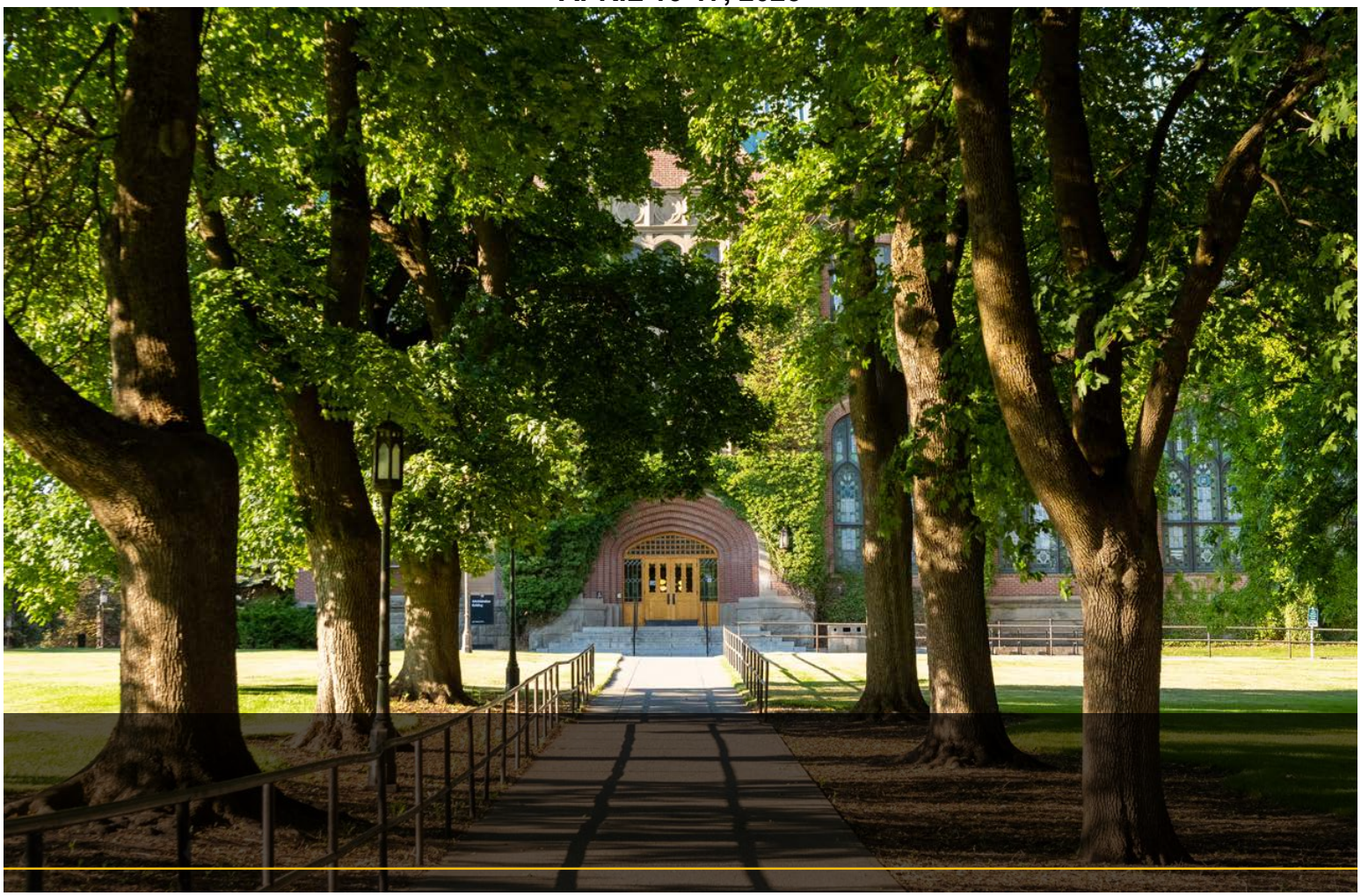
The model drives our successful financial stability and future program development. We continue to use the model to reallocate current year funds and award new revenues based on the guiding principles above.

Under President Green's leadership, three strategic initiatives or pillars were identified in 2020 as the foundation for mission fulfillment:

1. Supporting student success
2. Prioritizing research
3. Telling the story of our institution

To chart the university's next phase of growth, Huron Consulting Group was engaged in Fall 2024 to facilitate the development of the 2025-2030 strategic plan. This new plan will articulate a bold, shared vision anchored in four to five transformative pillars.

As of this report, the university has gathered data, assessed the higher education landscape, and fostered a shared understanding of the U of I's position through interviews, focus groups and surveys involving students, faculty, staff, alumni, industry leaders, the Idaho Board of Regents and elected officials.



Through an iterative process that is ongoing, five potential pillars have emerged. Each pillar is aimed at strengthening the university's impact:

- Transforming the student experience to drive success
- Evolving educational models to meet learners' needs
- Advancing research that benefits Idaho and our industries
- Strengthening collaboration to prepare Idaho's workforce
- Enhancing operational excellence to support students, faculty, and staff.

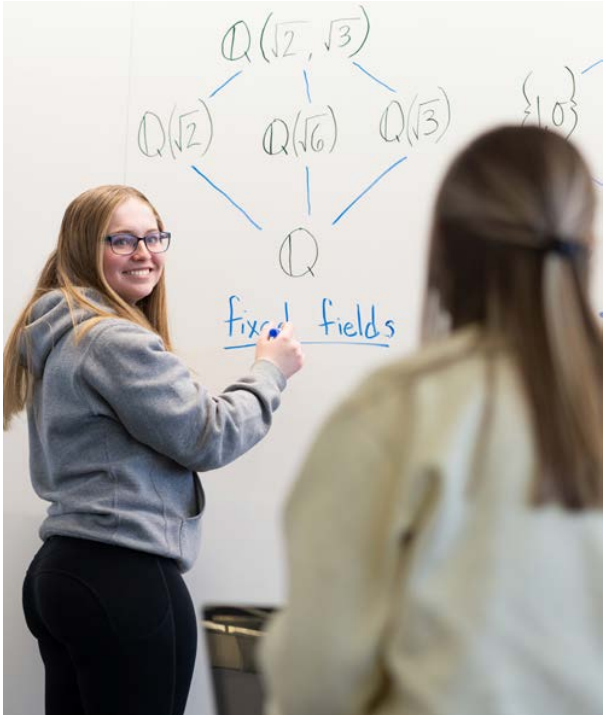
The university is currently identifying initiatives within each pillar to drive progress toward our goals, ensuring a strategic, forward-looking approach to mission fulfillment and institutional success.

STUDENT ACHIEVEMENT DATA

Math 143 redesign

Prior to Spring 2023, Math 143 used an emporium model of instruction, where student learning was achieved not in classroom sessions, but in required computer lab time with the assistance of tutors. While this had been effective in the past, recent increased D, F and withdrawal rates had an outsized impact on retention and graduation rates.

Starting in Spring 2023, more instructional emphasis was placed in the classroom, implementing a hybrid model (some class instruction replacing and thus decreasing lab time) until full classroom instruction (150 minutes/week) could be implemented in Fall 2024. To accompany this transition, the faculty participated in pedagogical training focused on active learning. In order to assist implementation by the instructors, new class activities were designed around the principles of active learning. New assessments and

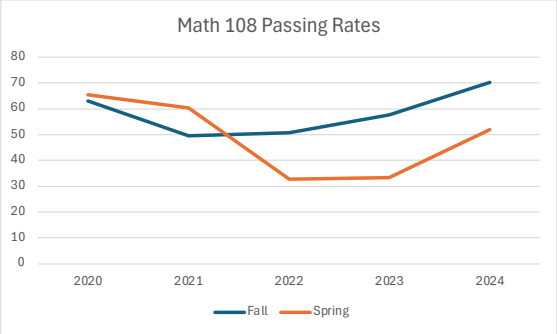


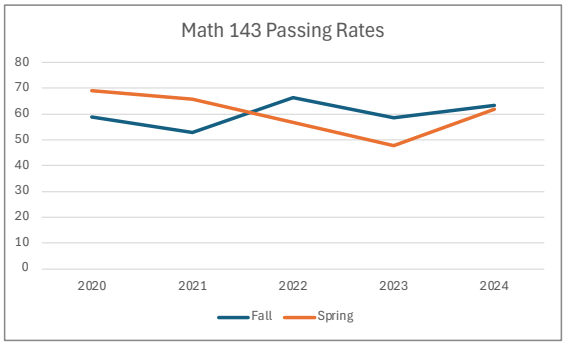
assessment procedures were designed to more carefully monitor student progress, give formative feedback to students, and raise our standards to include conceptual reasoning questions. Finally, decreased class sizes provided the opportunity to restructure course policies to be more student and learning focused.

As shown in the graph below, we have seen improvements in passing rates as we have changed our pedagogy and procedures in Math 143. We are continuing to work on improving the curriculum of the course to better align with educational research on Calculus preparation, the Idaho Content Standards in Mathematics, and the General Education Mathematical Ways of Knowing.

A student who failed Math 143 under the emporium model and is now successfully passing the in-class model:

"The class is now more individual. Both the instruction and the group thinking is beneficial. The other way was a lot of teaching yourself, whereas this is learning together."





Sustainable Solutions Certificate

Newly available to all undergraduate Vandals, the Sustainability Certificate includes a range of courses across many disciplines and provides students with an essential credential for future employment. LinkedIn found that job postings around the world requiring at least one green skill jumped by 22.4% from 2022 to 2023 while the share of workers who have held a green job or list at least one green skill on their LinkedIn profile increased by only 12.3%.

The certificate also caters to the 71% of U of I students who say that sustainability is important to them and the 91% of Vandals who say that the environment is important to them (an 8% increase since 2023).

Students who complete the certificate are better prepared to contribute to an informed citizenry that is creating sustainable solutions for Idaho and beyond. The Sustainability Certificate currently enrolls students from five colleges.

Undergraduate Research Certificate

The University of Idaho's Undergraduate Research Certificate is a transformative opportunity for students to engage in meaningful, hands-on research while gaining a competitive edge in their academic and professional journeys. This program provides structured support, mentorship, and recognition for students who actively contribute to the university's research mission, reinforcing U of I's prestigious Carnegie R1 designation.

The structured nature of the certificate helps demystify the research process, empowering students to see themselves as scholars and active contributors to their fields. Research engagement has been shown to increase student retention and degree completion rates by fostering a sense of belonging, strengthening academic motivation, and providing direct faculty mentorship.

Students pursuing the Undergraduate Research Certificate gain access to invaluable academic opportunities integral to success in graduate education and highly valued by industry partners who require their workforce to think critically.

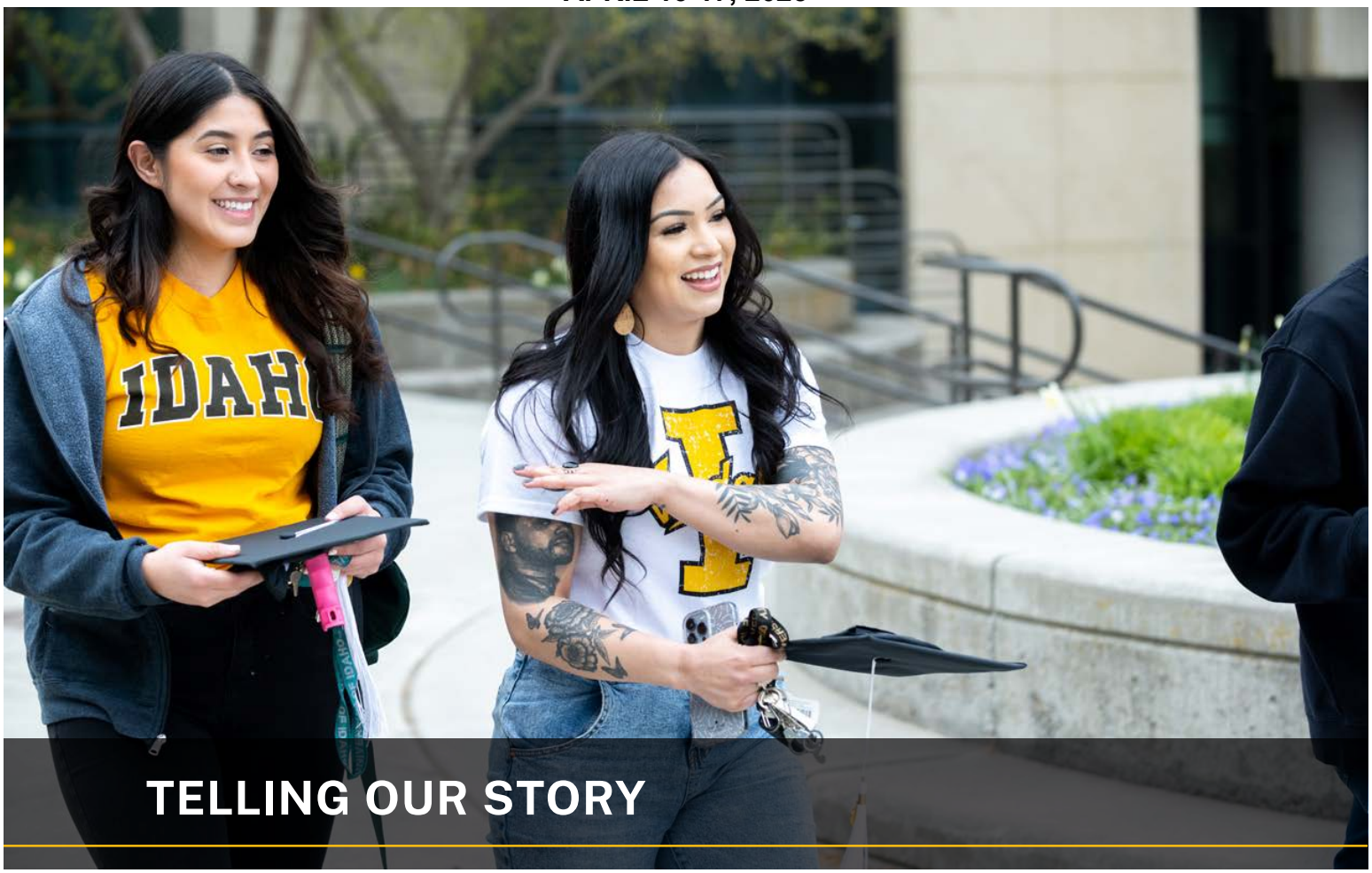
Vandal Finish

The College of Letters, Arts and Social Sciences created the Vandal Finish program for those former students who left after two years, but did not get their degree because we did not offer two-year associate degrees. Vandal Finish helps these students qualify for an associate degree or complete their original degree. In less than 12 months, 340 former students can now add a college degree to their resumes.

Vandal Student-Athletes

Our University of Idaho student-athletes continue to excel both in competition and in the classroom. In 2024, they set a new athletic department record with an average GPA of 3.52, and 104 student-athletes posted a perfect 4.0 GPA.

Vandal athletics strengthens alumni connections and enhances the U of I's national visibility. Our student-athletes not only compete at the highest levels but also achieve remarkable academic success, representing the university with pride.



TELLING OUR STORY

Best Value Public University in the West

#1

BEST COLLEGES
U.S. News & WORLD REPORT
NATIONAL UNIVERSITIES
PUBLIC
2025

Ranked #1 Best Value Public University in the West
(5 YEARS IN A ROW)

– U.S. News & World Report (2024)

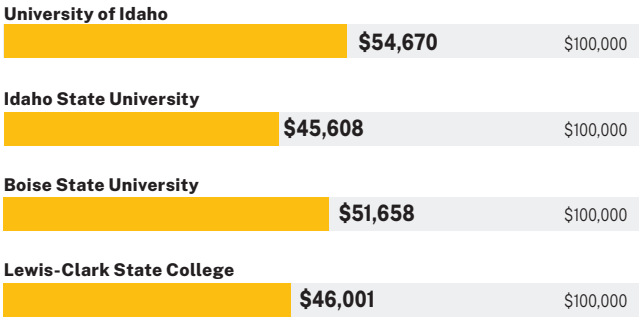
#2 Nationally

(Only behind UNC Chapel Hill)

Median Earnings

4-Year Schools

U.S. Department of Education Score Card
National 4-Year Midpoint $53,747



TOP 6%

U of I's ranking among all public universities on the Top Public School list ahead of regional land-grant peers in Washington, Montana, Wyoming, Utah and Nevada.

Record-Setting Freshman Class

Freshman Class
2,025
STUDENTS
(8.3% increase)

Overall Enrollment **12,286**
(3.7% increase)

Idaho Resident Undergraduate Enrollment **+4.9%**

DOCTORAL GROWTH
+10% *(most in U of I history)*

GRADUATE STUDENT GROWTH **+4.2%**

COLLEGE OF LAW
+7.9%
(457 students)

Economic Impact Across Idaho

2.78 Billion
Total Economic Output

CONTRIBUTION TO IDAHO'S ECONOMY
1.58 Billion
IN ADDED GROSS STATE PRODUCT

JOBS SUPPORTED
30,316

State and Local Taxes Contributed
131.1 Million

Alumni Impact

140,525
degrees awarded since U of I's founding

115,000+ Alumni
46.8% live in Idaho

University of Idaho

Vandals 11th in Nation for Social Media Engagement

Ranked

#11 Nationally

in 2024 (Rival IQ Social Media Engagement Report)

OUTPERFORMED

University of Georgia, Georgia Tech, Marquette

Idaho is Idaho Campaign

Meta (Facebook & Instagram)

1M+ Impressions
375K+ Engagements

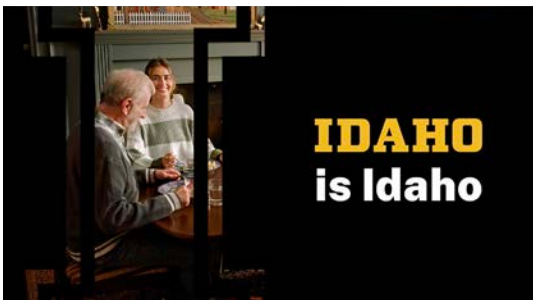
YouTube

2.48M Impressions
Nearly 1M Engagements
80% Completion Rate

TV Advertising

60-70 airings per week in Boise, Twin Falls, and Idaho Falls
Aired during NFL Playoffs, Super Bowl pregame, Daytona 500, Grammys, The Bachelor, and CFB National Championship

Reaching Idahoans where they watch!



Campus Visits: A Key Enrollment Driver

4,793

TOTAL VISITORS

Campus Tours

341 daily tours
10 Saturday tours
8 holiday tours

Group Tours

34 group visits
722 prospective students

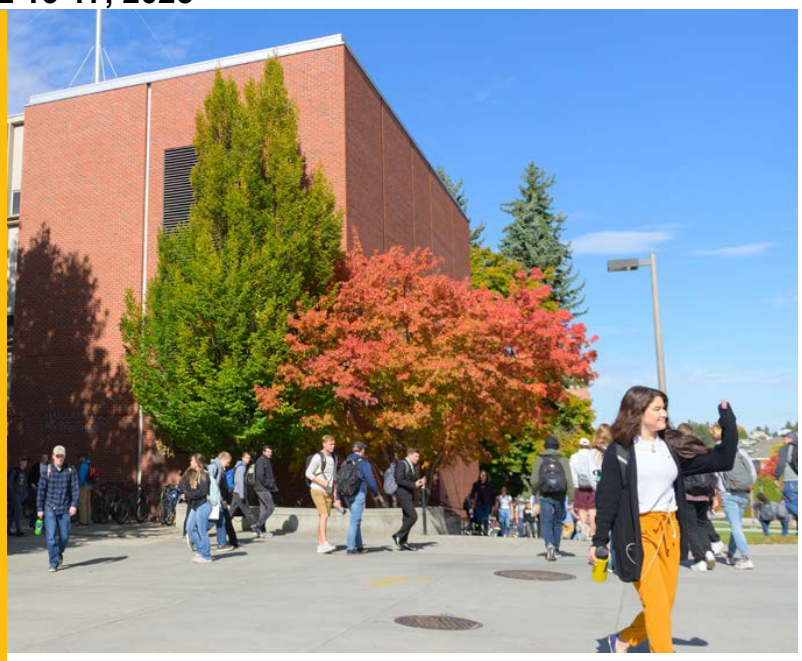
Special Events

12 major events
(excluding college-specific)

8,254 guests hosted

39,703

OUTREACH CALLS MADE TO PROSPECTIVE STUDENTS AND FAMILIES!



ZeeMee Growth and Success

Fall 2025 ZeeMee community grew
63% to **3,519 students!**

40% **of 2024 incoming class used ZeeMee**

ZeeMee is a social engagement platform designed to connect prospective and admitted students, providing a dedicated space for students to build community, ask questions, and begin forming relationships prior to arriving on campus.

Awarded **"ZeeMee's Most Creative and Unique Live Events"** and **"ZeeMee's Most Live Events Hosted."**

A game-changer for student engagement!

University of Idaho

STUDENT SUCCESS

Vandal Healing Garden built as a lesson and legacy

The Vandal Healing Garden and Memorial, a space dedicated to remembering former students who died while attending U of I, was dedicated in Fall 2024 after a year of planning, design and construction by College of Art and Architecture Design-Build and Landscape Architecture students.

Next to the Physical Education Building (PEB), a looping concrete walkway lined with bright flowers and green trees leads visitors to a large steel memorial pavilion next to alcoves with wooden candleholders.

Students began designing the garden in Fall 2023, taking input and hosting ideation events. That vision came to fruition in Summer 2024, when other students spent the summer working for free to ensure the installation was complete by the start of the fall semester.

“We focused on the senses we use while experiencing a garden, especially one meant to aid with the healing process,” said Emily Stuart, a landscape architecture student from Idaho Falls who spent her senior year on the project. “We all knew we needed a timeless space that captured Vandal energy, meaning our designs needed to be humble, natural and inviting.”

The northern half of the area is the memorial space. It contains a circular steel structure with an open center featuring plantings and a steel panel mosaic sculpture representing all former students who died while attending U of I. A railing along the structure’s eastern edge is inscribed with the names of the King Road homicide victims. The space includes booths where people can leave notes of remembrance in votives that can be placed in custom-built wooden holders.

The southern half of the space is the healing walk, designed for walking or sitting on benches to relax and reflect. The two halves were designed so visitors can choose the areas they want to visit.

At night a large beacon next to Shattuck Arboretum shines a light at night that is visible from the campus walkway next to Idaho Student Union Building, Teaching and Learning Center and Library. Streetlights on the same timer along the corridor between PEB and Memorial Gym guide visitors to the site.

“There’s something really exciting about getting to this point,” said Madailein McLenna, an architecture student who also worked on the project as a senior. “Someday we’re going to be able to look at the memorial and say, ‘We did that’.”

Student's research reveals supply chain, CEO pay insights

Anna Bliss comes from a family of entrepreneurs. Her father is the chief executive officer of a family-owned fishing lure company in Bonners Ferry. Her grandparents started a tree farm. Both provided her with unique insights in starting and running businesses, marketing products and getting them from producer to consumer.

She is the first College of Business and Economics student to earn an undergraduate research grant -- and she earned two.

"I was looking for research opportunities and with the help of a professor received two fellowships to explore topics that are trending right now," Bliss said.

Bliss spent most of Summer '24 on campus, investigating, crunching data and tracking outcomes to learn how companies can improve sales and stay competitive in ever-changing business environments.

She also explored if CEO salaries are commensurate with their company's financial outcomes.

Both awards, valued at over $6,000 were equivalent to having a fulltime summer job, Bliss said.

She started at U of I as a computer science major but found herself more drawn to the strategic and analytical side of business, with goals of one day being a business owner herself.

"I realized that pursuing a business degree aligned better with my interests," she said. "I kept a minor in cybersecurity because I find the field fascinating and constantly advancing."

Bliss said she opted to investigate CEO pay because it is a popular topic. Whether high CEO salaries are justifiable has been disputed for more than a decade.

She analyzed S&P 500 companies by examining their financial data, including balance sheets and income statements. Bliss calculated performance ratios then used regression analysis to test the relationships between these variables.

In addition to the mass merchandise industry, Bliss delved into the effect of supply chain innovation in the airline industry and consumer electronics.

"People often think that research is only for science or engineering, but every major business decision is based on thorough research and analytics," U of I professor Shenghan Xu said. "We were interested in investigating whether operational differences impact various financial measures."

Qualities that make for good researchers in STEM fields also apply to business and economics, Xu said.

What did she learn from her investigations?

"Whether it's the debate on CEO pay or the necessity of innovation, nothing is black and white."

Idaho native finds her roots

Abigail Crawford didn't have a direct connection to agriculture, despite growing up in Kuna. But she wanted to be a veterinarian, so she decided to enroll in agriculture classes in high school to gain experience working with horses and to learn more about veterinary science.

While taking an animal science course, she was encouraged to join FFA. There, she found her true passion — plant science, specifically weed science — that set her on a course to University of Idaho.

"Plants are just amazing. They thrive in situations where sometimes they're not supposed to, like when you find dandelions growing in the cracks in the sidewalk," she said. "Crop science is really cool, but the weeds and how they interact with other plants and their own environment is just fascinating."

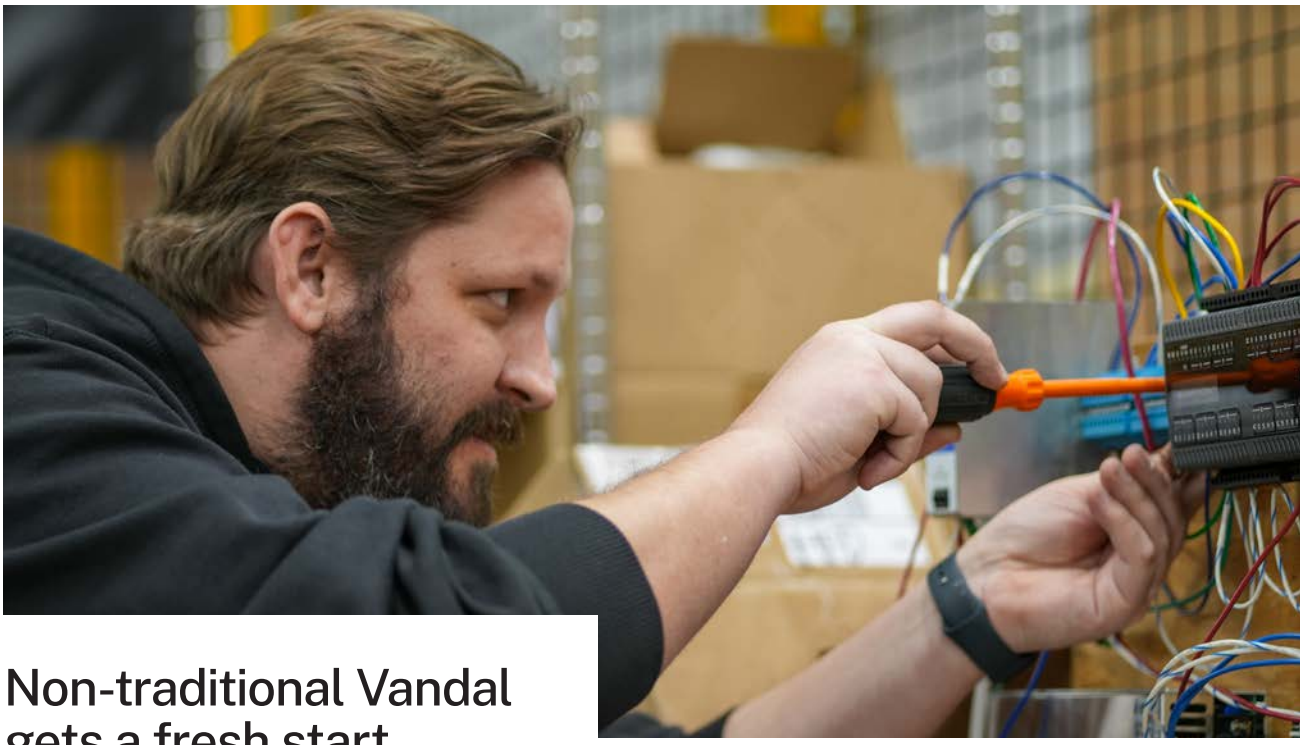
During the Idaho FFA Career Development Events in Moscow the summer before her freshman year at U of I, Crawford was put in touch with Stephen Cook, professor and head of the Department of Entomology, Plant Pathology and Nematology. He hired Crawford as a laboratory technician, where she worked for the next four years.

She began by assisting others with their projects, learning how to pin and catalog insects, how to prepare plants for carbon analysis, how to identify insects and forest plants, and how to chop and dissect trees. Her sophomore year she was asked to step in and finish a project for a departing graduate student looking at biological controls — natural enemies such as arthropods, bacteria or fungi — of spotted knapweed, which she worked on independently for the next two years.

The project aimed to determine if there are suitable controls for the highly invasive weed that severely decreases the biological diversity of native plants and reduces soil fertility. Crawford mapped out where and what type of approved biocontrols were being used in northern Idaho to give relevant agencies an idea of what controls are being used.

"I got to dabble in everything which has been really good for learning what I want to do," she said. "I've been given all the experiences I could imagine in that lab."

The experiences in Cook's lab, combined with her coursework, helped Crawford narrow down what she wanted to do with her career. She recently accepted a position as a research technician with the wheat breeding program at the U of I Aberdeen Research and Extension Center.



Non-traditional Vandal gets a fresh start

They say life can be a roller coaster, but prior to going back to school, Gary Banks spent nearly 20 years of his life among roller coasters as a technician on live shows for Silverwood Theme Park in North Idaho.

"I'd been working summers at Silverwood since I was 14," said Banks, a non-traditional U of I Coeur d'Alene student studying computer science. "In 2021, at 32 years old, I realized that I needed to go back to school to finish my degree to increase my earning potential if I wanted to afford to buy a home in the area."

Banks had taken computer science courses at U of I in Moscow after he graduated from Timberlake High School in 2007 but came home after a few semesters.

"I loved my time in Moscow, but it wasn't the right time for me to be in school," Banks said.

After completing his transfer requirements at North Idaho College through a partnership between NIC and U of I Coeur d'Alene, Banks found himself in the right place at the right time. U of I's Fresh Start program enabled him to start over with a clean slate academically, which made him eligible for scholarships and other academic programs that require good grades.

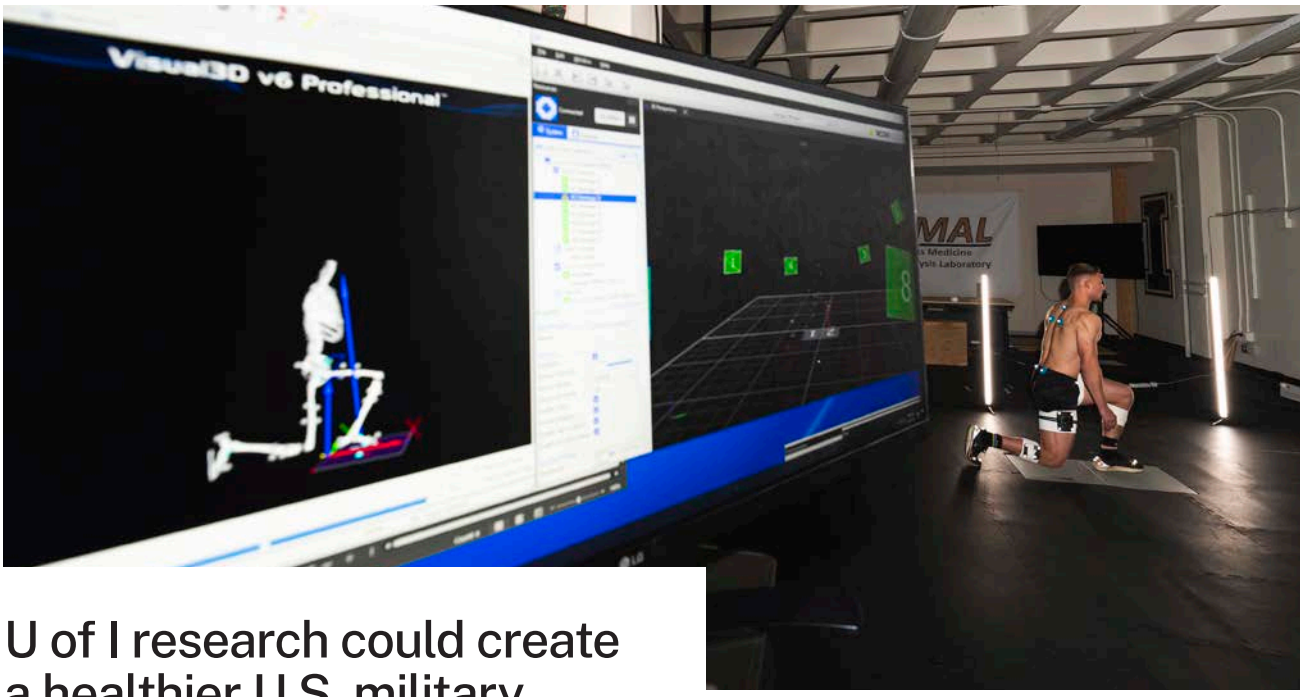
Banks landed a three-month internship with a local plastic injection molding company, H&H Molds, which led to a part-time job in Fall 2024. He created a custom tool for H&H that helps automate a manual process of inserting rubber O-rings into plastic lids.

He then mounted the tool on a robot with an automated camera and a robotic arm.

"This is a work in progress that I'm iterating and improving upon, but it has already been used in production," Banks said. "It cuts the process time by about 75%."

Though coming back to school after time away might seem intimidating, Banks said U of I's computer science faculty encouraged and enabled him to achieve his goals.

"They genuinely want to see us reach our full potential. Our classes are small, which is an advantage because it allows for more personalized attention from instructors and creates a learning environment where everyone feels supported," Banks said.



U of I research could create a healthier U.S. military

Rafe Richardson wanted to learn more about musculoskeletal injuries while pursuing his dream of becoming a doctor.

Together with Department of Movement Sciences Associate Professor Joshua Bailey, the junior biological engineering major and Air Force ROTC cadet, could help ROTC programs across the country keep their cadets healthier by teaching them how to move more effectively.

“Both the Army and Air Force are employing civilian strength conditioning coaches on some of their bases because they see the value in this type of program,” Bailey said. “Our goal is to get cadets at the ROTC level to focus on this training so they start with a solid understanding of how to stay healthy.”

Bailey and Richardson concluded their first wave of research, where they studied the movement of 50 ROTC cadets.

They spent several months recording and analyzing their movements.

“We look at the way their entire skeleton moves as they land. We’re measuring their ground reaction force — how their feet and legs are interacting with the ground,” Richardson said.

Because military members are constantly in motion, they are susceptible to movement-related injuries. Bailey and Richardson are looking for traits that could predict a cadet’s specific risk factor for injury.

“When their foot hits the ground, we can see exactly how much force they’re exerting,” Richardson said. “We can also see how that force moves up their leg based on their movement patterns. From there, you can calculate how much stress is being put on joints, hips, knees and ankles.”

Richardson and Bailey will soon move on to phase two of their study — intervention with cadets.

Based on self-reported injuries or health issues, the U of I team will use the information they’ve compiled to create profiles for each cadet that gives them suggestions to reduce injury risk.

“These tasks we are doing with the cadets have optimal movement patterns to them,” Bailey said. “Deviations from the optimal movement pattern may indicate either weaknesses or risk factors for injury. We want to show them how to improve their movement patterns, which would then decrease the chance of injury.”

Richardson learned about this project because of his involvement in ROTC, but as someone who has medical school in his sights, he found this project to be the perfect way to combine his passions for the military and the medical world.

Analyzing tree rings opens new avenues for Lewiston student

Maia Cuddy's dad and grandfather were surveyors for logging companies in the Clearwater Forest, and she heard their outdoor tales.

By the time she enrolled in the College of Natural Resources to pursue a degree in environmental science and conservation biology, she admired trees and loved to sojourn in North Idaho's vast forests. She could climb trees or split their wood for campfires, but she had not studied their rings.

The Lewiston native soon learned how to drill and read tree cores in Associate Professor Grant Harley's tree ring lab - part of the College of Science - which led to a summer field experience in Virginia.

"I love dendrochronology, because it offers a deep and interesting story of climate," Cuddy said. "Analyzing tree rings can show years of climate history in specific ecosystems."

The study of dendrochronology uses slim tree cores, removed with a boring instrument, to extract a sample of the tree's growth rings. The rings can tell a researcher a lot about forest history, weather patterns and even sunspots.

At a dendrochronology field school at the edge of the Appalachian Mountains, Cuddy and her colleagues explored the effects of woolly adelgid bugs on eastern hemlock trees. Tree ring samples showed how the aphid-like insects affected hemlock trees, how the trees recovered and the rings provided researchers with patterns that may help predict future outbreaks.

Her weeks in Virginia were followed by a stint in Idaho and Yellowstone National Park where Cuddy and the graduate students she was helping pulled core samples from ancient trees and woody plants.

The experience and skills she acquired have led to a new interest and opened avenues for a new career.

"I really wasn't well versed in dendrochronology," Cuddy said. "The only experience I had from the tree ring lab was scanning cores. I had not collected cores or analyzed them for historical data."

Cuddy flourished at the field school, Harley said, which set her up for additional dendrochronology field work including a stint along the Salmon River, and she traveled to East Yellowstone to help a graduate student with field work.

"After only a semester at U of I, I entered a new world of opportunities," Cuddy said. "I have learned so much in such a short amount of time and have created a network of incredible and inspiring people," she said. "The opportunities just keep coming."

PRIORITIZING RESEARCH

CARNEGIE R1 CLASSIFIED UNIVERSITY

University of Idaho is the first and only Idaho university to join the top research institutions in the United States after earning the designation in the 2025 Carnegie Classification of Institutions of Higher Education. This classification is the gold standard for research excellence, given to less than 4% of all U.S. higher education institutions, and it recognizes the university for "very high research activity" and its transformative contributions to science, innovation and education.

To classify as an R1 institution, universities must have at least $50 million in annual research expenditures and grant at least 70 research doctorates each year. U of I had $135.9 million in research expenditures in Fiscal Year 2023 and awarded 80 research doctorates. Research expenditures surpassed $140 million in 2024.

U of I focused on the goal of becoming R1 when President Green joined the university in 2019. Not only did the university increase its research expenditures since then, it also grew its doctoral programs by 18.4% since 2019, reaching an all-time high of 606 current doctoral students in Fall 2024.

Achieving R1 status unlocks numerous opportunities for U of I, including:

- **More than half of undergraduate students participate in research activities at U of I,** offering them unique hands-on experiences that make them more competitive in the job market. This classification will expand that impact.
- **R1 status enhances the university's reputation locally, nationally and internationally** and positively influences college rankings, which can increase enrollment and funding opportunities.
- **The research U of I does directly benefits the state of Idaho** by working on pressing problems to improve outcomes for cybersecurity, nuclear science, semiconductor and microelectronics industries, as well as those related to natural resources and agriculture.
- Access to research opportunities produces graduates who are **more ready to make a difference in the Idaho workplace.**

POP TALKS

- In October, 2024, the U of I hosted its second annual POP Talks, as eight stellar faculty members discussed the "Power of Possibility" in their respective fields. Hundreds of community members attended for the series of 3-minute lectures. Bethaney Fehrenkamp, a clinical assistant professor of immunology, took home the top prize with her presentation about the connections among sleep, circadian rhythms and their effects on breast milk production and infant health.

IDAHO IMPACT

U of I team aims to revolutionize affordable housing with 3D-printed wood waste

University of Idaho is developing technology to make housing more affordable nationwide by using Idaho wood waste to make one of the most sustainable building construction materials on the market. They're combining sawdust and other wood byproducts with bio-based glue to create a medium for 3D-printing buildings and stackable bricks.

"We're trying to change the way houses are built in the United States," said Michael Maughan, associate professor in mechanical engineering. "It's too expensive, it takes too long, and we think we can do it with a lot less money, labor and injuries for construction workers."

The interdisciplinary project, known as PrinTimber, is expected to positively impact Idaho's fast-growing construction industry. The colleges of Engineering, Natural Resources and Art and Architecture are partnering with Auburn University on the project.

Nationally, U.S. lumber manufacturing generates 84million tons of sawmill dust and waste per year.

"Only about 40% of a tree is converted into lumber," Maughan said. "That means there's a lot of waste that's either left in the forest or used for lower-value products."

The team wants to create a plant-based resin to bond the wood fibers together, with the goal of 3D printing a house. If they succeed, the new construction material will be completely bio- based, as wood is already a renewable natural resource.

3D printing the wood and resin mixture takes several hours, so graduate students on the PrinTimber team started thinking of ways to test the material without putting it through the printer.

U of I graduate students devised a stackable brick, known as the TechnoLog, formed with the same material used in the 3D printing process.

Compressed into a brick shape and allowed to cure, this material is showing promise as a second construction method.

"With the PrinTimber project, we're really hoping to address the needs at every level and make a meaningful impact," Associate Professor Randy Teal said. "The TechnoLog will hopefully provide an easy-to-use, low-tech product that allows for an easy entry point for use within the construction industry."

IDAHO IMPACT

Idaho Heritage Project introduces future lawyers to rural opportunities

Residents of Camas, Clark and Lincoln counties, all in rural Idaho, face a looming legal crisis — as of summer 2024, no lawyers practice within their borders.

Their situation is just part of a not-so-pretty picture across the state — half of Idaho's 44 counties have 10 or fewer lawyers, including public sector attorneys who do not practice privately. A shortage of lawyers means Idaho residents with legal issues might have to pay for lawyers to travel to represent them, or in some cases, end up representing themselves.

University of Idaho's College of Law is working to address the problem by introducing future law school graduates to these rural opportunities through the Idaho Heritage Project. Its Rural Scholarship Fund provides financial support for summer internships in small communities throughout Idaho.

Not only is there a need for lawyers in rural Idaho communities, but in many cases, for the right candidate, living and working in a small town can make for a perfect match.

"We know there is a need in our more rural communities and we want to expose our students to the possibilities of practicing law in those areas," said Aviva Abramovsky, dean of Law.

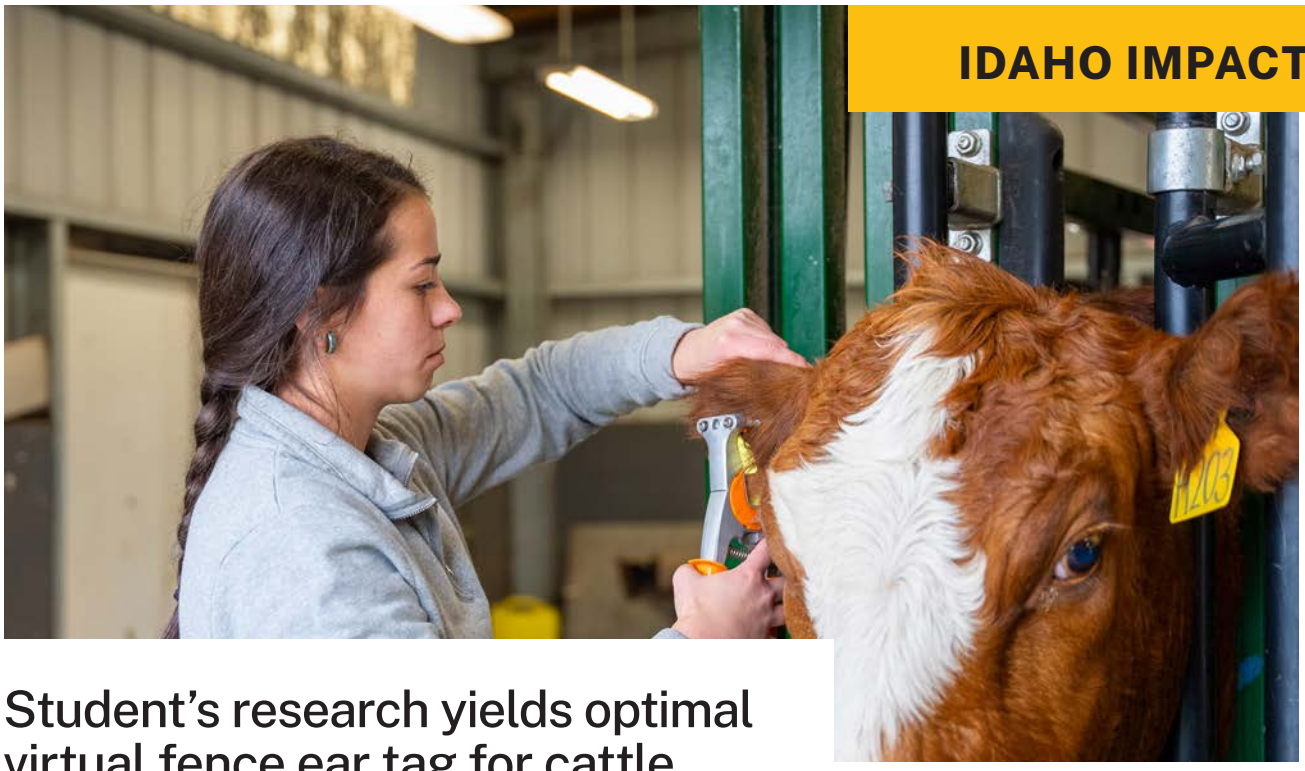
Jarrett Broughton '23 joined a law firm in Post Falls after he graduated from Idaho Law, and it was an Idaho Heritage Project internship that introduced him to his future employer.

During his time in Post Falls, Broughton learned how crucial it is for smaller towns to have access to lawyers. He spent time assisting clients as far away as Bonners Ferry because they couldn't find anyone else to help.

"A lot of people have substantial legal issues but can't find representation, so they either represent themselves or have to pay an attorney to travel back and forth to come to court for them," he said.

Broughton also said establishing relationships is important because you don't have the anonymity that often comes with working in a larger metropolitan area.

"You often have to work with the same people day after day — judges, opposing counsel and others," he said. "It's not like a big city where you likely won't run into anyone you work with after hours."



IDAHO IMPACT

Student's research yields optimal virtual fence ear tag for cattle

Emma Macon enjoyed grasslands long before she enrolled at University of Idaho.

"My sister and I spent a lot of time in the grasslands with my dad who we called a grass geek because he knew the names of all the plants," she said. "So, I wanted a job working outdoors and University of Idaho has a reputation for getting students the skills they need to do that."

She began working with Professor Karen Launchbaugh at the university's Rangeland Center where virtual fence technology is an ongoing project.

Standard barbed wire fencing is costly to maintain and injurious to livestock, people and wild animals including elk and deer. It also fragments landscapes thereby disrupting wildlife migration patterns. Scientists are developing cost-effective virtual — or invisible boundary — fences for better land management and wildlife conservation.

Macon spent hours weighing prototype ear tags made of hard plastic that would contain radio receivers that used electric shocks to train cows to stay within boundaries.

"There were a lot of issues," Macon said. "We needed to know the size and weight of a plastic ear tag that didn't bother cattle and impede their behavior or their hearing, and the mobility of the ear."

Working with U of I's Beef Center on the Moscow campus, Macon tagged cattle and observed their behavior, collecting and narrowing down data to arrive at the optimal and most efficient ear tag size.

Macon's virtual fence research is in conjunction with peers in the College of Natural Resources who are developing radio fences, as opposed to the more standard GPS-based models.

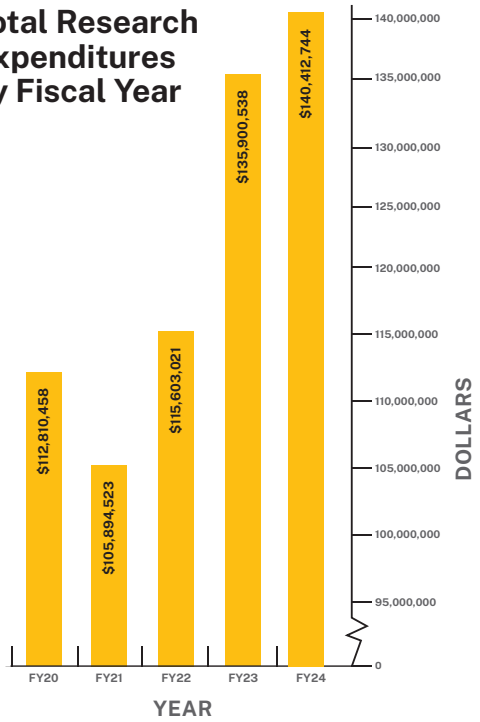
The GPS virtual fence technology being developed uses collars weighted with batteries, Macon said. Using ear tags and radio beacons make the fence technology low weight and low cost. In addition, GPS virtual fences are accurate to within about 10 yards, Launchbaugh said, while the radio tags are accurate to within a few feet.

"Emma's project is so critical," Launchbaugh said. "Her work confirmed we're on the right path."

FY24 Research Activity and Expenditures

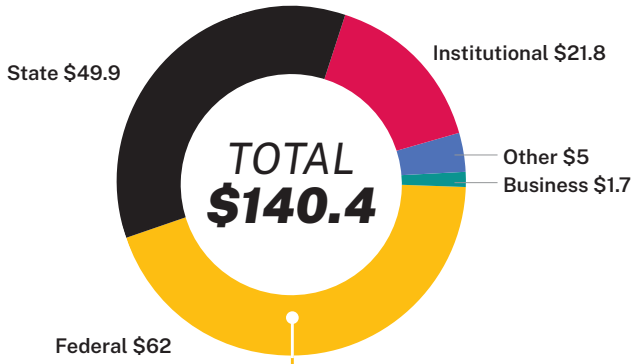
Expenditures are actual dollars spent on research as a measure of research activity. Research activity is the number of proposals and dollars awarded, not all of which is spent at the time of the report.

Total Research Expenditures by Fiscal Year



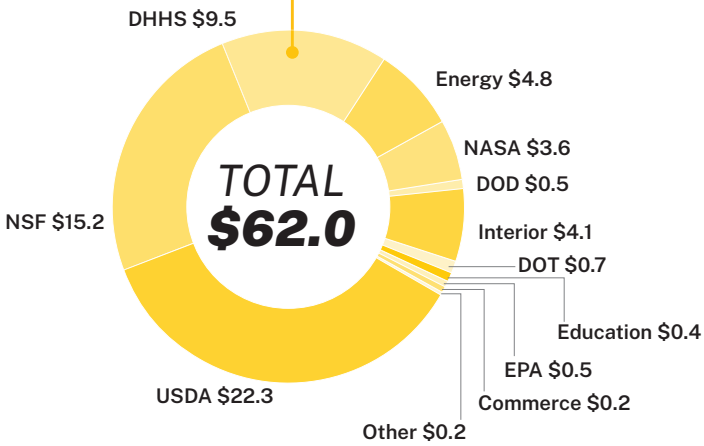
Total Research Expenditures in FY24 by Funding Source

(Dollars in Millions)



Portion of Federal Research Expenditures by Sponsoring Agency

(Dollars in Millions)



Summary of Sponsored Proposals & Awards Activity in FY24

SPONSORED PROJECTS	NUMBER	AMOUNT
Proposals Submitted	813	$297,822,548

AWARDS RECEIVED	NUMBER	AMOUNT
New Awards	401	$80,562,794
Other Actions	243	$42,038,642
TOTAL AWARDS	**644**	**$122,601,436**

FY 24 STATS	$140.4 M in research expenditures	401 new awards	16 invention disclosures	6 new licenses

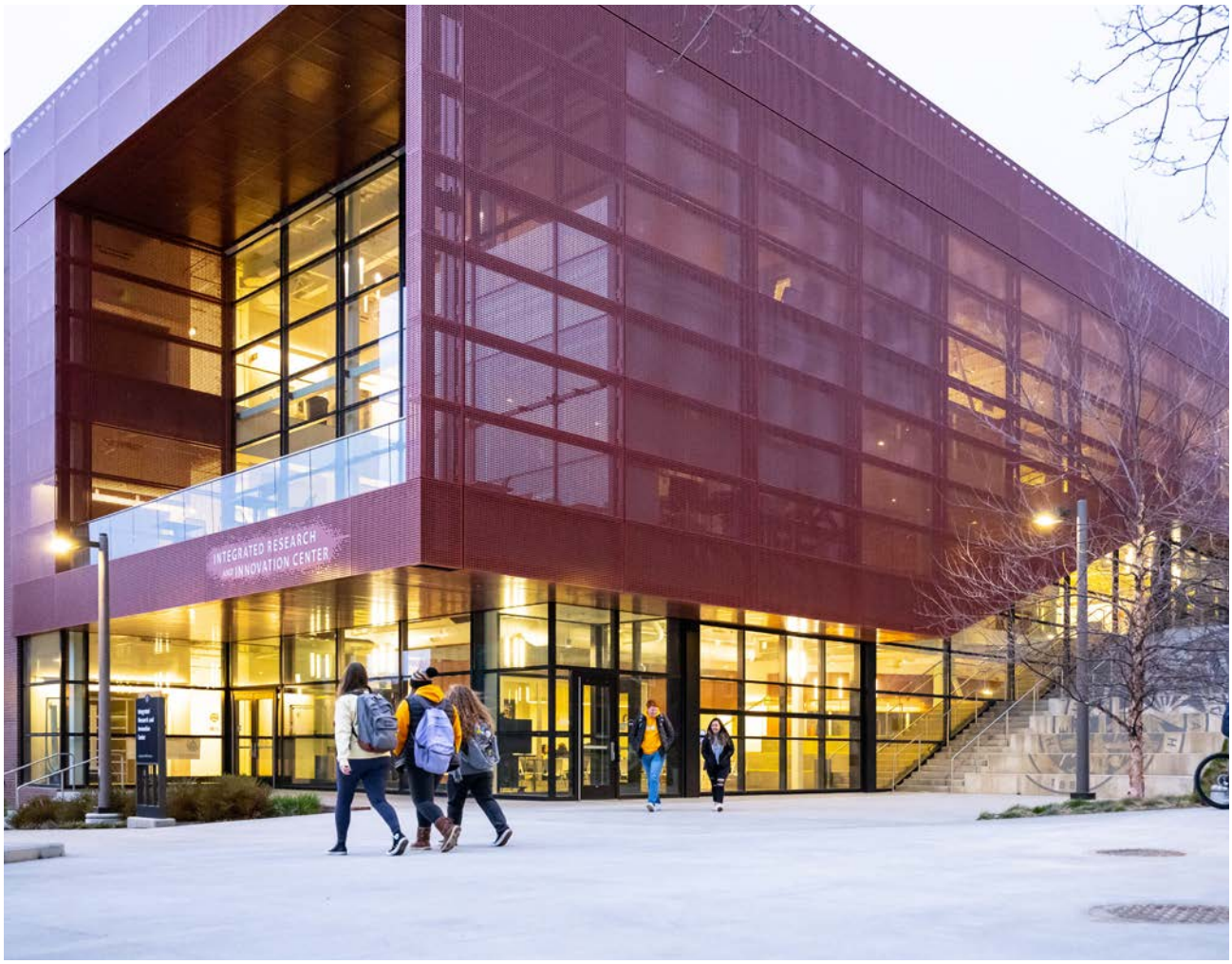
Research Efficiency

The U of I was awarded a $4.5 million grant in early 2025 that will leverage generative artificial intelligence to streamline research administration at the university.

Sarah Martonick, director of the Office of Sponsored Programs, is the principal investigator on the grant from the National Science Foundation's GRANTED program. The program's goal is to enhance the U.S. research enterprise by improving administration support infrastructure, increasing service capacity and broadening participation by developing institutions across the national research landscape.

Every grant earned by a university entails a lot of paperwork, ranging from accounting and payment information to human and animal subject procedures. Information from granting agencies must be transferred to the university's computing system, currently done by employees in research management. Martonick wants to create artificial intelligence programs to transfer that information from the granting agency documents to the university system quickly and accurately.

"I believe this project will transform the entire field and allow universities to better meet compliance requirements and improve efficiencies," said Chris Nomura, vice president of U of I's Office of Research and Economic Development. "The new AI tools should allow research administrators, often an overworked field, to reduce their time spent on repetitive, monotonous tasks and free up time for them to spend on more interesting, thoughtful projects."



FUNDRAISING HIGHLIGHTS FOR FY24

Vandal Giving Day 2024 raised $1.13 million in just 1,889 minutes. During this time, generous Vandals made more than 2,300 gifts to support scholarships, programs and unique outdoor "living labs" such as the McCall Field Campus and Taylor Wilderness Research Station.

U.S. Marine Corps veteran Kent Valley '62 donated $1 million to the future Joint Military Science and Veteran Services Building. A renovation project will transform the former Targhee Hall into the central home for U of I's U.S. Navy and Marine Corps ROTC, U.S. Air Force and Space Force ROTC, and General James F. Amos Veterans Center. Serving about 200 cadets and midshipmen, and 350 veterans and family members annually, the facility will provide training opportunities, student-to-student and enlisted-to-officer mentoring, and injury and rehabilitation services.

Kuna-based CS Beef Packers, LLC made a gift of $1 million to the Meat Science and Innovation Center Honoring Ron Richard, which is currently under construction on the U of I Moscow campus. When it opens later in 2025, the center will deliver industry-leading research and hands-on learning into harvesting, processing, packaging, storage and consumption of meat products. It will also become the new home for Vandal Brand Meats with opportunities for greater retail sales and community education activities.

Donors established **45 new endowments in Fiscal Year 2024** (July 1, 2023-June 30, 2024), including **four scholarship endowments to support of U of I's high-achieving student-athletes** in swimming and diving, football and women's basketball. The families and individuals who together gave more than $126,000 to these endowments will help Vandals succeed in the classroom, in competition and in their communities for generations to come.

BRAVE. BOLD. UNSTOPPABLE. CAMPAIGN GAINS MOMENTUM

The largest fundraising campaign in U of I history officially ends on Dec. 31, 2025. As of the end of Fiscal Year 2024, nearly 37,000 donors are making a visible impact across the entire university through their unprecedented generosity:

- **$114 million for scholarships**
- **$240 million for research and faculty support**
- **$90 million for facilities, campus enhancements and community outreach**

Of the more than 150,000 gifts received so far, 85% have been $500 or less, demonstrating that every gift matters for Idaho's students, communities and industries.

From now through the end of 2025, the Brave. Bold. Unstoppable. campaign seeks to unlock even greater impact through the power of Vandal generosity.

FUNDRAISING HIGHLIGHTS FOR FY24

My family and I are incredibly grateful for my ongoing scholarship support. Completing a master's degree and a doctorate (almost!) after being a full-time parent at home with my children for 12 years was a HUGE transition. Each time I received financial support, it made me feel like even more people were in my corner, cheering me on through it all!

Amanda Palmer, Movement Sciences '25

Scholarship support means a lot to me and a lot of other students, especially in engineering, where trying to balance the course load with a job can sometimes feel impossible. This funding helps ensure I can focus on my studies and devote more time to helping with the Design.Build.Fly club. It also allowed me the flexibility to mentor other students studying computer-aided design. After I finish my bachelor's degree, I plan on going to grad school in aerospace engineering. From there, I want to design and create the technology that will shape tomorrow's future.

Cody Conger, Mechanical Engineering '26

I am the first in my family to go to a higher education institution and that means a lot to not only my parents and grandparents, but also to my younger siblings and cousins. I am gladly taking a step into the unknown so that they have an idea of where to start. So, thank you for this opportunity to make a good change.

Karina Villa, Business Economics '26

Because of my scholarships, I have been able to work in the anthropology labs since January 2023 and conduct a directed study on my own (with faculty mentorship). Without donor support, I would not be able to contribute to the fulfillment of anthropology/archaeology in the lives of the anthropology graduate students, the faculty or the university itself.

Bennett Hart, Anthropology '26

As an out-of-state student, I am proud to say that I have absolutely fallen in love with the state of Idaho. School can be so expensive, but thanks to donors and scholarships, I am able to attend and truly flourish and enjoy my life here. Venturing to Idaho has been one of the best choices I have ever made and with the financial help I am receiving, I can continue this journey. I love to learn, and the U of I really gives me the best environment to do just that.

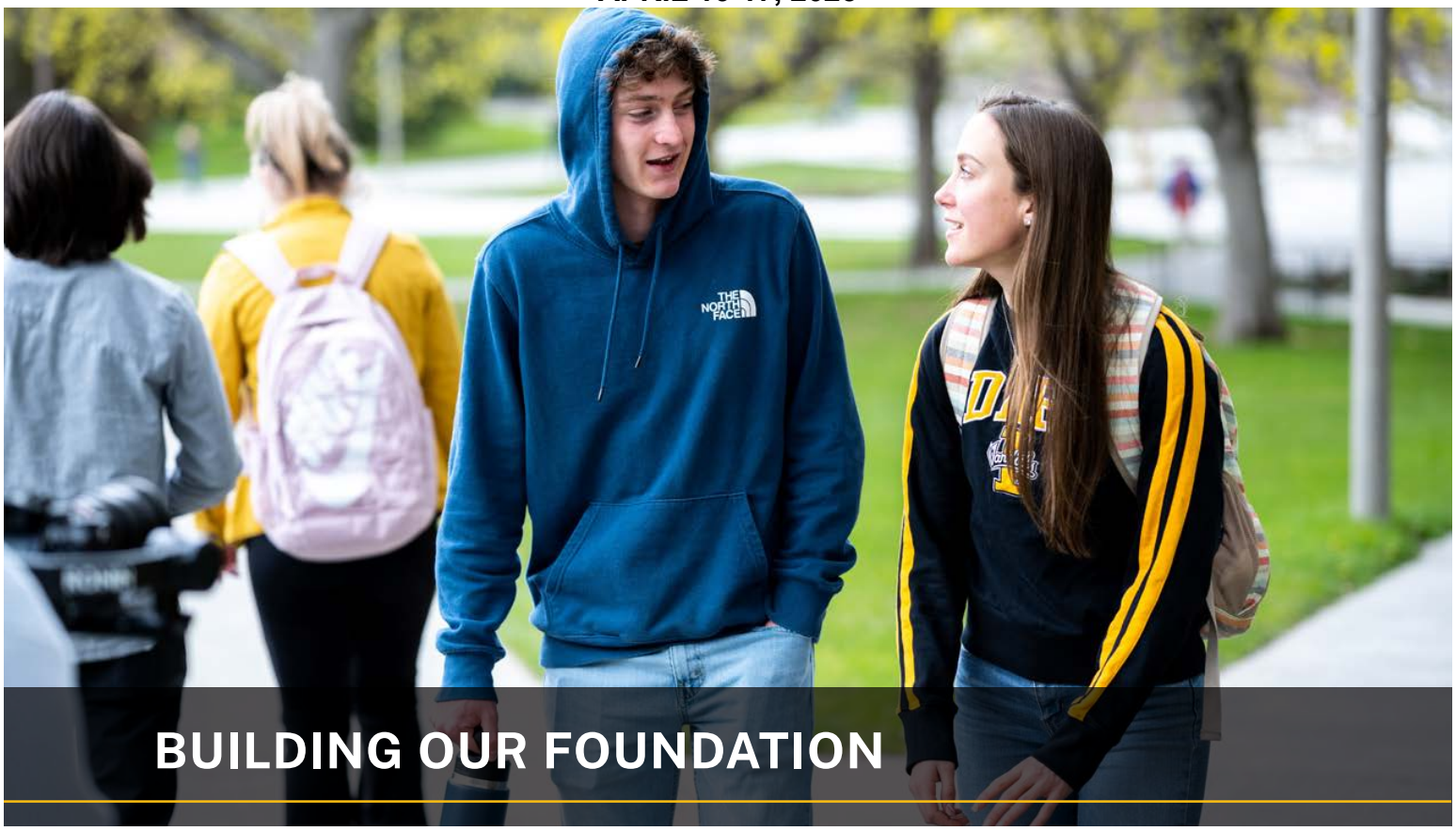
Kyla Gurkowski, Psychology and Criminology '28

Your support allows me to continue to apply myself to my academics while minimizing the distraction of financial needs. I have been more present for my family. I struggled balancing my duties to my family, commuting from Bonners Ferry to Moscow and working as a preschool teacher in Sandpoint. These scholarships give me the breathing room to focus on family and school. I am committed to making the most of this opportunity by finishing my education at the top of my game and becoming a quality teacher. Thank you for seeing my potential and supporting my future.

Ambur Robbins, Early Childhood Education with Special Education blended certificate '26

The scholarships I received melted away more stress than anyone can ever know. I had to choose working over having a social life during high school so that I could afford to attend U of I. When I left home, I didn't really have anyone to say goodbye to, but when I arrived on campus, I got the biggest hellos! Later this year, I take a short study abroad trip and, without this scholarship, going on my two-week trip would absolutely not be possible. I have never been able to travel in a vacation setting (the farthest I've been from home is Nebraska), so I am so excited to be able to attend a trip to Europe.

Lauren Geibel, Marketing '27



BUILDING OUR FOUNDATION

Deep Soil Ecotron Laboratory

In Moscow, the U of I is building the Deep Soil Ecotron Laboratory. This one-of-a-kind facility will help researchers study various soil types down to 3 meters — the greatest depth of any research facility in the world. This research will have major implications for soil health, water quality, carbon capture and more. The first of 24 stainless steel eco-units arrived on campus last summer and the facility is expected to be fully operational by 2026.

Campus Housing Project

Upgrades to the University of Idaho campus are underway this spring as we strive to meet demand and recruit talented graduate students. After growing enrollment for eight straight semesters and building the U of I research enterprise to record levels, investing in our campus infrastructure is paramount.

The southeast side of campus is transforming. Many of the apartments that were long overdue for replacement were demolished and new housing will be dedicated for student-family housing and graduate student housing.

Phase two of the project focuses on upgrades to undergraduate housing. In the summer, work will begin on upgrades to one wing of the Wallace Residence Center as well as one third of Theophilus Tower. The undergraduate housing phase will be completed one wing at a time so that the residence halls can remain open as the work is done.

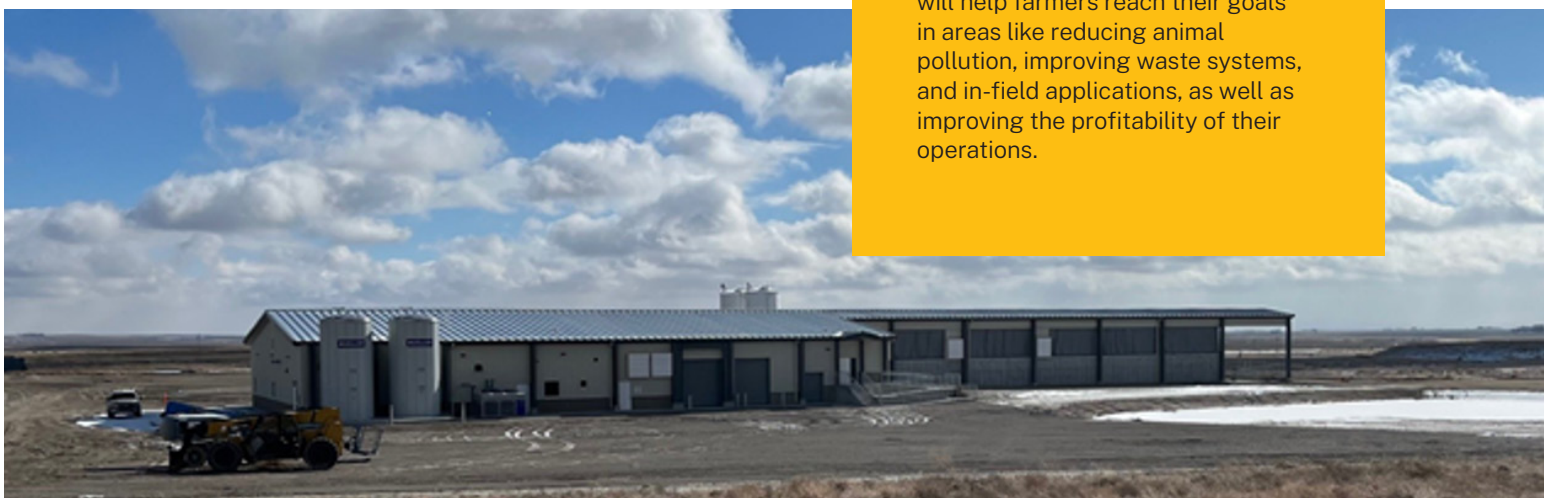
Barring delays, the entire housing project should be completed in 2027.

Center for Agriculture, Food and the Environment

The University of Idaho is collaborating with the Idaho Dairyman's Association and partners around the state to build the country's largest research dairy in the Magic Valley.

Idaho's dairy industry is the third largest in the nation, with receipts of more than $3.1 billion dollars each year. The Idaho Center for Agriculture, Food and the Environment — CAFE — will provide space for research, experiments, teaching, workforce training and a robotic, rotary milking parlor. The dairy and experimental farm will produce technological and process solutions at scale to help the industry grow and yield a workforce with the most advanced knowledge in the country.

Construction is well underway at CAFE and we expect to start managing animals on site in early 2026. Our research and innovation will help farmers reach their goals in areas like reducing animal pollution, improving waste systems, and in-field applications, as well as improving the profitability of their operations.

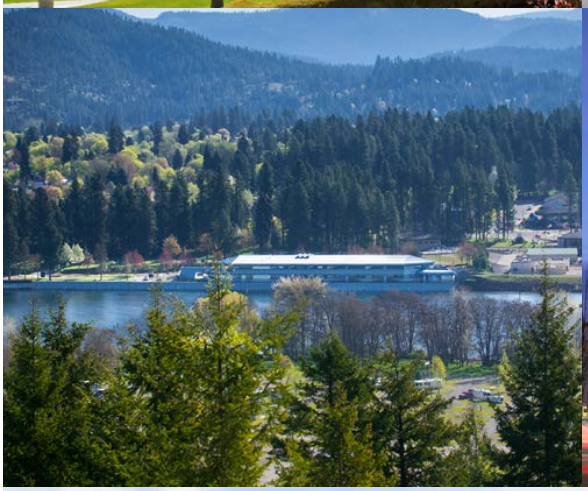


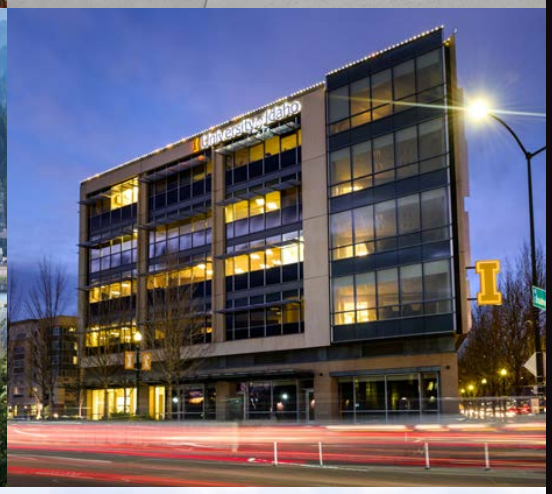
Meat Science Center

On the west side of the Moscow campus, the Meat Science Innovation Center is on track to open in the fall of 2025. The new space will offer state-of-the-art teaching and research space, along with a new home for Vandal Brand Meats. The center garnered support from industry partners and private donors, who see the great need for workforce training and advancements in research in meat science. Employment of agricultural and food scientists is expected to grow 6% over the next decade. The field includes a wide range of well-paid positions and the U of I program's job placement rate is 100%.

CONCLUSION

While delivering award-winning value for students, the University of Idaho continues to elevate its research enterprise for the benefit of our state. Our designation as Idaho's first R1 research institution increases opportunities for all students and reinforces our commitment to providing practical solutions to the state's toughest challenges. As we plan for the future, the focus remains on supporting student success through evolving educational models, while advancing research and meeting the needs of our state's workforce. The U of I will continue to deliver on its land grant mission, providing our citizens access and opportunity as Idaho's R1 university.





University of Idaho

TAB	DESCRIPTION	ACTION
1	SUPERINTENDENT'S UPDATE - K-12 OVERVIEW	Information Item
2	MILKEN EDUCATOR AWARDS UPDATE	Information Item
3	ADOPTION OF PRAXIS BRIDGE ALTERNATE ASSESSMENT	Action Item
4	PROPOSED REMOVAL OF EXTENDED CONTENT STANDARDS: CORE CONTENT CONNECTORS	Action Item

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 by Idaho Code or as established by the Board for all elementary and secondary school matters.

Debbie Critchfield was sworn into office as the Idaho Superintendent of Public Instruction on January 2, 2023. She will update the State Board of Education on the Superintendent's priorities moving forward.

- Early Literacy Update
- Post K-12 Legislative and Budget Update
- Assessment and Accountability Update
    - ISAT RFP

BOARD STAFF COMMENTS AND RECOMMENDATIONS

Informational item, no recommendation from Board staff needed.

BOARD ACTION

This item is for informational purposes only.

IDAHO DEPARTMENT OF EDUCATION

SUBJECT
Milken Educator Awards Update

REFERENCE

October 2020	In 2020, State Department of Education staff restored the Milken Educator Awards program in Idaho.
March 2022	2021 Milken Educators announced.
November 2022	2022 Milken Educator announced.
February 2024	2023 Milken Educators announced.
November 2024	2024 Milken Educator announced.

APPLICABLE STATUTE, RULE, OR POLICY
N/A

BACKGROUND/DISCUSSION
The Milken Educator Award is a national award presented by the Milken Family Foundation to recognize educators throughout the country. Candidates are recommended by peers and employers, but do not interview or apply. The goal of this award is to honor and reward outstanding K-12 educators who represent the top of the teaching profession and provide a lifetime incentive for the individual to stay in education. Idaho State Department of Education staff are present during the announcement to congratulate the winners.

IMPACT
There is no financial impact of this program other than staff resources. The general impact is an incentive for great teachers to remain in the profession.

BOARD STAFF COMMENTS AND RECOMMENDATIONS
Informational item, no recommendation from Board staff needed.

BOARD ACTION
This item is for informational purposes only.

IDAHO DEPARTMENT OF EDUCATION

SUBJECT

Adoption of Praxis Bridge Alternate Assessment

REFERENCE

April 2023	Board approved Praxis II assessments and Idaho cut scores
April 2024	Board approved Praxis II assessments and Idaho cut scores
August 2024	Board approved Praxis II Elementary Education Teaching Reading, Mathematics, Social Studies, and Science (7001), and multi-state qualifying scores to replace Praxis II Elementary Education: Multiple Subjects (5001) and Elementary Education: Content Knowledge for Teaching (7811)

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.

On February 6, 2025, the Recommendations Committee (committee) of the Professional Standards Commission (PSC) reviewed and discussed the Praxis Bridge alternate assessment (Bridge). Teacher candidates who take a Praxis test and fail the test within one standard error of measurement (1 SEM) of the state's passing score are eligible to take the Bridge alternate assessment, a professional learning module, instead of retaking the full Praxis test (Attachment1). The Bridge is a less costly alternative to retaking the full Praxis. The cost of the Bridge professional development module is $50; the cost of a Praxis elementary series subtest ranges between $64 and $85.

The Bridge alternate assessment professional learning module matches the test's area of greatest difficulty and includes a content overview, practice items, and a knowledge check designed to affirm candidate understanding of the material. For a candidate to pass the professional learning module, they must achieve a minimum score of 75-80% on their first attempt. If a score of 75-80% is not

achieved, hints are provided, and candidates can revise their responses; the candidate must then achieve a score of 100% to pass.

The Bridge was piloted in Connecticut, Kansas, and West Virginia. From November 1, 2024, to January 1, 2025, 1,143 Praxis tests were taken, and of those, 143 test takers qualified for the Bridge. Of those 143 test takers, 56 registered for the Bridge, and 48 completed the Bridge. Over 84% of pilot participants agreed that the Bridge assessment's data-driven approach enhanced concept mastery. In addition, over 95% of pilot survey respondents agreed that the practice questions effectively prepared them for success. Participants valued the focused learning on specific knowledge gaps, reduced test anxiety, the self-paced format, and detailed feedback on incorrect test answers.

The Bridge is currently available for all Praxis 5001 elementary series subtests and three out of four of the Praxis 7001 elementary series subtests. Both series are currently used in Idaho. Additional Bridge alternate assessments for Praxis tests used in Idaho are planned to be available in 2025, with additional tests forthcoming:
7002 - Elementary Education: Teaching Reading (the fourth Praxis 7001 subtest)
5038 – ELA Content Knowledge
5355 – Special Education: Foundational Knowledge
5165 – Mathematics
5581 – Social Studies
5025 – Early Childhood Education
5164 – Middle School Mathematics
5047 – Middle School English Language Arts
5442 – Middle School Science

States that approve the Bridge alternate assessment pathway can adopt a three-year retroactive eligibility. If the Bridge is adopted by a state, Educational Testing Service (ETS), the provider of the Praxis tests, will identify and notify the state's candidates from the past three years who fit the eligibility criteria for the Praxis Bridge. Data from ETS shows that Idaho teacher candidates who have taken the 5001 or 7001 series elementary tests over the last 3 school years can benefit from this program (Attachment 2).

On February 6, 2024, the PSC voted to recommend the Praxis Bridge alternate assessment, with three-year retroactive eligibility, to the Board for approval.

IMPACT

The Praxis Bridge alternate assessment pathway lowers a barrier to teaching by providing teacher candidates a lower cost, alternative means to demonstrate mastery of content to pass the Praxis.

ATTACHMENTS

Attachment 1 – Praxis Bridge Overview
Attachment 2 – Idaho Test Takers Qualifying for Praxis Bridge

STAFF COMMENTS AND RECOMMENDATIONS

Board staff recommends adoption of the Praxis Bridge Alternate Assessment.

BOARD ACTION

I move to approve the Praxis Bridge alternate content area assessment pathway, with three-year retroactive eligibility.

Moved by _____ Seconded by _____ Carried Yes _____ No _____

praxis

Praxis Bridge: Closing the Gap Between Potential and Performance

Praxis Bridge has been designed to provide flexibility when placing additional qualified teacher candidates into the classroom. It bolsters the teacher pipeline without compromising the vital content-knowledge skills needed for effective instruction.

HOW PRAXIS BRIDGE CAN HELP YOUR TEACHER CANDIDATES:

This alternative encourages eligible candidates, who have attempted the Praxis test at least once and scored within a certain threshold, to complete a professional-learning module instead of retaking the entire test.

Greater flexibility: a module can be completed at the test taker's convenience within a six-month window. Each module lasts just forty-five minutes.

Dynamic engagement: interactive materials target specific content at the subcategory level rather than mandating a one-size-fits-all solution.

Low cost: a module is $50 (less than a full test retake).

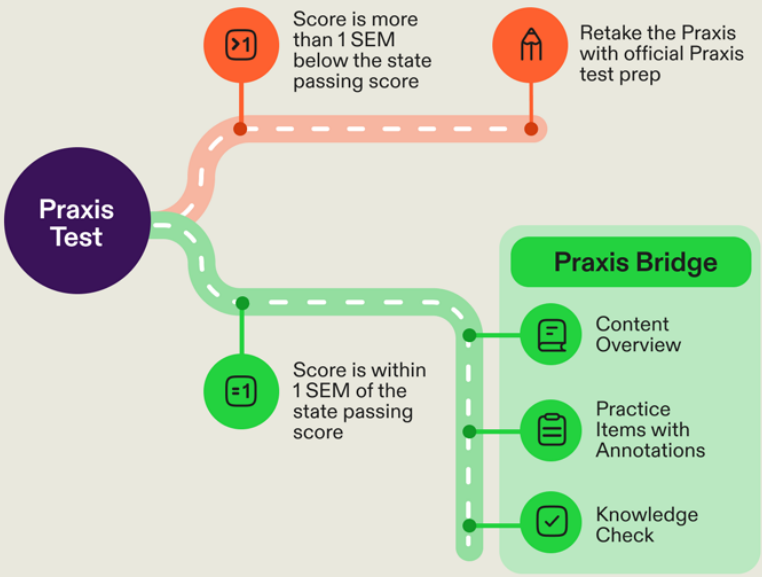
Praxis Bridge is available for Elementary Education Multiple Subjects 5001/7001 - English Language Arts, Mathematics, Social Studies and Science. It is not yet available for 7002 Teaching Reading.

"ETS is excited to offer this option to state partners, which is fully aligned with the Praxis assessments they've adopted. We look forward to continued engagement as we roll out these modules for numerous test titles over the coming year.

- Vince Dean, Executive Director, Praxis

HOW PRAXIS BRIDGE WORKS:

Depending on the candidate's Praxis test performance, ETS identifies a professional development module that represents the greatest area of growth. The module provides content overviews and practice items with annotations, all of which help test takers define key concepts and affirm their understanding of the material. Candidates will have unlimited opportunities to pass a knowledge check to complete the module.



The ultimate goal: candidates get support on the Praxis-test concepts that challenged them the most. Successful completion results in a certificate of completion and an updated Praxis score report. The licensing agency can view that as equivalent to passing the test.

HOW PRAXIS BRIDGE WORKS:

A dynamic, low-cost opportunity to meet licensing requirements that helps states more quickly move qualified candidates into the classroom.

Easy access and asynchronous remote learning.

Engaging content linked directly to the Praxis blueprint and based on national standards for the academic discipline.

Scaffolded learning with practice items that provide feedback and analysis.

HOW TO GET STARTED:

Praxis Bridge for Elementary Education launches in February 2025. **Contact your Director of Educational Partnerships** to discuss how the Praxis Bridge can support teacher candidates in your state.

Idaho Test Takers Qualifying for Praxis Bridge

Total Group

Test Taker Attempts: Highest Score

Administration Date	Test	N	Current Score (CS)		CS-1 SEM		# Eligible for Bridge
			# Pass	% Pass	# Pass	% Pass	
SEP-2021 to AUG-2024	5002 Elem Ed: MS Reading & Language Arts Subtest	1062	988	93.03	1020	96.05	32
	5003 Elem Ed: MS Mathematics Subtest	1123	992	88.33	1037	92.34	45
	5004 Elem Ed: MS Social Studies Subtest	1121	986	87.96	1041	92.86	55
	5005 Elem Ed: MS Science Subtest	1114	997	89.50	1049	94.17	52
SEP-2024 to DEC-2024	7002 Elem Ed: Teaching Reading Subtest	25	23	92.00	23	92.00	0
	7003 Elem Ed: Mathematics Subtest	28	24	85.71	27	96.43	3
	7004 Elem Ed: Social Studies Subtest	26	16	61.54	19	73.08	3
	7005 Elem Ed: Science Subtest	23	13	56.52	16	69.57	3

Note:

The 7001 Elementary Education: Multiple Subjects was adopted for use by Idaho in September 2024, therefore there is limited data available.

IDAHO DEPARTMENT OF EDUCATION

SUBJECT

Proposed Removal of Idaho Extended Content Standards: Core Content Connectors

REFERENCE

April 2008	Board approved the temporary and proposed rule change to IDAPA 08.02.03.004, Rules Governing Thoroughness, to incorporate the Idaho Extended Content Standards.
August 2008	Board approved pending rule Docket 08-0203-0802, incorporating by reference the Idaho Extended Content Standards.
August 2017	Board adopted revised Idaho Science Content Standards.
August 2017	Board approved pending rule Docket 08-0203-1703, Rules Governing Thoroughness, to incorporate the Idaho Extended Content Standards: Core Content Connectors in ELA and Math.
June 2019	Board approved Idaho Extended Content Standards in Science
November 2022	Pending Rule Docket 08-0203-2201 – Rules Governing Thoroughness

APPLICABLE STATUTE, RULE, OR POLICY

Idaho State Board of Education Governing Policies & Procedures, Section: IV. Organization Specific Policies and Procedures Subsection: D. Educator Preparation, Certification, and Standards

BACKGROUND/DISCUSSION

The Idaho Extended Content Standards: Core Content Connectors outline alternate **academic** content standards for students with the most significant cognitive disabilities who qualify for the Idaho Alternate Assessments in English language arts, mathematics, and science. They are aligned with the Idaho Content Standards, but have been reduced in depth, breadth, and complexity.

According to pages 23-24 of Public Law 114-95, Section 1111(b), December 10, 2015, 129 STAT.1824, each state shall adopt "…challenging academic standards and aligned academic achievement standards…" The same standards "…apply to all public schools and public school students in the State; and with respect to the academic achievement standards, include the same knowledge, skills, and levels of achievement expected of all public school students in the State…except as required [for] ALTERNATE ACADEMIC ACHIEVEMENT STANDARDS FOR STUDENTS WITH THE MOST SIGNIFICANT COGNITIVE DISABILITIES. In general, The STATE may…adopt alternate academic achievement

standards…provided these standards are aligned with challenging State academic content standards..."

These excerpts from Section 1111(b) of Public Law 1114-95 indicate that the only exception to having the same "challenging academic standards" for all students, i.e. Idaho Content Standards, is alternate academic **achievement** standards. Alternate academic **achievement** standards are developed through an alternate assessment standard-setting process and include three components: achievement levels (e.g. "proficient", "basic", etc.), corresponding cut scores, and achievement level descriptors (i.e. the description of what each achievement level means) on the alternate assessment. The alternate **achievement** standards are not **academic** content nor instructional standards, which outline what all Idaho students are expected to know and be able to do.

The Idaho Extended Content Standards: Core Connectors represent different **academic** content standards from the Idaho Content Standards. For this reason, the Idaho Extended Content Standards: Core Content Connectors are not in compliance with Public Law 114-95, Section 1111(b). Therefore, the Idaho Extended Content Standards: Core Content Connectors in all content areas should be removed from State Board of Education Polices and Rules as documents incorporated by reference and the Idaho Department of Education Idaho Content Standards webpage.

The Idaho Extended Content Standards: Core Content Connectors appear in and should be removed from the locations listed below as of July 1, 2025.

- State Board of Education website, Document Incorporated by Reference or Rule*:
    - Core Content Connectors: English Language Arts**
    - Core Content Connectors: Mathematics**
- Idaho Department of Education, Idaho Content Standards webpage:
    - Extended Content Standards for English Language Arts**
    - Extended Content Standards for Mathematics**
    - Extended Content Standards for Science**

*NOTE: Based on minutes from page 5 of the June 2019 State Board of Education meeting, the Idaho [Extended Content Standards:] Core Content Connectors – Science were approved. However, they do not appear on the State Board of Education website, Document Incorporated by Reference or Rule.

**NOTE: The full title "Idaho Extended Content Standards: Core Content Connectors" has been shortened to "Core Content Connectors" on the State Board of Education website and "Extended Content Standards" on the Idaho Department of Education Idaho Content Standards webpage. These documents are identical.

IMPACT

Removal of the Idaho Extended Content Standards: Core Content Connectors will not have a financial impact. However, their removal will impact special education administrators and instructors in two ways: 1. Special education teams use them to write standards-based Individualized Education Programs (IEPs). 2. Special education teachers have been using them to guide academic instruction for students taking the Idaho Alternate Assessment. In both cases, the Idaho Department of Education will provide training to special educators regarding the use of Idaho Content Standards for writing standards-based IEPs and delivering academic instruction to students who qualify for the Idaho Alternate Assessment.

If the Board does not take action to remove the Idaho Extended Content Standards: Core Content Connectors, Idaho will be out of compliance with Section 1111(b) of Public Law 1114-95. Inaction on this item could result in a finding if Idaho is monitored by the US Department of Education. This type of finding could likely result in a requirement to remove the Idaho Extended Content Standards: Core Content Connectors.

ATTACHMENTS

Attachment 1 – Excerpt from Public Law 114-95, December 10, 2015, pp. 23-25

BOARD STAFF COMMENTS AND RECOMMENDATIONS

Board staff recommends removal of the Idaho Extended Content Standards: Core Content Locations from the above listed locations.

BOARD ACTION

I move to approve the request by the Idaho Department of Education to remove the Idaho Extended Content Standards: Core Content Connectors in English language arts, mathematics, and science from State Board of Education policy under documents incorporated by reference and the Idaho Department of Education Idaho Content Standards webpage as of July 1, 2025.

Moved by _____ Seconded by _____ Carried Yes _____ No _____

in a manner that is transparent and immediately made available to the public on the Department's website, including—

"(A) plans submitted or resubmitted by a State;

"(B) peer-review guidance, notes, and comments and the names of the peer reviewers (once the peer reviewers have completed their work);

"(C) State plan determinations by the Secretary, including approvals or disapprovals; and

"(D) notices and transcripts of hearings under this section.

"(6) DURATION OF THE PLAN.—

"(A) IN GENERAL.—Each State plan shall—

"(i) remain in effect for the duration of the State's participation under this part; and

"(ii) be periodically reviewed and revised as necessary by the State educational agency to reflect changes in the State's strategies and programs under this part.

"(B) ADDITIONAL INFORMATION.—

"(i) IN GENERAL.—If a State makes significant changes to its plan at any time, such as the adoption of new challenging State academic standards or new academic assessments under subsection (b), or changes to its accountability system under subsection (c), such information shall be submitted to the Secretary in the form of revisions or amendments to the State plan.

"(ii) REVIEW OF REVISED PLANS.—The Secretary shall review the information submitted under clause (i) and approve changes to the State plan, or disapprove such changes in accordance with paragraph (4)(A)(vi), within 90 days, without undertaking the peer-review process under such paragraph.

"(iii) SPECIAL RULE FOR STANDARDS.—If a State makes changes to its challenging State academic standards, the requirements of subsection (b)(1), including the requirement that such standards need not be submitted to the Secretary pursuant to subsection (b)(1)(A), shall still apply.

"(7) FAILURE TO MEET REQUIREMENTS.—If a State fails to meet any of the requirements of this section, the Secretary may withhold funds for State administration under this part until the Secretary determines that the State has fulfilled those requirements.

"(8) PUBLIC COMMENT.—Each State shall make the State plan publicly available for public comment for a period of not less than 30 days, by electronic means and in an easily accessible format, prior to submission to the Secretary for approval under this subsection. The State, in the plan it files under this subsection, shall provide an assurance that public comments were taken into account in the development of the State plan.

"(b) CHALLENGING ACADEMIC STANDARDS AND ACADEMIC ASSESSMENTS.—

"(1) CHALLENGING STATE ACADEMIC STANDARDS.—

"(A) IN GENERAL.—Each State, in the plan it files under subsection (a), shall provide an assurance that the State has adopted challenging academic content standards and

aligned academic achievement standards (referred to in this Act as 'challenging State academic standards'), which achievement standards shall include not less than 3 levels of achievement, that will be used by the State, its local educational agencies, and its schools to carry out this part. A State shall not be required to submit such challenging State academic standards to the Secretary.

"(B) SAME STANDARDS.—Except as provided in subparagraph (E), the standards required by subparagraph (A) shall—

"(i) apply to all public schools and public school students in the State; and

"(ii) with respect to academic achievement standards, include the same knowledge, skills, and levels of achievement expected of all public school students in the State.

"(C) SUBJECTS.—The State shall have such academic standards for mathematics, reading or language arts, and science, and may have such standards for any other subject determined by the State.

"(D) ALIGNMENT.—

"(i) IN GENERAL.—Each State shall demonstrate that the challenging State academic standards are aligned with entrance requirements for credit-bearing coursework in the system of public higher education in the State and relevant State career and technical education standards.

"(ii) RULE OF CONSTRUCTION.—Nothing in this Act shall be construed to authorize public institutions of higher education to determine the specific challenging State academic standards required under this paragraph.

"(E) ALTERNATE ACADEMIC ACHIEVEMENT STANDARDS FOR STUDENTS WITH THE MOST SIGNIFICANT COGNITIVE DISABILITIES.—

"(i) IN GENERAL.—The State may, through a documented and validated standards-setting process, adopt alternate academic achievement standards for students with the most significant cognitive disabilities, provided those standards—

"(I) are aligned with the challenging State academic content standards under subparagraph (A);

"(II) promote access to the general education curriculum, consistent with the Individuals with Disabilities Education Act (20 U.S.C. 1400 et seq.);

"(III) reflect professional judgment as to the highest possible standards achievable by such students;

"(IV) are designated in the individualized education program developed under section 614(d)(3) of the Individuals with Disabilities Education Act (20 U.S.C. 1414(d)(3)) for each such student as the academic achievement standards that will be used for the student; and

"(V) are aligned to ensure that a student who meets the alternate academic achievement standards is on track to pursue postsecondary education

or employment, consistent with the purposes of Public Law 93–112, as in effect on July 22, 2014.

"(ii) PROHIBITION ON ANY OTHER ALTERNATE OR MODIFIED ACADEMIC ACHIEVEMENT STANDARDS.—A State shall not develop, or implement for use under this part, any alternate academic achievement standards for children with disabilities that are not alternate academic achievement standards that meet the requirements of clause (i).

"(F) ENGLISH LANGUAGE PROFICIENCY STANDARDS.—Each State plan shall demonstrate that the State has adopted English language proficiency standards that—

"(i) are derived from the 4 recognized domains of speaking, listening, reading, and writing;

"(ii) address the different proficiency levels of English learners; and

"(iii) are aligned with the challenging State academic standards.

"(G) PROHIBITIONS.—

"(i) STANDARDS REVIEW OR APPROVAL.—A State shall not be required to submit any standards developed under this subsection to the Secretary for review or approval.

"(ii) FEDERAL CONTROL.—The Secretary shall not have the authority to mandate, direct, control, coerce, or exercise any direction or supervision over any of the challenging State academic standards adopted or implemented by a State.

"(H) EXISTING STANDARDS.—Nothing in this part shall prohibit a State from revising, consistent with this section, any standards adopted under this part before or after the date of enactment of the Every Student Succeeds Act.

"(2) ACADEMIC ASSESSMENTS.—

"(A) IN GENERAL.—Each State plan shall demonstrate that the State educational agency, in consultation with local educational agencies, has implemented a set of high-quality student academic assessments in mathematics, reading or language arts, and science. The State retains the right to implement such assessments in any other subject chosen by the State.

"(B) REQUIREMENTS.—The assessments under subparagraph (A) shall—

"(i) except as provided in subparagraph (D), be—

"(I) the same academic assessments used to measure the achievement of all public elementary school and secondary school students in the State; and

"(II) administered to all public elementary school and secondary school students in the State;

"(ii) be aligned with the challenging State academic standards, and provide coherent and timely information about student attainment of such standards and whether the student is performing at the student's grade level;

"(iii) be used for purposes for which such assessments are valid and reliable, consistent with relevant, nationally recognized professional and technical testing

BUSINESS AFFAIRS AND HUMAN RESOURCES
APRIL 16-17, 2025

TAB	DESCRIPTION	ACTION
1	**IDAHO STATE UNIVERSITY – REQUEST TO APPROVE AMENDMENT TO LETTER OF AGREEMNT BETWEEN BENGAL SPORTS PROPERTIES (BSP) AND IDAHO STATE UNIVERSITY**	Action Item
2	**IDAHO DIVISION OF VOCATIONAL REHABILITATION (IDVR) INTERIM ADMINISTRATOR RE-APPOINTMENT**	Action Item

IDAHO STATE UNIVERSITY

SUBJECT

Idaho State University is seeking Board Approval of the Second Amendment to Letter of Agreement between Bengal Sports Properties, LLC (BSP) and Idaho State University.

REFERENCE

May 13, 2013	Idaho State University (ISU) entered into a Sponsorship Rights Agreement with KP Sports & Entertainment, LLC which provided that KP Sports would have exclusive rights to market items associated with ISU's athletics programs in exchange for payment of guaranteed fees to ISU.
October 13, 2016	ISU signed a Letter of Agreement with Bengal Sports Properties, LLC (BSP) successor in interest to KP Sports, through its member Learfield Communications, Inc., which extended the term of the May 13, 2013 Agreement to June 30, 2026, increased the guaranteed rights fees (GFR) (ending with a GFR of $460,000 in the 2025-2026 year), and provided for payment to ISU of additional compensation of y 50% of the amount by which Adjusted Gross Revenue (AGR) exceeds the annual AGR Threshold.
April 21, 2021	ISU signed a letter agreement with BSP amending compensation terms in light of impacts of COVID-19.

APPLICABLE STATUTE, RULE, OR POLICY

Idaho State Board of Education Governing Policies & Procedures, Section V.1.b, V.2.a

BACKGROUND/DISCUSSION

The value of ISU's multi-media rights has increased dramatically. The term of the existing agreement ends June 30, 2026, and with the proposed Second Amendment to Letter of Agreement ("Second Amendment") ISU seeks to increase compensation paid by BSP for its media rights.

The Second Amendment will increase the AGR to the greater of the guaranteed rights fee of $700,000 or 57% of AGR up to $1,400,000 and 62% of AGR greater than $1,400,000. The GRF will increase annually according to the following chart:

Athletic Year	Guaranteed Rights Fee
2025-26	$700,000
2026-27	$720,000

2027-28	$740,000
2028-29	$760,000
2029-30	$780,000
2030-31	$800,000
2031-32	$820,000
2032-33	$840,000
2033-34	$860,000
2034-35	$880,000
2035-36	$900,000

The Second Amendment also grants ISU an additional $150,000 to fund the replacement of courtside tables as well as other revenue generating opportunities to enhance the inventory to be sold by BSP.

IMPACT

The Second Amendment will significantly increase ISU's minimum GFR and also increase by 7% the share of revenue distributed to ISU, in an environment where ISU is performing well above its previous average annual gross sponsorship figures. The Second Amendment will increase by 12% the share of revenue once the $1,400,000 threshold is achieved. In addition, the Second Amendment secures an additional capital expenditure budget for needed improvements which will increase ISU's ability to generate revenue.

ATTACHMENTS

Attachment 1 - May 13, 2013, KP Sports & Entertainment Sponsorship Rights Agreement
Attachment 2 - October 13, 2016, BSP Letter of Agreement
Attachment 3 - April 21, 2021, First Amendment to October 13, 2016, Letter of Agreement
Attachment 4 - Pending Board Approval - April 20, 2025, Second Amendment to BSP Letter Agreement

BOARD STAFF COMMENTS AND RECOMMENDATIONS

The proposed Second Amendment to the Letter of Agreement between Idaho State University (ISU) and Bengal Sports Properties, LLC (BSP) reflects a strategic and financially beneficial update to ISU's multi-media rights agreement. Given the substantial increase in the value of ISU's multi-media rights, the revised terms align with industry trends and ensure a more favorable revenue structure for the university.

The key financial enhancements, including an increase in the Guaranteed Rights Fee (GRF) starting at $700,000 in 2025-26 and increasing annually to $900,000 by 2035-36, as well as a higher revenue-sharing percentage, will significantly strengthen ISU's financial position. The structured revenue-sharing model,

providing ISU with 57% of AGR up to $1,400,000 and 62% beyond that threshold, secures a more favorable distribution of sponsorship revenues.

Additionally, the provision for an extra $150,000 to replace courtside tables and enhance ISU's sponsorship inventory supports long-term revenue growth opportunities. The increase in ISU's minimum guaranteed revenue and overall revenue share represents a positive step toward maximizing the university's media rights value.

This proposal was shared and discussed at the BAHR committee meeting on April 2, 2025. Board staff recommends approval.

BOARD ACTION

I move to authorize ISU to enter the Second Amendment to the Letter of Agreement between ISU and BSP which is Attachment 4.

Moved by _____ Seconded by _____ Carried Yes _____ No _____

KP SPORTS & ENTERTAINMENT, LLC
SPONSORSHIP RIGHTS AGREEMENT
WITH IDAHO STATE UNIVERSITY

This Sponsorship Rights Agreement is made on (date) 13 MAY 2013, between Idaho State University, an Idaho State institution of higher education, (the "University") on behalf of its Athletics Department ("University Athletics"), and KP Sports and Entertainment, LLC. (herein referred to as KP Sports), a New Mexico Limited Liability Company. The parties agree:

SECTION ONE: GENERAL INFORMATION

1.1 Definitions:

Sponsorship Rights: For purposes of this Agreement, "Sponsorship Rights" shall mean the exclusive rights to conduct any and all sales and marketing of all available and future approved inventory of any and all marketing items associated with the University's athletic programs, with exceptions as set forth herein to inventory. Inventory includes all marketing items whereby monies are pledged by any individual, corporation or entity, to purchase the rights to advertise, promote, or participate with any of the athletic department's programs as being a Sponsor of the said program. Examples of inventory include, but are not limited to: home game Sponsorships and promotions; venue signage; video board promotions; in-game promotions; print; radio and television advertising; official athletic website promotions; at event opportunities; game and event tickets and passes; hospitality and any other Sponsor-related or promotional rights to the University's athletic programs that may be subsequently agreed to between the parties.

Sponsorship: For purposes of this Agreement, "Sponsorship" has the same meaning as "qualified Sponsorship payments" in Section 513(i) of the Internal Revenue Code of 1997, as amended, and any successor section in any future tax code. "Sponsor" means a person or entity that makes a Sponsorship payment (and excludes any payment for which a person receives a substantial return benefit other than the use of acknowledgment of the name or logo of the Sponsor) in connection with the Athletic programs.

Sold: For purposes of this Agreement, "sold" means a commitment by the Sponsor in the form of one of the following: a signed sponsorship agreement; a record of monies paid to the party collecting the revenues for sponsorship rights; or a trade for services that are provided by Sponsor in exchange for specific Athletic Sponsorship rights received from the University.

Exclusive and Sole Solicitor: KP Sports and the University agree that in order to reach the financial and performance goals agreed upon by both parties, it is understood that KP Sports will be the sole solicitor of all sponsorship revenues and funds on behalf of University Athletics. Therefore any individuals hired or contracted with the University whose responsibilities may relate to or be involved with corporate sponsorship will be viewed in a supporting role as opposed to a competing role to KP Sports. KP Sports and the University further agree that any monies secured whereby Sponsorship or Marketing rights are given in return will be such monies or trade value will be counted in whole as sponsorship revenue and credited toward the guarantee and subsequent revenue share under the terms of this Agreement.

Additional Rights: This Agreement licenses specific rights to KP Sports on behalf of Idaho State University Athletics Department. The Parties acknowledge that additional athletic sponsorship rights may arise or be created that might not have been contemplated or specifically licensed to KP Sports when this Agreement was executed, including different ways for KP Sports to leverage existing inventory. KP Sports will notify the University of the "Additional Rights" it seeks. Unless the Additional Rights contain a prohibited category or prohibited company for Athletic Sponsorship or are otherwise excluded under the terms of this Agreement, the Additional Rights shall be exclusively licensed to KP Sports for the remainder of the term.

Sponsorship Agreement: KP Sports will obtain a signed Sponsorship Agreement from each Sponsor in the form of a contract developed, approved and legally owned by the University each year (as attached in Appendix A). It is understood that from time to time the University may seek the need for modifications of the attached Sponsorship Agreement. When such changes are made, the University agrees to notify and provide KP Sports with each newly modified Sponsorship Agreement on a timely basis. The University appoints KP Sports to negotiate contracts in consultation with the University. An employee of the University, appropriately authorized to sign contracts on behalf of the University, must sign and approve all Sponsorship Agreements on behalf of University Athletics.

1.2 Term of Agreement:
When executed by both parties, this Agreement shall be effective as of date of execution on 13 MAY 2013 through the end of athletic year on June 30th, 2018 unless otherwise terminated as provided herein. Upon mutual written agreement, the parties have the option to extend this Agreement for five one year terms.

1.3 Communications:
Meetings and discussions: Throughout the Term of the Agreement, it is the Parties' intention to maximize the opportunities that will foster interest in University Athletics' growth in both the amounts and the potential sources of revenue under this Agreement. Therefore, the Parties will meet as necessary to discuss the rights and inventory licensed to KP Sports, performance of KP Sports and all other related communications necessary. The University will make available as reasonably as possible at the request of KP Sports, senior level members of the athletic department, its coaches, and assistant coaches for purposes of planning, promoting, and presenting to Sponsors any and all Sponsorship opportunities to various organizations.

Notices: All notices required by or relating to this Agreement shall be in writing and shall be sent via courier or certified mail to the parties to this Agreement at the following addresses or to such other address as either party may substitute by written notice to the other:

KP Sports
PO Box 67335
Albuquerque, NM 87193-7335

Idaho State University
921 S. 8th Ave. Stop 8173
Pocatello, ID 83209-8173

1.4 Office Space:
The University acknowledges that KP Sports performance under this Agreement will be enhanced with consistent communication and opportunities to work in close proximity of each other. The University will provide KP Sports with office space located either in University Athletics or near the department at the University to foster optimum communications and involvement in athletic meetings deemed appropriate by both parties. KP Sports will be responsible for providing office

equipment needed. The office equipment provided by KP Sports will remain the property of KP Sports beyond expiration or termination of Agreement.

1.5 Permits, Licenses and Use of Marks:
Permits and Licenses: KP Sports will be financially responsible for obtaining all required permits and licenses to comply with pertinent University rules and policies and municipal, county, state and federal laws, for the lawful business operations of KP Sports, and will assume liability for applicable taxes including but not restricted to sales and any other applicable business taxes incurred through ordinary business operations.

Use of Marks: Subject to existing licensing Agreement and the University's having obtained pertinent consents from appropriate parties, the University licenses KP Sports the non-exclusive right to use University Athletics' name, the University trademarks, service marks, logos or symbols and trade dress including the likeness, appearance at no cost to KP Sports in connection with KP Sports securing of Sponsorships and other revenue generating opportunities for the University in accordance with the policies and specifications of the University and the Idaho State Board of Education. Prior to using the likeness of individuals, KP Sports agrees to obtain all necessary licenses or consents from those individuals.

1.6 Access to Games and Athletic Events:
Tickets and Passes: In order to meet the obligations and responsibilities outlined in this Agreement, the University agrees to provide KP Sports staff who support the University Athletics' program a mutually agreed upon number of parking passes at no cost to KP Sports to attend sponsor-related athletic games and events.

1.7 Audits and Performance Reviews:
Existing Sponsorship and Trade Agreements prior to this Agreement: The University has revealed a summary of all current Athletic Sponsorship contracts to include both cash and in-kind or trade agreements sold prior to this Agreement with applicable contract terminations dates as identified in Appendix B. For all Athletic Sponsorship contracts to include both cash and in-kind trade, that were sold after the RFP 130118 and any subsequent addendums were released and prior to the commencement of selling activities by KP Sports in support of this Agreement, will be credited in whole as revenues toward the guarantee and revenue share as outlined under Section 4.1 below.

All Athletic Sponsorships revealed as sold prior by University will be audited by KP Sports as contractually signed and agreed upon by Sponsor. After the audit is completed, for those Athletic Sponsorships disclosed and counted by the University as being sold whereby either a contract was not signed or consideration (monies or trade) was not provided by said Sponsor, KP Sports has the right to either request a renegotiation of the financial terms or terminate this Agreement if the discrepancy is significant and substantially detrimental to the performance of KP Sports meeting the financial targets outlined in Section 4.1 below. In the event that any audit reveals information provided by the University is substantially incorrect, the University shall be allowed the opportunity and a reasonable amount of time to have an additional audit performed at no cost to KP Sports by an independent third party auditor approved by KP Sports, such approval not to be unreasonably withheld, prior to KP Sports exercising any right to renegotiate the agreed upon Net Revenue Guarantee or termination under this Agreement.

Sponsorship and Trade Agreements sold under the term of this Agreement: The University and KP Sports acknowledge that Sponsorship related revenue audits and performance reviews are necessary and should take place prior to due date of payments to the University each year during the term of this Agreement. Both Parties will determine the specific information to be reviewed in the audits, as well as the appropriate time to conduct the annual audits. After such audit, adjustments will be made and agreed upon by both Parties in writing for each applicable fiscal year

SECTION TWO: SCOPE OF AND DESCRIPTION OF WORK

2.1 Overview:
The work performed by KP Sports includes the services outlined in the Agreement and may contain other relevant services as needed.

KP Sports agrees to represent the University in a marketing and sales capacity to secure corporate Sponsorship revenues for the term and monies specified. The University agrees that KP Sports has the exclusive and sole right to secure Sponsorships on behalf of University unless otherwise specified in this Agreement. The University agrees not to permit other companies or individuals to secure Sponsorship opportunities on behalf of University Athletics in a manner inconsistent with this Agreement without prior notification to, and written agreement by, KP Sports. The University and KP Sports agree that unless otherwise specified in this Agreement, that any and all Sponsorships secured on behalf of University Athletics will be paid and counted as monies toward this Agreement.

2.2 Marketing and Sales Rights of Various Inventory/Marketing Items:
During the term of this Agreement, KP Sports will have the exclusive right to market and sell all existing and new inventory and marketing items for Sponsorship in compliance with University, Big Sky Conference and NCAA policies, except for inventory that is identified and mutually agreed upon in writing by both Parties as deemed necessary for "University or University Athletics purposes" as indicated in Appendix C. The University and KP Sports shall mutually agree, in writing, upon any and all current or future "new" inventory not listed in Appendix C that may be needed for "University or University Athletics purposes".

2.2a Television and Radio (games, coaches' shows)
The University has entered into various agreements with multiple television and radio media networks as it relates to promotion of athletic events including, but not limited to games and coaches shows as indicated in Appendix D. KP Sports will have the exclusive right to secure Sponsorships for all television and radio inventory made available to athletics.

2.2b In-game events, activities and features:
During the term of this Agreement, KP Sports will have the exclusive right to obtain Sponsorship for all existing and future in-game events, activities and features.

2.2c University's Official Athletic Website:
The University has created and will continue to control and produce the University's Official Athletic Website ("OAS"). On behalf of the University, KP Sports shall have the exclusive rights to secure all Sponsorship inventory for the OAS made available to the University which can include

a link to Sponsor websites from the OAS in compliance with the OAS' terms of use and privacy policies subject, however, to any prohibitions on such links in existing University contracts.

2.2d Venue Signage:
During the terms of this Agreement, KP Sports will have the exclusive rights to obtain Sponsorship for all existing as well as all future temporary or permanent signage (digital, electronic or otherwise) in all University athletic venues which are used for Sponsorship purposes, (stadiums, arenas, fields, buildings, athletic facilities) including any existing or future temporary venues used for Athletic purposes whereby signage rights are transferred to University Athletics for Sponsorship purposes. A description of current signage and unit costs are referenced in Appendix D.

When the University upgrades its existing signage or installs new signage (including jumbotrons, and other future enhancements), KP Sports will remain the exclusive seller of any Sponsorships related to these additional sales opportunities. KP Sports will ensure that all signage is in compliance with University rules and regulations.

2.2e Existing Message Board, Video Board and Public Address Announcements:
During the terms of this Agreement, KP Sports will have the exclusive rights to secure Sponsorship for all existing and future temporary or permanent message boards, video boards, and public address announcement systems which are under the control of University Athletics for Sponsorship purposes.

2.2f Game Programs:
The University will provide KP Sports the exclusive rights to sell Sponsorship space made available to the University in all football, men's and women's basketball and any other applicable sports game programs for all home games played by the University or those played on a neutral site deemed to be "home games" during its regular seasons subject to any neutral site agreement.

2.2g Other Printed Materials:
KP Sports will have the exclusive right to secure Sponsorship for all the University Athletics' printed promotional items.

2.2h Rivalry/ Special Competition Series:
KP Sports will work with the University in securing Sponsorship for any existing Rivalry Series or in promotion of any new special competition Series. KP Sports shall have the exclusive rights to sell Sponsorship opportunities based on the agreement with the Rivalry School that fall under University Athletics' control for the Rivalry Series for all athletic events and receive proper credit for the portion of revenues dedicated to University Athletics.

2.2i Hospitality:
KP Sports will have exclusive right to sell and secure additional corporate hospitality Sponsorship opportunities that are available and under the control of University Athletics for hospitality suites or rooms, hospitality tents or spaces in agreed upon areas such as tailgate areas, corporate areas or any other agreed upon areas.

2.2j Suite Sales:
KP Sports will have the exclusive right to sell corporate Sponsorship for suites except for those identified in Appendix C.

2.2k Events and Activities:
KP Sports will have the exclusive rights to secure corporate Sponsorship for agreed upon current and future University Athletics sponsored events, consistent with this Agreement.

2.2l Naming Rights:
In addition to its internal efforts to secure naming rights for certain athletic facilities, which will be pursued in accordance with Idaho State Board of Education policies and procedures, if the University decides to work with an outside agency to secure naming rights, the University hereby grants KP Sports an opportunity to negotiate in good faith according to University policy and procedures such naming rights for mutually agreed upon athletic facilities. If exclusive rights are given and accepted by KP Sports, a separate agreement will be made and agreed upon by both parties to include a separate compensation to KP Sports.

2.2m Other Existing or Future Sponsorship Items, Activities or Events:
University Athletics and KP Sports acknowledge that additional Sponsorship revenue opportunities will become available in the future that are not identified currently including, but not limited to: upgrades to current venues and facilities; athletic signage; activity of sponsor-related events; and any other future athletic-related inventory that provides new or additional sales opportunities. KP Sports will maintain exclusive rights to secure Sponsorship for said additional existing and future opportunities, so long as they are within the intent of the terms of this Agreement and except for those deemed for "University or University Athletics purposes". The University further agrees that it will not unreasonably restrict or reduce any future or "like" inventory reserved for University or University Athletic Sponsorship purposes as identified in Appendix C.

SECTION THREE: SPONSORSHIP LIMITATIONS AND FULFILLMENT

3.1 Reduction of Opportunities:
If any existing inventory, marketing items, or Sponsorship contemplated by the parties under this Agreement is later eliminated or changed, or prohibited by a change initiated by the University or University Athletics, or change by NCAA status or rules, or restricted by force majeure or otherwise reduced for reasons outside of KP Sports control, which adjustment or change materially impacts the terms of this Agreement, KP Sports shall exercise its sole and exclusive remedy for said eliminated, limited or restricted inventory, marketing rights or Sponsorship by renegotiating the guaranteed minimum sales or performance targets with the University in good faith. If an agreement cannot be obtained through the renegotiation process, KP Sports has the right to terminate this agreement as outlined in Section 5.

3.2 Prohibited Categories of Sponsorship:
KP Sports agrees not to sell or obtain Sponsorship for the restricted or prohibited categories for Sponsorship throughout the entire Term of this Agreement, unless otherwise agreed to by the University in writing. The University shall have the exclusive right to disapprove any Sponsor or Sponsorship category that represents products or services that are in violation of the University or University Athletics policies or written practices for the length of the Agreement, or that the University deems will adversely affect the University's reputation. The University agrees to provide in writing the prohibited categories of Sponsorship to KP Sports as indicated in Appendix E. KP Sports agrees to provide to University Athletics information regarding prospective Sponsors for approval or disapproval.

3.3 Existing Sponsorship Agreements and Contracts:
The University has revealed existing multi-year Sponsorship contracts and their individual values that extend past the 2012-13 Athletic year as identified in Appendix B. KP Sports will not receive credit for the original amount of these Sponsorship contracts whose term exceeds the 2012-13 Athletic year, however the University grants KP Sports the rights to sell additional Sponsorship opportunities to these existing multi-year sponsors beyond their current sponsorship amount. Upon expiration of said multi-year agreements sold by University and during the term of this Agreement, KP Sports will have exclusive rights to renew and secure sponsorship from those identified as Existing Multi-year Agreements.

The University and KP Sports further agree that for any multi-year sponsorship sold and/or credited to KP Sports whereby the Sponsorship Agreement's term lasts beyond the initial term and applicable annual extensions of this Agreement, will be credited to KP Sports with appropriate commissions to be paid to KP Sports upon expiration of the Multi-year Sponsorship Agreement as outlined in Section 4 Fees and Payments.

3.4 University Athletics-Wide Contracts:
University Athletics may have or will have University Athletics-wide Agreements or Contracts that involve exclusive rights to market, sell, distribute or provide certain products or services that the athletic department receives benefit from such Agreement. Whereas such Agreements with University Athletics result in certain revenues or benefits back to University Athletics and in return Sponsorship rights are granted to the vendor, the portion of the Sponsorship revenue which benefits University Athletics is monetarily credited to KP Sports as outlined in Section 4 Fees and Payments unless otherwise agreed upon and identified as "exceptions" in Appendix C.

3.5 Trade Agreements and Income:
KP Sports recognizes the importance of Trade Agreements to the University athletic operations. The University has identified a summary of all existing Trade or In-Kind Sponsorship accounts listed in Appendix B. For all the identified existing Trade Agreements, KP Sports receives 100% credit upon renewal of those identified in Appendix G toward the Non-Cash Guarantee upon expiration of each agreement.

For all new trade opportunities that the University has approved as financially beneficial to athletics, KP Sports will receive a credit of 60% of the current cash fair market value of the trade toward the Non-Cash Guarantee as outlined in Section 4 Sponsorship Fees and Payments until the expiration of each agreement.

Since the University Athletics will use the trade for its internal needs, the University will continue to manage the trade account reconciliation process and audit for all trade for the term of this Agreement.

3.6 Fulfillment of Sponsorship Elements:
KP Sports and the University agree to work together to maintain, support and provide proof of fulfillment of all sponsorship elements. KP Sports and the University agree to work together to maintain documentation showing fulfillment of all applicable sponsorship items including but not limited to: radio, television and other applicable media affidavits, copies of game programs, posters, media guides and ticket-backs; samples of give-away items, pictures of venue signage; scripts or game day operational logs and other needed information.

The University is responsible for payment of all related fulfillment costs that are not passed on to the Sponsor for all current multi-year sponsorship agreements as well as all new sponsorship agreements. The University has final approval of all items included in the sponsorship agreement.

3.7 Employees:
KP Sports agrees to staff a minimum of one employee who lives in the same city as or in close proximity to the University's location, in support of this Agreement. Unless specifically agreed to otherwise, KP Sports reserves the right to replace any particular employee provided by KP Sports under this Agreement with one of equal or superior qualifications. Employees of KP Sports must abide by all applicable rules and regulations of the University. KP Sports performs background checks on employees using criteria commensurate with University regulations regarding background checks for employees. The University may also require KP Sports to replace any employee working with University Athletics, at the University's sole discretion.

SECTION FOUR: SPONSORSHIP FEES and PAYMENT

4.1 Fee Arrangement:
The following Minimum Net Sponsorship Revenues as stipulated below shall be guaranteed to the University during the initial term of this Agreement.[1]

Fiscal Year	*Cash Guarantee*	*Non- Cash Guarantee*[2]	*Total Guarantee*[3]	*Revenue Share After Guarantee*
2013-14[4]	*$325,000* 319	*$310,000* 230	*$635,000*	*60% to ISU* *40% to KP Sports*
2014-15	*$375,000*	*$315,000*	*$690,000*	*60% to ISU* *40% to KP Sports*
2015-16	*$450,000*	*$320,000*	*$770,000*	*60% to ISU* *40% to KP Sports*
2016-17	*$475,000*	*$325,000*	*$800,000*	*60% to ISU* *40% to KP Sports*
2017-18	*$475,000*	*$325,000*	*$800,000*	*60% to ISU* *40% to KP Sports*

Notes:
1. *Upon consent by both Parties to extend this Agreement beyond the initial term, Guarantee and Revenue Share amounts will be negotiated and mutually agreed upon.*
2. *As indicated under section 3.5 Trade Agreements and Income, all existing trade accounts listed in Appendix B are credited at 100% upon renewal toward the non-cash guarantee for the term of this Agreement. All new trade agreements approved by ISU will be credited at 60% of the current cash fair market value of the trade toward the Non-Cash Guarantee.*
3. *Total Guarantee consists of cash plus trade valued at 100% of gross sales for each corresponding fiscal year.*
4. *First year guarantee could be reduced if selling time is adversely affected due to timing associated with finalization of contract (if occurs, then both Parties will agree on amount, if does not need to occur, this note will be deleted upon execution).*

4.2 Invoicing/Collecting of Sponsorship Revenues:
KP Sports is responsible for invoicing and collecting all new Sponsorship cash revenue and payments for Sponsorships sold or credited to KP Sports and the University under the term and

applicable extensions of this Agreement, except for those whose termination date goes past the 2012-13 fiscal year identified as current "multi-year Agreements" as indicated in Appendix B . For those multi-year agreements, the University will continue to invoice and service those accounts until expiration. Whenever necessary, the University's agrees to assist in KP Sports efforts to collect payment of Sponsorship revenues.

4.3 Compensation to KP Sports:
Management Fee: The University agrees to pay KP Sports a management fee of $8,500 per month for 6 months as follows: For FY 2013-14, 6 monthly payments to begin on May 1st, 2013 and end October 1st, 2013. For FY 2014-15 through end of Agreement, the 6 month installment will be paid to KP Sports on the first of each month beginning with January 1st, 2014 through June 30th, 2018.

All payments are due and payable to KP Sports and Entertainment, LLC at: P.O. Box 67335, Albuquerque, NM 87193-7335, or other address that KP Sports may designate in the future

4.4 Compensation and payments to the University:
Guarantee:
KP Sports is responsible for payment of cash revenues to the University up to the guarantee amount indicated in Section 4.1 Fee Arrangement according to the below payment distribution.

Revenue Share:
KP Sports will compensate the University for the appropriate revenue share amount after the guarantee is met as follows:

> All University approved new non-cash (trade) above the stipulated guarantees will be accounted for with the appropriate credit as indicated in 3.5 Trade Agreements above, and will be subtracted from the amount owed in cash to the University according to the revenue share amounts listed above in Section 4.1 Fee Arrangement for each fiscal year.

Reporting and Auditing:
KP Sports is responsible for providing sponsorship reports, financial reports and summaries to the University at least once a month for reconciliation and audit purposes. Both Parties agree that if there is any discrepancy in amount credited, an agreement will be made at least 30 days prior to distribution of payments made or by November 30th and May 31st of each corresponding year.

Payment distribution:
Revenues owed to the University by KP Sports as outlined above will be paid in semi-annual installments on or before December 31st and June 30th of each Athletic Year, with the first payment to be made on or before December 31st, 2013 and final payment to be made on or before June 30th , 2018.

SECTION FIVE: MISCELLANEOUS PROVISIONS

5.1 Termination: This entire Agreement may be terminated under one or more of the following conditions and in the manner specified:

(i) immediately upon material breach by thirty (30) days advance written notice from the injured party. Thirty days shall be given to cure any such breach before termination becomes final;

(ii) failure to meet the minimum guarantee in any year of the Agreement;

(iii) immediately upon written notice, in the event that either party files for bankruptcy or for some similar process of protection against creditors;

(iv) as may be mutually agreed in writing;

(v) when an unforeseeable event or activity including but not limited to changes with NCAA rulings, University or University Athletics policies or changes, reduction in inventory as specified under Section 3.1, Reduction of Opportunities, or force majeure, reasonably limits KP Sports' ability to meet performance and financial targets as referenced in this Agreement.

In the event of termination after acceptance by the University of this Agreement, the University is responsible for all commissionable sales revenues due to KP Sports according to Section 4: Sponsorship Fees and Payment, of this Agreement. If termination occurs prior to the end of the initial term and corresponding extensions, if any, the net revenue guarantee is not applicable and the University is responsible for paying all commissionable sales, or 40% of gross Athletic Sponsorships revenues sold and or credited including payment of commissions owed on multi-year agreements that extend past termination under the terms of this Agreement.

5.2 Force Majeure: Neither party will be considered in default of failure to perform its obligations when such cause or delay arises out of causes beyond the reasonable control of each Party. Such causes may include but are not limited to acts of God, acts of terrorism, fires, floods, unusually severe weather, epidemics and strikes. If such event continues for more than 30 days without foreseeable probability of removal or recovery of the force majeure event, the parties have the right to terminate this Agreement without further obligation. Upon learning of such event, the terminating party will inform the other party in writing of its intent to terminate this Agreement.

5.3 Limitation of Liability: KP Sports, its officers, directors, employees, and agents will not be liable to University or any other party for any special, incidental, indirect, general or consequential damages, including, but not limited to, damages or costs incurred as a result of loss of time, loss of savings, loss of property, loss of data or loss of profits, which may arise in connection with the services, regardless of whether KP Sports has been apprised of, had other reason to know, or in fact knew of the possibility or likelihood of such damages occurring.

The limitation of liability for KP Sports, its officers, directors, employees and agents does not extend to claims or remedies sought in contract, tort, products liability or otherwise based on gross negligence or malfeasance.

5.4 Indemnification: KP Sports agrees to and shall defend, hold harmless and indemnify the University and their officers and employees from and against any loss, damage, injury, liability, suits, claims and proceedings arising out of the performance of this Agreement or which are caused in whole or in part by KP Sports' acts, omissions, failure to act, or negligence of KP Sports' agents, volunteers, or employees, except where the claim arises out of the sole negligence of the University.

5.5 Warranty: Each party warrants that it has the right and power to enter into this Agreement and that an authorized representative has executed this Agreement. KP Sports warrants that the services

will be performed in a professional and workmanlike manner in accordance with recognized industry standards. KP Sports expressly disclaims all other representations or warranties of any kind, expressed or implied, including but not limited to, any implied warranties of merchantability, fitness for a particular purpose or non-infringement. KP Sports further expressly disclaims any representations or warranties concerning whether the services will produce any result or perform any particular function, except as set forth in this Agreement.

5.6 Independent Contractor: In following their respective obligations under this Agreement, the parties are and shall be and act at all times as independent contractors and at no time shall either party make or have the authority to make any commitments or incur or have the authority to incur any charges or expenses for or in the name of the other party.

5.7 Insurance: KP Sports shall at all times during the term of this Agreement maintain general liability insurance including automobile coverage and any statutorily required worker compensation insurance as required by law, with such limits as customarily maintained by similar companies. KP Sports current general liability coverage is $1,000,000 per occurrence and $2,000,000 aggregate per year. KP Sports coverage for workers compensation will be established upon authorization of Agreement and comply with minimum requirements by state and city.

5.8 Hiring Of Employees: During the term of this Agreement and for one (1) year after its termination, neither party shall solicit or hire any current employee of the other party without the prior written Agreement of the other party to the extent permitted by law.

5.9 Waiver and Severability: Failure by either party to enforce at any time any of the provisions of this Agreement shall in no way be construed to be a waiver of such provision nor in any way affect the validity of this Agreement or any right thereof or the right of the other party thereafter to enforce each and every provision. The provisions of this Agreement are declared to be severable and any provision of this Agreement that is determined to be void or unenforceable by a court of competent jurisdiction shall not affect the enforceability of the remaining provisions herein, and the remaining provisions shall be enforced as if this Agreement was originally written without the invalid provision, unless the surviving Agreement does not materially comport with the Parties' original intent.

5.10 Proprietary Information and Property: KP Sports acknowledges that the University may be subject to certain laws or statutes pertaining to releasing of records. To the extent consistent with said laws or statutes, the University will maintain the confidentiality of all such KP Sports information marked confidential or proprietary including, but not limited to: marketing and sales models, prospect and customer lists; Sponsorship and revenue models for any and all services and information developed and provided by KP Sports in fulfillment of this Agreement.

5.11 Entire Agreement: This Agreement constitutes the entire understanding of the parties hereto with respect to the subject matter hereof and shall supersede all proposals or prior Agreements, oral or written, and any other communication between the parties relating to the subject matter of this Agreement.

5.12 Modification: No waiver or modification of this Agreement or of any covenant, condition, or limitation herein contained shall be valid unless in writing and signed by authorized representatives of both parties, and no evidence of any waiver or modification shall be offered or received in evidence in any proceeding, arbitration, or litigation between the parties hereto arising out of or

affecting this Agreement, or the rights or obligations of the parties hereunder, unless such waiver or modification is in writing and signed by authorized representatives of both parties.

5.13 Successors: This Agreement shall inure to the benefit of and be binding on the successors and valid assigns of both parties.

5.14 Disputes: Both parties agree that, should disputes arise from the interpretation or implementation of this Agreement, responsible representatives of each party shall meet in good faith to seek a resolution. In the event it becomes necessary to adjudicate the terms of this Agreement, the prevailing party will be entitled to reimbursement by the other party of its reasonable attorneys' fees and related expenses.

5.15 Assignment: Neither party shall assign this Agreement or any of its respective rights or obligations under this Agreement without the prior written consent of the other or non-assigning party.

5.16 Governing Law: The parties agree that this Agreement will be enforceable pursuant to the laws of the State of Idaho, without respect to its conflicts of law rules. Any action to enforce or interpret this Agreement shall be filed and heard only in Bannock County, Idaho.

The University's address is: 921 S. 8th Ave., Stop 8173, Pocatello, ID 83209. As an agent of Idaho State University agrees to the terms and conditions of this Agreement and herein represents that he/she has authority to enter into binding contracts on behalf of the University.

IN WITNESS THEREOF, the parties have caused this Agreement to be executed by their duly authorized representatives.

IDAHO STATE UNIVERSITY:	KP SPORTS AND ENTERTAINMENT, LLC:
Signature of Authorized Agent	Signature of Authorized Agent
JEFF TINGEY Printed name of Authorized Agent	Kerry J. Perry Printed name of Authorized Agent
Title of Authorized Agent	President Title of Authorized Agent
Date	5/10/13 Date

APPENDIX A:
UNIVERSITY SPONSORSHIP AGREEMENT(S)

ADJUSTMENTS TO TRADE AND CASH GUARANTEE
TO AGREEMENT BETWEEN ISU AND KP SPORTS 9.26.13

ISU Exhibit 1 - from RFP

Name	Amt Reported in Trade	Reduction to Trade Guarantee	Amt Reported in Cash	Reduction to Cash Guarantee
Action Rental	5000			
Alameda Vision	2500			
All American	2500			
Best Western	5000			
Bingham Memorial	50,000	$15,000	$80,900	$6,400
Bridge	625	625		
Butcher Block	1200	1200		
Buffalo Wild Wings	1500			
Cable One	37400			
Chili's	5000			
Clarion Inn	7500			
Comfort Inn	1800			
Dex	43785	43785		
Facial	5000			
Hays	1000	1000		
ISG	1200	1200		
ISJ	27368			
JHCC	600			
Jimmy Johns	7500			
KIDK 3	18670			
KIFI 8	26460			
KPVI 6	26530			
KSEI	22500			
Lamar Advertising				
Marriott	5000			
Mauseth DDS	5000			
Meyers Anderson	11000			
New Day Products	6000			
Papa Johns	4500			
Perkins	1200			

PMC*	35000*		50000*	
Pressbox	660	660		
Ramada Inn	5000			
Red Lion	5000			
Ruby Tuesday	7000			
Sandpiper	2400			
Sandtrap	635	635		
Sierras	1500	1500		
Sign Up	5000			
Steele & Associates	20000			
Syringa Wireless	60000			
Valley Office	10565			
Western Cat	7000			
Yellowbook	13920	13920		
ADJUSTMENTS TO TRADE AND CASH		**$79,525.00**		**$6,400.00**

Notes

renewed by KP
renewed by KP

*Using PMC as offset - reduction to trade is $15,000; reduction in cash $6,400
Donna's - no credit to KP
Donna's - no credit to KP

Donna- no credit to KP
Donna's - no credit to KP

Ok excluded

$ not included

renewed by KP

renewed by KP

used to offset
Bingham trade that
was not sold
Donna's - no credit to
KP

Donna's - no credit to
KP

Donna's - no credit to
KP

Learfield

2400 Dallas Parkway, Suite 500
Plano, TX 75093
469-241-9191
www.learfield.com

October 13, 2016

Mr. Jeff Tingey
Director of Athletics
Idaho State Athletics
921 S 8th, Stop 8173
Pocatello, Idaho 83209-8173

Dear Jeff:

As you know, Idaho State University (the "University") and Bengals Sports Properties, LLC ("BSP") (successor in interest to KP Sports and Entertainment, LLC) are parties to that certain Sponsorship Rights Agreement executed on behalf of the University on May 13, 2013 and on behalf of BSP on May 10, 2013, as amended by Sponsorship Rights Addendum #1 executed on November 5, 2013, as amended by Sponsorship Rights Addendum #2 executed on September 8, 2015 (the "Agreement").

This letter agreement (the "LOA") sets forth the parties' agreement to, among other things, extend the term of the Agreement, and to modify the financial terms of the Agreement. Capitalized terms not otherwise defined in this LOA shall have the meanings ascribed thereto in the Agreement.

The University, Learfield and BSP agree as follows:

A. Extension of the Term. The term of the Agreement is hereby extended through June 30, 2026 (the "Term"). Each "Athletic Year" during the Term shall commence as of July 1 and continue for 12 months through June 30.

B. Grant of License. The University reconfirms its grant to BSP, for the duration of the Term, of the exclusive worldwide license to (i) the Sponsorship Rights and (ii) those items listed in Exhibit A attached to this LOA and made a part hereof (collectively, the "Multi-Media Rights").

C. Guarantee/Revenue Share. Commencing with the 2016-17 Athletic Year, in lieu of compensating the University as set forth in Section 4 of the Agreement, BSP will pay the University the guaranteed rights fee set forth in the following chart (the "Guaranteed Rights Fee"). BSP will also pay the University fifty percent (50%) of the amount by which Adjusted Gross Revenue

("AGR")[1] exceeds the AGR Threshold Amount set forth in the following chart (the "AGR Threshold Amount"):

Athletic Year	Guaranteed Rights Fee	AGR Threshold Amount
2016-17	$360,000	$800,000
2017-18	$360,000	$800,000
2018-19	$380,000	$840,000
2019-20	$380,000	$840,000
2020-21	$400,000	$880,000
2021-22	$400,000	$880,000
2022-23	$440,000	$960,000
2023-24	$440,000	$960,000
2024-25	$460,000	$1,000,000
2025-26	$460,000	$1,000,000

The Guaranteed Rights Fee described above is based upon all of the Assumptions (as defined below) being accurate. If any or all of the Assumptions do not occur, are not accurate or do not remain in effect for the entire Term, then such occurrence shall constitute a Diminishing Event and the process set forth in the definition of a Diminishing Event shall be followed. "Assumptions" means that, at a minimum, (i) the inventory and merchandising elements (e.g., signage, tickets, hospitality, suite access, etc.) available to BSP is not less than what was available to BSP during the 2015-16 Athletic Year and (ii) all of the rights licensed exclusively to BSP under the Agreement are available to BSP in substantially the same form throughout the Term.

All Guaranteed Rights Fee payments owed by BSP under the Agreement shall be paid in two equal installments, one-half on or before January 15th of each Athletic Year, and the balance on or before July 15th of the following Athletic Year, with a final settle up, if any, derived through the AGR Threshold Amount, to be paid no later than October 31th of the following Athletic Year.

"Diminishing Event" means any event, action, change in circumstances or occurrence which has the effect or is likely to have the effect of diminishing or eliminating or otherwise negatively impacting BSP's Multi-Media Rights, including but not limited to the following: (1) any refund or credit which BSP is required to provide a sponsor because of the failure of signage not being functional and operational; (2) new naming rights to all or part of a University owned facility granted to a third party that is a competitor of an BSP sponsor who holds exclusivity rights in a sponsorship category; (3) University's football team or men's basketball team incurs disciplinary sanctions that prevent the team from appearing in conference championship games or post-season conference tournaments, NCAA or NIT tournaments; (4) the University's football team or men's basketball program is eliminated or substantially curtailed; (5) the football team or men's basketball program is no longer a member of the Athletic Conference or any other comparable conference; (6) BSP loses part or all of a source of revenue or any of its Multi-Media Rights as a result of an action taken by the Athletic Conference applicable to the University whether by rule, regulations or contract; (7) the signage of a corporate sponsor of other partners of the University

[1] "AGR" means BSP's gross collected revenue less the following: (i) agency commissions, (ii) sponsor fulfillment costs such as tickets, merchandise, promotional elements and out-of-pocket costs of sales, (iii) third party rights fees such as NCAA or NIT related sponsorship fees, (iv) collection and/or litigation expenses incurred by BSP in connection with any third party litigation related to BSP's performance under the Agreement, including but not limited to those incurred in connection with collection efforts against sponsors, and (v) any other credits, deductions or adjustments (including labor to hang signs) provided for under this LOA or are identified as deductions from AGR in a separate writing signed by the parties.

or the University or a sponsor of a conference network or other broadcasting network ("Third Party Signage") in and around University athletics facilities ("Athletic Areas") encroaches upon BSP's sponsor's signage by reason of the Third Party's signage being visible either during a telecast or by the general public in the Athletic Areas (for the avoidance of doubt and clarification, the signage identifying the network broadcasting a University athletic event or show from Athletic Areas shall not be deemed an encroachment in the Athletic Areas); (8) the revenue from a conference agreement attributable to the University and owed to BSP under the terms of this LOA is not paid over to BSP; or (9) if the University and/or its athletic department are the subject of a "material adverse event"[2] whether due to sanctions by the NCAA for major violations or otherwise; or (10) the University's material breach of the LOA/Long-Form Agreement. For the avoidance of doubt, a material adverse event does not include poor performance by or a losing record of a University athletic team.

In the event of a Diminishing Event, the following process shall be initiated: BSP shall submit to the University a substantiation of the value attributable to the rights which are not available or the rights which are negatively affected by the Diminishing Event along with reasonable substantiation for its calculation whereupon the parties will meet within thirty (30) days thereafter to discuss BSP's calculation and agree upon the remedy for the Diminishing Event, which could include any of the following or a combination thereof: (i) a reduction in the Guaranteed Rights Fee; (ii) an extension of the Term; (iii) granting BSP additional Multi-Media Rights; (iv) providing BSP with additional tickets; or (v) any other remedy that the parties may agree upon. The parties agree that the remedy agreed upon may under certain circumstances remain in effect beyond the Athletic Year in which the Diminishing Event occurs due to the fact that some Diminishing Events can have an effect that lasts beyond the Athletic Year in which it occurs. If it is agreed that a remedy is necessary or appropriate, the parties will continue to negotiate in good faith until a remedy is agreed upon. The parties acknowledge and agree that the process for a Diminishing Event is the exclusive remedy under this LOA for any set of facts or action or inaction that constitutes a real or alleged Diminishing Event, and that in no event shall any such facts or action or inaction be the basis for termination of this LOA due to the material breach by a party. In any event, any undisputed portion of the Guaranteed Rights Fee (i.e., the amount of the Guaranteed Rights Fee less the adjustment proposed by BSP) shall be paid in accordance with the schedule in Section C of this LOA. The parties further agree that in the event of a Material Rule Change that results in BSP losing significant rights hereunder (e.g., the loss of a significant sponsorship category, the loss of any Multi-Media Rights, etc.), then such loss of rights shall be deemed a material breach of this LOA, and, in addition to any other rights or remedies it may have in law or in equity, BSP shall have the right to terminate this LOA if such rights are not restored within 30 days of the University receiving notice from BSP of such material breach.

D. Reductions to the Guaranteed Rights Fee. A Diminishing Event shall be deemed to have occurred and the process for a Diminishing Event shall be initiated if any one or all of the following events occur and thereby reduce BSP's revenue during the Term:

i. University's football or men's basketball team incurs disciplinary sanctions which prevent the team from appearing in the conference championship games or post-season

[2] "Material adverse event" means an event, action, conduct, investigation or situation on campus at the University of such a negative or adverse nature that sponsors or potential sponsors considering sponsoring University athletics are prompted to discontinue sponsorships or the pursuit of new or replacement sponsorships as a result of not wanting to be associated with the negative image or scandal; provided, however, that such material adverse event must not have been directly caused by any act or omission of BSP or its employees or subcontractors.

conference tournaments, NCAA playoffs, or NCAA or NIT tournaments;

ii. The football or men's basketball program is eliminated or substantially curtailed;

iii. In any Athletic Year, University plays fewer than five (5) home football games or fourteen (14) home men's basketball games at Holt Arena or Reed Gym;

iv. The University is no longer a member of the Big Sky Conference or any other comparable conference;

v. The University is party to any agreements with third parties not disclosed in this LOA (including verbal agreements) that conflict with the rights granted to BSP hereunder;

vi. Should any force majeure event beyond the control of either Party (e.g., acts of terrorism, acts of state or the United States, strikes, labor shortages, epidemics or any natural disaster, including, but not limited to, flood, fire, earthquake, tornado, hurricane or extremely severe weather conditions, drought, loss of power, whether or not resulting from a natural disaster) prevent a University football or men's basketball game being played at its originally scheduled athletic venue (provided, however, the parties recognize that it is preferred that University reschedule a game at a different date or time in an effort to keep the game as a home game instead of moving the location of the game to the visiting team's home venue or to a neutral venue, and that rescheduling a home game due to a force majeure event will not result in any reduction in the Guaranteed Rights Fee);

vii. If as a result of some action by the conference BSP loses part or all of a source of revenue; or, if there is a Material Rule Change or a Conference Change that materially diminishes or restricts BSP's ability to obtain sponsorship agreements or to otherwise exercise its licensed rights under this LOA. For purposes of this section, a "Material Rule Change" means (a) any change in applicable law, rule, regulation or order of any governing authority having jurisdiction over the University (specifically including without limitation the University's Board of Trustees) (b) any change in applicable constitution, bylaws, regulations or policies of the NCAA or any athletic conference in which the University is a member (an "Athletic Conference"), (c) any change in any NCAA and Athletic Conference policies and agreements, (d) any change in policy or practices of the University or its Athletic Department related to the licensed rights, including without limitation any restrictions or limitations on the nature of permissible categories for which BSP may sell sponsorships, or (e) any other change in restrictions or impairments upon BSP's exercise of its sponsorship or related rights with respect to the licensed rights caused by actions of the University, its employees, agents or anyone affiliated with the University (which action is previously approved by the University). For purposes of this section, a "Conference Change" means a change in the University's Athletic Conference affiliation or a material change in the nature of the Athletic Conference, whether because of (i) the University's withdrawal or departure from an Athletic Conference with which it is a member or (ii) the Athletic Conference disbands or merges with another conference or (iii) there are more than two (2) member changes in the Athletic Conference's membership within any twenty-four (24) month period (whether voluntary or involuntary departure or whether additions or contractions);

viii. If, during the Term, the University and/or its athletics program is the subject of Material Adverse Publicity (as defined below), whether due to sanctions by the NCAA for major violations in its athletic programs or otherwise, which Material Adverse Publicity

materially diminishes or restricts BSP's ability to retain or obtain sponsorship agreements or to otherwise exercise the licensed rights. For purposes of this section, "Material Adverse Publicity" means public attention or scandal in the form of television, print media, internet news reports, or other public news reporting, after the date hereof, that arises from and relates to activities, conduct, investigations or situations on campus at the University or affecting or relating to the University's athletic programs and which public attention or scandal is of such a negative or adverse nature that sponsors or potential sponsors are prompted to discontinue sponsorships or the pursuit of new or replacement sponsorships as a result of not wanting to be associated with the negative image or scandal; provided, however, that such Material Adverse Publicity must not have been directly caused by any act or omission of BSP or its employees or subcontractors; or

ix. If, during the Term, a University athletic team refuses and fails to play a scheduled regular season game or post-season game for which it is eligible; provided, however, that such failure to play a game must not have been directly caused by an act or omission of BSP or its employees or subcontractors.

E. Trade. During each Athletic Year of the Term, BSP will endeavor to provide trade (goods or services requested by the University in exchange for sponsorship rights) to the University's athletic department in the amount set forth beside such Athletic Year in the chart below (the "Trade Threshold Amount"). If BSP provides University's athletic department with trade benefits in excess of the Trade Threshold Amount in any Athletic Year, University will pay BSP a commission of sixty percent (60%) of such excess. For the avoidance of doubt, trade shall not include tickets.

Athletic Year	Trade Threshold Amount
2016-17	$400,000
2017-18	$400,000
2018-19	$410,000
2019-20	$410,000
2020-21	$420,000
2021-22	$420,000
2022-23	$430,000
2023-24	$430,000
2024-25	$440,000
2025-26	$440,000

F. Office Space. University will provide, at no additional cost to BSP, suitable office space (one shared private office) for four BSP personnel within or proximate to the University's athletic department. University shall also provide standard office equipment, technology infrastructure, and furniture such as desks, chairs, phones, email access and internet access. If BSP desires to expand its staff to improve its ability to carry out its responsibilities under the Agreement, University shall provide BSP with additional office space in reasonable proximity to the University's athletic department.

G. Tickets/Suites/Parking. Throughout the Term, University will, at no cost to BSP, provide BSP with the following number of tickets, at a minimum (the "Base Ticket Amount"):

Sport	Number of Season Tickets	Number of Individual Game Tickets
Football	600	2,000

Men's Basketball	400	800
Women's Basketball	250	300

Should BSP require additional tickets (beyond the Base Ticket Amount), BSP will pay the University seventy five percent (75%) of face value for such tickets. Each Athletic Year during the Term, University will also, at no cost to BSP, provide BSP with not less than the number of parking passes and hospitality passes provided to WSP during the 2015 – 2016 Athletic Year. Locations of tickets, parking passes and hospitality passes shall be consistent with past practice.

H. Hospitality. At no additional cost to BSP, the University will provide BSP access and tickets to all hospitality areas that are currently utilized to fulfill advertising/sponsorship agreements.

I. Official Athletic Internet Site ("OAS"). Upon execution of this LOA, the University will extend its OAS contract with Learfield's affiliated entity, SIDEARM Sports, LLC ("SIDEARM") to be co-terminous with the Term of the LOA provided for herein. Upon execution of this LOA, BSP shall be responsible for all payments owed to SIDEARM under the OAS contract.

J. Trademark Licensing Services. Upon expiration of its current licensing agreement, the University will give good faith consideration to entering into a new licensing agreement with Learfield Licensing Partners, LLC ("LLP) as its exclusive trademark agent to be co-terminous with the Term of the LOA provided for herein. The rights granted to LLP under the new licensing agreement will be at least as favorable as those rights granted to University's current licensing partner, but University shall not be required to enter into such an agreement with LLP.

K. ANC. Upon execution of this LOA, University will give good faith consideration to engaging ANC Sports Enterprises, LLC ("ANC") to provide any new signage in any University owned or controlled athletic facility and to be the ongoing content provider for such new signage, but University is not required to use ANC.

L. Ticketing. Upon execution of this LOA, the University will give good faith consideration to entering into a ticketing agreement with IMG Learfield Ticket Solutions, LLC ("IMGLTS").

M. Additional Rights. The University hereby assigns to BSP all of its rights under each of its existing sponsorship contracts in any and all categories other than the pouring rights, apparel and university housing categories.

N. Healthcare Category. Upon expiration of the University's current sponsorship contract with Idaho Orthopedics, which commenced on March 1, 2011 and expires on March 1, 2021 (the "Idaho Orthopedics Contract"), BSP shall have the exclusive right to contract with sponsors in any healthcare related category. Upon such date, University and BSP shall each receive fifty percent (50%) of any revenue received from a sponsorship in the Healthcare category ("Healthcare Category Revenue") above the amount of Healthcare Category Revenue received during the final Athletic Year of the Idaho Orthopedics Contract. As used in this paragraph, "Healthcare" means the sponsorship categories of hospitals and orthopedists only. For example, if $200,000 of Healthcare Category Revenue is received during the final Athletic Year of the Idaho Orthopedics Contract and $220,000 of Healthcare Category Revenue is received during the following Athletic Year, the University and BSP will each receive $10,000, and such amounts will not be included in the calculation of AGR.

The Parties acknowledge that the University may solicit a partnership with a local hospital, but that partnership will not include any inventory that is available to BSP. BSP shall have the

exclusive right to negotiate such inventory with the local hospital. However, in the event that the University does include inventory in such partnership (including, but not limited to, BSP's existing sponsorships with PMC or Bingham Memorial) and BSP loses revenue, BSP's exclusive remedy shall be that the Guaranteed Rights Fee will be reduced dollar-for-dollar to match the loss of revenue. If, as a result of the execution of such a partnership, BSP negotiates a sponsorship whereby the revenue increases, University and BSP shall each receive fifty percent (50%) of such excess.

O. Naming Rights. In the event University desires to engage a third party to market or sell naming rights to any athletic facility at any time during the Term, BSP and its affiliates shall have the exclusive right to provide such services, with the compensation for such services to be mutually agreed upon prior to BSP providing such services. For purposes of this paragraph, "third party" means a non-University entity.

P. Expenses. University shall continue to, at no cost to BSP, pay all expenses described in the Agreement, including, but not limited to, all travel, radio, talent and print expenses.

Q. Binding Effect; Long-Form Agreement. **This LOA, when fully executed and delivered, shall be a binding and legally enforceable contract, upon which we may each rely.** The parties will work in good faith to promptly finalize and execute a long-form Amended and Restated Multi-Media Rights Agreement incorporating the terms of this LOA and those provisions of the Agreement that will continue (the "Long-Form Agreement"). The parties will endeavor to have a Long-Form Agreement finalized and executed within 90 days from the date of this LOA. Until such time as the Long-Form Agreement is finalized and executed, the Agreement as modified by this LOA shall serve as the binding agreements between the parties with respect to the subject matter hereof. To the extent there is a conflict between the Agreement and this LOA, this LOA shall control.

R. Counterparts. This LOA may be executed in counterparts by facsimile or electronic signature, each of which shall be deemed an original and each counterpart together shall constitute one document.

S. Entire Agreement. This LOA, along with the Agreement, constitutes the entire agreement between the parties and supersedes all other agreements, arrangements and understandings with respect to the subject matter hereof.

[Signature Page Follows]

If the foregoing is in accordance with your understanding, please sign one copy of this LOA and return it to me by electronic mail (.pdf). We look forward to a successful relationship!

GO BENGALS!

Sincerely,

BENGALS SPORTS PROPERTIES, LLC
By: Learfield Communications, Inc., its Member

By: _____
Greg Brown
President and Chief Executive Officer

Accepted and Agreed by:
IDAHO STATE UNIVERSITY

By: _____
Jeff Tingey
Director of Athletics

EXHIBIT A
EXCLUSIVE WORLD-WIDE MULTI-MEDIA RIGHTS

University grants BSP the exclusive, world-wide multi-media athletic rights as indicated in the body of the LOA during the Term set forth therein, subject to the terms and conditions of the LOA. In addition to the rights set forth in the body of the LOA, BSP's Multi-Media Rights include all commercially viable and marketable rights around University athletics, including, but not limited to all radio programming (live play-by-play, coaches' call-in and magazine shows, daily reports, webcasts, satellite rights, etc.), certain television rights (coaches' television shows), publishing (game day programs, official newspapers, schedule cards, schedule posters, etc. including at-event sales), OAS, hospitality, promotions and at-event impact opportunities (Fan Fest-type events, headsets, backdrops, field goal nets, sideline rights, bench rights, sampling, giveaways, contests, etc.), all athletic venue signage and promotion, use of certain marks and logos on a non-exclusive basis, etc.

These rights include, but are not limited to, the following:

- **Football and Men's Basketball Game Programs/Roster cards**
- **All Other Sports Programs/Roster cards**
- **Official Athletic Publication**
- **Holt Arena Advertising and Sponsorship During Football Games:**
  - Electronic ribbon-board fascia displays
  - Temporary signage
  - Videoboard sponsorship displays and promotions at all events
  - Tarps (on sidelines and/or end zone)
  - Team entry canopy signage (if available)
  - Public Address announcements at University athletic events
  - Press conference backdrops
  - Coaches' headsets
  - Video board features, promotions, replay swipes, PSAs and billboards
  - Cold air balloon signage if and when available
  - Sideline equipment crates
  - Sideline cooling systems
  - Sideline employees (e.g., chain crew, managers, etc. clothing and equipment, if available)
  - Team Benches
  - Play Clock(s)
  - Mobile Applications and Wi-Fi Access/Splash Pages
  - Video board features, promotions, replay swipes, PSAs and billboards
  - Virtual Signage rights during telecasts, subject to any rights retained by the broadcasting entity (e.g., BSPN)
  - Main Scoreboard panels or positions
  - Any sideline and end zone sponsorship panels
  - Scoreboard tri-vision panels
  - Field-level signage and banners
  - Message Center Displays
  - Concourse Displays
  - Goal Post padding signage
  - Digital Ribbon Board signage
  - Television monitors and screens
  - Restroom signage
  - The sponsorship sales rights for plastic cups, cup holders, souvenir cups, food containers, napkins, plates, wrappers and the like

- New Signage
- Other opportunities as reasonably approved by Foundation

- **Holt Arena Advertising and Sponsorship During Basketball Games:**
  - All digital signage located in or about the Arena including the main scoreboard ad panels, auxiliary boards, and fascia
  - Entrance or exit displays
  - Rights to University's main scoreboard ad panels, auxiliary boards and fascia
  - Rights to LED displays
  - Any scorer's table, press row or baseline table sponsorship panels (rotational digital or static)
  - Message center displays
  - Video sponsorship displays
  - Public address announcements
  - Team entry canopies/signage
  - Basketball goal post padding subject to applicable requirements, including without limitation University, Conference or NCAA rules, regulations and policies (collectively, "Applicable Rules")
  - Backboard supports
  - Temporary playing surface logo opportunities (based on Conference and NCAA rules and limitations)
  - Shot clock sponsorship panels subject to Applicable Rules
  - Static signage opportunities in and around concession areas, facility entries/exits, lobbies, restrooms, concourses, portal entries/exits into seating areas
  - Concourse, concession and lobby tabling and displays
  - Temporary or permanent ad displays for special events
  - Courtside, rotational and permanent signage
  - Mezzanine permanent and rotational signage
  - End-wall permanent and rotational signage
  - Plastic souvenir cups and concession (food) containers subject to University's existing agreements with its pouring rights partner and/or concession provider(s) and any other applicable requirements, including, without limitation, Conference or NCAA rules, regulations and policies.
  - LED and LDP displays
  - University, opposing team and scorer's table chair back sponsorship
  - Press Backdrop
  - Blimp signage
  - Other opportunities as reasonably approved by University

- **Other Sports Venues (any location used for intercollegiate events, both existing and future buildings):**
  - Main scoreboard ad panels
  - Temporary signage
  - Any sideline and end-line sponsorship panels
  - Message center displays
  - Public address announcements
  - University and opposing team bench and dugout signage
  - Field fence panel signage
  - Temporary or permanent playing surface logo opportunities
  - Static signage opportunities that either currently exist or which BSP may elect to sell in and around concession areas, facility entries/exits, restrooms, concourses, portal entries/exits into seating areas
  - Temporary signage and displays for special events
  - Sideline equipment

- Plastic souvenir cups and concession (food) containers subject to University's existing arrangements with its pouring rights partner and/or concession provider(s) for all facilities and any other applicable requirements, including without limitation University, Conference (or any other conference with which University is affiliated during the Term) or NCAA rules, regulations and policies
- Press Backdrop (subject to University's existing arrangements)
- Other opportunities, subject in each case to prior approval by University

➢ **Other Athletic Facility Scoreboard and/or Videoboards**

➢ **Athletic At-Event Hospitality**

➢ **Athletic At-Event Impact (all sports and sports venues)**
- Product Displays
- Sampling, Couponing and Product Distribution
- Title and Presenting Sponsorships as approved by University, which approval will not be unreasonably withheld, delayed or conditioned
- Pre-Game, Post-Game, Half-Time and Timeout Promotions, Contests, Mascot Appearances, Corporate Recognition/Presentations and/or Giveaways
- Tailgate Areas/Fan Fair
- Varsity Team Tournaments and Special Events
- Any additional or new at-event impact opportunities

➢ **Bengal Sports Radio Network (all current and future forms of distribution)**
- Radio Play-by-Play
- Coaches' Radio Call-in Shows
- Daily Report
- Podcasts
- Satellite and National Radio
- Any additional or new programming or distribution

➢ **Television Programming**
- Daily Report and/or Coaches' Shows
- Pre-Season/Post-Season Specials, etc.
- Any additional or new television programming not subject to Conference or network agreements

➢ **Miscellaneous Sponsorship Opportunities**
- Schedule Cards, Posters and Ticket Backs
- Sponsor IDs, In-Ticket Promotions, Brochures and Advertising Media
- Media Guides
- Ticket Mailer Inserts
- Athletic Ticket Envelopes
- Kids Club Sponsorship
- Email Blasts or linkable factors within existing University combined messages
- Athletic Ticket Envelopes
- Media Backdrops
- Official (Advertising Category Exclusive) Sponsorships
- Royalty-free Use of Marks and Logos for sponsorships and promotions but not for sale of a product at retail
- Any additional or new broadcast, print and/or internet programming
- E-commerce (including but not limited to apparel, merchandise, DVDs, memorabilia, publications, photos, videos, auctions) should any or all become available during the Term
- Live and Archived Audio/Video Subscription-based Streaming
- Live Stats should it become available during the Term
- E-Newsletters

➢ **Official Athletic Internet Site ("OAS")**

- All revenue-generating sponsorship opportunities, which now or at any time during the Term may exist on University's OAS, including, but not limited to, all rights to sell sponsorships in the form of company logos and messages on University's OAS, audio and visual streaming of sponsorship messages and direct internet access to other websites
- The right to make use of social media platforms including University's Facebook, You Tube and Twitter
- The right to use and monetize University's Content (University game clips, highlights and live audio of all University athletic events) permitted under current Conference rules which University agrees to supply to BSP at no cost to BSP

➢ **Digital Media Rights**
- All sponsorship rights associated with all University official athletic platforms including browser-based websites, mobile web and mobile applications, social media channels such as Facebook, Twitter and Instagram, e-mail and other digital marketing, in-venue digital screens and platforms and all digital distribution of Content ("Digital Media Rights").
- Right to represent University in all advertising and sponsorship opportunities related to any University IPTV system or Wi-Fi/DAS system installed during the Term in any University-owned athletic facility and to determine the provider of such services to the extent such rights are available to University.
- Coaches' shows.

➢ **Mobile/Wireless**
- Advertising in all forms
- Live and Archived Audio/Video Subscription-based Streaming
- Live Stats
- Messaging (including but not limited to SMS, MMS, Alerts, Contests, Coupons, Polling, Ringtones, Wallpaper)
- Mobile Website
- Mobile Apps and Wi-Fi Access/Splash Pages

➢ **Business-to-Business** – While BSP's Multi-Media Rights do not include the right to sell sponsorships in connection with University's campus-wide business relationships ("Campus-wide Opportunities"), University recognizes that BSP's marketing capabilities can provide additional sources of revenue to University that might not otherwise be obtained but not for BSP's involvement. University therefore agrees to strongly consider working with BSP to establish a business relationship which allows BSP to obtain Campus-wide Opportunities for University, but University shall not be obligated to do so.

➢ **Merchandising Opportunities**
- Affinity Products and Specialty Merchandise
- Highlight Videos/CDs/DVDs from seasons covered by the Term

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Learfield | IMG College

April 21, 2021

Glen Nelson
Vice President of Finance
Idaho State University
921 S 8th Ave, Stop 8310
Pocatello, Idaho, 83209-8310

Dear Glen:

This letter is intended to set forth our agreement on amending the letter agreement ("Agreement"), dated October 17, 2016, between Idaho State University (the "University") and Bengals Sports Properties, LLC ("BSP") to reflect the impact of COVID-19 and related economic fallout. Capitalized terms not otherwise defined in this letter will have the meaning provided in the Agreement.

We have agreed that, starting with Athletic Year 2020-21 through the end of the Term, in lieu of the Guaranteed Rights Fee being paid as set forth in Section C of the Agreement, BSP will pay University an annual license fee (the "Licensee Fee") equal to fifty percent (50%) of AGR; provided, however, in any Athletic Year in which the University does not play a substantial portion of its home football or home men's basketball schedule, the License Fee will be fifty percent (50%) of BSP's Net Profit in such Athletic Year. For purposes of calculating the License Fee, "Net Profit" will mean AGR less BSP's property-specific costs and expenses (e.g., staff expenses).

We have further agreed that if BSP collects more than $850,000 in AGR (the "AGR Trigger") in any Athletic Year from and after the date of this letter agreement, then the University will have a one-time right to elect to convert financial model of the Agreement back to a guarantee model as set forth in the chart below. To exercise this right, University must provide written notice to BSP of its election within thirty days after the end of the Athletic Year in which BSP first collects more than $850,000. If University makes the foregoing election, then commencing with the Athletic Year in which BSP hits the AGR Trigger ("Year 1"), BSP will pay the University a Guaranteed Rights Fee of $380,000 (the "Year 1 Guarantee"), increasing by the amounts set forth below in each Athletic Year thereafter through the end of the Term.

In addition to the Guaranteed Rights Fee in Year 1 and each Athletic Year thereafter, BSP will pay the University fifty percent (50%) of the amount by which the AGR exceeds the share hurdle set forth in the chart below.

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Athletic Year	Guaranteed Payment	AGR Hurdle Amount
Year 1	$380,000	$840,000
Year 2	$400,000	$880,000
Year 3	$400,000	$880,000
Year 4	$440,000	$960,000
Year 5	$440,000	$960,000
Year 6	$460,000	$1,000,000
Year 7	$460,000	$1,000,000

The foregoing chart is not intended to extend the Term. For example, if the final Athletic Year of the Term as set forth in the Agreement (2025-26) is Year 4 in the above chart, then the Term will end at the end of Year 5 and no amounts would be paid with respect to Years 5, 6 and 7.

The License Fee will be paid in two installments each Athletic Year as set forth in the Agreement with the first installment calculated based on the projected AGR for such Athletic Year.
If the foregoing accurately reflects our agreement, please indicate your agreement by signing below. Thank you for your professionalism and thoughtfulness in working through this agreement.

Go Bengals!

Sincerely,

Cole Gahagan
President & CEO

Agreed:

Idaho State University

DocuSigned by:
Glenn Nelson
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Glen Nelson
Vice President of Finance

SECOND AMENDMENT TO LETTER OF AGREEMENT

This SECOND AMENDMENT (the "Second Amendment") is effective as of April 20, 2025, by and between Idaho State University ("University") and Bengal Sports Properties, LLC ("BSP"). Capitalized terms used but not otherwise defined in this Second Amendment shall have the meanings ascribed such terms in the Agreement.

WHEREAS KP Sports and Entertainment, LLC and University entered into a Sponsorship Rights Agreement dated May 13, 2013, as amended by a Sponsorship Rights Addendum #1 dated November 5, 2013 and as amended by a Sponsorship Rights Addendum #2, dated September 8, 2015;

WHEREAS, University and BSP, successor in interest to KP Sports and Entertainment, LLC, entered into the certain Letter of Agreement, dated October 17, 2016, as amended by that certain letter amendment dated July 12, 2021;

WHEREAS, the preceding agreements are collectively referred to as the "Agreement";

WHEREAS, University and BSP have agreed to amend the Agreement to extend the Term, and adjust the financial structure, among other amendments;

WHEREAS, University and BSP now desire to amend the Agreement as more specifically set forth herein.

NOW, THEREFORE, in consideration of the premises hereof and the mutual promises and covenants recited herein, together with other good and valuable consideration, the receipt and sufficiency of which are hereby acknowledge, University and BSP, intending to be legally bound, hereby agree as follows:

1. Term of Agreement**.** Section A, as set forth in the October 17, 2016 Letter of Agreement, of the Agreement is hereby amended to extend the Term through June 30, 2036.

2. Guarantee/Revenue Share**.** Section C, as set forth in the October 17, 2016 Letter of Agreement, of the Agreement shall be amended commencing with the 2025-2026 Athletic Year. Commencing with the 2025-2026 Athletic Year, BSP will pay University an "Annual Rights Fee" equal to the greater of (i) the Guaranteed Rights Fee set forth in the following chart or (ii) fifty-seven percent (57%) of Adjusted Gross Revenue ("AGR") up to $1,400,000 and sixty-two percent (62%) of AGR greater than $1,400,000.

Athletic Year	**Guaranteed Rights Fee**
2025-26	$700,000
2026-27	$720,000
2027-28	$740,000
2028-29	$760,000
2029-30	$780,000
2030-31	$800,000
2031-32	$820,000
2032-33	$840,000
2033-34	$860,000
2034-35	$880,000
2035-36	$900,000

In each Athletic Year, the University and BSP may mutually agree to adjust and/or reallocate a portion of the Annual Rights Fee to establish a marketing fund to be used for certain mutually agreed upon sponsorship development, marketing and content creation initiatives (the "Marketing Fund") to promote the University brand and BSP's sponsorship activities. Any such adjustment or reallocation of the Annual Rights Fee must be mutually agreed upon in writing and signed by both University and BSP.

3. Capital Subsidy Payment**.** BSP shall pay University two capital subsidy payments in the following amounts: $70,000 in Athletic Year 2025-26 and $80,000 in Athletic Year 2026-27. Such payments will be used by University to fund replacement courtside tables as well as other revenue generating opportunities to enhance the inventory to be sold by BSP.

4. Trade. Section E of the Agreement shall be amended commencing with the 2025-2026 Athletic Year to set the "Trade Threshold Amount" as follows for the remainder of the Term.

Athletic Year	**Trade Threshold Amount**
2025-26	$265,000
2026-27	$265,000
2027-28	$275,000
2028-29	$275,000
2029-30	$285,000
2030-31	$285,000
2031-32	$295,000
2032-33	$295,000
2033-34	$305,000
2034-35	$305,000
2035-36	$315,000

In the event that a sponsor providing significant trade benefits at the time of the Effective Date decides not to renew its sponsorship at any time during the Term, University and BSP shall meet and mutually agree as to whether the Trade Threshold Amount should be adjusted.

5. Official Athletic Internet Site ("OAS"). Upon execution of this Amendment, University will extend its OAS contract with BSP's affiliated entity, SIDEARM to be co-terminous with the Term provided for herein. Upon execution of this Second Amendment, BSP shall be responsible for all payments owed to SIDEARM under the OAS Contract.

6. Except as specifically modified and amended herein, University and BSP agree to be bound by the remaining unchanged provisions in the Agreement. This Second Amendment, together with the unchanged provisions of the Agreement, shall supersede any and all other agreements between the Parties, and any rights or obligations arising out of the Agreement shall be merged herein and governed by the terms herein. In the event of a conflict between the terms of this Second Amendment and the terms of the Agreement, the terms of this Second Amendment will take precedence.

IN WITNESS WHEREOF, University and BSP have caused this Second Amendment to be executed by their authorized representatives.

Idaho State University	**Bengals Sports Properties, LLC**
	By: Learfield Communications, LLC, its Sole Member
By:	By:
Name:	Name: Kim Damron
Title:	Title: President, Learfield Sports Properties
Date:	Date:

IDAHO DIVISION OF VOCATIONAL REHABILIATATION

SUBJECT

Idaho Division of Vocational Rehabilitation (IDVR) Interim Administrator Re-appointment.

REFERENCE

May 2024	IDVR Administrator Jane Donnellan resigned from her position. Matt Freeman, Executive Director, Idaho State Board of Education served as Acting Administrator of IDVR pending appointment of an interim administrator.
June 2024	The Board appointed Judy Taylor as Interim Administrator for a term not to exceed nine months

APPLICABLE STATUTE, RULE, OR POLICY

Section 33-2205, Idaho Code
Idaho State Board of Education Governing Policies and Procedures IV.F.

BACKGROUND/DISCUSSION

Section, 33-2205, Idaho Code, provides that the Board of Education shall appoint the administrator of the Division of Vocational Rehabilitation. Judy Taylor, Director of the Idaho Commission on Aging, was appointed by the Board of Education as Acting Administrator to the Idaho Division of Vocational Rehabilitation on June 11, 2024. At that time, her term was not to exceed nine months. A permanent administrator has not yet been appointed, and Ms. Taylor has continued to serve as the interim administrator. Ms. Taylor has indicated she is willing to continue to serve at the pleasure of the Board until a permanent administrator is appointed.

STAFF COMMENTS AND RECOMMENDATIONS

Executive Director Joshua Whitworth recommends the continued appointment of Judy Taylor as the interim administrator of IDVR until such time as a permanent administrator may be appointed

BOARD ACTION

I move to approve the continued appointment of Judy Taylor as Interim Administrator for the Division of Vocational Rehabilitation until such time as a permanent administrator is appointed.

Moved by _____ Seconded by _____ Carried Yes_____ No_____

PLANNING, POLICY AND GOVERMENTAL AFFAIRS
APRIL 16-17, 2025

TAB	DESCRIPTION	ACTION
1	BOARD POLICY I.M. – ANNUAL PLANNING AND REPORTING – FIRST READING	Action Item
2	MENTORING/PROFESSIONAL PLATFORM UPDATE	Information Item
3	ACCOUNTABILITY OVERSIGHT COMMITTEE - RECOMMENDATIONS REPORT UPDATE	Information Item
4	LEWIS-CLARK STATE COLLEGE – NAME CHANGE DESIGNATION REQUEST	Action Item
5	BOISE STATE UNIVERSITY PRESIDENT SEARCH	Information Item
6	ANNOUNCEMENT OF BOARD OFFICERS	Information Item

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SUBJECT

Board Policy I.M. - Annual Planning and Reporting – First 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.
June 2024	The Board approved second reading of proposed amendments to Board policy I.M. for the purpose of aligning with statute and DFM procedures.

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 revised to separate the systemwide measures from the larger strategic planning process. This will allow for the systemwide measures to be addressed more nimbly by separate vote of the Board. It will also ensure that the Board's K-20 strategic plan, which is reviewed for potential revisions each February, is the only document governing the specific measures two and four-year institutions are required to include in their annual Performance Reports to DFM.

The proposed revisions have been workshopped with representatives from the two and four year institutions.

IMPACT

Proposed revisions to Board Policy I.M. will reduce the number of systemwide measures each two and four-year institution is required to include in their individual Performance Reports from 9 to 3. This provides a more intentional focus on meaningful outcomes-based systemwide measures while also allowing institutions to celebrate their individuality through the inclusion of up to 7 additional measures drawn from separately Board approved strategic plan, specific to each institution.

ATTACHMENTS

Attachment 1 – Board Policy I.M. Annual Planning and Reporting – Proposed Amendments, 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 first reading of 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~~February~~ 2025**

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.
   b. The Board will approve annually strategic plans 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. Two and Four-year institutions must include one measure for each post-secondary objective in the Board's K-20 strategic plan in their annual strategic plans.
   d. 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.
   e. Institutional strategic plans shall be compliant with applicable accreditation requirements.

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. All performance reports shall be aligned to the Board approved strategic plan for the submitting agency or institution.
   c. 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.~~

Idaho State Board of Education
GOVERNING POLICIES AND PROCEDURES
SECTION: I. GENERAL GOVERNING POLICIES AND PROCEDURES
SUBSECTION: M. Annual Planning and Reporting **June~~February~~ 2025**

~~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 August 15th each year.~~

~~d.~~a. Board approved strategic plans and performance reports shall be submitted by Board staff to DFM, on behalf of the agencies and institutions.

~~e.~~b. Performance reports shall be submitted to the Board for informational purposes no later than the Board's regularly scheduled October meeting each year.

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. Two and Four-year institutions must include one measure for each post-secondary objective in the Board's K-20 strategic plan in their annual performance reports.
      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 term-based postsecondary enrollment data shall be October 15th and March 15th of each year.

IDAHO DEPARTMENT OF EDUCATION

SUBJECT

Mentoring/Professional Development Platform Update

REFERENCE

August 2013	Adopted recommendations of Taskforce for Improving Education which Included Recommendation #15, Mentoring
April 2018	Board adopted Idaho Mentor and Induction Program Standards
October 2021	Board updated on professional development being implemented and developed
October 2022	Board received a Teacher Mentor Program Update

APPLICABLE STATUTE, RULE, OR POLICY

§33-1201A, Idaho Code – Idaho Professional Endorsement Eligibility
§33-512, Idaho Code – Duty of district trustees to provide mentoring to teachers in their first two years
Annual Professional Development Appropriations Intent Language in Public Schools Budget
Idaho Mentor and Induction Program Standards

BACKGROUND/DISCUSSION

Pursuant to Idaho Code § 33-512, the board of trustees of each school district shall have the following powers and duties: To provide support for teachers in their first two (2) years in the profession in the areas of: administrative and supervisory support, mentoring, peer assistance and professional development.

In FY25 the State Board of Education, in partnership with the State Department of Education, implemented The Idaho Mentoring Program. Today's presentation will include mid-year information about the progress and impact of the program.

The Idaho Mentoring Program provides new teachers in rural remote and rural distant LEAs with a mentor and cohort to reduce attrition and increase student achievement. The program, a partnership between the State Department of Education and the Office of the Idaho State Board of Education, serves Idaho-certified, in-service teachers currently practicing in Idaho public schools. Learn more by visiting Idaho Mentoring Program / Content and Curriculum.

IMPACT

Each year, approximately 8 percent of teachers leave the (teaching) profession, and more than 50 percent quit teaching before reaching retirement. Nearly half of new teachers leave the classroom in their first five years, including 9.5 percent in

the first year alone. Teachers exiting the profession cite a lack of support as one of the top five reasons for leaving.

Whereas LEAs have full control over how a mentor program is designed and implemented in their district, it is recognized that many districts do not have an active program in place, leaving new teachers lacking sufficient support and may contribute to their leaving the profession in the first years of service. This creates a continuing dilemma for districts to provide highly qualified teachers for their schools.

ATTACHMENTS

Attachment 1 – Idaho Mentoring Program Update April 2025

BOARD STAFF COMMENTS AND RECOMMENDATIONS

Informational item, no recommendation from Board staff needed.

BOARD ACTION

This item is for informational purposes only.

Idaho Mentoring Program and Platform

Evidence of Efficacy

PURPOSE OF PROGRAM

To provide new teachers in rural remote and rural distant LEAs with a mentor and cohort to reduce attrition and increase student achievement.

THE FRAMEWORK

Each month, Mentees complete a Pathway, utilizing the online platform, with guidance, support and feedback from their Mentor; each Pathway aligns with the school-year-calendar.

1. Each month, Mentors provide feedback to Mentees on their progress through the pathway (*see table below*), and offer support though monthly cohort meetings and 1:1's.
2. Mentors also receive monthly support, collaboration, and professional development through Mentor cohort meetings hosted by the IDE.
3. In addition to the state-facilitated program, The Idaho Mentoring Framework (aligned to the Danielson Framework) will be available to all LEAs throughout the state to modify and utilize in conjunction with their own mentoring programs.

Checklist	In the Classroom	Self-Care & Wellness	Did you know?	Discussion Board
Essential information relevant to every building in conjunction with the school calendar	Classroom Management & Instructional Strategies aligned with Danielson Framework including videos and additional resources	An exercise, reading, or activity to help prevent and combat teacher burn out	General topics to support new teachers with practical knowledge and information	Reflective of that month's pathway to extend learning and conversation

QUANTITATIVE

- The Idaho Mentoring Program currently partners with 28 Mentors throughout all six regions of Idaho. Their collective expertise in all elementary grades, middle grades, and content specific secondary courses –ranging from special education, gifted and talented education, computer science, Advanced Placement and concurrent credit courses, English Learners education, physical education and electives— demonstrates the importance of

Mentors who understand the nuance of teaching at each grade level and each subject area.

The intentional and selective pairing of Mentors to Mentees based on content area, region and district demographics (e.g. rural and remote) has elicited strong rapport and partnership.

- Eighty-five (85), first through third year educators were referred to the Idaho Mentoring Program and Platform by administrators or district personnel since July of 2024.
- Fifty-six (56) of the referred educators have continued throughout the program's inaugural year; the Idaho Mentoring Project is currently serving teachers in all six regions of the state with an emphasis during its inaugural year on reaching new teachers in rural remote and rural distant LEAs.

QUALITATIVE

On a mid-year survey, 90% of surveyed participants would recommend the Idaho Mentoring Program to first-third year teachers.

- On 1:1 Meetings between Mentors and Mentees:
    - "I really like the zoom sessions with just my mentor."
    - "The one-on-one meetings are my favorite part. I think it gives time for the small questions I have."
    - "The one-to-one meetings work the best."
- On Cohort Meetings:
    - "The individual meetings are the best or the cohort meetings are 2nd best."
    - "I like being able to see how things are run at different schools. It opens up questions for me to ask in my own district."
    - "I like being able to communicate with my mentor and other teachers around Idaho. I think it is easy to get scared of speaking up when something is wrong, but when you see and hear that you are not alone it makes these challenges easier to navigate."
- "I do think the overall one on one conversations and cohort meetings can be helpful. It is good to feel like what is going on in my classroom is not unique. It's nice to have some insight on others' classrooms."

RESPONSIVENESS

- In addition to our 24-25 Mentorship Cohort, we have provided additional support to educators who need content specific mentoring[1].
- We have had requests from new educators as well as districts to join the 25-26 cohort.
- Based on a desire for additional support of their Mentors expressed by Mentees during a mid-year reflection, the Idaho Mentor Program initiated a successful Observation Experience.

  This has enabled both Mentors and Mentees to travel throughout the state to improve teacher efficacy and retention.
  - Grants have been fully customized to reflect regional travel, account for preparation and reflection, and provide professional development that is specific to the needs of the Mentee in their current teaching practice.
  - Since awards were made available on March 10th, Mentors have already completed observation visits in support of Mentees.

[1] As a result, we will be planning and creating an additional framework for more experienced educators who may need content specific mentoring.

SUBJECT

FY 25 Accountability Oversight Committee Recommendations Report

REFERENCE

August 2017	The Board approved Idaho's ESSA Plan, including a new state and federal accountability system that utilizes multiple measures to identify schools.
December 2018	The Board received the AOC's fiscal year 2019 report with an analysis on the first year of implementation of the state's new K-12 school accountability system.
June 2020	The Board received the AOC's fiscal year 2020 report with recommendations regarding assessment and accountability based on review of the SDE's 2018-19 Student Achievement Report.
February 2021	The Board adopted recommendations from the AOC related to the state's high school accountability assessment, initiating the negotiated rulemaking process which led to changes to IDAPA 08.02.03.111.
April 2021	The Board adopted recommendations from the AOC to shift the accountability school quality measure to chronic absenteeism, initiating the negotiated rulemaking process which led to changes to IDAPA 08.02.03.112.
June 2021	The Board received the AOC's fiscal year 2021 report with recommendations to restructure future reports.
April 2022	The Board received the AOC's fiscal year 2022 report.
April 2023	The Board received the AOC's fiscal year 2023 report and supported use of the executive summary.
April 2024	The Board received the AOC's fiscal year 2024 report and supported use of the executive summary.

APPLICABLE STATUTE, RULE, OR POLICY

Idaho State Board of Education Governing Policies and Procedures, Section I.Q. Accountability Oversight Committee
Idaho Code § 33-110
Idaho Administrative Code, IDAPA 08.02.03.111, 112, and 114

BACKGROUND/DISCUSSION

The Board's Accountability Oversight Committee (AOC) was established in April 2010 as an ad-hoc committee. Board policy I.Q. assigns two responsibilities to the committee:

a. Provide recommendations to the Board on the effectiveness of the statewide student achievement system and make recommendations on improvements and/or changes as needed.
b. Develop and review an annual report of student achievement. This report shall be compiled collaboratively by the Board and State Department of

Education (SDE) staff and submitted to the committee for review. The committee will forward the report to the Board with recommendations annually.

The AOC's annual reports are focused on recommendations to the Board and SDE resulting from the committee's review and analysis of substantial data, as presented in annual SDE Student Achievement Reports. The data included at the request of the AOC includes standard measures given annually and additional data related to the subject-area focus for that year. For the 2023-2024 Student Achievement Report, the focus area was mathematics. As a result, the committee put particular emphasis on analyzing more detailed Idaho Standards Achievement Test (ISAT) Mathematics data.

To ensure the Board and public can identify the AOC's highest priority recommendations, the FY 25 AOC Recommendations Report (Attachment 1) includes a focused Executive Summary. With support from the Board, the AOC will publish the Executive Summary as a separate document for distribution and implementation. The full report focuses on recommendations based on the committee's analysis of student achievement data. The recommendations are divided between policy recommendations for the Board and implementation recommendations for SDE and are further separated between short-term and long-term actions. The FY 25 Accountability Report includes one appendix: Appendix A, the 2023-2024 Student Achievement Report.

The following recommendations and corresponding data from the FY 25 AOC Recommendations Report have been identified as the most critical for the Board to understand in depth:

Literacy

Priority Recommendation for the Board and Department (short-term):

- Given the lingering pandemic impacts on student cohorts, support LEAs through efforts to expand literacy resources into secondary grades so secondary students are identified and provided with effective interventions grounded in the science of reading.

Middle Grades Math

Priority Recommendation for the Board and Department (short-term):

- After the new Comprehensive Math Plan is approved, ensure immediate distribution, implementation, related training, and resource allocation.

Chronic Absenteeism

Priority Recommendation for the Board and Department (short-term):

- Continue to underscore the importance of attendance and ensure all parties understand and use common terminology and promote systemwide awareness and utilization of available resources to improve attendance.

IMPACT

The recommendations outlined in the FY 25 AOC Recommendations Report are intended to guide the Board and Department to adjust policies and practices to support improved student achievement in areas aligned to the Board's strategic plan. Board staff and IDE staff will need to collaborate on next steps toward implementation, including distribution of the Executive Summary. As written, none of the priority recommendations impact statute or administrative code at this time. However, agency staff could determine that steps towards implementation necessitate change. If this occurs, staff will bring the suggested changes to the Board for approval through the appropriate process.

All other recommendations in the full report will be reviewed individually by the appropriate agency to determine timelines and appropriate actions. Any recommendations that impact statute or Administrative Code may be brought back to the Board for consideration as legislative ideas.

ATTACHMENTS

Attachment 1 – FY 25 Accountability Oversight Committee Recommendations Report, March 2025, including Appendix A: 2023-24 Student Achievement Report
Attachment 2 – Changes to the Idaho Reading Indicator (IRI) Presentation

BOARD STAFF COMMENTS AND RECOMMENDATIONS

Priority recommendations from this report are aligned to the Board's strategic plan and ongoing priorities related to literacy, middle-grades math, and absenteeism. Board Staff recommends support for the priority recommendations presented in the Executive Summary of the FY 25 Accountability Oversight Committee Recommendations Report.

BOARD ACTION

This agenda item is for informational purposes only.

ACCOUNTABILITY OVERSIGHT COMMITTEE

FY 25 Recommendations Report

March 2025

Table of Contents

SECTION 1: INTRODUCTION 3
SECTION 2: EXECUTIVE SUMMARY 5
SECTION 3: RECOMMENDATIONS 7
Suggestions for Reading Section 3 7
General Recommendations 8
English Language Arts / Literacy and English Learning 10
ELA / Literacy and English Learning Conclusions 10
ELA / Literacy and English Learning Recommendations 13
Mathematics 14
Math Conclusions 14
Math Recommendations 15
High School – Graduation and Go On Rates 17
High School Conclusions 17
High School Recommendations 19
Enrollment and Attendance 21
Enrollment and Attendance Conclusions 21
Enrollment and Attendance Recommendations 23
SECTION 4: DATA ANALYSIS 24
English Language Arts / Literacy and English Language Learning 24
Idaho Reading Indicator (IRI) 24
Idaho Standards Achievement Test (ISAT), English Language Arts (ELA) 26
English Language Proficiency Assessment (ELPA) 28
Mathematics 29
Idaho Standards Achievement Test, Math 29
High School – Graduation and Go On Rates 32
Graduation Rates 32
Go On Rates 33
Enrollment and Attendance 34
Enrollment 34
Attendance 34
SECTION 5: ACCOUNTABILITY OVERSIGHT COMMITTEE MEMBERS 37
REFERENCES 38
Appendix A: 2023-2024 Student Achievement Report

SECTION 1: INTRODUCTION

Background

The Accountability Oversight Committee (AOC) was created in 2010 as an ad hoc committee of the State Board of Education (Board). The committee's membership is provided at the end of this report.

Per Board policy, the AOC is tasked with providing the Board with recommendations regarding the effectiveness of or need for changes to the statewide accountability system. Additionally, the committee is expected to annually review student achievement data and provide recommendations to the board.

This report is intended to build upon other data sources to aid the Board in understanding K-12 student achievement and to present the Board with short-term and long-term recommendations regarding how the state can continue to make progress. Per the AOC's FY 21 Recommendations Report, as approved by the Board in June 2021, the AOC reviews certain data in alternating years, with additional attention given to certain content areas each year (particularly English language arts (ELA) or mathematics). The FY 25 report has a mathematics focus.

The AOC, Board staff, and State Department of Education (SDE) staff collaborate on the development of the AOC Recommendations Report and the 2023-2024 Student Achievement Report located in Appendix A. On January 16 & 17 and February 10 & 26, 2025, the AOC reviewed the data included in the 2023-2024 Student Achievement Report and began developing this report. Each data review included time for analysis, discussion, and development of related recommendations to improve outcomes.

The AOC is presenting this report to the State Board of Education for consideration at the April 2025 meeting.

Report Structure

The following report is structured around key metrics of student achievement. The report has a mathematics emphasis.

A brief and focused Executive Summary is provided as Section 2. If approved by the Board, the Executive Summary will also be released as a stand-alone document for distribution to districts, schools, and partners. The Executive Summary provides the AOC's three priority recommendations paired with figures that summarize related data.
Section 3 provides the AOC's conclusions and recommendations. The conclusions represent a summary of the AOC's data interpretations with an emphasis on points of celebration and concern. The conclusions presented in Section 3 are based on the AOC's full analysis of the Student Achievement Report data, as provided in Section 4. The AOC's recommendations are presented after the conclusions, split between policy recommendations for the Board and implementation recommendations for the SDE. The recommendations are further separated between short-term and long-term actions and include notes to indicate if they are ongoing recommendations included in a previous AOC report.

Section 5 includes a list of AOC committee members and their affiliations.

DISCLAIMER

This report is an internal working document of the Accountability Oversight Committee (AOC), an ad hoc committee of the Idaho State Board of Education. The recommendations presented here are the opinions of the AOC and not necessarily that of the Board unless explicitly accepted by them.

SECTION 2: EXECUTIVE SUMMARY

The purpose of this section is to provide a compact overview of the highest priority findings and recommendations found in the FY 25 AOC Recommendations Report, including Appendix A: 2023-2024 Student Achievement Report. Please see the full report for additional details.

Positive Findings

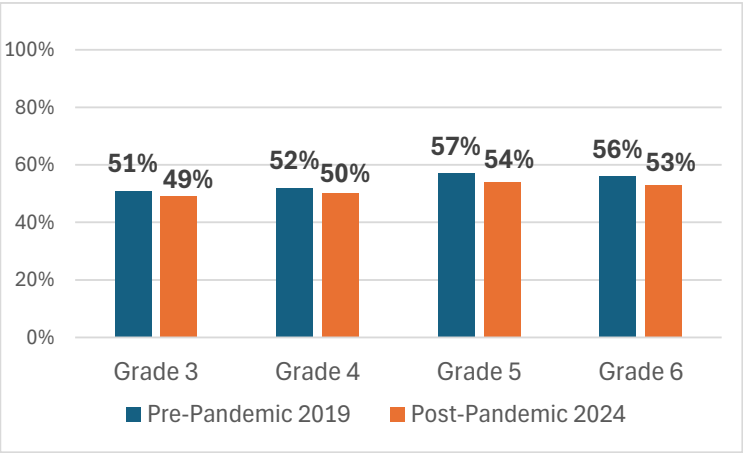
- Having 67% of Idaho's students scoring At Grade Level on the IRI is 7 percentage points above the expected distribution of 60% (based on the test's norms).
- 64% of high school students scored proficient or advanced on the ISAT ELA in 2023-24, exceeding pre-pandemic rates by 4 percentage points.
- ISAT Math proficiency rebounded to 43% in 2023-24, 1 point shy of the pre-pandemic high.
- The 4 year graduation rate has increased 1 percentage point in each of the past two years, reaching an all-time high of 82.3% in 2023-24.
- The American Indian 5 year graduation rate increased from 70% in 2018-19 to an average of 74% over the past three years.
- After adequate attendance dropped from 87% in 2018-19 to 75% in 2021-22, the adequate attendance rate rebounded to 82% in 2023-24.

Literacy

Priority Recommendation

Despite some post-pandemic recovery, due to its lasting impact on certain groups, ensure the Department helps LEAs expand literacy resources into secondary grades to identify and support struggling students with effective interventions grounded in the science of reading.

Figure 1: Pre- and Post- Pandemic Comparison of Percentage of ISAT ELA Proficient + Advanced, Grades 3 to 6



Findings

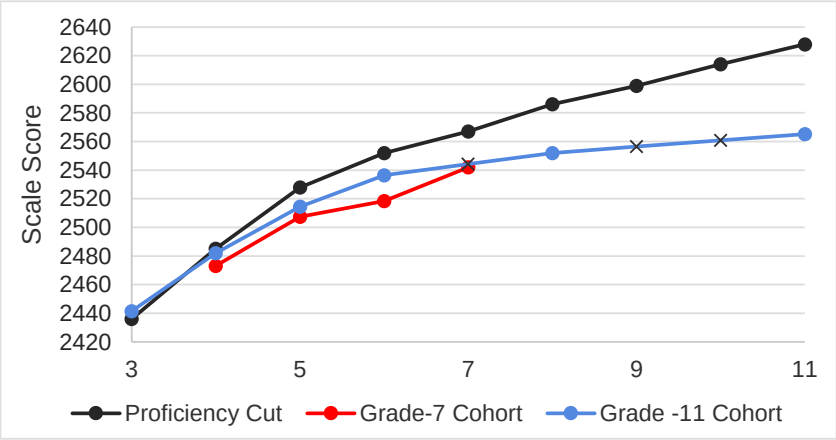
- This figure compares the performance of students in different cohorts.
- The students who tested in grades 3 to 6 in 2024 were in grades K to 3 during the most pandemic impacted school year (2020-21).
- Across all groups, 2023-24 ISAT ELA performance was 2 to 3 percentage points lower than their pre-pandemic peers.

Middle Grades Math

Priority Recommendation

After the new Comprehensive Math Plan is approved, collaborate with the Department to ensure immediate distribution, implementation, related training, and resource allocation.

Figure 2: 2023-24 Grade 7 (n=19,264) and Grade 11 (n=14,917) Longitudinal Average ISAT Math Scale Score vs. Proficiency



Findings

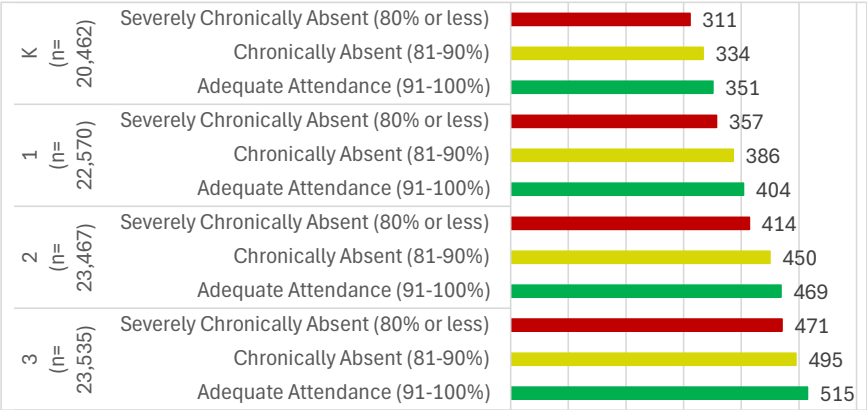
- This figures shows performance of matched cohorts.
- The performance gap between cohorts' mean scale score and the proficiency cut begins to diverge at grade 4 and widens as students continue through the system.

Chronic Absenteeism

Priority Recommendation

Continue to underscore the importance of attendance and ensure all parties (e.g., Board, Department, LEAs) understand and use common terminology and promote systemwide awareness and utilization of available resources to improve attendance.

Figure 3: Impact of Absenteeism on IRI Scores, 2023-24 by Grade



Findings

- Average IRI scale scores increase in relationship to attendance.
- Data in the full report shows this holds across other metrics (ISAT ELA and Math, HS graduation).

SECTION 3: RECOMMENDATIONS

Suggestions for Reading Section 3

The first subsection of Section 3 contains General Recommendations that cut across more than one accountability area. This is a new section of this report and was developed to eliminate unnecessary repetition.

Prior to reading the remaining subsections, we recommend readers first review the Associated Analysis and Associated Data lists directly under the header of each subsection. The Associated Analysis guides readers to the data analyses in Section 4 and the Associated Data references the relevant figures found in the 2023-2024 Student Achievement Report (Appendix A). Reviewing this relevant information will prepare readers to process the conclusions and recommendations contained in each subsection. To further guide readers, the relevant SDE Student Achievement Report figures and tables are listed within the body of the following subsections so readers can quickly revisit them as they read.

Recommendations Definitions

Based on the AOC's experience with the time and resources it takes to implement recommendations, the following definitions are used when referring to Short-term Actions and Long-term Actions in the Recommendations tables in Section 3.

- ✓ Short-term Actions: Work on this recommendation should begin as soon as possible, with the goal that the recommendation be completed within approximately two (2) years after Board approval.
- ✓ Long-term Actions: While planning can begin sooner, these are recommendations that generally are expected to take more than two (2) years to come to fruition. Sometimes, these recommendations first require the completion of a Short-term Action.

Important Data Consideration

For all categories of data, there have been noticeable changes in the group (n) size for Economically Disadvantaged students. Pre-pandemic numbers were much larger (by 10,000+) than during the pandemic (i.e., 2020-21 & 2021-22). In 2022-23 and 2023-24, the number of Economically Disadvantaged students increased, but did not return to pre-pandemic highs. This is primarily attributable to difficulty in accurately identifying students for this category. During the past decade, the number of schoolwide Title I schools has increased. Schoolwide Title I schools provide free lunch for all students, and families are not required to complete free and reduced lunch forms. Additionally, during the pandemic, free lunch was provided for all students across all schools, regardless of their Title I status. These changes made it more challenging for schools to accurately identify students as economically disadvantaged.

ACCOUNTABILITY OVERSIGHT COMMITTEE - RECOMMENDATIONS REPORT

Recommendations - General (not content specific)

Policy Recommendations – State Board of Education

Short-term Actions

1. Request data regarding the use of the state's professional development/mentoring platform and whether it includes sharing of best instructional practices.
2. Continue systematic collection and analyses of data regarding the impact of expanded full-time kindergarten in the state (FY 23 & FY 24 Rec).
3. During the ISEE remodel, conduct focus groups with educators to identify the data they prefer to have directly available to them to inform instruction.
4. Research a valid and reliable metric to identify students facing economic disadvantage, ensuring the data gathering process is consistent and manageable for LEAs (FY 23 & FY 24 Rec).

Long-term Actions

1. Expand partnerships with stakeholder groups to focus on subgroup gap closure across student outcomes (IRI, ISAT, graduation rates, etc.).
2. If the state adopts a new process for identifying students facing economic disadvantage, integrate the data gathering into the SLDS/ISEE remodel (FY 24 Rec).

Implementation Recommendations – State Department of Education

Short-term Actions

1. Track cohorts and expand implementation support to ensure students impacted by the pandemic receive interventions.
2. Build upon previous efforts to engage districts and schools in quality, ongoing, focused professional development to improve instruction (expansion of FY 20, FY 22, FY 23, FY 24 Rec).
   a. Support districts and schools in identifying how to use IRI, ISAT, and other data to formulate strategic interventions for specific student subgroups.
      – Integrate data literacy within data-related trainings.

Long-term Actions

1. If the state adopts a new process for identifying students facing economic disadvantage, provide support to LEAs to ensure fidelity in the data collection process (FY 23 & FY 24 Rec).

- Guide LEAs and schools to identify and provide interventions and supports to students with multiple risk factors.

b. Promote use of appropriate tools to inform instruction, including formative assessment, ISAT interims, and Tools for Teachers.
c. Professional development needs to be embedded and connected to content standards.
d. Ensure professional development is appropriately differentiated by role (i.e. superintendent vs. teacher).

3. Identify and facilitate sharing of best practices to and between LEAs around key topics, including systematic approaches to address summer learning loss, post-pandemic accelerated learning, secondary interventions, and full-time kindergarten.
4. Identify highly effective LEAs and schools. Recognize them and share their strategies (expansion of FY 22, FY 23, FY 24 Rec).
   a. Identify LEAs and schools performing above expectations set by the state based on their demographics.
   b. Identify LEAs and schools making substantial improvement.
   c. Identify LEAs and schools performing above state goals.
5. Work with the Board to find a valid and reliable metric to identify students facing economic disadvantage (FY 23 & FY 24 Rec).

English Language Arts/Literacy and English Learning

Conclusions: Idaho Reading Indicator (IRI)

Associated Analysis: AOC Recommendations Report, Section 4, pgs. 24-26
Associated Data: 2023-2024 Student Achievement Report (App. A), Figures 2-6 & 8, pgs. 14-19

Data Considerations:

- Only 2022-23 and 2023-24 data are included in this report because of changes made to the IRI during 2022-23. Because of the changes, longitudinal comparisons can only now be made beginning with 2022-23 data.

Conclusions:

- Having 67% of Idaho's students scoring At Grade Level is 7 percentage points above the expected distribution. If Idaho's performance was identical to the norms, the At Grade Level percentage would be 60% (fig. 2).
- For the All Students group and students disaggregated by grade, comparisons between spring 2023 and spring 2024 revealed the same or slightly higher percentages of students performing At Grade Level (figs. 2 & 3).
- In reviewing both fall and spring scores across multiple years, summer slide becomes apparent, with rates of At Grade Level performance decreasing 4 to 8 percentage points between spring and the following fall (fig. 3).
- In spring 2024, 11 of 16 subgroups underperformed relative to the All Students group. In most instances the underperformance was substantial and only minimal changes occurred between spring 2023 and spring 2024 (figs. 4-6).
- A student's 3rd grade spring IRI score generally predicts the student's 3rd grade spring ISAT ELA Reading subscore. However, since the correlation is moderate, IRI scores are not predictive of ISAT reading scores for all 3rd grade students (fig. 8).

Conclusions: ISAT English Language Arts (ELA)

Associated Analysis: AOC Recommendations Report, Section 4, pgs. 26-28
Associated Data: 2023-2024 Student Achievement Report (App. A), Figures 9-13, pgs. 22-26

Data Considerations:

- After a gap in testing in 2019-20, for the following two years (2020-21 and 2021-22), Idaho used a shortened test that was approximately half the length of the full test. However, in 2022-23, Idaho used the full test. We do not know the extent to which

lowered scores in 2022-23 are reflective of test fatigue due to the longer test and/or a latent pandemic impact.

- In 2022-23, Idaho moved the high school assessment from 10th grade to 11th grade. However, students are allowed to take the assessment earlier in high school and bank Proficient or Advanced scores for use in 11th grade. It is currently impossible to know the impact this may have on high school scores going forward.
- Many of the figures included in the 2023-24 Student Achievement Report show student performance disaggregated by performance category, but also include a "Total Proficient" rate. The Total Proficient rate is the sum of the percentages of students who scored Proficient and those who scored Advanced.

Conclusions:

- Year-over-year high school performance remains strong and exceeds pre-pandemic performance (60% combined total Proficient and Advanced before the pandemic, 65% in 2022-23, and 64% in 2023-24) (fig. 10).
- Prior to the pandemic, there was a consistent, small upward trend in performance. The post-pandemic trend initially appeared to be positive with an all-time high achieved in 2021-22; but after a drop in 2022-23, performance did not return in 2023-24 to the all-time high (fig. 9).
- Below Basic percentages hit an all-time high of 25% in 2022-23 and then retreated to 24% in 2023-24. These highs represent a potentially important shift, since Below Basic percentages had remained between 22-23% for the previous seven years (fig. 9).
- Gaps between subgroups and their reference groups remain. While 54% of the All Students group scored Proficient or Advanced in 2023-24, most subgroups had combined Proficient and Advanced rates of less than 50% (figs. 12 & 13).
    - While gaps remain, it is notable that 3 subgroups (American Indian, Black/African American, and SPED) experienced post-pandemic performance drops, but recovered by 2023-24 to meet or exceed their pre-pandemic (2018-19) combined Proficient and Advanced rates.

Conclusions: English Language Proficiency Assessment

Associated Analysis: AOC Recommendations Report, Section 4, pgs. 28-29
Associated Data: 2023-2024 Student Achievement Report (App. A), Figures 17 & 21, pgs. 30 & 32

Data Considerations:

- Idaho adjusted (lowered) the cut scores needed for students to exit English Learner (EL) programs in 2019-20, resulting in many more students "testing out" of the programs. As

a result, the 2020-21 cohort of students and all subsequent cohorts as well were substantially different since higher performing students had tested out.

- Since modified exit criteria were implemented during the pandemic, it is impossible to know how much change in scores since 2020-21 is a result of the change in exit criteria vs. pandemic impacts.

Conclusions:

- The All Grades English Learner performance level percentages were quite consistent from 2020-21 to 2022-23, but the percentage of students scoring at Proficiency Level 1 (Entering) increased from 15% in 2022-23 to 21% in 2023-24 (fig 17).
    - The number of students who took the English Language Proficiency Assessment increased from 16,904 in 2022-23 to 19,492 in 2023-24. This represents a 15% year-over-year increase in the population (fig. 17).
- The percentage of English Learners achieving their annual growth targets increased from 48.1% in 2020-21 to 55.9% in 2022-23. However, the rate dropped to 45.8% in 2023-24, the lowest level since 2017-18 (fig. 21).

ACCOUNTABILITY OVERSIGHT COMMITTEE - RECOMMENDATIONS REPORT

Recommendations - ELA/Literacy and English Learning

Policy Recommendations – State Board of Education

Short-term Actions

1. Maintain the commitment to K-3 Literacy and the science of reading (FY 22, FY 23, FY 24 Rec).
2. Identify resources and supports to provide interventions through the secondary grades for the cohorts of students (SY 2025 4th - 7th graders) whose foundational reading instruction was interrupted.
   a. In collaboration with the Department, work to expand the use of reading screeners into middle school.

Long-term Actions

1. Depending on changes to federal law and guidance, if possible, submit a waiver to request that English Learners be exempted from the ISAT ELA for their first 2 years in country (expanding the existing 1 year exemption).
2. As the new IRI is implemented, review Grade 3 testing to determine if the IRI provides sufficient value and data to support maintaining spring IRI administration.

Implementation Recommendations – State Department of Education

Short-term Actions

1. In preparation for the new IRI, work with the Board and stakeholders to determine the appropriate use of the norm- and criterion- referenced scores.
2. Provide guidance to LEAs about how to identify secondary students who need reading support and implement best practices for secondary reading interventions (Dyslexia Handbook could be a resource).

Long-term Actions

1. Maintain high quality professional development on the science of reading and use of IRI and ISAT Claim level data (FY 23 & FY 24 Rec).
2. While developing the new ISAT aligned to Idaho's updated academic content standards, work with the vendor(s) to create a plan to report computer adaptive test (CAT) and performance task (PT) scores separately.

Mathematics

Conclusions: ISAT Math

Associated Analysis: AOC Recommendations Report, Section 4, pgs. 29-31
Associated Data: 2023-2024 Student Achievement Report (App. A), Figures 24, 25, & 29-31, pgs. 36-37 & 42-43

Data Considerations:

- After a gap in testing in 2019-20, for the following two years (2020-21 & 2021-22), Idaho used a shortened test that was approximately half the length. In 2022-23, Idaho used the full test and in 2023-24, Idaho returned to the shortened test. We do not know the extent to which lowered scores in 2022-23 are reflective of test fatigue due to the longer test and/or a latent pandemic impact.
- In 2022-23, Idaho moved the high school assessment from 10th grade to 11th grade. However, students are allowed to take the assessment earlier in high school and bank Proficient or Advanced scores for use in 11th grade. It is currently impossible to know the impact this may have on high school scores going forward.
- Many of the figures included in the 2023-24 Student Achievement Report show student performance disaggregated by performance category, but also include a "Total Proficient" rate. The Total Proficient rate is the sum of the percentage of students who scored Proficient and those who scored Advanced.

Conclusions:

- Multiple analyses have demonstrated that a gap between grade level expectations and student performance begins in 4th grade and widens as students progress through the system (figs. 25 & 29-31) .
    - The percentage of students who score Proficient or Advanced is highest in 3rd grade and lowest in high school (fig. 25).
- After a 4 percentage point decrease in the combined percentage of Proficient and Advanced during the pandemic, the combined Proficient and Advanced rate rebounded to 43% in 2023-24. This is just 1 percentage point below the 2018-19 pre-pandemic high of 44% (fig. 24).
- The post-pandemic percentages of students scoring Below Basic have increased as much as 4 percentage points from pre-pandemic levels and appear to be holding steady (fig. 24).

Recommendations – Mathematics

Policy Recommendations – State Board of Education

Short-term Actions

1. Support the work group developing Idaho's first Comprehensive Math Plan.
   a. Ensure the plan includes resource lists for educators, including details about available math screeners and diagnostic assessments.
   b. Outline optional resources for accelerating math instruction and providing interventions, including those provided by the regional math centers and other evidence-based programs/strategies.
   c. After the plan is approved, collaborate with the Department to ensure immediate distribution and implementation of related training.

Long-term Actions

1. Develop budgets and engage with the legislature to request resources to implement the recommendations of the 2023 Math Work Group and 2025 Comprehensive Math Plan (expansion of FY 23 & FY 24 Rec).
2. Convene a work group to develop a guide to support LEAs in creating and implementing comprehensive, results-driven math strategic plans at the LEA and school levels.
3. In collaboration with the Department, review the definition of "hard to fill positions" to support incentives for LEAs to hire highly qualified math teachers at all grades.
4. Review the data provided by the Department regarding use of instructional hours and consider whether instructional hours should be expanded and/or if additional guidance should be given to LEAs regarding effective use of instructional time.

Implementation Recommendations – State Department of Education

Short-term Actions

1. After Board approval, disseminate the Comprehensive Math Plan and develop and implement related professional development.
2. Identify and expand the regional math centers' programs and strategies with demonstrated results.
3. Support educators in understanding and engaging their students in the depth and rigor of the math standards.

Long-term Actions

1. With support of the Board, ensure plans are developed to implement the recommendations of the 2023 Math Work Group and the 2025 Comprehensive Math Plan (expansion of FY 23 & FY 24 Rec).
2. Work with the Board to engage with the legislature to request resources to implement the recommendations of the 2023 Math Work Group and the 2025 Comprehensive Math Plan (expansion of FY 23 & FY 24 Rec).

ACCOUNTABILITY OVERSIGHT COMMITTEE - RECOMMENDATIONS REPORT

4. Encourage LEAs to evaluate their math-related professional development to ensure effectiveness.
5. Promote on-grade level core math instruction for all students, including students in special education, ELs & Title I (FY 23 & FY 24 Rec).
6. Conduct research into instructional hours requirements for math in other states and common practices currently used by Idaho LEAs to set instructional time. Report the findings to the Board.

3. While developing the new ISAT aligned to Idaho's updated academic content standards, work with the vendor(s) to create a plan to report computer adaptive test (CAT) and performance task (PT) scores separately.

High School - Graduation and Go On Rates

Conclusions: Graduation Rates

Associated Analysis: AOC Recommendations Report, Section 4, pgs. 32-33
Associated Data: 2023-2024 Student Achievement Report (App. A), Figures 33-37, pgs. 45-49

Data Considerations:

- The cohort graduation rate model is established in federal law and has specific requirements regarding students who are and are not included in a cohort. It is important to note that students who leave their cohort but pursue and receive a grade equivalency diploma (GED) or high school equivalency exam (HSE) are considered dropouts. Thus, a 100% graduation rate is not achievable unless a state fully eliminates this path for high school students.

Conclusions:

- 4 year graduation rates are trending upward from their post-pandemic lows, increasing about 1 percentage point per year for each of the past two years, hitting an all-time high of 82.3% in 2023-24 (fig. 33).
- 5 year graduation rates also appear to be trending upward from post-pandemic lows, but have not exceeded pre-pandemic rates yet (fig. 33).
- When looking at highest 4 year graduation rates across 2020-21 to 2023-24, out of 16 groups of students grouped by race/ethnicity, gender, and other characteristics, in 2023-24 11 groups achieved their highest graduation percentage, 4 groups were roughly equal to their highest, and 1 group was below but near their highest (figs. 34 & 35).
    - Most student subgroups continue to exhibit lower 4 and 5 year graduation rates (some substantially so) when compared to the All Students group (figs. 34 & 35 and 36 & 37).
    - A standout is American Indians/Alaskan Natives. The group's 5 year cohort graduation averaged 74% over the past three years, an increase of 4 percentage points above their pre-pandemic level of 70% in 2018-19 (fig. 36).

Conclusions: Go On Rates

Associated Analysis: AOC Recommendations Report, Section 4, pgs. 33-34
Associated Data: 2023-2024 Student Achievement Report (App. A), Figures 38-40, pgs. 51-52

Data Considerations:

- The current process for gathering data included in the Go On rates necessitates a one-year delay in this metric. As a result, the most recent 1 year Go On rates are for the 2022-23 graduates who pursued postsecondary education in the 2023-24 school year, and the most recent 3 year Go On rates are for 2020-21 graduates who pursued opportunities in 2021-22, 2022-23, or 2023-24.
- There has been a nationwide decrease in the percentage of high school graduates pursuing higher education during and post-pandemic. The decline in Go On rates since 2018 (from 69% to 62%) has been significant.[1]

Conclusions:

- After dropping from 50% for the 2018-19 graduates, the All Students 1 year Go On rate was stable (44-46%) between 2019-20 and 2022-23 (fig. 38).
  - Differences in 1 Year Go On rates persist between subgroups and the All Students group (fig. 39 & 40).
- 3 Year Go On rates for the All Students group decreased from 64% for 2015-16 graduates to a low of 53% for the 2019-20 graduates. 3 year rates increased by 1 percentage point to 54% for the 2020-21 graduates (fig. 38).
- More years of data (both 1 year and 3 year) are needed to understand post-pandemic Go On rate trends (fig. 38).
- The current Go On Rate data does not allow for a clear understanding of what students are doing after high school, as additional contextual data is needed.

[1] NCES, 2023

Recommendations – High School – Graduation and Go On Rates

Policy Recommendations – State Board of Education

Short-term Actions

1. Continue to expand efforts to use Next Steps Idaho, college and career advising, and other initiatives to encourage students to graduate from high school and pursue post-secondary options (FY 22, FY 23 & FY 24 Rec).
2. Expand the contextual data reported about students' postsecondary choices to include some of the following (FY 24 Rec):
   - % of high school graduates who earned associate degrees before graduation
   - % of high school graduates who earned certificates before graduation
   - % of high school graduates who go on to pursue certificates (1 yr +)
   - % of high school graduates who enroll in an apprenticeship
   - % of high school graduates who go on to a community college
   - % of high school graduates who go on to a 4 year college or university

Long-term Actions

1. Engage with the SDE to collaboratively develop a dropout prevention plan (FY 22, FY 23 & FY 24 Rec).
2. As a part of the SLDS/ISEE remodel, create standardized codes for common high school courses, credit given (full, partial, incomplete), and course recovery (FY 23 & FY 24 Rec).
3. Establish an updated Go-On rate goal for Idaho based on clearly defined and accessible criteria.

ACCOUNTABILITY OVERSIGHT COMMITTEE - RECOMMENDATIONS REPORT

Implementation Recommendations – State Department of Education

Short-term Actions

1. Direct LEAs to establish early warning systems to identify students at risk for dropping out, coupled with robust interventions and supports for students (FY 23 & FY 24 Rec).
   a. Gather evidence regarding LEAs' early warning systems and dropout prevention efforts. Identify best practices. Present research and recommendations to the Board (FY 22, FY 23 & FY 24 Rec).
   b. Guide LEAs to leverage absenteeism data and supports as a key early warning sign for dropout prevention (FY 23 & FY 24 Rec).
2. Provide outreach and professional development to LEAs to support the Board's efforts to report more diverse data about students' post-secondary choices (FY 24 Rec).

Long-term Actions

1. Implement the dropout prevention plan, as collaboratively developed by Board and SDE (FY 22, FY 23 & FY 24 Rec).

Enrollment and Attendance

Conclusions: Enrollment

Associated Analysis: AOC Recommendations Report, Section 4, pg. 34
Associated Data: 2023-2024 Student Achievement Report (App. A), Figure 1, pg. 11

Conclusions

- Idaho total public school enrollment has held relatively steady since 2021-22 (fig. 1).
  - Enrollment dropped by 1,647 students to 302,910 in 2020-21 but then increased to 308,325 in 2021-22.
  - Enrollment has remained around 308,000 to 309,000 students during the last three years (2021-22, 2022-23, & 2023-24).

Conclusions: Attendance

Associated Analysis: AOC Recommendations Report, Section 4, pgs. 34-36
Associated Data: 2023-2024 Student Achievement Report (App. A), Figures 43-46 & 48-51, pgs. 55 & 63-62

Attendance Definitions

The following definitions for attendance are used in this report, as aligned to the *Attendance Works* model:

- ✓ Adequate Attendance: 91% to 100% attendance
- ✓ Chronically Absent: 81 to 90% attendance
- ✓ Severely Chronically Absent: 80% or lower attendance

Data Considerations

- The definition of "chronically absent" and "severely chronically absent" include absences for any reason, including excused absences (based on district or school policy).

Conclusions

- In pre-pandemic 2018-19, 87% of Idaho students had adequate attendance. Adequate attendance dropped to a low of 75% in 2021-22 but has since rebounded to 82% in 2023-24 (fig. 43).
- There is a clear relationship between attendance and performance on the IRI and ISAT. At all grade levels, average test scores improved in relationship with attendance rates (fig. 48-50).

- Not only does attendance predict IRI and ISAT mean scale scores, it also predicts high school graduation. 92% of 2024 graduates had adequate attendance during their 9th grade year. Only 71% of non-graduates in this cohort had adequate attendance during their 9th grade year (fig. 51).
- Between 2021-22 and 2023-24, differences in adequate attendance varied across the three grade bands by only 1-2 percentage points, meaning that no grade band can be singled out for having substantially higher or lower adequate attendance (fig. 44).
    - While a few subgroups were near to, met, or exceeded the 2023-24 All Students adequate attendance rate of 82%, the majority (9 of 15 subgroups) had attendance rates that were notably lower (fig. 45 & 46).

Recommendations – Enrollment and Attendance

Policy Recommendations – State Board of Education

Short-term Actions

1. In partnership with the Department, establish common definitions and policies to ensure consistent collection of attendance data.
2. Continue to support attendance-related resources including (but not limited to) Attendance Works, Safe and Civil Schools, and the National Ad Council (expanded FY 23 & FY 24 Rec).
3. Continue to underscore the importance of attendance and ensure all parties (Board, SDE, LEAs) understand its relationship to achievement and graduation (expanded FY 23 & FY 24 Rec).

Long-term Actions

1. As needed, adjust the SLDS/ISEE to align to attendance data collection policies.
2. Develop budget plans that address sustainability of funding to LEAs for implementing strategies to reduce chronic absenteeism (FY 22, FY 23 & FY 24 Rec).

Implementation Recommendations – State Department of Education

Short-term Actions

1. Continue to provide districts and schools with professional development and data regarding the impact attendance has on student outcomes and recommend strategies to improve attendance (FY 22, FY 23 & FY 24 Rec).
2. Work with the Board to establish common definitions and policies to improve consistency of attendance data collection. Ensure LEAs implement new attendance data policies and procedures.
3. Support LEAs in understanding how to integrate attendance into their multi-tiered systems of support and schoolwide information systems.
4. Continue to build awareness and knowledge of the inclusion of chronic absenteeism in the state's accountability framework (FY 22, FY 23 & FY 24 Rec).

Long-term Actions

1. Work with the Board to support development of budgets to sustain funding to LEAs for implementation of strategies to reduce chronic absenteeism (FY 22, FY 23 & FY 24 Rec).

SECTION 4: DATA ANALYSIS

Important Data Consideration

For all categories of data, there have been noticeable changes in the group (n) size for Economically Disadvantaged students. Pre-pandemic numbers were much larger, by 10,000 or more, than during the two years most affected by the pandemic (i.e., 2020-21 & 2021-22). The number of Economically Disadvantaged students, however, increased during 2022-23 and 2023-24 but did not return to pre-pandemic highs. This is primarily attributable to difficulty in accurately identifying students for this category for two specific reasons. First, during the past decade or so, the number of schools identified as schoolwide Title I schools has increased. When schools are identified for schoolwide Title I, lunch is provided free for all students and families are not asked to complete free and reduced lunch forms. Second, during the pandemic (2020-21 and 2021-22), free lunch was provided to all students across all schools, regardless of their Title I status. These changes made it more challenging for schools to accurately identify students as economically disadvantaged.

English Language Arts/Literacy

Data Analysis: Idaho Reading Indicator (IRI)

Data Considerations:

- Idaho's vendor for the IRI, Istation, made two significant changes to the test between 2021-22 and 2022-23.
  - For 2022-23, Istation re-normed their test, which adjusted the expectations for students to be identified at a certain percentile, and therefore, to fall into each performance category (At Grade Level, Near Grade Level, Below Grade Level).
  - For 2022-23, Istation developed a continuous scale for their test, thus adjusting the scale score ranges for each performance category.

<u>IRI</u>

Associated Data: 2023-2024 Student Achievement Report (App. A), Figures 2-8, pgs. 14-19

Data Analysis

- The All Students (K-3) Spring IRI At Grade Level percentages essentially held steady at 66% in 2023 and 67% in 2024 (fig. 2).

- Given that the IRI is a norm-referenced test with students above the 40th percentile being considered At Grade Level, having 67% of Idaho's students scoring At Grade Level is 7 percentage points above the expected distribution. If Idaho's performance was identical to the norms, 60% of the All Students group would score At Grade Level, but in spring 2024 67% did (fig. 2).
- Individual grade levels are moving sideways with no appreciable ups or downs for the past two years under the new norms (fig. 3).
- Roughly two-thirds of K-2 students perform At Grade Level in the spring. Grade 3 has a higher percentage doing so with 69-70% scoring At Grade Level (fig. 3).
- When comparing spring 2023 and fall 2023 scores summer slide becomes apparent, with rates of student proficiency decreasing 4 to 8 percentage points between spring and the following fall. It is important to note that the data reviewed is not true cohort (matched data), so additional analysis would be beneficial to have a clearer understanding of the extent of the issue (fig. 3).
- In both spring 2023 and spring 2024, 10 out of 14 subgroups of students (grouped by race/ethnicity or other criteria) underperformed relative to the All Students group. In most instances underperformance was substantial, and no evidence of gap closure emerged (figs. 4 & 5).
- Due to the re-norming and re-scaling of the IRI, there are only two years of student subgroup performance (i.e., race/ethnicity & student group) data that is comparable. Additional years of data are needed to understand trends(figs. 4 & 5).
    - 4 of the 14 subgroups had spring 2024 At Grade Level rates that were 2 percentage points higher than their spring 2023 rates. 2 groups had increases of 5 percentage points.
    - 5 of the 14 subgroups had spring 2024 At Grade Level rates that were within plus or minus 1 percentage point of their spring 2023 rate.
    - 1 subgroup had a spring 2024 At Grade Level rate that was 2 percentage points lower than 2023, and 2 groups had no change in scores.
- In both spring 2023 and spring 2024, the At Grade Level percentage of females was two percentage points higher than the At Grade Level percentage of males (67% versus 65% in spring 2023 and 68% versus 66% in spring 2024) (fig. 6).
    - For both spring 2023 and spring 2024, male and female Near Grade Level percentages were nearly identical (17-18%).
    - For both spring 2023 and spring 2024, 18% of males were Below Grade Level whereas 15% of females were.
- When examining the performance of groups of students moving from spring of one year to spring of the next year, patterns of annual growth emerge. Please note: these are not

true cohorts of students but instead groups of students that may be different from one year to the next since students move in and out (fig. 7).

- 62% of spring 2023 1st graders were At Grade Level, while 66% of this group scored At Grade Level when assessed in spring of their 2nd grade year. This year-over-year 4 percentage point increase reveals growth in this group of students.
- A similar 4 percentage point gain occurred between a group of spring 2023 2nd graders who were then assessed again spring 2024 as 3rd graders. The percentage At Grade Level increased from 66% to 70%.
- A gain did not occur in a group of spring 2023 kindergarteners when the group was assessed again in spring 2024 as 1st graders. Whereas 65% of the kindergarteners were At Grade Level, 64% of the 1st graders were. This does not equate to a loss but instead that these groups of students remained at similar overall performance levels across the spring to spring span of time.

➢ A moderate correlation was found between 3rd grade spring IRI scores and 3rd grade ISAT ELA Reading Claim scores (r=.65) (fig 8).

- In other words, a student's 3rd grade spring IRI score generally predicts the student's 3rd grade spring ISAT ELA Reading Claim score. An example of what is meant by "generally" in this context follows: a 3rd grade student scoring At Grade Level on the spring IRI will most likely score Proficient or Advanced on the spring 3rd grade ISAT ELA Reading Claim.
- Since the correlation is not large but moderate, there are exceptions to this rule and thus not all students' performance on the spring 3rd grade IRI correctly predicts their 3rd grade ISAT ELA Reading Claim score.
- Additional analyses could quantify in greater detail the prediction accuracy between the two assessments and may be particularly valuable if additional changes are made to the assessment.

Data Analysis: Idaho Standards Achievement Test (ISAT) ELA

ISAT ELA

Associated Data: 2023-2024 Student Achievement Report (App. A), Figures 9-13, pgs. 22-26

Data Considerations:

– After a gap in testing in 2019-20, for the following two years (2020-21 and 2021-22), Idaho used a shortened blueprint with a computer adaptive test that is approximately half the length of the full blueprint. However, in 2022-23, Idaho used the full (longer) blueprint. We do not know the extent to which lowered scores in 2022-23 are reflective of test fatigue due to the longer test and/or a latent pandemic impact. Thus, when

longitudinal comparisons are made in this report, 2021-22 data is the last year considered since 2023-24 data is needed to provide context to the 2022-23 scores.

- Given the blueprint changes, more years of data are needed to re-establish consistent monitoring of post-pandemic trends.
- In 2022-23, Idaho moved the high school assessment from 10th grade to 11th grade; however, students are still allowed to take the assessment in the 10th grade and bank their scores for use in 11th grade. Thus, students whose 10th grade score is Proficient or Advanced using 11th grade criteria can use that score in place of taking the test again during 11th grade. The impact this may have on high school scores going forward is unknown since students who choose to use the score they earn during 10th grade might have scored higher because of additional schooling and maturation if they had waited until their 11th grade year to take the assessment.

Data Analysis

- Total Proficient or Advanced for the All Students All Grades group hit an all-time high of 56% in 2021-22. After a drop to 52% in 2022-23, the percentage moved back up to 54% in 2023-24. It is unknown how much of the 2022-23 drop was due to pandemic effects or the longer test administered in 2022-23 (fig. 9).
- The percentage of students Below Basic increased 3 percentage points to an all-time high of 25% in 2022-23. It is unknown how much this change was due to pandemic effects or the longer test administered in 2022-23. The percentage of Below Basic students improved by 1 percentage point to 24% in 2023-24 (fig. 9).
- Year-over-year high school performance remains strong and exceeds pre-pandemic performance (60% combined Proficient and Advanced before the pandemic, 65% in 2022-23, and 64% in 2023-24) (fig. 10).
- Grade 8 had the same combined Proficient and Advanced rate (54%) in 2023-24 as 2018-19 (fig. 10).
- When comparing 2018-19 to 2023-24, percentages of students scoring Below Basic have increased 2 to 4 percentage points for all grades except high school (fig. 10).
- Grade level groups of students were followed each year from 2018-19 until either their last year of ISAT ELA testing or 2023-24 occurred, whichever came first. 3rd through 8th grade groups were followed from 2018-19 onward. This particular analysis was conducted to try to detect patterns of performance within the grade level groups that might be due to pandemic effects. No such patterns were found, however (fig. 11).
- Performance gaps remain between subgroups and the All Students group. While the All Students group had a combined Proficient and Advanced rate of 54% in 2023-24, students in most subgroups had substantially less than 50% combined Proficient and Advanced (figs. 12 & 13).

- Out of 14 groups, four (i.e., Asian, Two or More Races, White, & Students of Military Families) had higher overall performance than the All Students group.
- While gaps remain, it is notable that 3 subgroups (i.e., American Indian, Black/African American, and Students with Disabilities) had decreased performance post-pandemic but have now recovered to meet or exceed their pre-pandemic (2018-19) combined Proficient and Advanced rates.

Data Analysis: English Language Proficiency Assessment (ELPA)

Associated Data: 2023-2024 Student Achievement Report (App. A), Figures 14, 17, & 19-23, pgs. 28-33

Data Considerations:

- Idaho adjusted (lowered) the cut scores needed for students to exit English Learner (EL) programs in 2019-20, resulting in many more students "testing out" of the programs. As a result, the 2020-21 cohort of students and all subsequent cohorts were substantially different since higher performing students had tested out.
- Since modified exit criteria were implemented during the pandemic, it is impossible to know the degree to which changes in scores since 2020-21 are a result of the change in exit criteria vs. pandemic impacts.

Data Analysis

- The Spanish language remains by far the most common language spoken by English language learners in Idaho. 73% of all EL students speak Spanish (fig. 14)
- The number of students who took the English Language Proficiency Assessment (ELPA) increased from 16,904 in 2022-23 to 19,492 in 2023-24. This represents a 15% year-over-year increase in the population (fig. 17).
- The All Grades English Learner performance level percentages were quite consistent from 2020-21 to 2022-23, but the percentage of students scoring at Proficiency Level 1: Entering increased from 15% in 2022-23 to 21% in 2023-24. It is possible the change is at least partially attributable to the large increase in the EL population during 2023-24 which might have had a larger than normal number of entry level students with minimal English skills (fig. 17).
- Yearly percentages of EL students exiting their language development programs have remained relatively steady since 2020-21 at 9-10%. But what this number should be in order to evaluate overall program effectiveness has not been determined (fig. 19).
- Between 2020-21 and 2023-24 across kindergarten to 4th grade there was steady and quite pronounced growth in the percentage of EL students achieving English language proficiency (fig. 20).

- Roughly 1-2% do so in kindergarten, rising to a high of 25-30% in 4th grade. In 5th grade the yearly percentages decrease to roughly 20-24%.
- Percentages dramatically drop to 2-5% in 6th grade, but then begin a small rise to 5-8% in 8th and 9th grade followed by a gradual drop across 10th and 11th ending with 2-4% in 12th grade, almost back to kindergarten levels.

➢ Since the cut scores were adjusted in 2019-20, the percentage of English Learners achieving their annual growth targets increased from 48.1% in 2020-21 to 55.9% in 2022-23. However, the rate dropped to 45.8% in 2023-24 (fig. 21).

- Percentages of EL students achieving growth targets are greatest in 1st and 2nd grade with percentages ranging between 80-95% depending on the year (fig. 22).
- Percentages then trend downward until 5th grade where 40-65% achieve growth targets. There is a large drop to roughly 18-22% in 6th followed by a slight rise to 18-25% in 7th and 8th. Percentages then hold relatively steady across 9th through 11th at 20-27% and then drop to 13-20% in 12th grade (fig. 22).

➢ The WIDA Alternate Access assessment for EL students with disabilities was administered for the first time in 2023-24 (fig. 23).

- 157 students completed all sections of the assessment.
- All performance levels were reflected in the results.
- 72% of the students performed at the PL3-Developing category. This is in contrast to 40% of the General Access WIDA students performing at this level.
- 46% of the students performed at PL1-Entering whereas 1% of the General Access WIDA students did so.

Mathematics

Data Analysis: ISAT Math

Associated Data: 2023-2024 Student Achievement Report (App. A), Figures 24-32, pgs. 36-44

Data Considerations:

– After a gap in testing in 2019-20, for the following two years (2020-21 & 2021-22), Idaho used a shortened blueprint for the computer adaptive portion of the test that is approximately half the length of the full blueprint. However, in 2022-23, Idaho used the full (longer) blueprint. We do not know the extent to which lowered scores in 2022-23 are reflective of test fatigue due to the longer test and/or a latent pandemic impact.

– In 2022-23, Idaho moved the high school assessment from 10th grade to 11th grade; however, students are still allowed to take the assessment in the 10th grade and bank their scores for use in 11th grade. Thus, students whose 10th grade score is Proficient or

Advanced using 11th grade criteria can use that score in place of taking the test again during 11th grade. It is impossible to know the impact this may have on high school scores going forward since students who choose to use the score they earn during 10th grade might have scored higher because of additional schooling and maturation if they had waited until 11th grade to take the assessment.

Data Analysis

- After a 4 percentage point decrease in combined Proficient and Advanced performance in the All Students All Grades group during the pandemic (44% in 2018-19 down to 40% in 2020-21), the percentage recovered to 43% in 2021-22 and held steady at 42-43% during 2022-23 and 2023-24 (fig. 24).
- Between 2020-21 and 2023-24 Below Basic percentages for the All Students All Grades group increased 3 to 4 percentage points from pre-pandemic levels to 30-32% and appear to be holding steady in a narrow range (fig. 24).
    - The increase might be due to lingering pandemic effects.
- There has been no change in the longstanding trend of math performance decreasing as students progress through the K-12 system (fig. 25).
    - For example, in 2023-24, 50% of 3rd graders were Proficient or Advanced and 27% were Below Basic. Only 36% of high school students were Proficient or Advanced and 39% were Below Basic.
- Every grade except high school has lower combined percentages of Proficient and Advanced students in 2023-24 than in 2018-19. The drops are not appreciable, just 1 to 3 percentage points, but they underscore the lack of growth that is occurring throughout the system (fig. 25).
- Percentages of students scoring Below Basic have increased in every grade level post-pandemic and are holding steady (fig. 25).
    - High School: increased 1 percentage point between 2018-19 and 2023-24;
    - 3 percentage points in grade 8;
    - 4 percentage points in grades 3, 4, 5, & 7; and
    - 5 percentage points in grade 6.
- Groups of students moving through the grades show no divergences from trends that have been previously discussed. Namely, as grade level increases overall student performance decreases. No group shows greater pandemic impacts than the others. Please note that these data do not reflect true cohorts of students moving through the grades but instead individual groups by grade level and year (fig. 26)

- In 2023-24, 4 of 7 race/ethnicity groups had lower combined percentages of Proficient and Advanced students, from 12-23 percentage points, when compared to the All Students group whose combined percentage was 43% (fig. 27).
    - These differences were large and quite stable before the pandemic. Most were exacerbated by the pandemic, and no evidence of gap closure has emerged.
    - In 2023-24, 3 race/ethnicity groups (i.e., Asian, Two or More Races, and White) outperformed the All Students group by 3-20 percentage points in combined percentage of Proficient and Advanced.
- In 2023-24, 6 of 7 student subgroups had lower combined Proficient and Advanced percentages, from 13-31 percentage points, when compared to the All Students group, whose combined percentage was 43% (fig. 28).
    - These differences were large and quite stable before the pandemic. Most were exacerbated by the pandemic, and no evidence of gap closure has emerged.
    - In 2024, 1 student subgroup (i.e., Military Connected Families) outperformed the All Students group in combined Proficient and Advanced by 2 percentage points. Their combined percentage has grown from 41% in 2019 to 45% in 2024.
- There has been no change in cohort trend lines. As has been previously reported, cohort performance begins to diverge from performance expectations after the 4th grade and the underperformance increases with each subsequent grade level thereafter (figs. 29-31).
- Of 111,676 students who took the Math portion of the ISAT in 2022-23 and 2023-24, 20% dropped to a lower performance level in 2024 when compared to their 2023 level, 61% remained at the same performance level, and 19% moved to a higher level (fig. 32).
- The movement of students from Below Basic and Basic to higher categories is a positive finding (fig. 32).
    - 24% of students who scored Below Basic in 2022-23 moved to higher performance levels in 2023-24.
    - 25% of students who were Basic in 2022-23 moved to higher performance levels in 2023-24.
    - 24% of students who were Proficient in 2023 moved to Advanced in 2023-24.
- An ongoing challenge for Idaho is students falling into lower performance levels than those they were in the previous year (fig. 32).
    - 26% who were Basic in 2022-23 fell to Below Basic in 2023-24.
    - 31% who were Proficient in 2022-23 dropped to Basic or Below Basic in 2023-24.
    - 27% who were Advanced in 2022-23 dropped to lower performance categories in 2023-24.

High School – Graduation and Go On Rates

Data Analysis: Graduation Rates

Associated Data: 2023-2024 Student Achievement Report (App. A), Figures 33-37, pgs. 45-49

Data Considerations:

- The cohort graduation rate model is established in federal law and has specific requirements regarding students who are and are not included in a cohort. It is important to note that students who leave their cohort but pursue and receive a grade equivalency diploma (GED) or high school equivalency exam (HSE) are considered dropouts. Thus, a 100% graduation rate is not achievable unless a state fully eliminates this path for high school students.

Data Analysis

- 4 year graduation rates are trending upward from their post-pandemic lows. They have increased about 1 percentage point per year for each of the past two years, hitting an all-time high of 82.3% in 2023-24 (fig. 33).
- 5 year graduation rates also appear to be trending upward from post-pandemic lows, although they had not achieved an all-time high by 2022-23 (fig. 33).
- For 2023-24, out of 16 groups of students grouped by race/ethnicity, gender, and other characteristics, 11 groups achieved their highest 4 year graduation rate, 4 groups were roughly equal to their highest, and 1 group was below but near their highest. Comparisons cover the years 2020-21 to 2023-24 (figs. 34 & 35).
    - 12 of the 16 groups exhibited lower 4 year graduation rates when compared to the All Students group. Thus, progress is being made but gaps remain (figs. 34 & 35).
- For 2022-23, out of 16 groups of students grouped by race/ethnicity, gender, and other characteristics, 3 groups exceeded their 2018-19 pre-pandemic level for 5 year graduation rates, 7 groups were equal to or near their pre-pandemic levels, and 6 groups were lower. Comparisons cover the years 2018-19 to 2022-23 (figs. 36 & 37).
    - 12 of the 16 groups exhibited lower 5 year graduation rates when compared to the All Students group, 3 were higher, and 1 was equal to the All Students group. Thus, gaps remain and if they are closing, they are doing so slowly (figs. 36 & 37).
- A standout is American Indians/Alaskan Natives. The group averaged 74% 5 year cohort graduation over the past three years (2020-21, 2021-22, 2022-23). That is an increase of about 4 percentage points above their pre-pandemic level of 70% in 2018-19 (fig. 36).

Data Analysis: Go On Rates

Associated Data: 2023-2024 Student Achievement Report (App. A), Figures 38-42, pgs. 51-53

- **Data Considerations:** The current process for gathering data included in the Go On rates necessitates a one-year delay in this metric. As a result, the most recent 1 year Go On rates are for the 2022-23 graduates who pursued postsecondary education in the 2023-24 school year, and the most recent 3 year Go On rates are for 2020-21 graduates who pursued opportunities in 2021-22, 2022-23, or 2023-24.
- There has been a nationwide decrease in the percentage of high school graduates pursuing higher education during and post-pandemic. The decline in Go On rates since 2018 (from 69% to 62%) has been significant.[2]

1 and 3 Year Go On Rates

Data Analysis

- After dropping from 50% in 2018-19, the All Students 1 year Go On rate has been stable at 44-46% between 2019-20 and 2022-23 (fig. 38).
- Differences in 1 Year Go On rates persist between 11 subgroups grouped by race/ethnicity and other characteristics and the All Students group (figs. 39 & 40).
    - For the 7 groups that underperformed in 2022-23, the range was 3-24 percentage points less than the All Students group.
    - For the 3 groups that out-performed in 2022-23, the range was 4-20 percentage points greater than the All Students group.
    - One group, White, tied the All Students group at 44%.
- 3 Year Go On rates for the All Students group trended downward from 64% in 2015-16 to a low of 53% in 2019-20. However, 6 of the 11 points of this drop occurred with the 2019-20 graduates who graduated the year of the pandemic. 3 year rates increased by 1 percentage point to 54% in 2020-21, still well below the previous high. 2020-21 was, however, heavily influenced by the pandemic, so more years of data are needed to monitor the persistence of the lower Go-On rates (fig. 38).
- Differences in 3 Year Go On rates persist between 11 subgroups grouped by race/ethnicity and other characteristics and the All Students group (figs. 41 & 42).
    - 10 groups underperformed the All Students group in 2020-21 from 1-30 percentage points.

[2] NCES, 2023

- Only 1 group, Asian, outperformed the All Students group in 2020-21 and did so by 10 percentage points.
- No group tied the All Students group in 2020-21 but Black students were within 1 percentage point at 53%.

➢ More years of data (both 1 year and 3 year) are needed to understand post-pandemic Go On rates trends.

➢ The current Go On Rate data does not allow for a clear understanding of what students are doing after high school, as it is a combination of metrics, and is missing key data.

Enrollment and Attendance

Data Analysis: Enrollment

Associated Data: 2023-2024 Student Achievement Report (App. A), Figure 1, pg. 11

Data Analysis

➢ Idaho total public school enrollment has held relatively steady since 2021-22 (fig. 1).

- Enrollment dropped by 1,647 students to 302,910 in 2020-21 but then increased to 308,325 in 2021-22.
- Enrollment has remained around 308,000 to 309,000 students during the last three years (2021-22, 2022-23, & 2023-24).

Data Analysis: Attendance

Associated Data: 2023-2024 Student Achievement Report (App. A), Figures 43-51, pgs. 55-63

<u>Attendance Definitions</u>

The following definitions for attendance are used in this report, as aligned to the Attendance Works model:

✓ Adequate Attendance: 91% to 100% attendance
✓ Chronically Absent: 81 to 90% attendance
✓ Severely Chronically Absent: 80% or lower attendance

Data Considerations

– The definition of “chronically absent” and “severely chronically absent” include absences for any reason, including excused absences (based on district or school policy).

ACCOUNTABILITY OVERSIGHT COMMITTEE - RECOMMENDATIONS REPORT

Data Analysis

- In pre-pandemic 2018-19, 87% of Idaho students had adequate attendance. During and after the pandemic, adequate attendance dropped to 82% in 2020-21 and to 75% in 2021-22. The percentage rebounded to 80% in 2022-23 and to 82% in 2023-24 (fig. 43).
- Between 2021-22 and 2023-24, differences in adequate attendance varied across the three grade bands by only 1-2 percentage points, meaning that no grade band can be singled out for having substantially higher or lower adequate attendance. (fig. 44).
    - Severely chronic absenteeism appears to increase as the grade bands go up. For the past two years (2022-23 & 2023-24), grades K-5 have had 2% severely chronically absent, grades 6-8 4%, and grades 9-12 5-6%.
- 15 subgroups of students vary widely in adequate attendance, and most underperform the All Students group. The following comparisons were made in comparison to the All Students group rate of 82% (figs. 45 & 46).
    - Groups with adequate attendance higher than the All Students group: White (84%) and Asian/Pacific Islanders (87%).
    - Groups with the same adequate attendance rate as All Students: Males (82%).
    - Groups with adequate attendance rates slightly lower than All Students: Females (81%), Two or More Races (79%), and Black/African American (79%).
    - Groups with adequate attendance markedly lower than the All Students group that had improved attendance in 2023-24: Homeless (63%), Migrant (75%), English Learners (77%), Students with Disabilities (74%), Economically Disadvantaged (75%), Native Hawaiian (72%), Hispanic/Latin (77%), American Indian (70%).
    - Groups with adequate attendance markedly lower than the All Students group that had the same or lower attendance in 2023-24 than prior years: Foster Care (69%).
- Two groups stand out for increases in adequate attendance between 2021-22 and 2023-24. American Indians/Alaskan Natives and Homeless students started out in 2021-22 at 58% and 52% respectively adequate attendance. By 2023-24, their adequate attendance had steadily risen to 70% for American Indians/Alaskan Natives and 63% for Homeless students (figs. 45 & 46).
- Charter schools, with 2023-24 total enrollments of 24,425 students, had 86% adequate attendance. Only district virtual schools, with a total enrollment of 12,715 students, did better with 94% adequate attendance (fig. 47).
- Charter virtual schools, with 2023-24 total enrollments of 6,234 students, have steadily fallen from 95% adequate attendance in 2018-19 to 68% in 2023-24 (fig. 47).

- Traditional schools, with 2023-24 total enrollments of 266,050, had 81% adequate attendance (fig. 47).
- Correlation is not causation and the correlation between attendance and student achievement is not large. However, the relationship between attendance and performance is unmistakable (figs. 48-50).
    - At all IRI grade levels (i.e., K-3) IRI composite scores , without exception, always follow an ascending pattern from lowest attendance and lowest mean composite scores to highest attendance and highest mean composite scores (fig. 50).
    - At all grade levels and for both ELA and mathematics, mean scale scores, without exception, always follow an ascending pattern from lowest attendance and lowest mean scale scores to highest attendance and highest mean scale scores (figs. 48 & 49).
- Not only does attendance predict test scores, it also predicts high school graduation. 92% of 2024 graduates had adequate attendance during their 9th grade year. Only 71% of non-graduates in this cohort had adequate attendance during their 9th grade year (fig. 51).

SECTION 5: ACCOUNTABILITY OVERSIGHT COMMITTEE MEMBERS

Chair

Roger Stewart, Ph.D.	Retired Professor, College of Education, Boise State University Designated Seat: Student Achievement Assessment and Data

Ex-Officio Members

Linda Clark, Ed.D.	President, Idaho State Board of Education Retired Superintendent, West Ada School District #2
Cindy Siddoway, B.A.	Member, Idaho State Board of Education Owner, Siddoway Sheep Co. and Juniper Mountain Ranch Former School Board Trustee, West Jefferson School District #253
Michelle Clement-Taylor, B.A.	Interim Chief Operating Officer, Idaho State Department of Education

Designated Members

Sherry Ann Adams, Ph.D.	Superintendent, Melba School District #136 Designated Seat: School District Superintendent
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SCHOOL YEAR 2023-24

Student Achievement Report

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TABLE OF CONTENTS

Data Notes 8
Redaction 8
Level of Precision and Rounding Error 8
School Year (SY) Naming Convention 9
Sample Size 9
2019 Pre-Pandemic Baseline 9
Introduction 10
Enrollment 11
English Language Arts and Literacy 12
IRI 12
Idaho Reading Indicator (IRI) Reporting Framework 13
Data Considerations 13
Spring IRI Performance by Race-Ethnicity – All Grades 16
ISAT English Language Arts and Literacy (ELA) 20
Data Considerations 21
ISAT ELA Performance, All Grades 22
ISAT ELA Performance by Grade 23
ISAT ELA Performance by Race and Ethnicity 25
ISAT ELA Performance by Student Group 26
English Language Proficiency Assessment ELPA 27
ELPA (General ACCESS for ELLs) Results 2024 29
ELs Attaining English Language Proficiency (EL Reclassification Rate) 31
ELs Achieving English Language Growth Toward Proficiency 32
Alternate ELPA (Alternate ACCESS) Results 2024 33
Mathematics 34
ISAT Math 34
Data Considerations 35

ISAT Math Performance, All Grades 36
ISAT Math Performance by Grade 37
ISAT Math Performance by Race-Ethnicity 39
ISAT Math Performance by Student Group 40
Longitudinal Review of ISAT Math Performance 41
ISAT Math Longitudinal Analysis – Two Cohorts Compared to Proficiency Cut Score 42
ISAT Math – How Much Did Idaho Students Move Across Proficiency Levels? 44
High School Graduation Rates and Go-on Rates 45
Graduation Rate 45
Cohort Graduation Rate: Cohort Classes of 2017–2024 45
Cohort Graduation Rate: Cohort Class of 2024 46
Cohort Graduation Rate: Cohort Class of 2023 48
Go On Rates 50
1-Year Go-On Rate 51
3-Year Go-On Rates 52
Attendance and Chronic Absenteeism 54
Attendance per Proportion-Attendance Category 55
ISAT Median Scale Scores by Attendance Proportion Category 60
9th-Grade Attendance Predicts 4-year Graduation Status 63
National Assessment of Educational Progress 64

TABLE OF FIGURES

Figure 1: Idaho Public School Fall Enrollment 11
Figure 2: Fall and Spring IRI Performance 14
Figure 3: IRI Performance by Grade by Year 15
Figure 4: Spring IRI Performance by Race and Ethnicity: 2023 and 2024 16
Figure 5: Spring IRI Performance by Student Group 2023 & 2024 17
Figure 6: Spring IRI Performance by Gender: 2023 & 2024 18
Figure 7: Spring IRI Grade level Groups* 18
Figure 8: IRI Correlation to ISAT Claim 1 Reading Scores 19
Figure 9: ISAT ELA Performance All Grades, School Years 2015-2024* 22
Figure 10: ISAT ELA Performance by Grade SYs 2019, 2022*, 2023, and 2024* 23
Figure 11: ISAT ELA Performance for 2019 and 2021-2024 by Graduating Class 24
Figure 12: ISAT ELA Performance by Race and Ethnicity in 2019, 2023, and 2024* 25
Figure 13: ISAT ELA Performance by Student Groups in 2019, 2023, and 2024* 26
Figure 14: Top 10 Languages Spoken by English Learners – 2024 28
Figure 15: Percentage of First Year Identified English Learners (L1) by Grade Level 29
Figure 16: Count of First Year Identified English Learners (L1) by Grade Level 29
Figure 17: General ACCESS Performance Levels 30
Figure 18: English Learner Performance Level by Grade Band 30
Figure 19: Percentage of English Learners Existing the English Language Program by Attaining English Language Proficiency 31
Figure 20: Percentage of English Learners Achieving English Language Proficiency by Grade 31
Figure 21: English Learners Achieving English Language Growth Toward English Proficiency Rate 32
Figure 22: Percentage of English Learners Achieving Growth Toward English Language Proficiency by Grade 32
Figure 23: WIDA Alternate ACCESS Performance Levels 2024 33
Figure 24: ISAT Math Performance, All Grades, School Years 2015-2024* 36
Figure 25: ISAT Math Performance by Grade School Years 2019, 2022*, 2023, and 2024* 37

Figure 26: ISAT Math Performance for 2019 and 2021-2024 by Graduating Class 38
Figure 27: ISAT Math Performance by Race-Ethnicity School Years 2019, 2023*, and 2024* 39
Figure 28: ISAT Math Performance by Student Group, School Years 2019, 2023*, and 2024* ... 40
Figure 29: ISAT Math Longitudinal Analysis – 2024 Grade 7 & 8 Cohorts 42
Figure 30: ISAT Math Mean Scale Score by Claim, Grade 7 Cohort 43
Figure 31: ISAT Math Mean Scale Score by Claim, Grade 11 Cohort 43
Figure 32: ISAT Math Mean Scale Score by Claim, Grade 7 Cohort 44
Figure 33: 4-year and 5-year Graduation Rates per Cohort 45
Figure 34: 4-Year Cohort Graduation Rate by Race/Ethnicity 46
Figure 35: 4-Year Cohort Graduation Rate by Student Group 47
Figure 36: 5-Year Cohort Graduation Rate by Race/Ethnicity 48
Figure 37: 5-Year Cohort Graduation Rate by Student Group 49
Figure 38: 1 Year and 3 Year Go On Rates, All Students 51
Figure 39: 1-Year Go-On Rates by Race/Ethnicity and Graduation Cohort 51
Figure 40: 1-Year Go-On Rates by Student Groups 52
Figure 41: 3-Year Go-On Rates by Race/Ethnicity and Graduation Cohort 52
Figure 42: 3-Year Go-On Rates by Student Groups and Class Cohort 53
Figure 43: Student Attendance by Year 55
Figure 44: Student Attendance by Grade Band 56
Figure 45: Student Attendance by Student Groups 57
Figure 46: Student Attendance by Race-Ethnicity 58
Figure 47: Student Attendance by School Type 59
Figure 48: 2023 and 2024 ISAT ELA Mean Scale Scores by Grade and Attendance 60
Figure 49: 2023 and 2024 ISAT Math Mean Scale Scores by Grade and Attendance 61
Figure 50: 2023 and 2024 IRI Mean Scores by Grade and Attendance 62
Figure 51: 4-year Graduation Status of 2024 Cohort by their 9th-Grade Attendance 63
Figure 52: NAEP Grade 4 Reading Performance by Achievement Levels in 2024, 2022, and 2013 65

Figure 53: NAEP Grade 8 Reading Performance by Achievement Levels in 2024, 2022, and 2013 65

Figure 54: NAEP Grade 4 Math Performance by Achievement Levels in 2024, 2022, and 2013 . 66

Figure 55: NAEP Grade 8 Math Performance by Achievement Levels in 2024, 2022, and 2013 . 66

Table of Tables

Table 1: Cohort Test Grades and Years for 2023-2024 Analysis..... 41

DATA NOTES

The data presentations in this report conform to the rules and standard practices adopted by the Idaho Department of Education (the Department) to protect potentially personally identifiable information (PII), and to guard against overinterpretation of small differences.

Redaction

In compliance with Idaho law, we redact data to protect personal identity. This means that we do not report data in any cells of fewer than 5 students or where the difference between the total of one or more cells of categorical data is fewer than 5 of the total student population. In addition, Data Management Council (DMC) Policies and Procedures call for at least two cells to be redacted in most cases where any total is available, to prevent any cell required for redaction from being derived. Under DMC policy, additional cells may be required to be redacted until the total of the exempt and therefore redacted aggregate data in a line or column equals 5 or more. Zero is considered a number.

The Department uses two levels of redaction communication to protect privacy: (1) reporting no data at all or (2) by “blurring” the actual data, which provides some numeric information, without exposing underlying private data. Specifically, cells that meet the standard fewer-than-five redaction rule are reported using the “NSIZE” notation. Cells that meet the n size requirement but cannot be disclosed because of their relationship to another cell that is redacted, are blurred with the use of “>” or “<” notations. Please be aware that the blurred results are always true (e.g. a cell listed with < 25% will have a real value of under 25%), but do not include an indication of how much above or below the listed value the actual percentage falls.

Level of Precision and Rounding Error

In this report, most composites, rates, percentages, and averages are calculated to 10 places beyond the decimal. For reporting, they are rounded to full numbers, with no places beyond the decimal. The resulting level of precision better matches the level of accuracy of the underlying data and helps avoid the overinterpretation of small, inconsequential differences that likely result from the types of random error that affect all data. Slight, apparent differences from 100% of up to one percentage point in the sum of rates per category (usually a stacked bar) result from rounding errors and not real discrepancies.

School Year (SY) Naming Convention

By convention, school years (SYs) are labeled according to the calendar year of the spring semester. For example, the 2023-24 school year is labeled 2024. In this report, when a school year is identified with one date, for example, 2024 refers to the school year starting in the previous calendar year's fall (i.e., 2023) and ending in named school year's spring (i.e., 2024)

Sample Size

Throughout this report, the sample size or student count is expressed within parenthesis with or without a notation of "n=".

2019 Pre-Pandemic Baseline

This report includes results from the 2018-19 school year as the pre-pandemic baseline as applicable. Idaho continues to make a recovery from the COVID-19 pandemic, and it is important to keep track of the effect and progress. Because of COVID-19, many programs, including statewide assessments, ceased in Spring 2020. For this reason, results from the school year 2020 may not be available.

INTRODUCTION

The Assessment and Accountability Department, on behalf of the Idaho Department of Education, presents Idaho's 2023-24 annual Student Achievement Report. The information presented is a compilation of the results of the summative assessments for all students, unless otherwise noted. The data presented may not match reports published to fulfill accountability requirements.[1] Student demographic designations represent information that districts and charters provided through the Idaho System for Educational Excellence (ISEE).

The observations provided represent the reflections, understanding, and experience of the Assessment and Accountability staff, as well as reflections from other department staff.

Questions about the data or observations can be directed to the Assessment and Accountability Department.

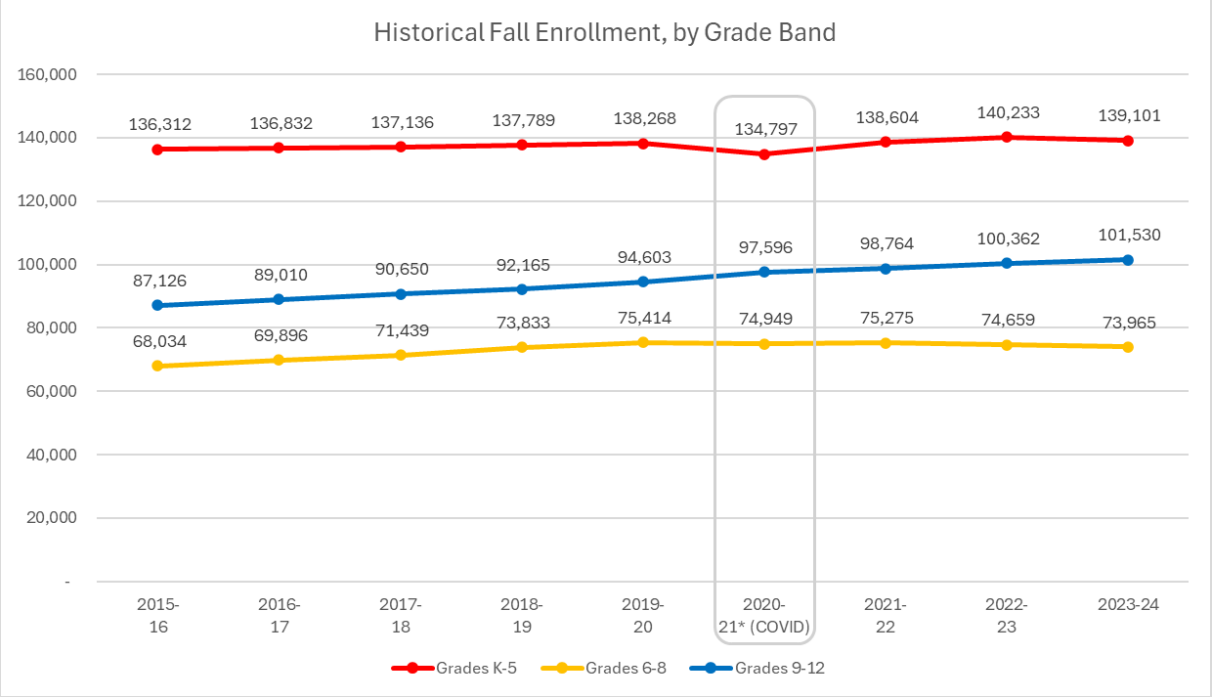
[1] Inclusion and weighting rules vary depending on the accountability metric and requirement.

ENROLLMENT

This report reviews the achievements of the 308,718 students in Idaho's public schools in 2023-24. These official numbers come from the Spring Enrollment Count, which includes all students in grades kindergarten through 12 enrolled on the first Friday of May. The districts and charter schools statewide report enrollment via ISEE to the Idaho Statewide Longitudinal Data System (SLDS). The count does not show whether a student is enrolled on a half-time or full-time basis. The enrollment count for the following entities are not part of the report card: (1) Juvenile Detention Centers; (2) Idaho Digital Learning Academy (IDLA); and (3) Schools governed by: (a) Idaho Department of Correction; (b) Idaho Department of Juvenile Corrections; (c) Idaho Educational Services for the Deaf and Blind; (d) Tribal organizations; (e) Special purpose schools, as accredited; and (f) Summer schools/programs.

As seen in Figure 1, enrollment in elementary schools (Kindergarten through 5th grade) and middle schools (grades 6 – 8) have experience little change since the 2021-2022 year, though high school (grades 9 – 12) is slightly trending upwards.

Figure 1: Idaho Public School Fall Enrollment



ENGLISH LANGUAGE ARTS AND LITERACY

This section reviews Idaho students' performance on English language arts and literacy assessments including the Idaho Reading Indicator (IRI) for students in kindergarten through grade 3; the Idaho Standards Achievement Test (ISAT/IDAA) for students in grades 3-8 and 10; and the English Language Proficiency Assessment (ELPA) for students learning English in kindergarten through grade 12.

IRI

School year 2018-19 was the first year of the statewide implementation of the new IRI. Legacy IRI scores could not be compared directly with scores from the new IRI, for two reasons. First, the legacy IRI testing procedure was a one-on-one assessment between the proctor and student. Second, it was approximately 2-4 minutes long and it measured one aspect of literacy – oral reading fluency.

The new Idaho Reading Indicator (IRI) is a computer-adaptive screening assessment administered on a tablet or computer. It consists of **multiple short tests designed to measure foundational literacy skills, including:**

- Listening Comprehension
- Letter Knowledge
- Phonemic Awareness
- Vocabulary
- Spelling
- Alphabetic Decoding
- Reading Comprehension
- Text Fluency

Each grade level completes a specific set of subtests tailored to their **developmental stage. For instance:**

- Kindergarteners are not assessed in text fluency.
- Third graders are generally not assessed in phonemic awareness.

However, because the assessment is computer-adaptive, students can "gate" up or down into subtests that may not be **normed for their grade level based on their performance.**

The IRI provides detailed reports for each subtest as well as an overall literacy ability score, giving educators a comprehensive snapshot of a student's foundational reading skills.

Idaho Reading Indicator (IRI) Reporting Framework
The Idaho Reading Indicator (IRI) reports student performance using a three-tiered system to classify proficiency levels based on percentile ranges:

- **Tier 1:** On Grade Level
  - Students scoring at or above the 40th percentile demonstrate proficiency and are considered on grade level.
- **Tier 2:** Near Grade Level
  - Students scoring between the 21st and 40th percentile are approaching grade-level proficiency and may require additional support or interventions to reach on grade level.
- **Tier 3:** Below Grade Level
  - Students scoring at or below the 20th percentile are significantly below grade level and require intensive interventions to support literacy development.

Data Considerations
IRI scores were put on a vertical scale and were subsequently renormed in 2022 using data from the 2018-19 school year. This was to align the IRI vendor's PreK-grade 3 early-reading assessment and Grades 4-5 advanced-reading assessment and make the scores continuous and comparable. For any norm-referenced assessments, the norm needs to be updated every four to five years to represent the performance of the current population. The change in norms affected the proficiency-level (Tier) assignment. To see scores in old norms, see Appendix.

Figure 2: Fall and Spring IRI Performance

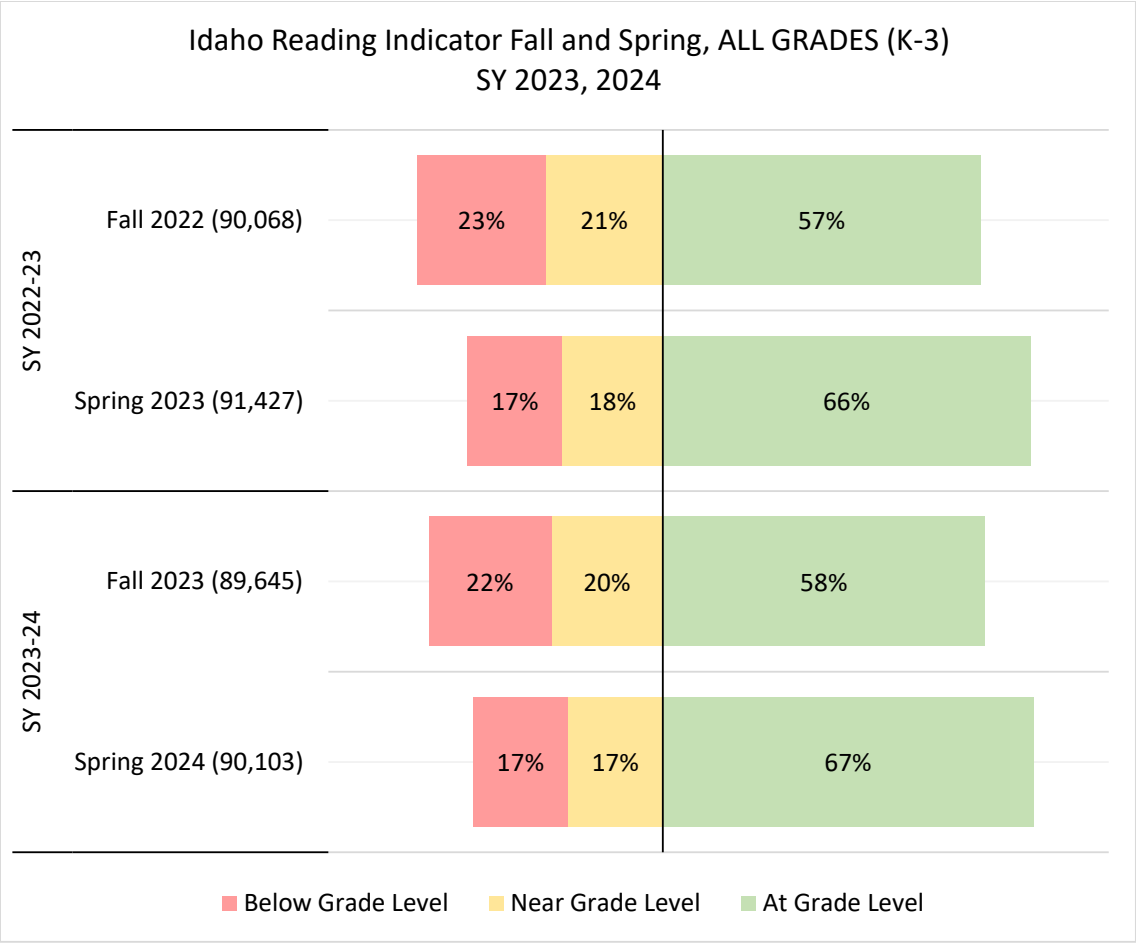
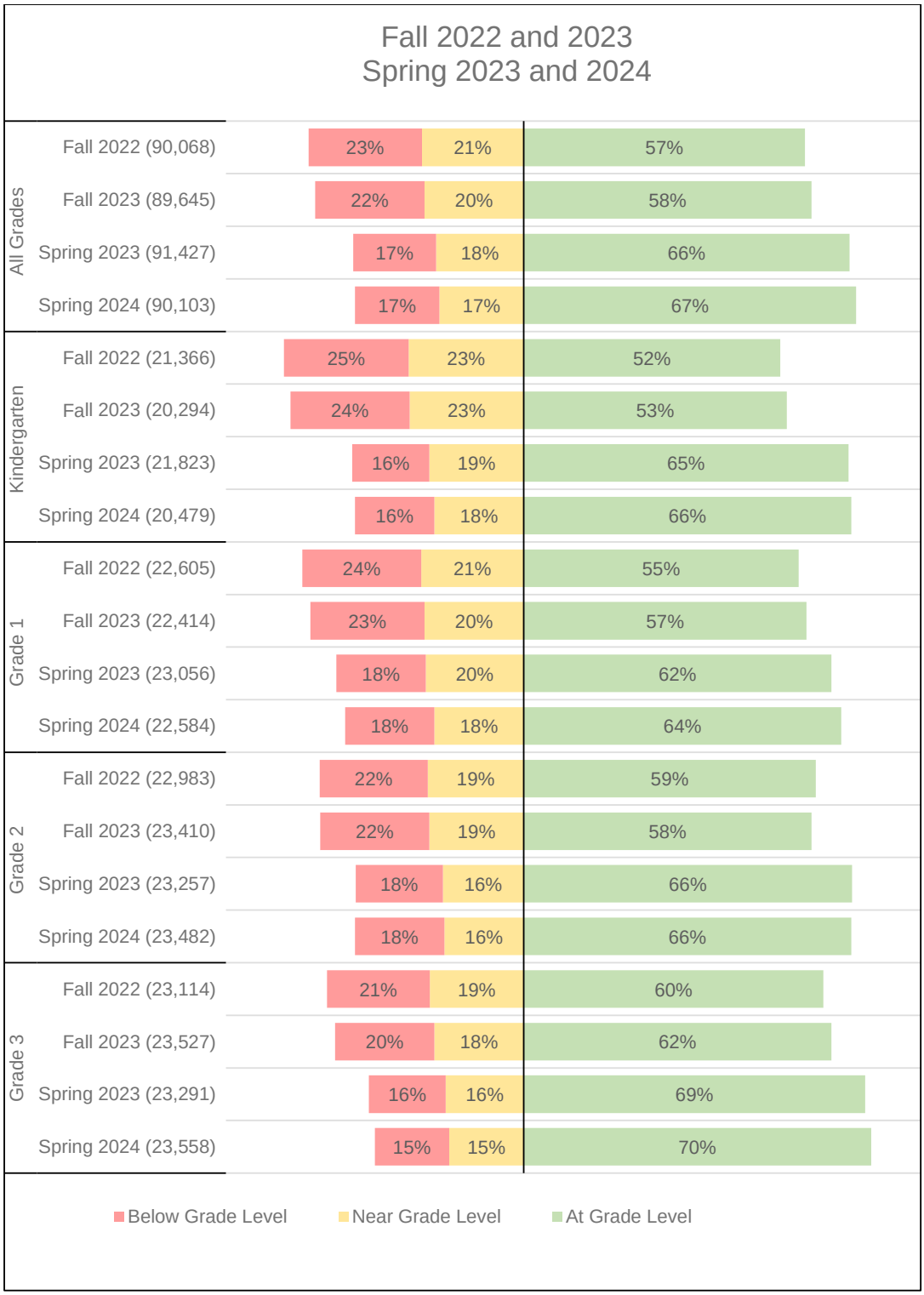


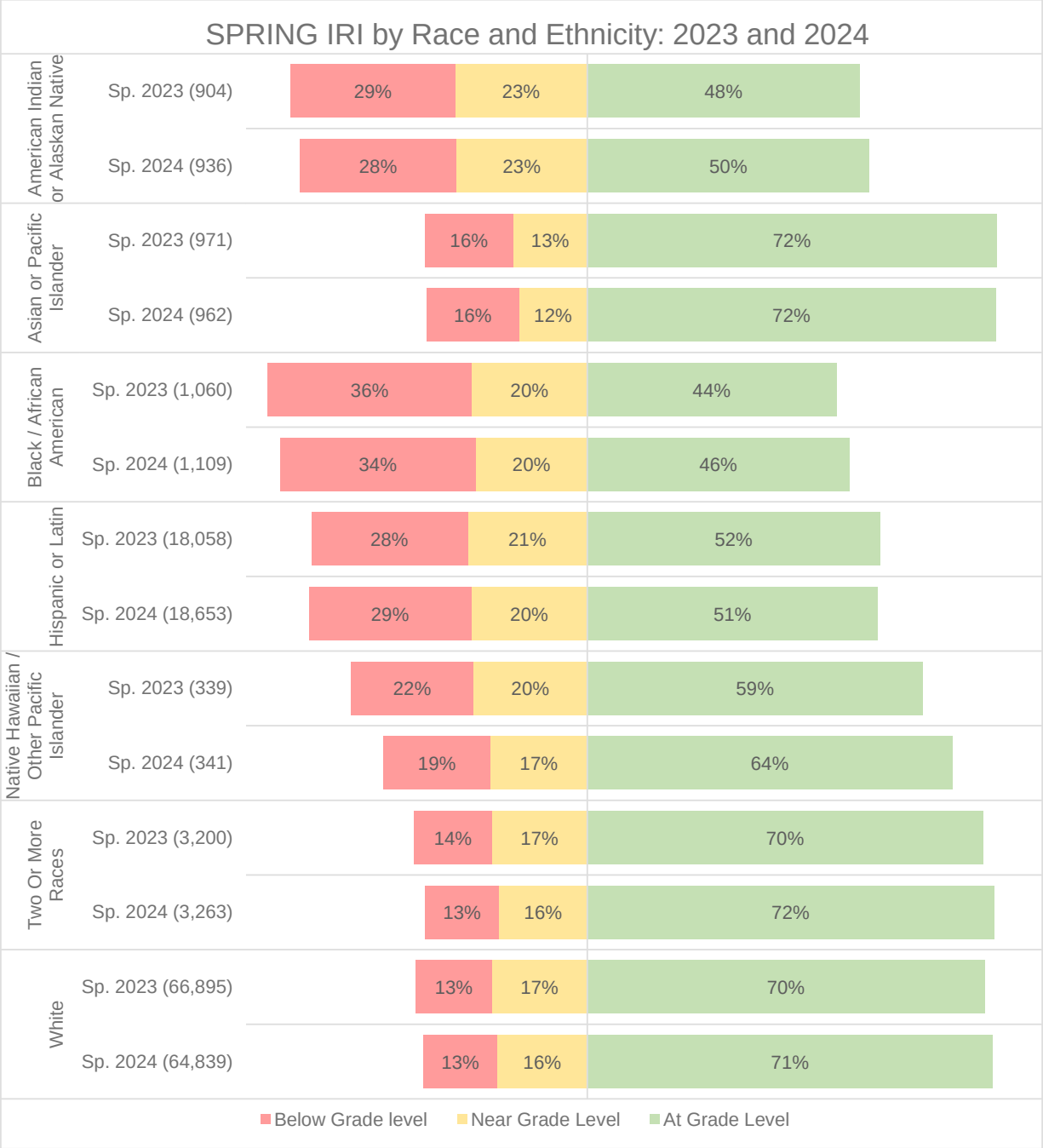
Figure 3: IRI Performance by Grade by Year



Spring IRI Performance by Race-Ethnicity – All Grades

Figure 4 shows IRI performance by race-ethnicity groups.

Figure 4: Spring IRI Performance by Race and Ethnicity: 2023 and 2024



Spring IRI Performance by Student Group – All Grades

Figure 5 and Figure 6 show statewide IRI performance of all grades by student groups.

Figure 5: Spring IRI Performance by Student Group 2023 & 2024

Figure 6: Spring IRI Performance by Gender: 2023 & 2024

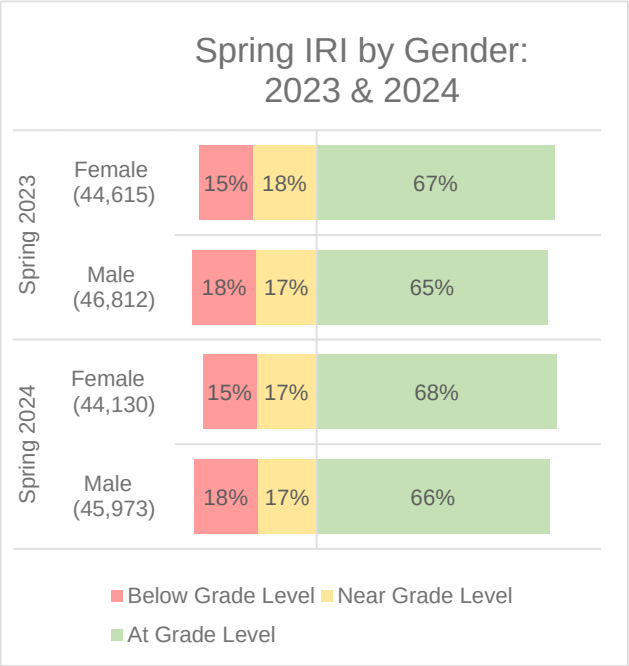
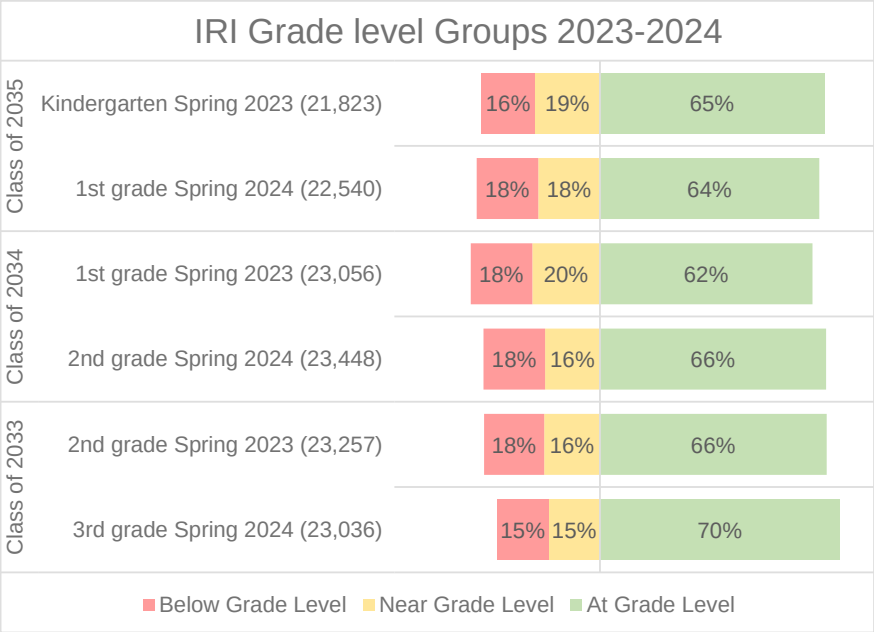


Figure 7 shows IRI performance by graduating classes.

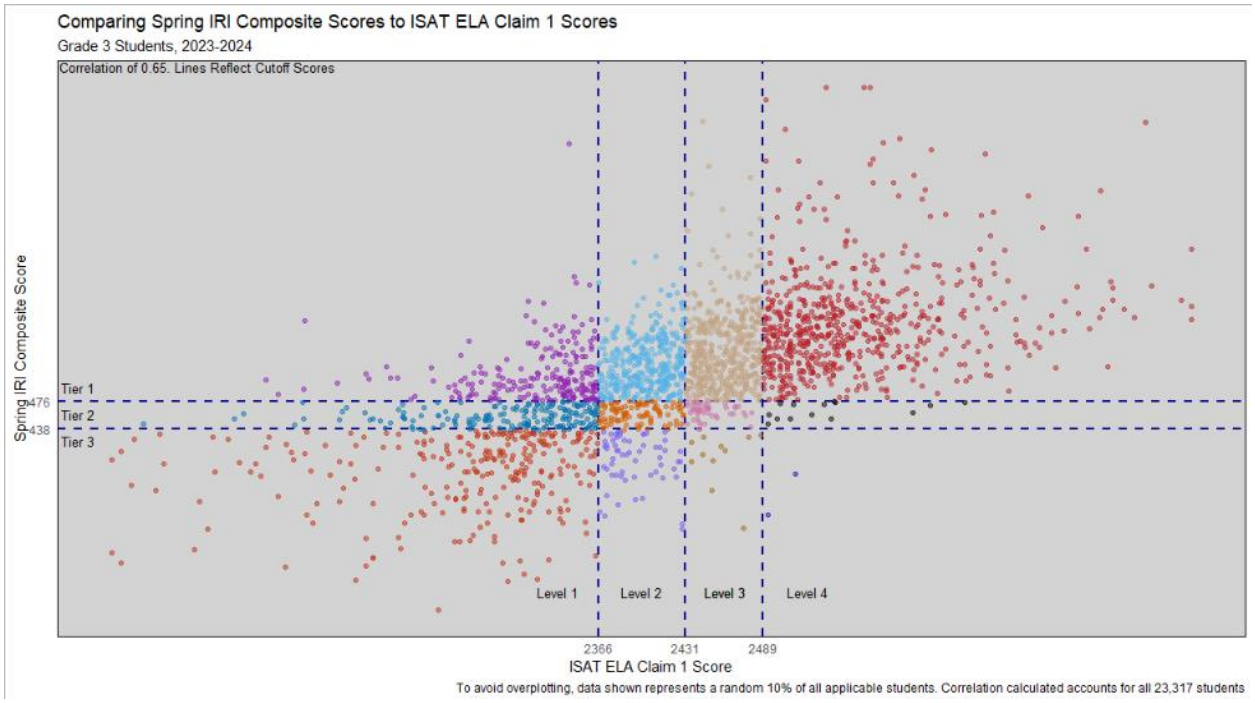
Figure 7: Spring IRI Grade level Groups*



**groups of students- not true cohort*

Figure 8: IRI Correlation to ISAT Claim 1 Reading Scores

- There is a clear trend that higher scores in one test can coincide with higher scores in another, but there are too many exceptions to assume a student will do well in one test due to a high score in the other
- This is further explained with noting that 12.2% of students scored in the lowest level/tier of one test but the highest of the other



ISAT English Language Arts and Literacy (ELA)

The Idaho Standards Achievement Test (ISAT) comprises key elements of Idaho's school accountability system. Students in grades 3-8 and 11 take the ISAT to determine whether they have met the standards for their grade level in English Language Arts/Literacy (ELA), Science, and Mathematics (Math).[2] These tests are administered from March to May of each year to provide annual monitoring of individual, school, district, and state progress.

The ISAT is a criterion-referenced assessment designed to measure students' proficiency in the Idaho Content Standards. In Math and ELA, student performance is reported across multiple levels—individual, class, school, district, and state—and covers various categories, including reading, writing, computational thinking, and mathematical concepts and procedures.

The ISAT in Math and ELA comprises two components: a computer-adaptive test and performance tasks. The primary objectives of the assessment are:

1. **Evaluation and Accountability**: To measure student achievement and learning growth as part of program evaluation and accountability for schools, districts, and the state.
2. **College and Career Readiness**: To provide valid, reliable, and fair assessments of students' progress toward mastering the knowledge and skills necessary for college and career readiness.
3. **In-Depth Demonstration of Skills**: To maximize students' ability to showcase their full knowledge and skills by utilizing the advantages of computer-adaptive testing.

These summative assessments are a critical part of the statewide comprehensive assessment system, as outlined in IDAPA 08.02.03.111.06.

Students with disabilities can participate in the statewide comprehensive ISAT assessment system in one of three ways as determined by their Individualized Education Program (IEP) team. They can take the:

- general assessment without accommodations,
- general assessment with accommodations, or
- Idaho Alternate Assessment or IDAA for students who qualify.

[2] School Year 2021-22 is the last year in which students will take their Summative ELA and Math ISAT assessment in 10th grade. Starting in School Year 2022-23, high school students will instead take only the 11th-grade ELA, Math, and Science ISAT assessments, but they may take the Math or ELA assessments in 10th grade, or rarely 9th grade, after completing instruction on all high school standards.

The Idaho Alternate Assessment (IDAA) is the alternate assessment option under the ISAT assessment system. It is intended for students with the most significant cognitive disabilities who meet specific participation criteria. They represent about 1% of the total student population, and their Individual-Education-Program (IEP) team determines if they qualify for the IDAA based on the participation criteria.

This document adopts the shorthand of referring to findings from the Idaho Standards Achievement Test as ISAT findings, even though they are formally ISAT/IDAA findings, because they include IDAA test results, unless otherwise indicated.

Data Considerations

ISAT results are reported as scale scores, which are divided into four achievement levels: Level 1 (Below Basic), Level 2 (Basic), Level 3 (Proficient), and Level 4 (Advanced). Scores in the Proficient (Level 3) and Advanced (Level 4) categories indicate that a student is meeting grade-level expectations for proficiency*. The graphs below illustrate the performance of students in grades 3–8 and high school (grade 10 through 2022, and grades 10 and 11 starting in 2023) across the four achievement levels.

The Idaho State Board of Education developed adjusted (shortened) blueprints in 2020. The shortened blueprint has 50% fewer computer adaptive items in each claim area compared to the original full (long) blueprint. The shortened blueprint still covers all content standards, and results are comparable. Although combined claim scores were in development, the shortened blueprint did not offer claim-level scores in 2020-21 or 2021-22. Idaho used the shortened blueprint in 2020-21 and 2021-22 school years. Idaho returned to full-length blueprint in the 2022-23 school year.

Based on input from LEAs and the Idaho State Board of Education, the Department decided to return to the shortened form of the ISAT blueprint for school year 2023-24 and beyond. Combined claim level scores became available for the shortened blueprint in 2023-24.

As of 2023, the high school ISAT was taken in Grade 11 and evaluated against all high school standards. Two other features were added: (1) students could use a “banked” ISAT score from a prior high school year’s test, usually a Grade-10 test, rather than re-take the test in Grade 11; and (2) Grade 9 or 10 students could take the Grade-11 ISAT for banking, if they had received instruction on all relevant Idaho Content Standards in that subject. Please see Accountability Business Rules for details.

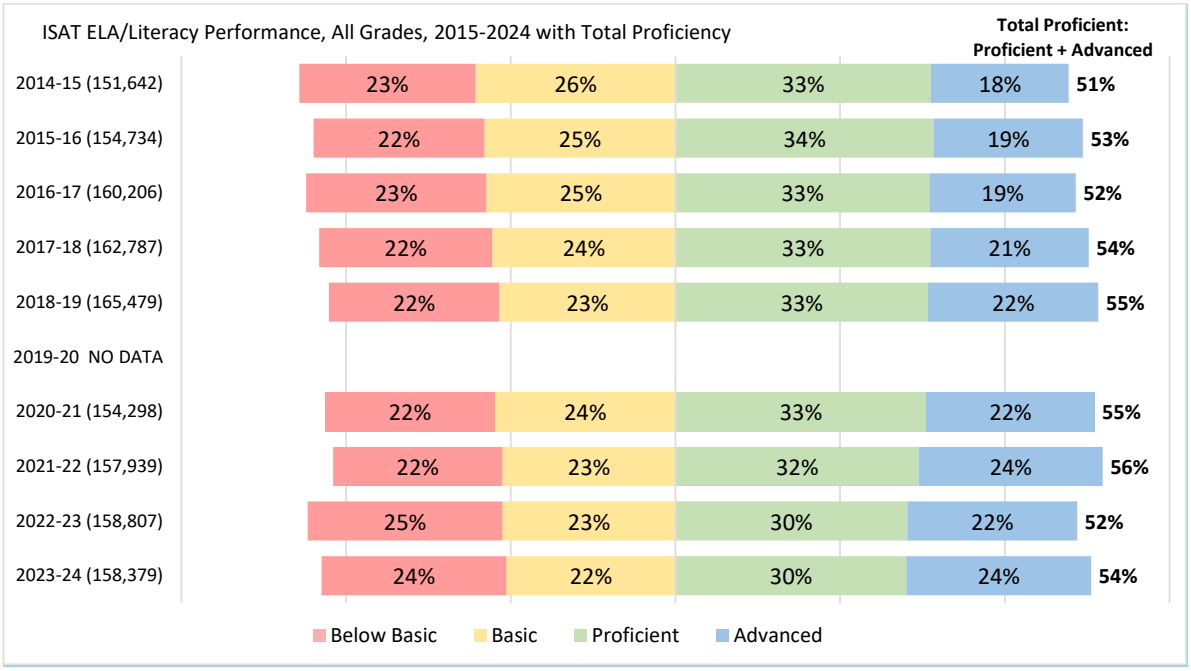
The graphs below display student data from before and after 2020, highlighting the impact of COVID-19, which disrupted instruction and halted assessments. Some graphs span multiple

years, while others, due to space constraints, focus on recent years but include the 2018-2019 school year for a pre- and post-pandemic comparison.

*Standard setting, which determined cut scores and proficiency levels, for the Smarter Balanced mathematics and English/Language Arts assessments occurred in October, 2018. These determinations were based on field test data and the methodologies were approved by the consortium's Technical Advisory Committee before they were finalized.

ISAT ELA Performance, All Grades

Figure 9: ISAT ELA Performance All Grades, School Years 2015-2024*

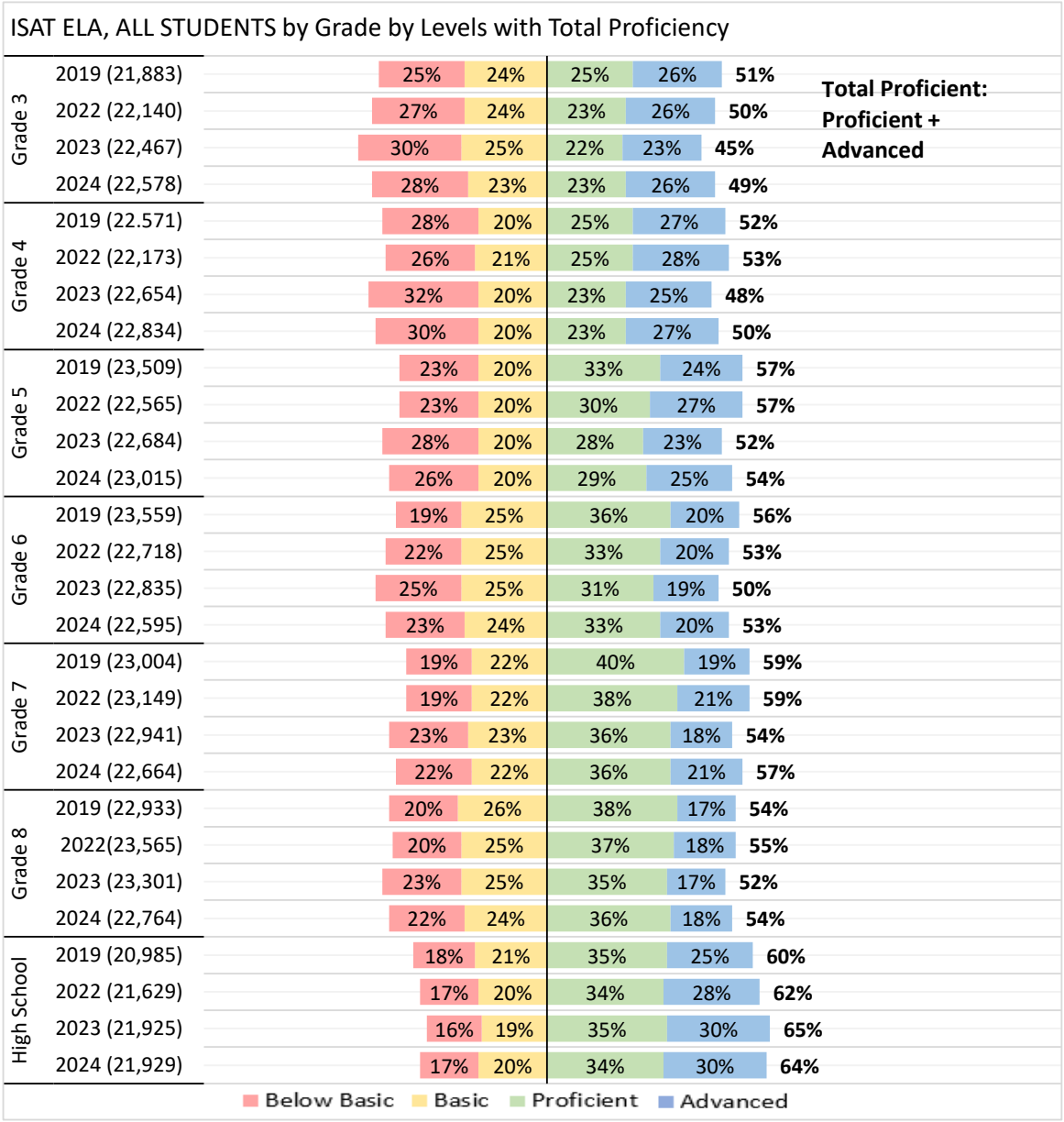


***Note**- Data are not available in 2020 because of COVID-related lapses in test-taking.*

** The 2021, 2022, and 2024 ISAT were on the shortened blueprint.*

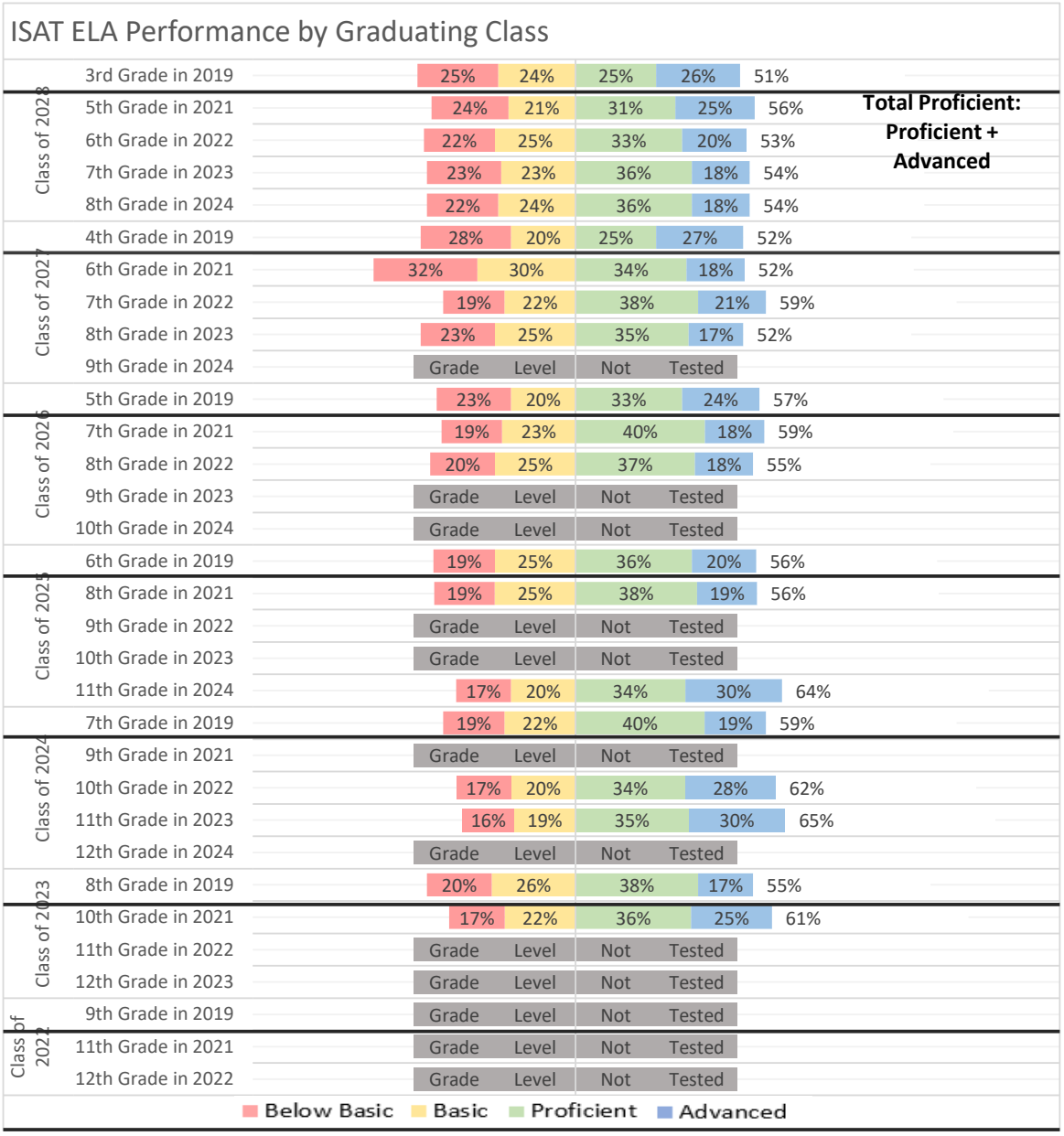
ISAT ELA Performance by Grade

Figure 10: ISAT ELA Performance by Grade SYs 2019, 2022*, 2023, and 2024*



**Both 2022 and 2024 were on the shortened blueprint.*

Figure 11: ISAT ELA Performance for 2019 and 2021-2024 by Graduating Class



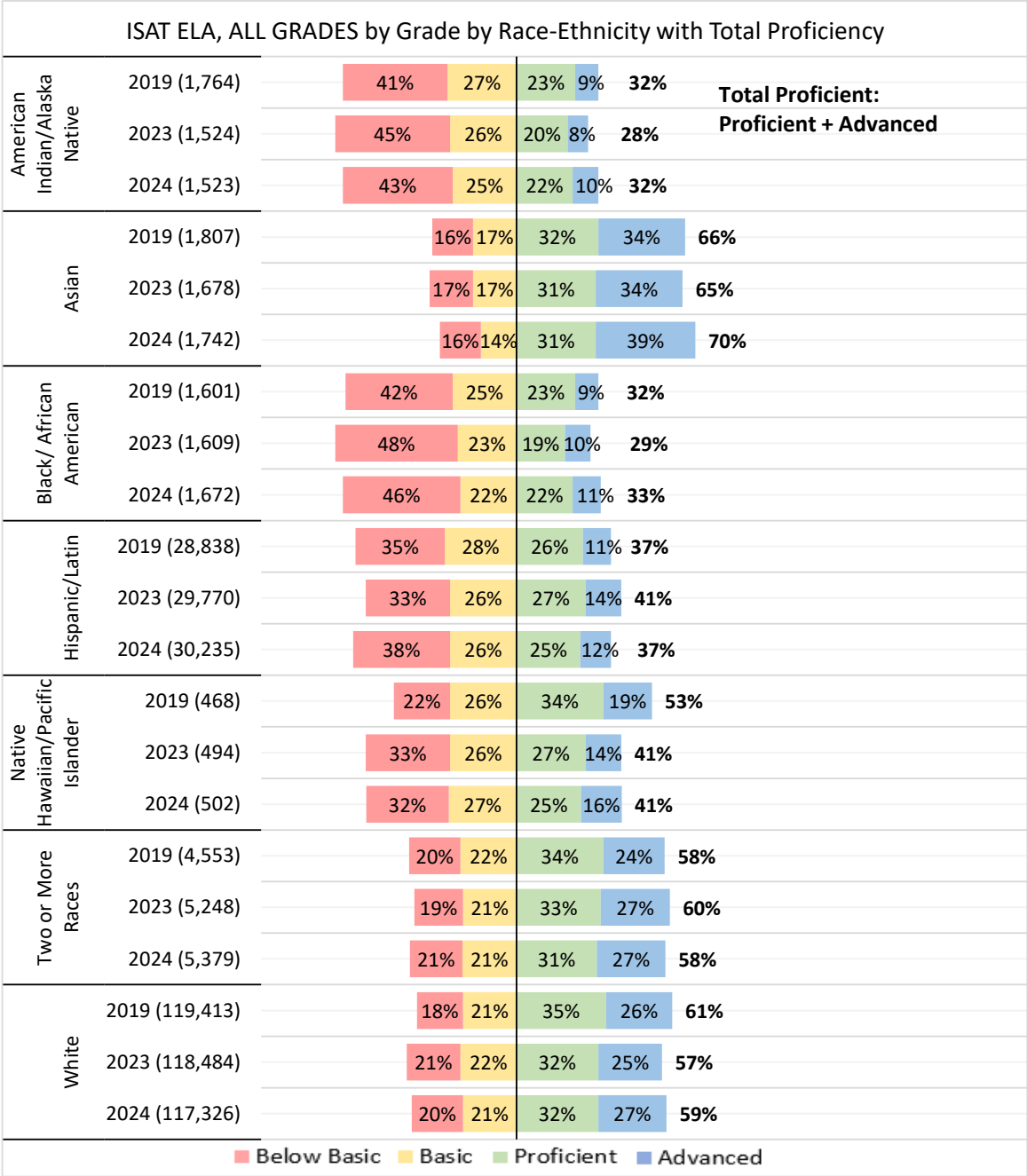
***Note**- Data are not available in 2020 because of COVID-related lapses in test-taking.*

** The 2022 and 2024 ISAT were on the shortened blueprint.*

** Students test in grades 3-8 and high school. Starting in Spring 2023, the tested high school grade shifted from 10th to 11th grade.*

ISAT ELA Performance by Race and Ethnicity

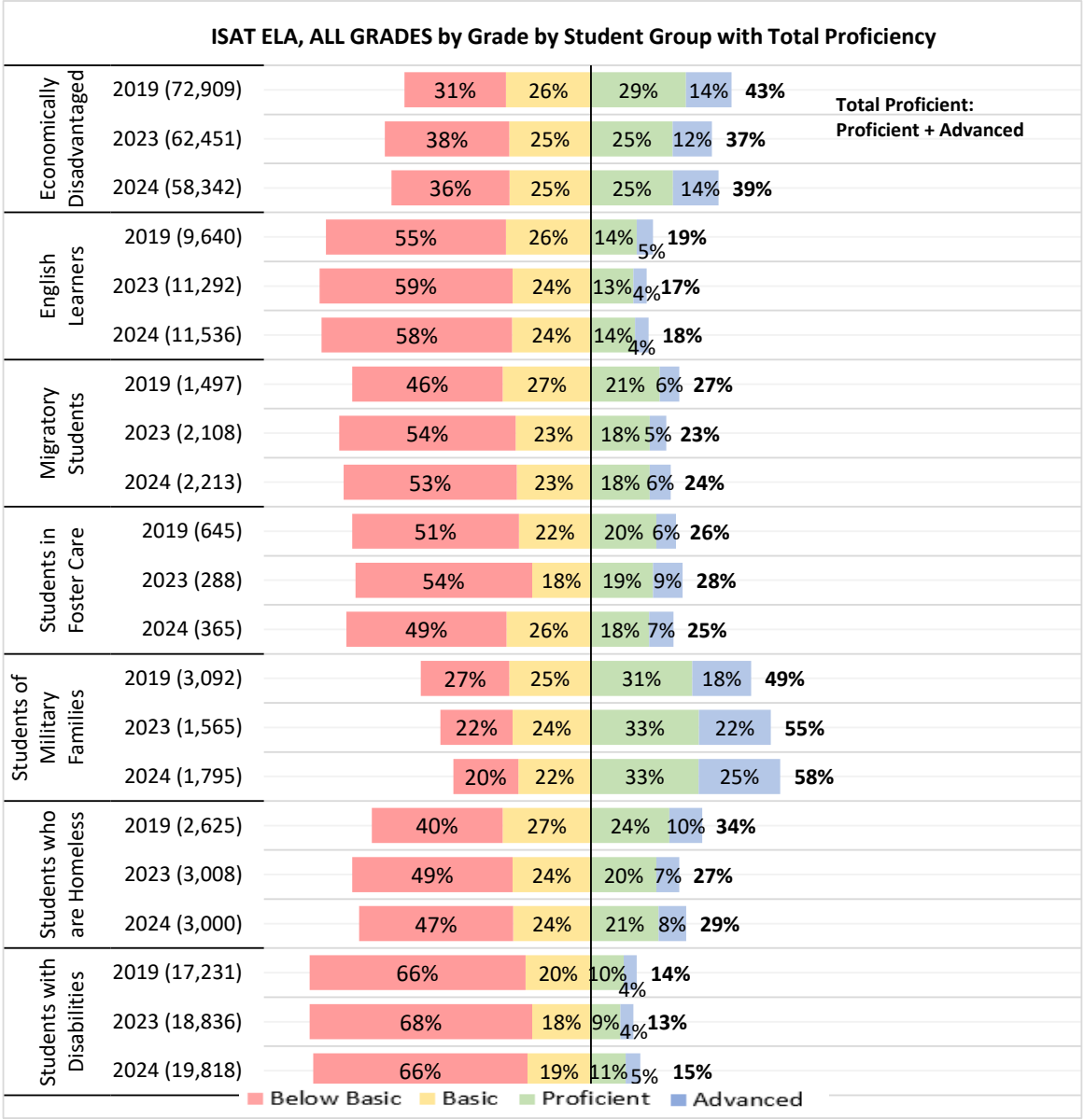
Figure 12: ISAT ELA Performance by Race and Ethnicity in 2019, 2023, and 2024*



** The 2024 ISAT was on the shortened blueprint.*

ISAT ELA Performance by Student Group

Figure 13: ISAT ELA Performance by Student Groups in 2019, 2023, and 2024*



** The 2024 ISAT was on the shortened blueprint.*

English Language Proficiency Assessment ELPA

The English Language Proficiency Assessment (ELPA), which includes both screener and summative test types, measures English language proficiency in listening, speaking, reading, and writing as defined by Idaho's English Language Development Standards[3]. The Elementary and Secondary Education Act, as amended by Section 3113[4] of the *Every Student Succeeds Act* (2015), requires state educational agencies to establish and implement standardized, statewide entrance and exit procedures for students identified as English learners (ELs). Idaho Code § 33-1617[5] and § 33-1624[6] support these federal mandates by outlining the legislative intent to develop statewide, research-based English language proficiency goals and by providing a standardized mechanism for evaluating annual English language proficiency growth. The Idaho Administrative Code[7][8] requires that provisional ELs be screened to determine program eligibility and that identified ELs complete the annual summative assessment. ELPA student performance results are used to monitor individual English language proficiency growth, English language proficiency, and to evaluate district program efficacy.

Idaho joined the WIDA Consortium in 2015 and began administering ACCESS for ELLs—WIDA's summative English language proficiency (ELP) assessment—in 2016. In addition to the summative ELPA, Idaho administers both the WIDA Screener and the WIDA Screener for Kindergarten as the state's ELP screeners to determine a student's EL program eligibility. The EL identification process is completed within the first 30 days of enrollment in an Idaho public school, and the results of the WIDA Screener establish a student's initial English language proficiency level, informing district programmatic and instructional decisions.

ACCESS for ELLs performance results are reported as both scale scores and proficiency levels (PLs). A scale score and proficiency level are produced for each language domain assessed (reading, writing, listening, and speaking). Composite scores are also generated (overall, literacy, oral, and comprehension). Proficiency levels are interpretive scores that describe what a student knows and can do in English. The six proficiency levels are:

- Proficiency Level 1: Entering
- Proficiency Level 2: Emerging
- Proficiency Level 3: Developing
- Proficiency Level 4: Expanding

[3] IDAPA Rule: 08.02.03.004.02
[4] Every Student Succeeds Act, 20 U.S.C. § 3113(b)(2). https://www.congress.gov/114/plaws/publ95/PLAW-114publ95.pdf
[5] Idaho Code § 33-1617:https://legislature.idaho.gov/statutesrules/idstat/Title33/T33CH16/SECT33-1617/
[6] Idaho Code § 33-1624:https://legislature.idaho.gov/statutesrules/idstat/title33/t33ch16/sect33-1624/
[7] IDAPA Rule: 08.02.03.111.03
[8] IDAPA Rule: 08.02.03.111.06.(a)-(m)

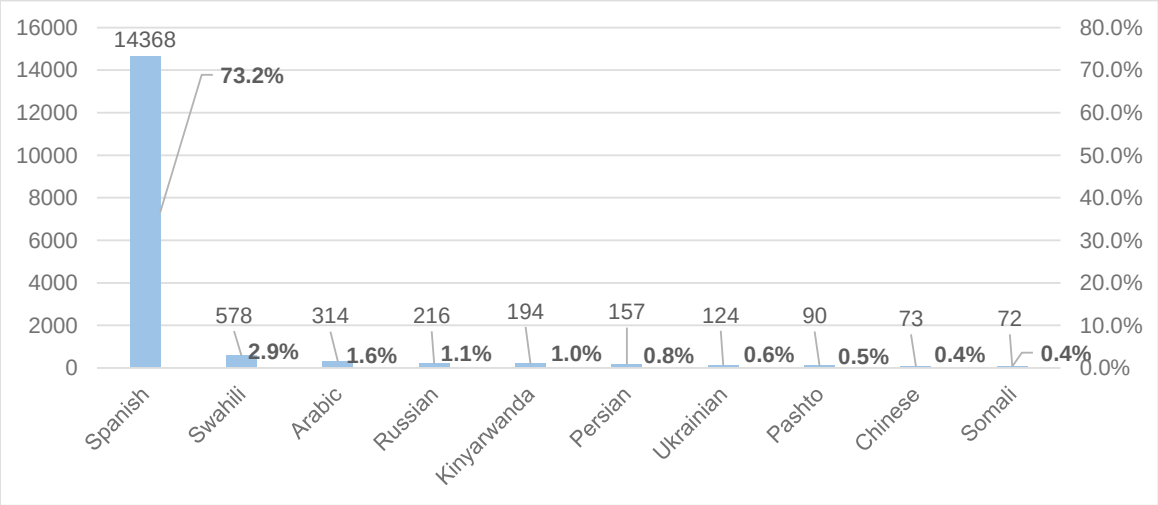
- Proficiency Level 5: Bridging
- Proficiency Level 6: Reaching

In 2017, the Department slightly modified the individual language domain (Reading, Writing, Listening, and Speaking) proficiency level targets for reclassification from an LEA's Language Instruction Educational Program from 5.0 on each of the four domains to 4.0, leaving overall composite cut-off unchanged. Three years later, based on its statewide analyses comparing ACCESS performance levels and ISAT ELA performance, the Department implemented another exit criterion update in 2019-20. These modifications modified the overall composite proficiency level reclassification cut score from 5.0 to 4.2; the Reading, Writing, and Listening domain cut scores from 4.0 to 3.5; and the Speaking cut from 5.0 to 1.0[9].

ELs with the most significant cognitive impairments, who meet the Idaho Alternate Assessment participation criteria, complete WIDA Alternate ACCESS. The proficiency levels for WIDA Alternate ACCESS are reported under the five proficiency levels outlined below:

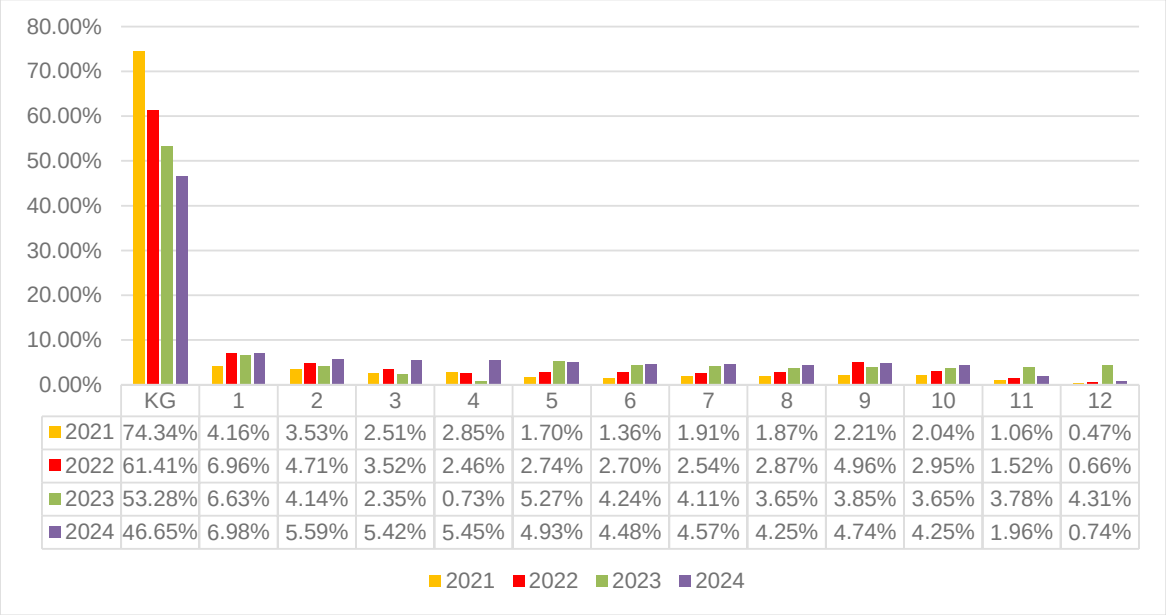
- Proficiency Level 1: Entering
- Proficiency Level 2: Emerging
- Proficiency Level 3: Developing
- Proficiency Level 4: Expanding
- Proficiency Level 5: Bridging

Figure 14: Top 10 Languages Spoken by English Learners – 2024



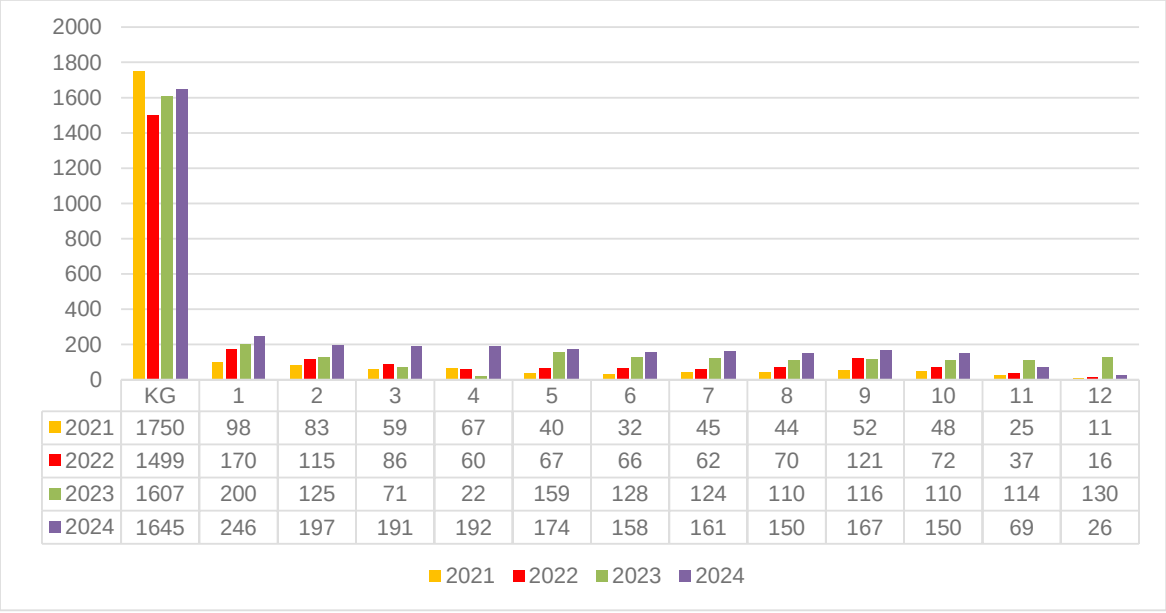
[9] This low score of 1.0 took into account that the Speaking measure relied on a recording technology that artificially reduced the Speaking score to 1.0 if a student stopped and re-started the recorder.

Figure 15: Percentage of First Year Identified English Learners (L1) by Grade Level



	KG	1	2	3	4	5	6	7	8	9	10	11	12
2021	74.34%	4.16%	3.53%	2.51%	2.85%	1.70%	1.36%	1.91%	1.87%	2.21%	2.04%	1.06%	0.47%
2022	61.41%	6.96%	4.71%	3.52%	2.46%	2.74%	2.70%	2.54%	2.87%	4.96%	2.95%	1.52%	0.66%
2023	53.28%	6.63%	4.14%	2.35%	0.73%	5.27%	4.24%	4.11%	3.65%	3.85%	3.65%	3.78%	4.31%
2024	46.65%	6.98%	5.59%	5.42%	5.45%	4.93%	4.48%	4.57%	4.25%	4.74%	4.25%	1.96%	0.74%

Figure 16: Count of First Year Identified English Learners (L1) by Grade Level



	KG	1	2	3	4	5	6	7	8	9	10	11	12
2021	1750	98	83	59	67	40	32	45	44	52	48	25	11
2022	1499	170	115	86	60	67	66	62	70	121	72	37	16
2023	1607	200	125	71	22	159	128	124	110	116	110	114	130
2024	1645	246	197	191	192	174	158	161	150	167	150	69	26

ELPA (General ACCESS for ELLs) Results 2024

The 2023-2024 summative ELPA window opened on January 29, 2024, and closed on March 8, 2024. During the test window, 19,406 students completed all sections (reading, writing, listening, and speaking) of ACCESS for ELLs. Among the ELs assessed, 3,414 were in their first year of EL identification (L1), and 47% of L1 students were identified for EL services in

kindergarten. The distribution graphs below illustrate the percentage of students scoring at each proficiency level on ACCESS for ELLs and Alternate ACCESS for ELLs from 2019 to 2024.

Figure 17: General ACCESS Performance Levels

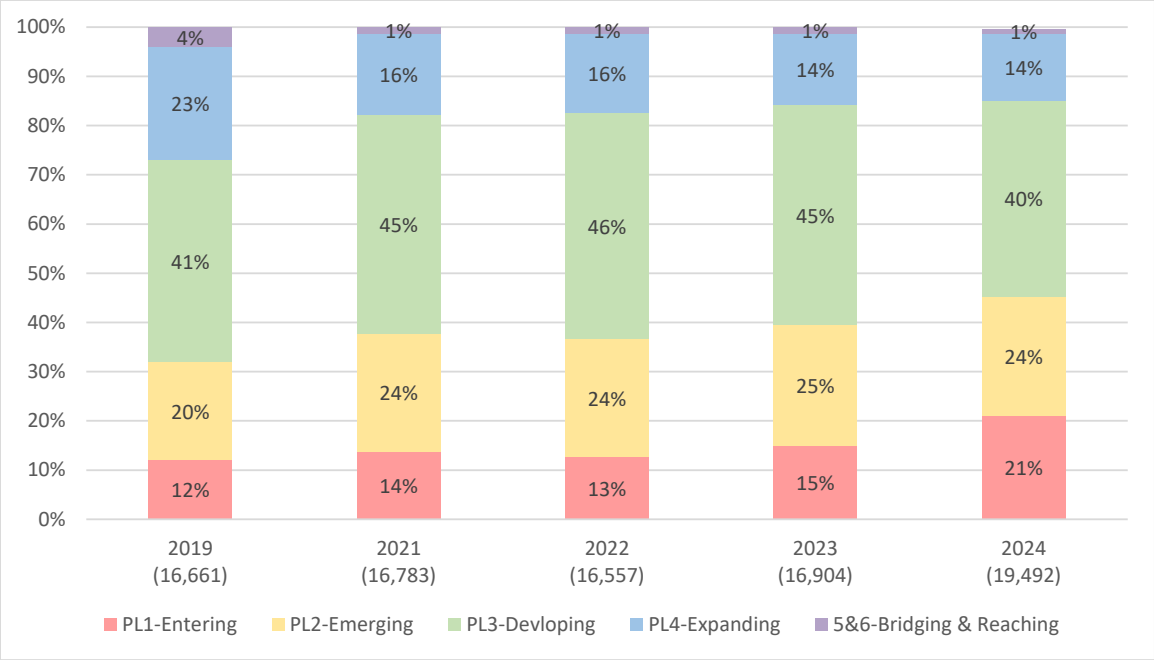
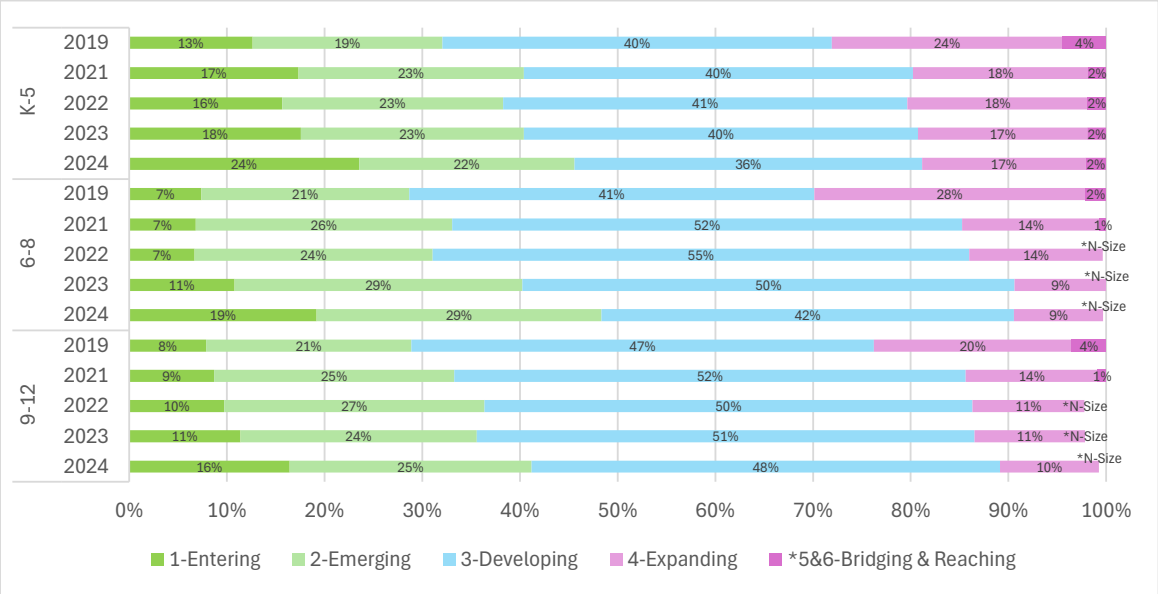


Figure 18: English Learner Performance Level by Grade Band



ELs Attaining English Language Proficiency (EL Reclassification Rate)

ELs reclassify (exit) from a district's language instruction educational program when an overall composite PL score of ≥4.2, domain scores of ≥3.5 in reading, writing, and listening, and a domain score of ≥1.0 in speaking, are attained. 9% of participants who completed ACCESS for ELLs in 2024 attained English proficiency and exited their district's language instruction educational program. The majority of Idaho's EL population reaches English proficiency in grades 3, 4, or 5.

Figure 19: Percentage of English Learners Existing the English Language Program by Attaining English Language Proficiency

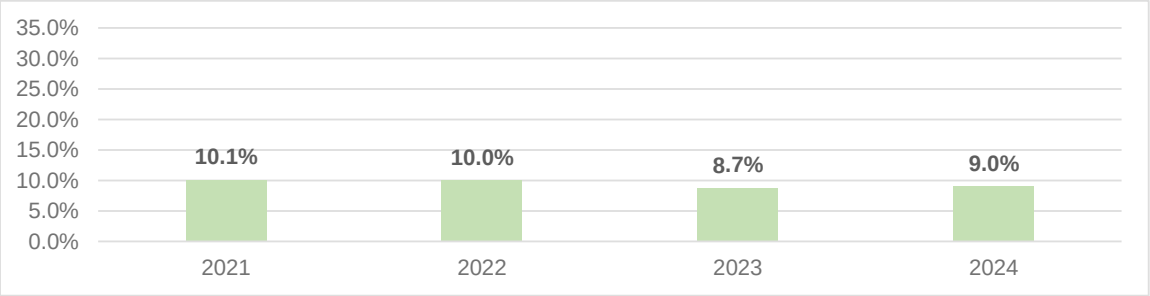
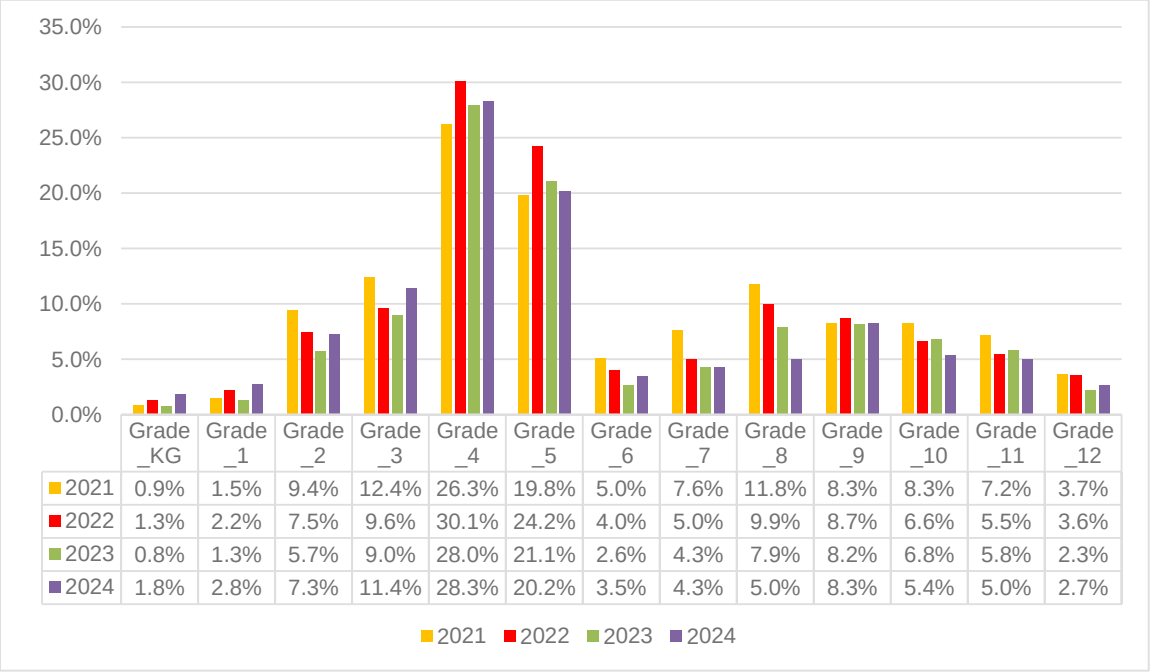


Figure 20: Percentage of English Learners Achieving English Language Proficiency by Grade



	Grade _KG	Grade _1	Grade _2	Grade _3	Grade _4	Grade _5	Grade _6	Grade _7	Grade _8	Grade _9	Grade _10	Grade _11	Grade _12
2021	0.9%	1.5%	9.4%	12.4%	26.3%	19.8%	5.0%	7.6%	11.8%	8.3%	8.3%	7.2%	3.7%
2022	1.3%	2.2%	7.5%	9.6%	30.1%	24.2%	4.0%	5.0%	9.9%	8.7%	6.6%	5.5%	3.6%
2023	0.8%	1.3%	5.7%	9.0%	28.0%	21.1%	2.6%	4.3%	7.9%	8.2%	6.8%	5.8%	2.3%
2024	1.8%	2.8%	7.3%	11.4%	28.3%	20.2%	3.5%	4.3%	5.0%	8.3%	5.4%	5.0%	2.7%

ELs Achieving English Language Growth Toward Proficiency

In 2024, 49% of ELs achieved English language growth toward proficiency. This was a 10.1% decrease from the 2022-2023 test administration. The growth toward English proficiency indicator is used to determine whether a student is on-track to exit EL support services within 2-5 years. The number of years allocated to meet proficiency is determined by an EL's initial ACCESS for ELLs overall composite PL score.

Figure 21: English Learners Achieving English Language Growth Toward English Proficiency Rate

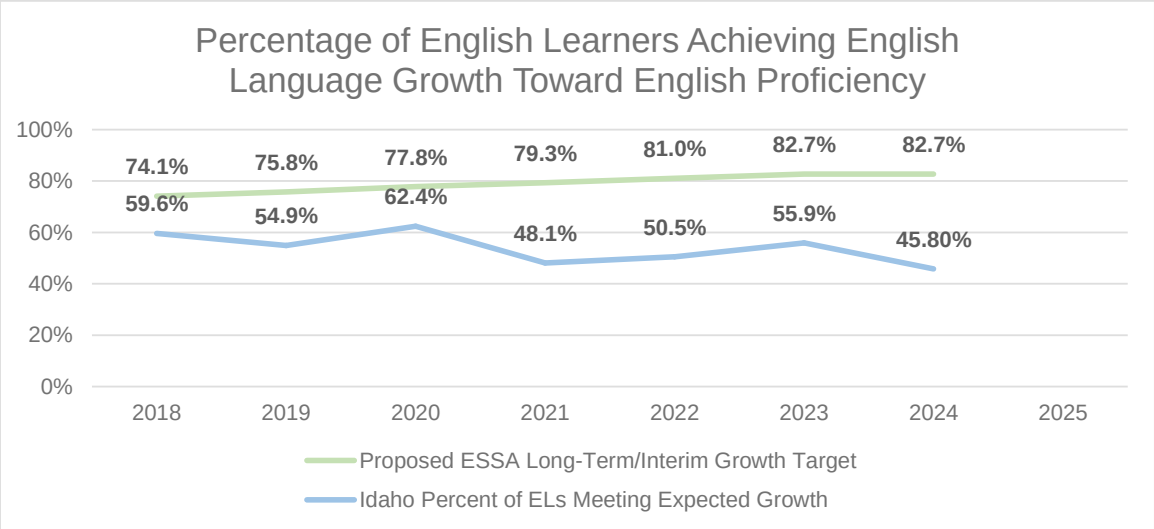
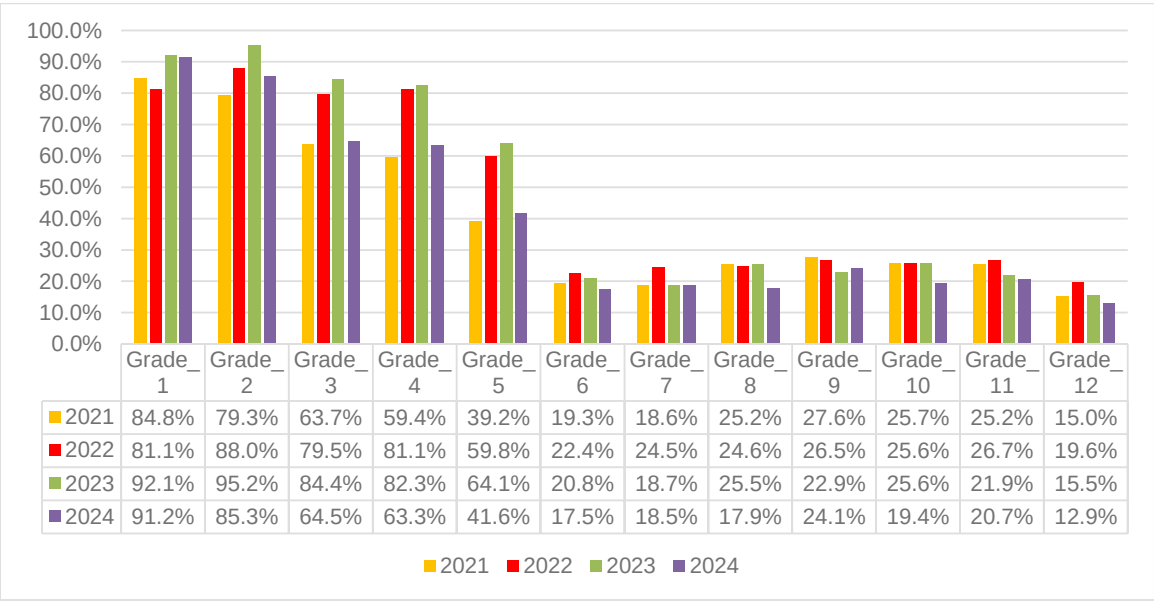


Figure 22: Percentage of English Learners Achieving Growth Toward English Language Proficiency by Grade



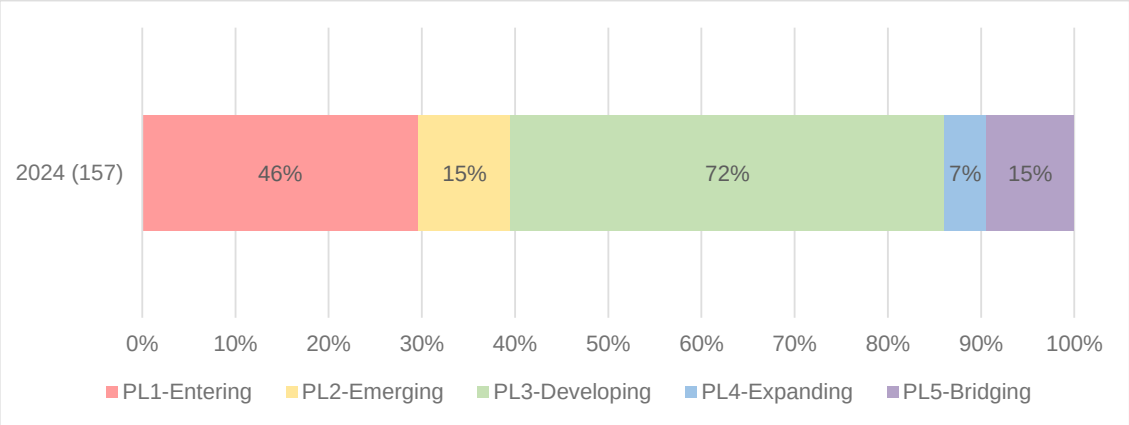
	Grade_1	Grade_2	Grade_3	Grade_4	Grade_5	Grade_6	Grade_7	Grade_8	Grade_9	Grade_10	Grade_11	Grade_12
2021	84.8%	79.3%	63.7%	59.4%	39.2%	19.3%	18.6%	25.2%	27.6%	25.7%	25.2%	15.0%
2022	81.1%	88.0%	79.5%	81.1%	59.8%	22.4%	24.5%	24.6%	26.5%	25.6%	26.7%	19.6%
2023	92.1%	95.2%	84.4%	82.3%	64.1%	20.8%	18.7%	25.5%	22.9%	25.6%	21.9%	15.5%
2024	91.2%	85.3%	64.5%	63.3%	41.6%	17.5%	18.5%	17.9%	24.1%	19.4%	20.7%	12.9%

As students transition from primary to secondary education, they face an increased cognitive load due to the shift from a single-teacher classroom to multiple subject-specific classes. This transition requires students to navigate varying instructional styles, academic expectations, and an expanded volume of content across disciplines. The increased linguistic and cognitive demands present in secondary education may explain the decreased rate of ELs attaining growth toward English language proficiency after grade 5.

Alternate ELPA (Alternate ACCESS) Results 2024

The 2023-2024 summative ELPA window opened on January 29, 2024, and closed on March 8, 2024. During the test window, 157 students completed all sections (reading, writing, listening, and speaking) of ACCESS for ELLs. Among the ELs assessed, 13 were in their first year of EL identification (L1), and 46% of L1 students were identified for EL services in kindergarten. The distributions below illustrate the percentage of students scoring at each proficiency level on WIDA Alternate ACCESS in 2024.

Figure 23: WIDA Alternate ACCESS Performance Levels 2024



The main goal of identifying ELs and monitoring the progress toward English language proficiency is executed to ensure that every Idaho public school is providing a quality education to *all* enrolled students, regardless of a child's first language. Though member states of the WIDA Consortium are provided with some generic professional learning opportunities, the complex nature of the ELP assessments and Idaho laws require continued thoughtful and proactive training on a regular cycle that addresses the spectrum of screening/identification requirements, interpretation requirement of WIDA Screener and ELPA student performance scores, as well as intensive assessment operational and technical assistance. An extensive overview of the English Language Proficiency Assessment (ELPA) is outlined on the Department's ELPA webpage: https://www.sde.idaho.gov/assessment/elpa/.

MATHEMATICS

Idaho students are tested in mathematics using the Idaho Standards Achievement Test (ISAT).

ISAT Math

The Idaho Standards Achievement Test (ISAT) comprises key elements of Idaho's school accountability system. Students in grades 3-8 and 11 take the ISAT to determine whether they have met the standards for their grade level in Mathematics (Math).[10] These tests are administered from March to May of each year to provide annual monitoring of individual, school, district, and state progress.

The ISAT is a criterion-referenced assessment designed to measure students' proficiency in the Idaho Content Standards. In Math, student performance is reported across multiple levels—individual, class, school, district, and state—and covers various categories, including mathematical concepts and procedures, problem solving and data analysis, and communicating mathematically.

The ISAT in Math comprises two components: a computer-adaptive test and a performance task. The primary objectives of the assessment are:

1. **Evaluation and Accountability**: To measure student achievement and learning growth as part of program evaluation and accountability for schools, districts, and the state.
2. **College and Career Readiness**: To provide valid, reliable, and fair assessments of students' progress toward mastering the knowledge and skills necessary for college and career readiness.
3. **In-Depth Demonstration of Skills**: To maximize students' ability to showcase their full knowledge and skills by utilizing the advantages of computer-adaptive testing.

These summative assessments are a critical part of the statewide comprehensive assessment system, as outlined in IDAPA 08.02.03.111.06.

Students with disabilities can participate in the statewide comprehensive ISAT assessment system in one of three ways. They can take the:

[10] School Year 2021-22 is the last year in which students took the Summative ELA and Math ISAT assessment in 10th grade. Starting in School Year 2022-23, high school students took the ELA, Math, and Science ISAT assessments in 11th grade. However, students may take the Math or ELA assessments in 10th grade, or rarely 9th grade, after completing instruction on all high school standards.

- general assessment without accommodations,
- general assessment with accommodations, or
- Idaho Alternate Assessment (IDAA) for students who qualify.

The Idaho Alternate Assessment (IDAA) is the alternate assessment option under the ISAT assessment system. It is intended for students with the most significant cognitive disabilities who meet specific participation criteria. They represent about 1% of the total student population, and their Individual-Education-Program (IEP) team determines if they qualify for the IDAA based on the participation criteria.

This document adopts the shorthand of referring to findings from the Idaho Standards Achievement Test as ISAT findings, even though they are formally ISAT/IDAA findings, because they include IDAA test results, unless otherwise indicated.

Data Considerations

The Idaho State Board of Education developed adjusted (shortened) blueprints in 2020. The shortened blueprint has 50% fewer computer adaptive items in each claim area compared to the original full (long) blueprint. The shortened blueprint still covers all content standards, and results are comparable. Although combined claim scores were in development, the shortened blueprint did not offer claim-level scores in 2020-21 or 2021-22. Idaho used the shortened blueprint in the 2020-21 and 2021-22 school years. Idaho returned to the full-length blueprint in the 2022-23 school year.

For school year 2023-24 and beyond, the Department decided to return to the shortened form of the ISAT blueprint based on input from LEAs and the Idaho State Board of Education. Combined claim level scores became available for the shortened blueprint in 2023-24.

ISAT results are reported as scale scores, which are divided into four achievement levels: Level 1 (Below Basic), Level 2 (Basic), Level 3 (Proficient), and Level 4 (Advanced). Scores in the Proficient (Level 3) and Advanced (Level 4) categories indicate that a student is meeting grade-level expectations for proficiency. The graphs below illustrate the performance of students in grades 3–8 and high school (grade 10 through 2022, and grades 10 and 11 starting in 2023) across the four achievement levels.

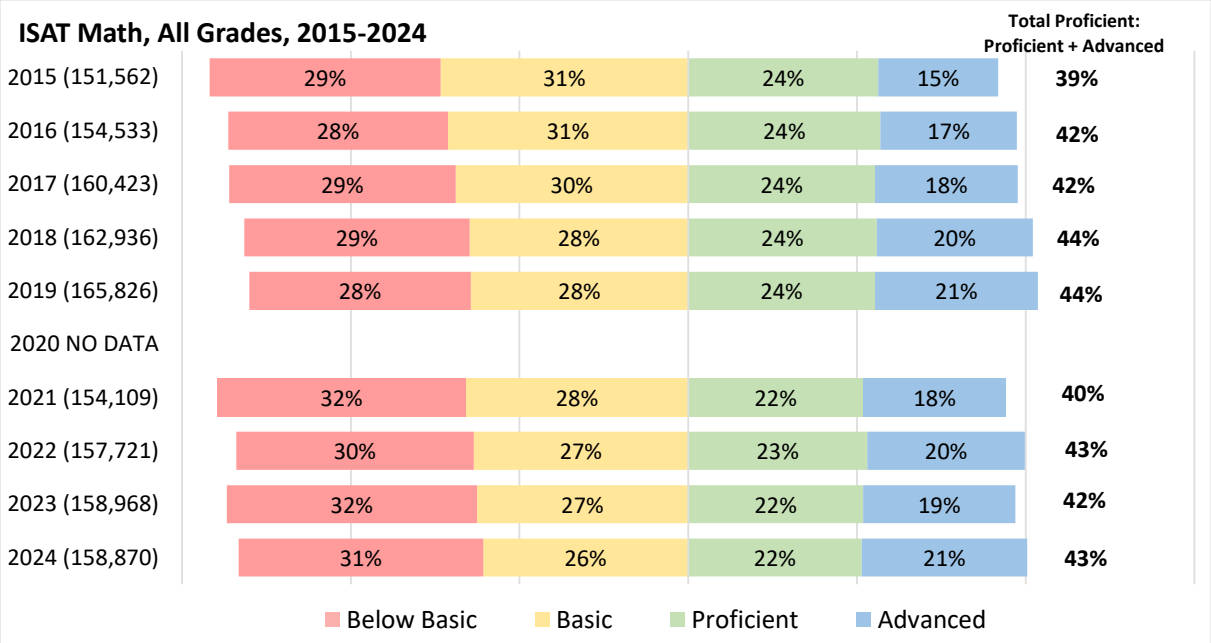
As of 2023, the high school ISAT was taken in Grade 11 and evaluated against all high school standards. Two other features were added: (1) students could use a “banked” ISAT score from a prior high school year’s test, usually a Grade-10 test, rather than re-take the test in Grade 11; and (2) Grade 9 or 10 students could take the Grade-11 ISAT for banking, if they had received

instruction on all relevant Idaho Content Standards in that subject. Please see Accountability Business Rules for details.

The graphs below display student data from before and after 2020, highlighting the impact of COVID-19, which disrupted instruction and halted assessments. Some graphs span multiple years, while others, due to space constraints, focus on recent years but include the 2018-2019 school year for a pre- and post-pandemic comparison.

ISAT Math Performance, All Grades

Figure 24: ISAT Math Performance, All Grades, School Years 2015-2024*

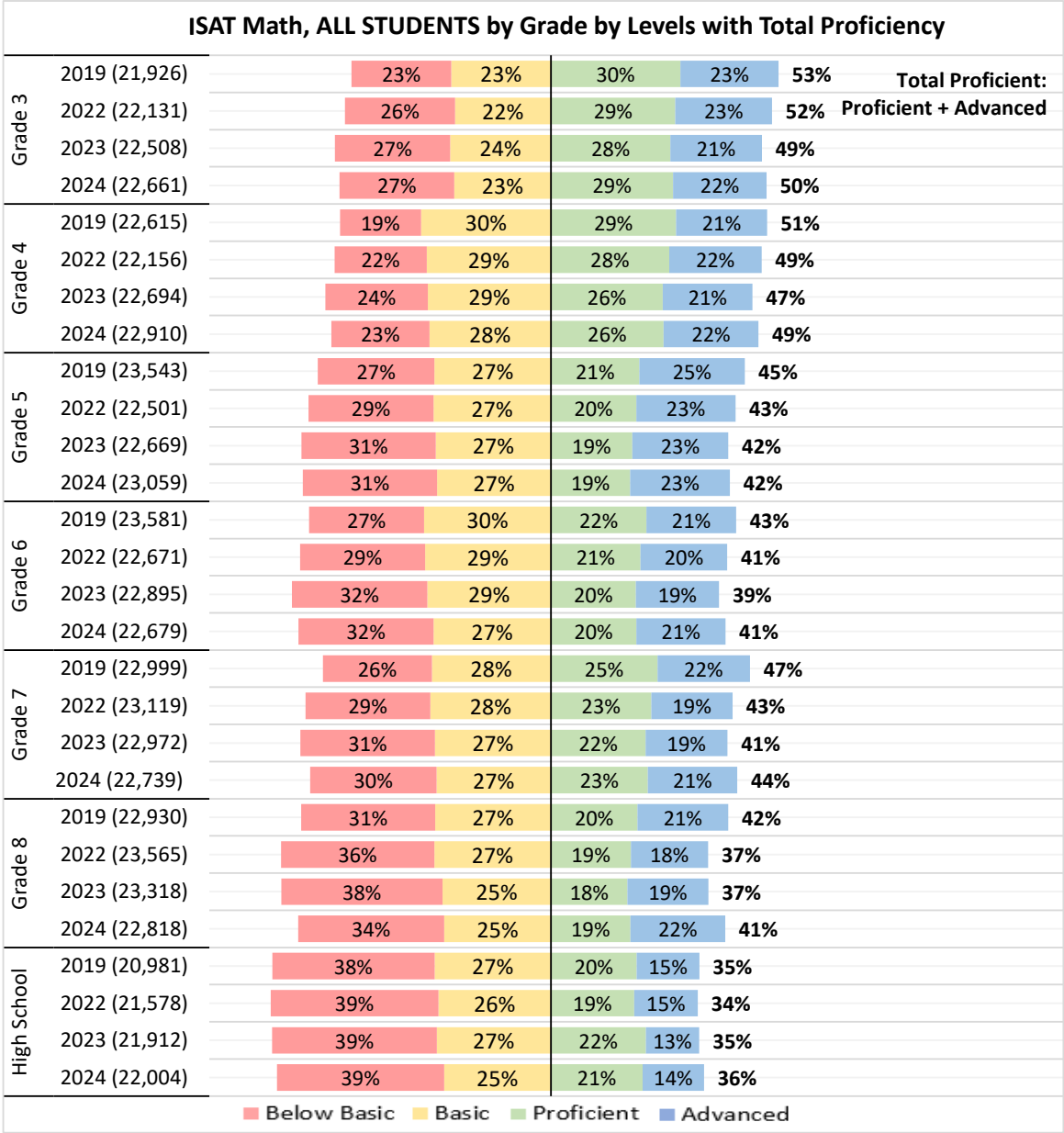


Note. Data are not available in 2019-20 because of COVID-related lapses in test-taking.

** The 2021, 2022, and 2024 ISAT used the shortened blueprint.*

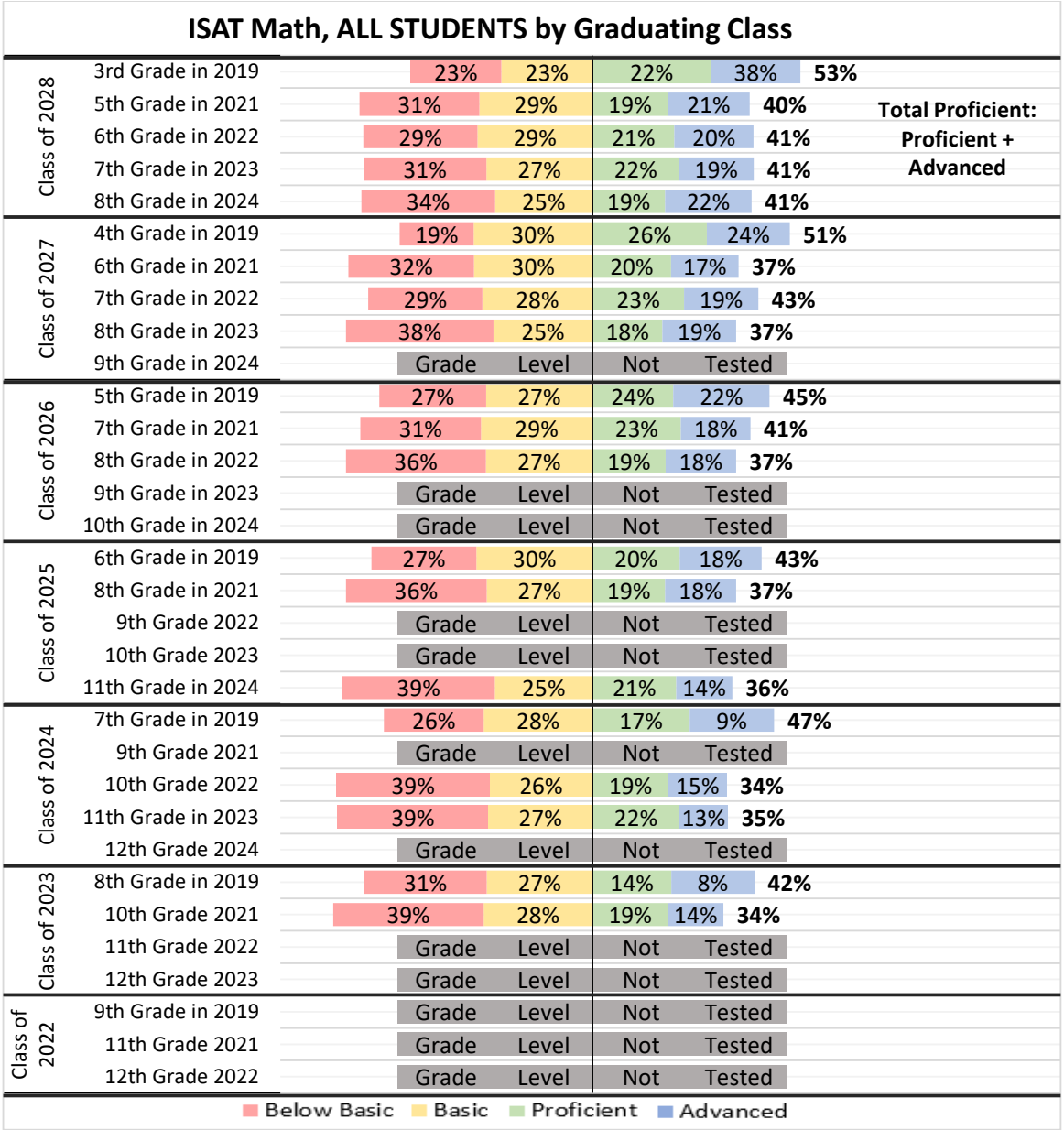
ISAT Math Performance by Grade

Figure 25: ISAT Math Performance by Grade School Years 2019, 2022*, 2023, and 2024*



**The 2022 and 2024 ISATs used the shortened blueprint*

Figure 26: ISAT Math Performance for 2019 and 2021-2024 by Graduating Class



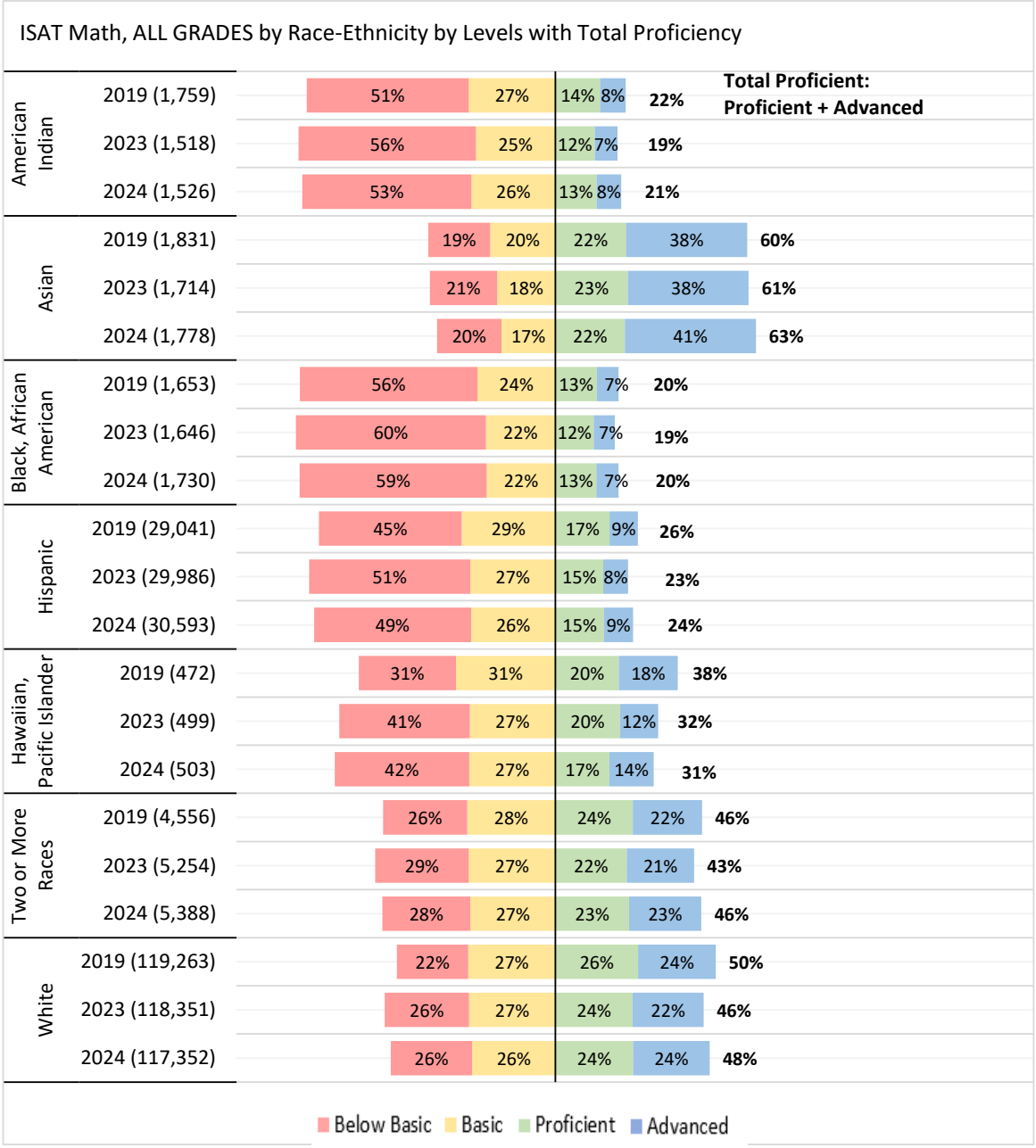
***Note**- Data are not available in 2020 because of COVID-related lapses in test-taking.*

** The 2022 and 2024 ISAT were on the shortened blueprint.*

** Students test in grades 3-8 and high school. Starting in Spring 2023, the tested high school grade shifted from 10th to 11th grade.*

ISAT Math Performance by Race-Ethnicity

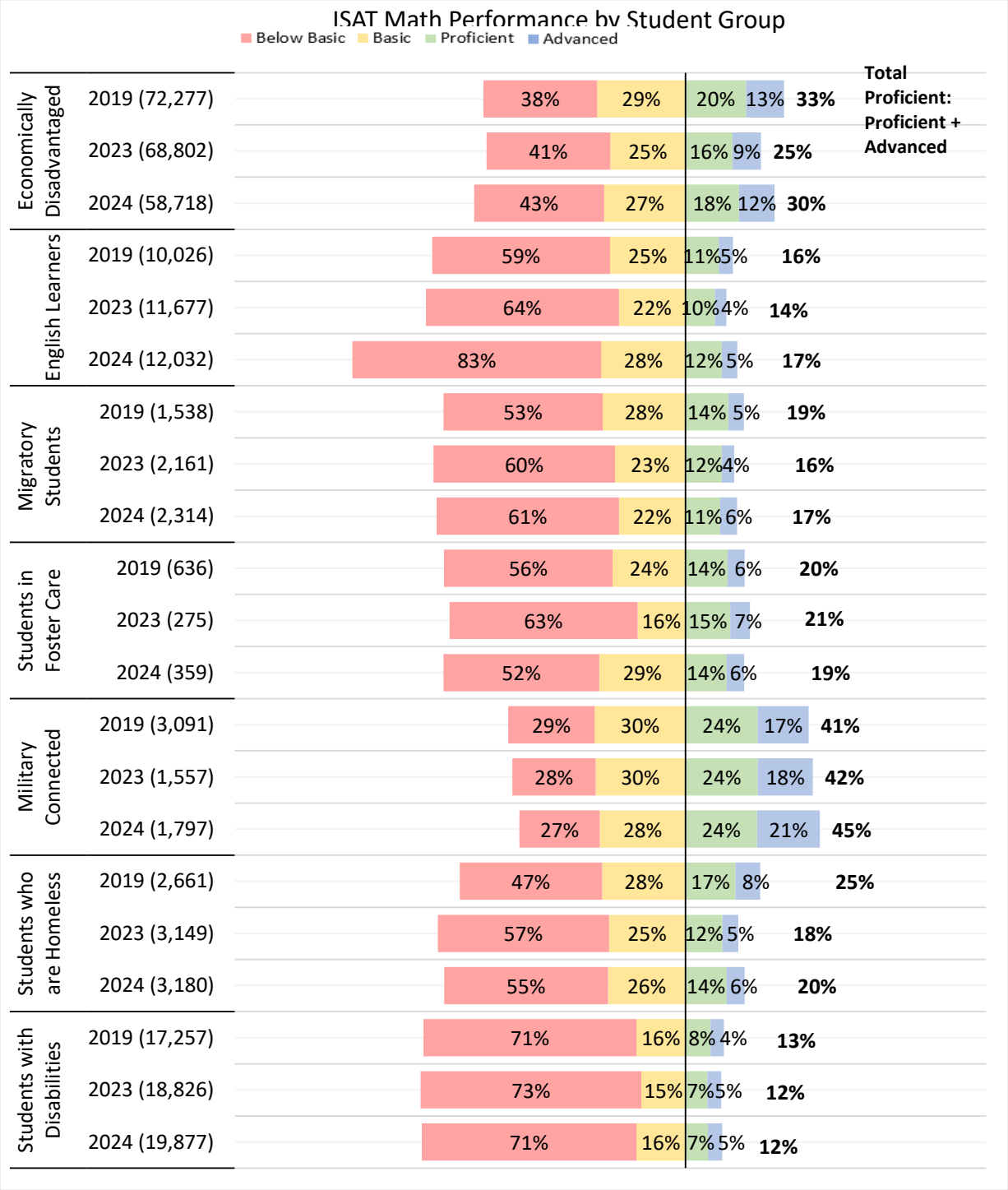
Figure 27: ISAT Math Performance by Race-Ethnicity School Years 2019, 2023*, and 2024*



**The 2023 and 2024 ISAT used the shortened blueprint.*

ISAT Math Performance by Student Group

Figure 28: ISAT Math Performance by Student Group, School Years 2019, 2023*, and 2024*



**The 2023 and 2024 ISAT used the shortened blueprint.*

Longitudinal Review of ISAT Math Performance

The cohort analyses and graphs for 2023-24 were generated following the same process as the cohort analysis in 2022-23. Data were taken from all attempted summative tests with claim scores in Idaho going back to the first year of Smarter Balanced summative testing, 2014-2015. Any students who took two mathematics summative tests in one school year or who repeated a grade across school years were then removed from the dataset. Test scores for individual students were linked across years using the student RTS key variable.

The different cohorts for Math were then formed separately by selecting all students who had summative tests for the corresponding grade in each year according to the cohort plan in Table 1.

Table 1: Cohort Test Grades and Years for 2023-2024 Analysis

Grade 11 Cohort		Grade 7 Cohort	
Test Grade	Year	Test Grade	Year
11	2024	7	2024
10*	2023*	6	2023
9**	2022**	5	2022
8	2021	4	2021
7+	2020+	3+	2020+
6	2019		
5	2018		
4	2017		
3	2016		

Notes:

** Grade 10 results for 2023 are unavailable because the grade 10 tests were not administered due to the change in the accountability grade in high school.*

*** Grade 9 results from 2022 were excluded because testing was optional, and not all grade 9 students participated.*

+ There was no testing in 2020 due to the COVID-19 pandemic.

For each of the two cohorts, the same analysis was performed:

1. Calculate the average overall and average claim scores for each year.
2. Calculate the merge rate for each cohort for each year as the number of students in the cohort divided by that year's total sample size for the grade.

The plot formatting remained consistent with the previous year, following the instructions provided by SDE. A total of three plots were generated:

1. Math: The graph with overall scale score, claim scores, and proficient cut for Grade 7 cohort.
2. Math: The graph with overall scale score, claim scores, and proficient cut for Grade 11 cohort.
3. Math: The graph with overall scale score and proficient cut for Grade 7 and 11 cohorts (no claim scores). This graph includes three lines: two overall score lines for the two cohorts and one proficient cut line.

ISAT Math Longitudinal Analysis – Two Cohorts Compared to Proficiency Cut Score

Figure 29: ISAT Math Longitudinal Analysis – 2024 Grade 7 & 8 Cohorts

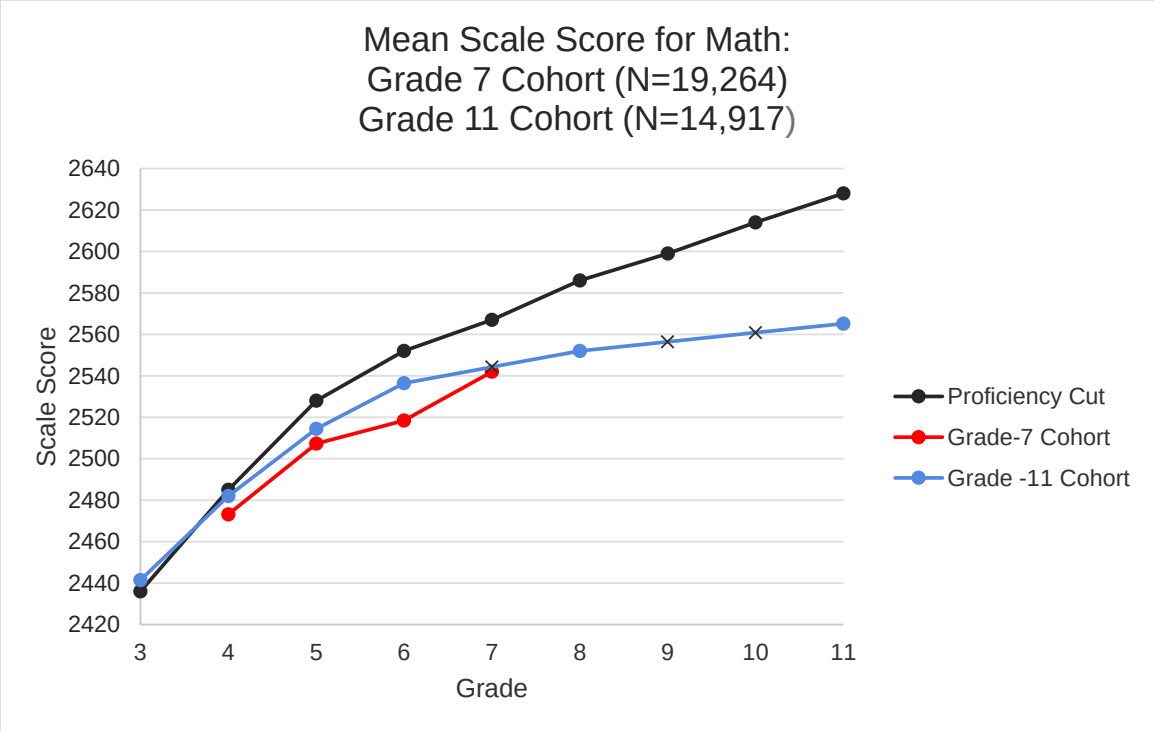


Figure 30: ISAT Math Mean Scale Score by Claim, Grade 7 Cohort

***Note**: ISAT Claims in math are categorized as:*

Claim 1: Concepts and Procedures

Claim 2 and 4: Problem Solving and Modeling and Data Analysis

Claim 3: Communicating Reasoning

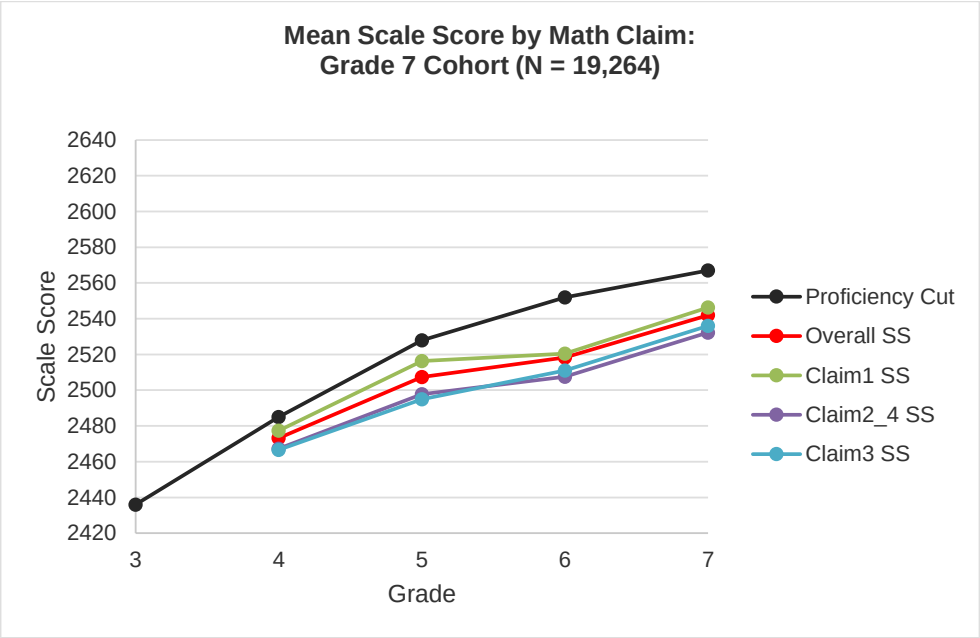
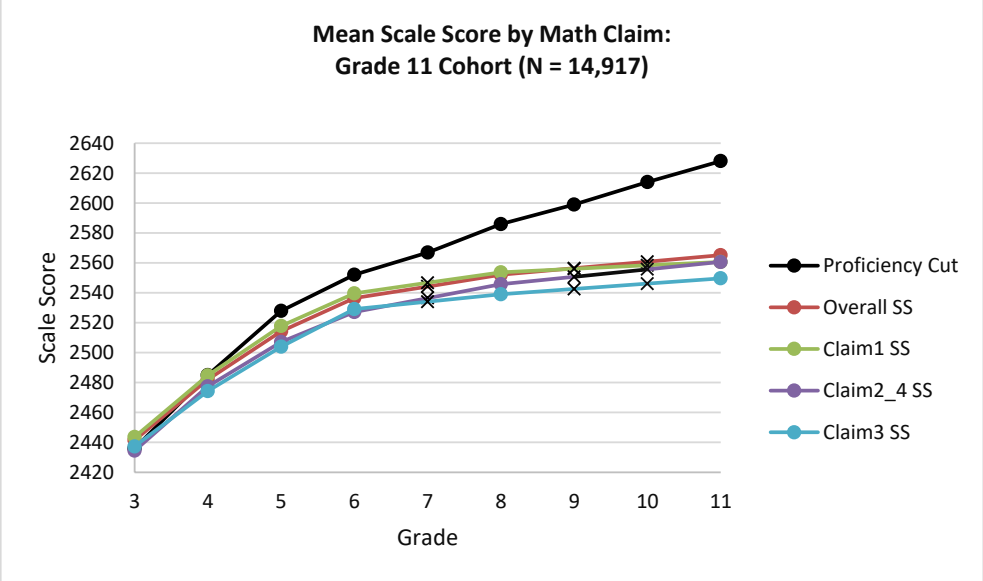


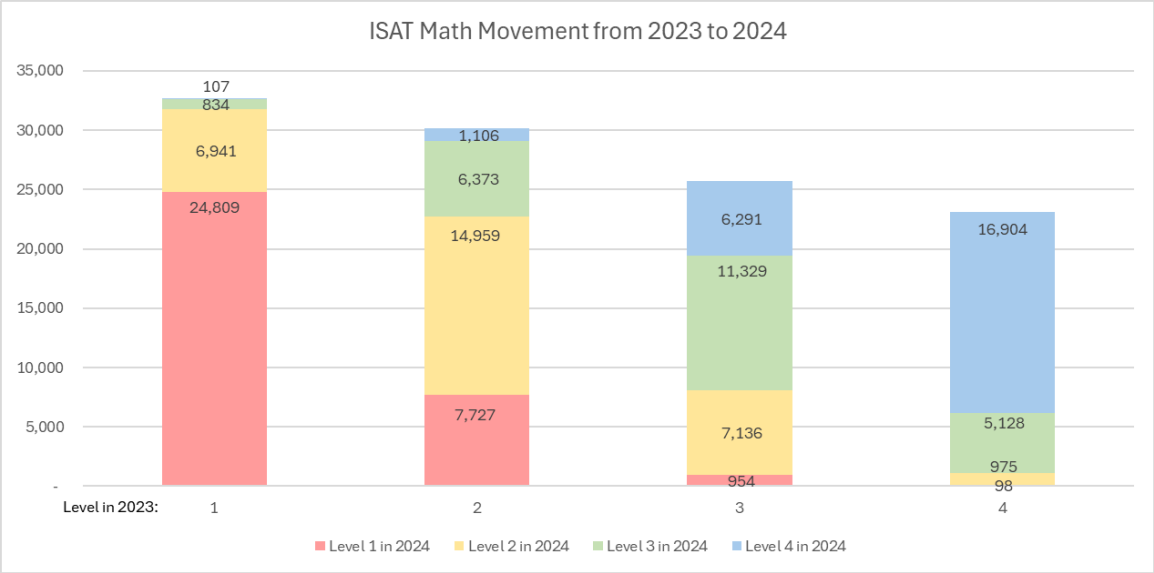
Figure 31: ISAT Math Mean Scale Score by Claim, Grade 11 Cohort



ISAT Math – How Much Did Idaho Students Move Across Proficiency Levels?

Of the 111,676 students that took the Math portion of the ISAT in 2023 and 2024, 19.7% had a worse proficiency level in 2024. 60.9% remained at the same level, with 19.4% improving.

Figure 32: ISAT Math Mean Scale Score by Claim, Grade 7 Cohort



HIGH SCHOOL GRADUATION RATES AND GO-ON RATES

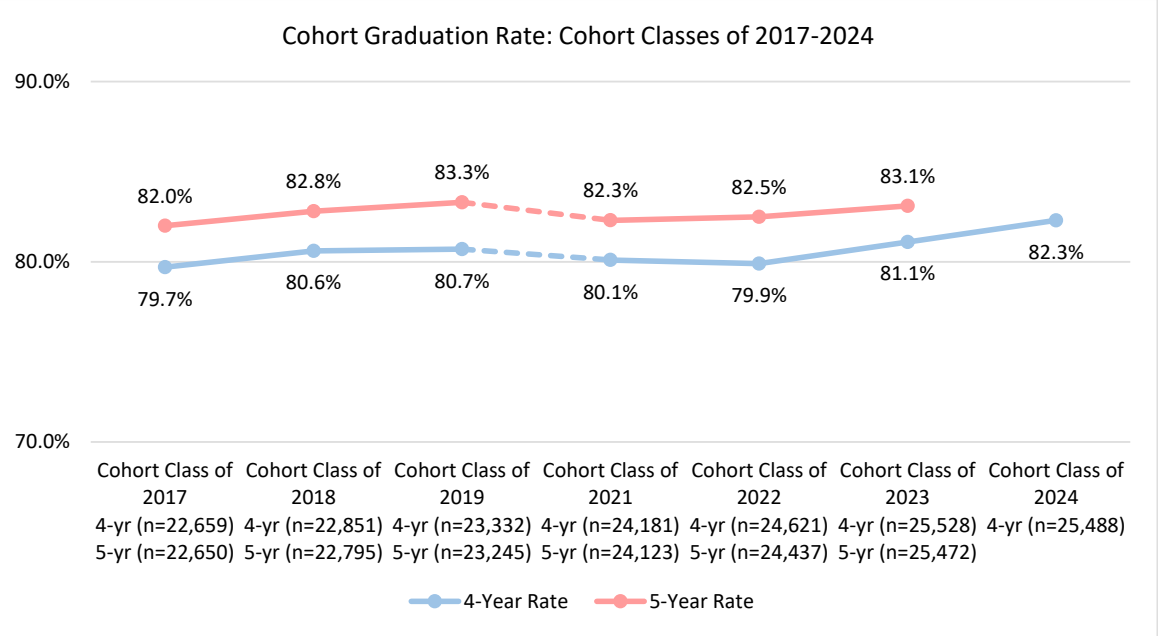
Idaho students' rates of graduation and going on to post-secondary education appear in this section.

Graduation Rate

We report graduation rate in two measures: the proportion graduating within four years of entering 9th grade (4-year Graduation Rate) and the proportion graduating within five years of entering 9th grade (5-year Graduation Rate). The 5-year rate is typically higher, because it includes all students who graduated in four years, plus those requiring an additional year to complete their high school requirements. Both include students who were enrolled in an Idaho school from their 9th grade onward, and any who moved into Idaho at some time during their high school years. The two counts appearing below each point on the graph are the 4- and 5-year cohort counts. The two may differ if students moved into or out of Idaho's public-school system in their fifth year.

Cohort Graduation Rate: Cohort Classes of 2017–2024
In 2024, 82.3% of Idaho's high school students graduated in four years. As seen in Figure 33: 4-year and 5-year Graduation Rates per Cohort

Figure 33: 4-year and 5-year Graduation Rates per Cohort



Note: The Cohort Class of 2020 has been excluded, as graduation requirements were modified due to pandemic closures.

Cohort Graduation Rate: Cohort Class of 2024

Figure 34: 4-Year Cohort Graduation Rate by Race/Ethnicity

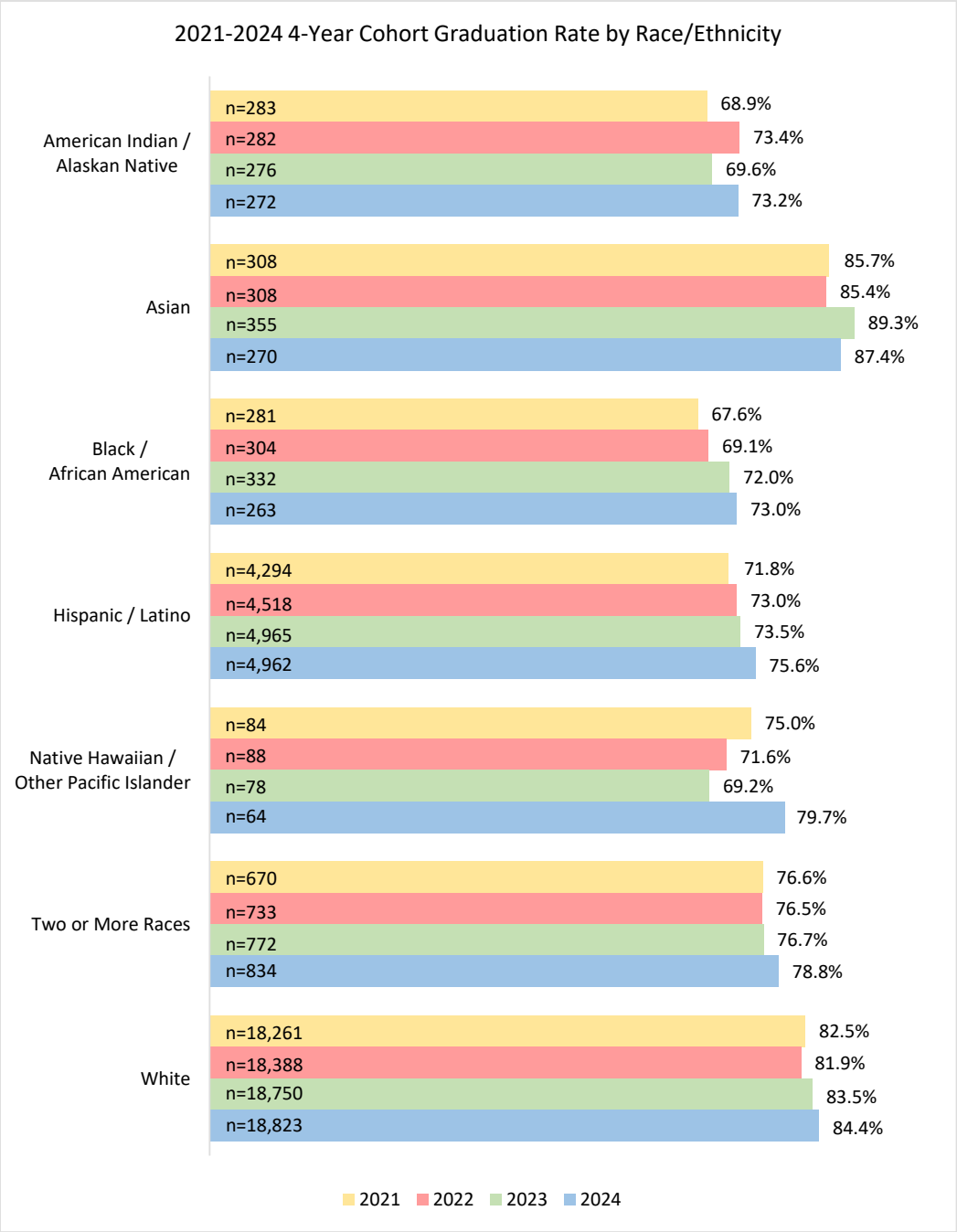
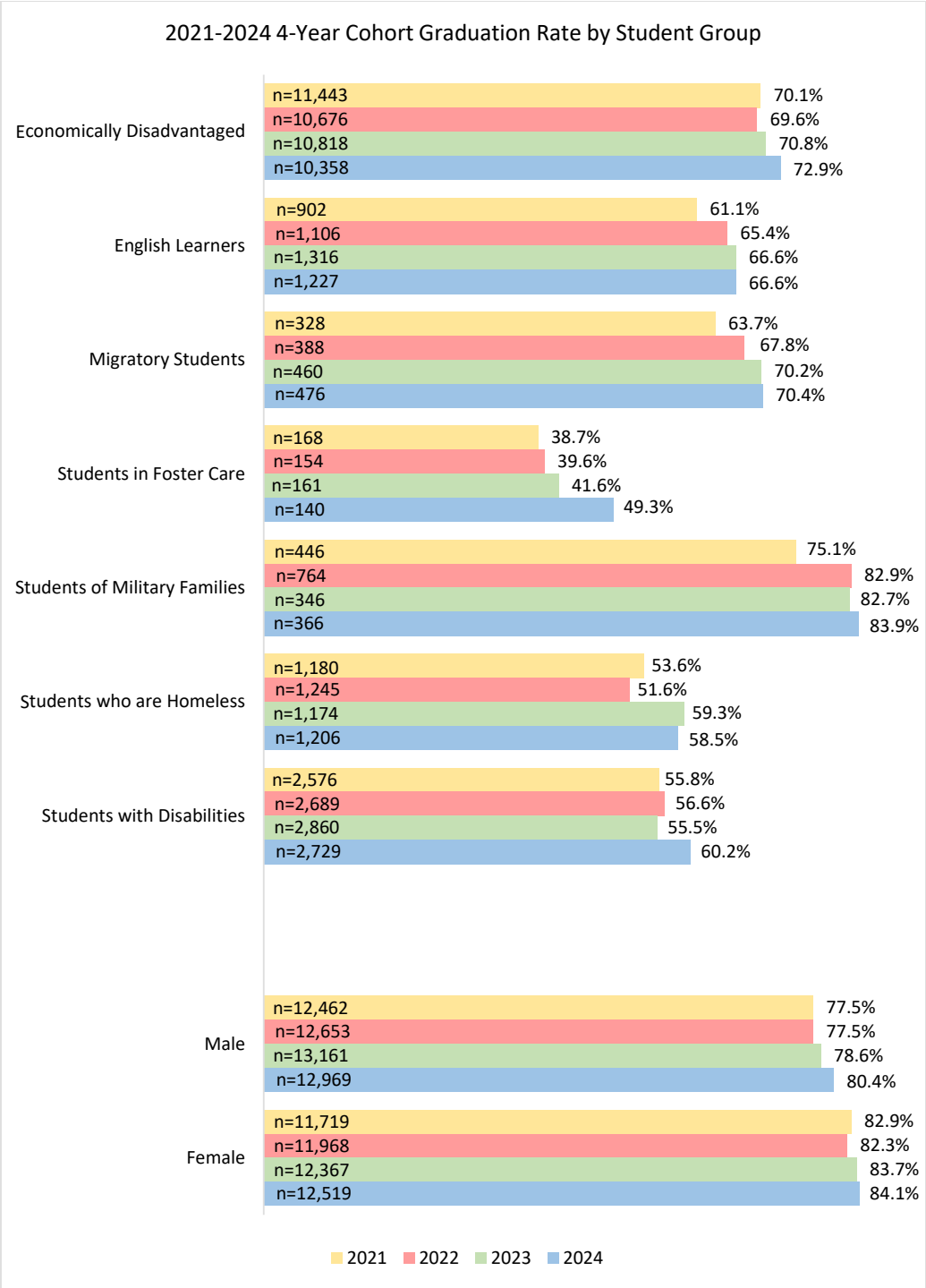


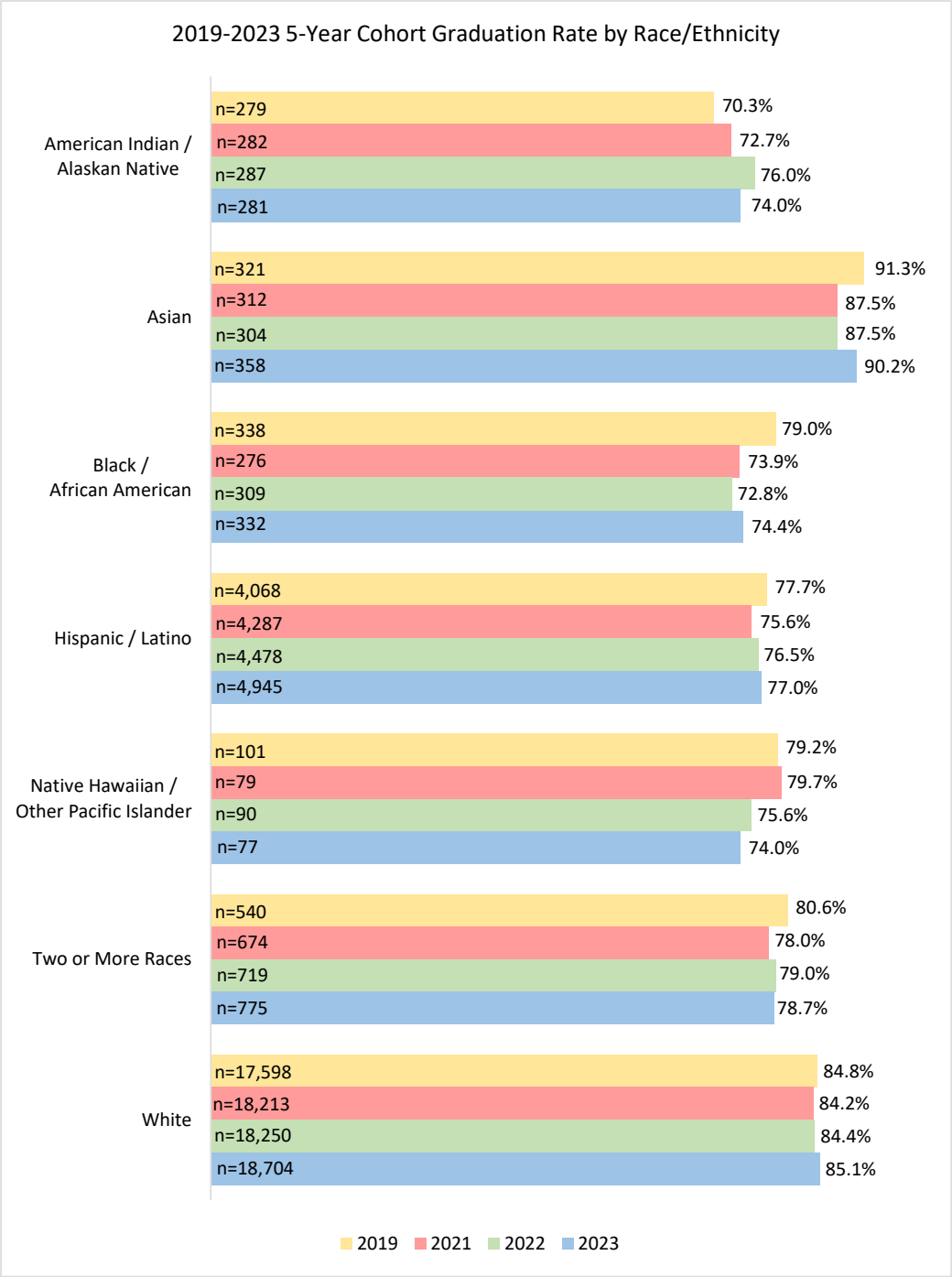
Figure 35: 4-Year Cohort Graduation Rate by Student Group



Note: The criteria for identifying English Learners changed in 2020, making prior years' rates incomparable to those following the change.

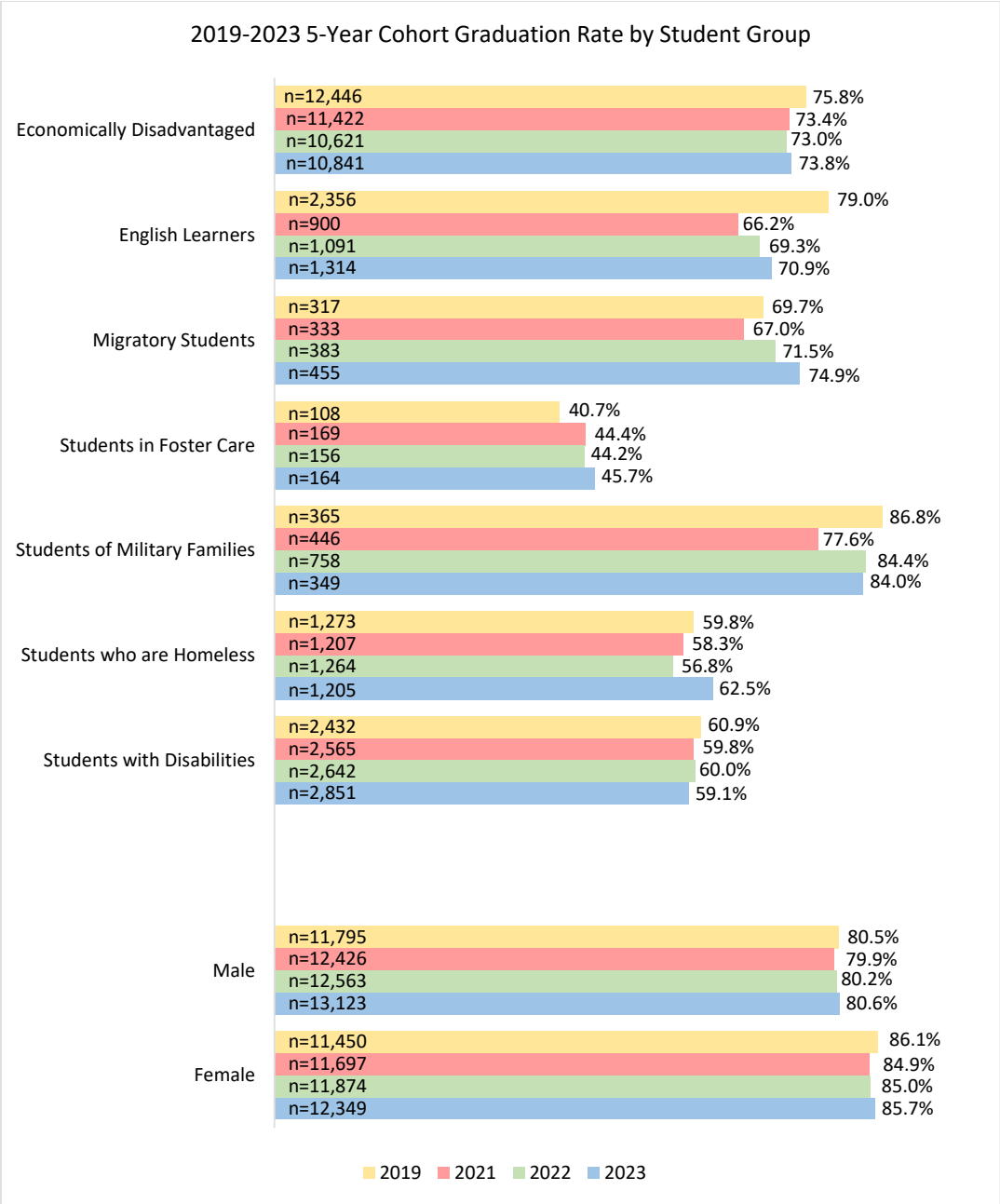
Cohort Graduation Rate: Cohort Class of 2023

Figure 36: 5-Year Cohort Graduation Rate by Race/Ethnicity



Note: The Cohort Class of 2020 has been excluded, as graduation requirements were modified due to pandemic closures.

Figure 37: 5-Year Cohort Graduation Rate by Student Group



Note: The criteria for identifying English Learners changed in 2020, making prior years' rates incomparable to those following the change.

Note: The Cohort Class of 2020 has been excluded, as graduation requirements were modified due to pandemic closures.

Go On Rates

Idaho's Go On rates provided in this section reflect the percentage of high school graduates who pursue post-secondary education within one or three years of graduation. Go on status is counted based on the student's graduation year (not on the graduation cohort, which drives the calculation of graduation rates). The denominators used to calculate go on rates include all students who graduated in the spring or summer of the academic year. For instance, the "2022-23 grads" cohort includes all students who graduated in the spring or summer of that academic year (i.e. spring or summer 2023). The rate is then reported for that cohort of students, indicating who pursued higher education within one year of graduating. The 3 year go on rates maintain the same graduating class but consider the percentage that enrolled in post-secondary education within three years of graduating.

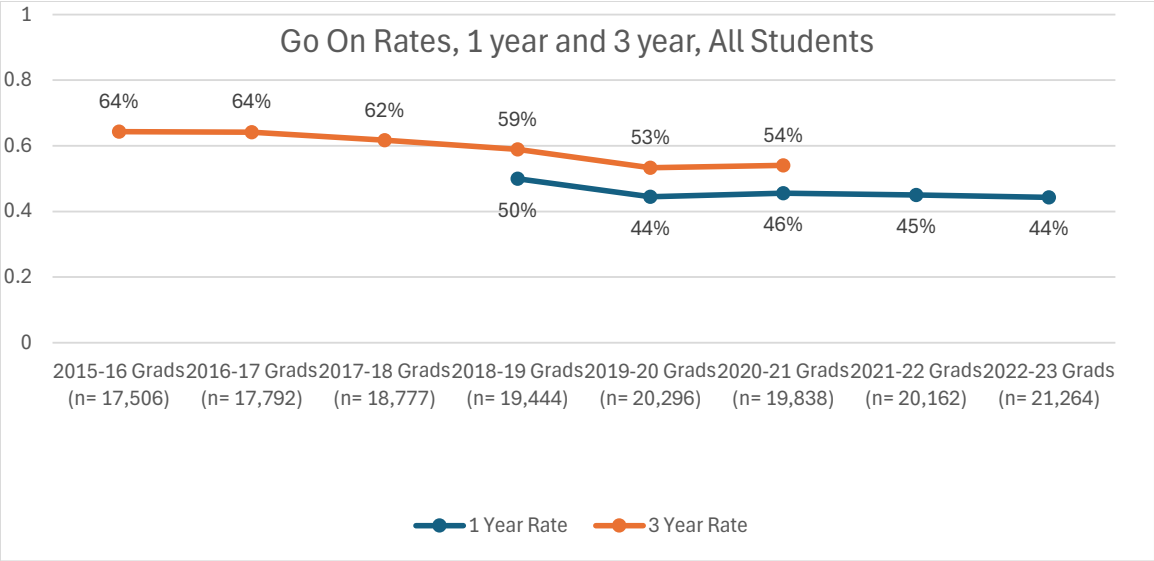
Idaho's Office of the State Board of Education (OSBE) provided the go on rates data, which it now terms "college-going" data. Counted in these data are Idaho high-school graduates taking courses at any 4-year or 2-year institution of learning beyond high school, whether the student is pursuing a certificate, a degree, or is just taking courses. Also counted are training or job-preparation programs, such as cosmetology and barber training, massage, and other trades training that appear in the available data sources.

The two data sources OSBE consults are (1) the eight Idaho public, post-secondary institutions; and (2) the National Student Clearinghouse (NSC)[11], which receives data from institutions nationwide that accept federal financial aid. Some known post-secondary programs and program types are not included in these reported rates because they do not appear in either source, e.g., Career Technical Education badges, Northwest Lineman, U.S. military, apprenticeship programs except those linked to the reported institutions, and some small training programs, e.g., for cosmetology, massage, barber.[12]

[11] National Student Clearinghouse: https://www.studentclearinghouse.org/

[12] Included in the rate calculation are students attending all Idaho pubic, post-secondary institutions, and all students attending any institutions listed in the National Student Clearinghouse (NSC). These Idaho schools appeared in the NSC counts last year: Apollo College, Boise State University, Brigham Young University – Idaho, Broadview University, College America - Stevens Henager, College of Eastern Idaho, College of Southern Idaho, College of Western Idaho, Idaho State University, ITT Technical Institute – Boise, Lewis-Clark State College, North Idaho College, Northwest Nazarene University, Stevens-Henager College, Stevens-Henager College Nampa, The College of Idaho, University of Idaho. In addition, in a typical year, Idaho graduates attend post-secondary institutions in about every state in the USA. The full list is available from OSBE-Research on request.

Figure 38: 1 Year and 3 Year Go On Rates, All Students



1-Year Go-On Rate

Figure 39: 1-Year Go-On Rates by Race/Ethnicity and Graduation Cohort

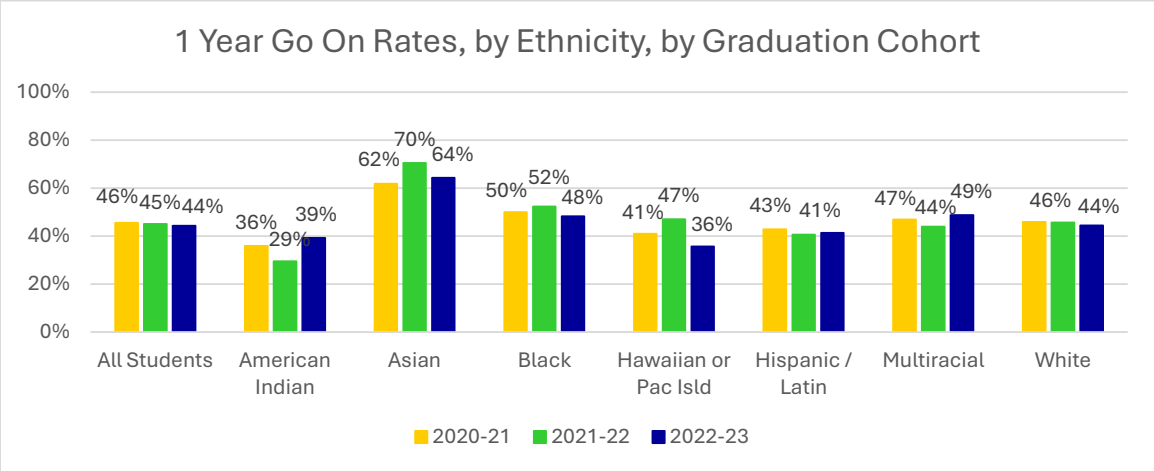
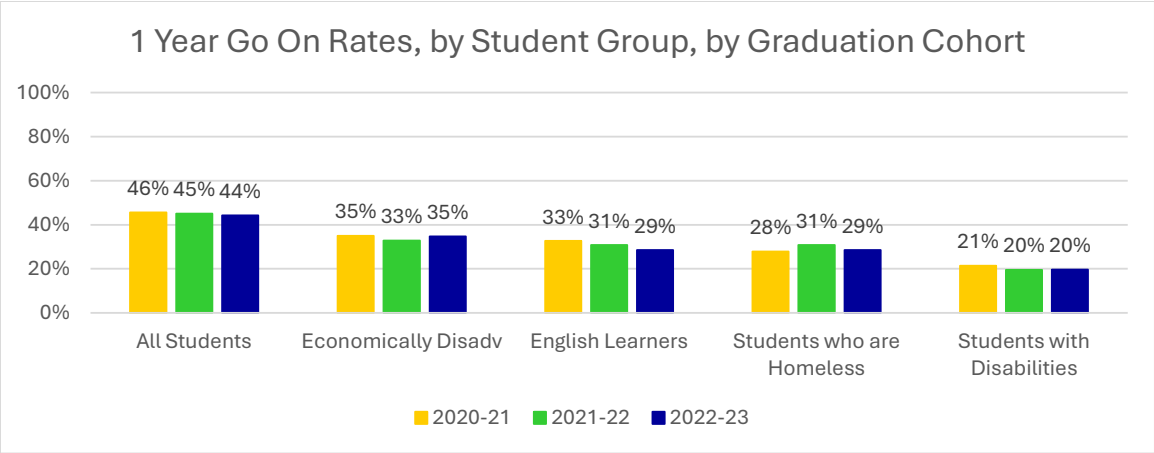


Figure 40: 1-Year Go-On Rates by Student Groups



3-Year Go-On Rates

Figure 41: 3-Year Go-On Rates by Race/Ethnicity and Graduation Cohort

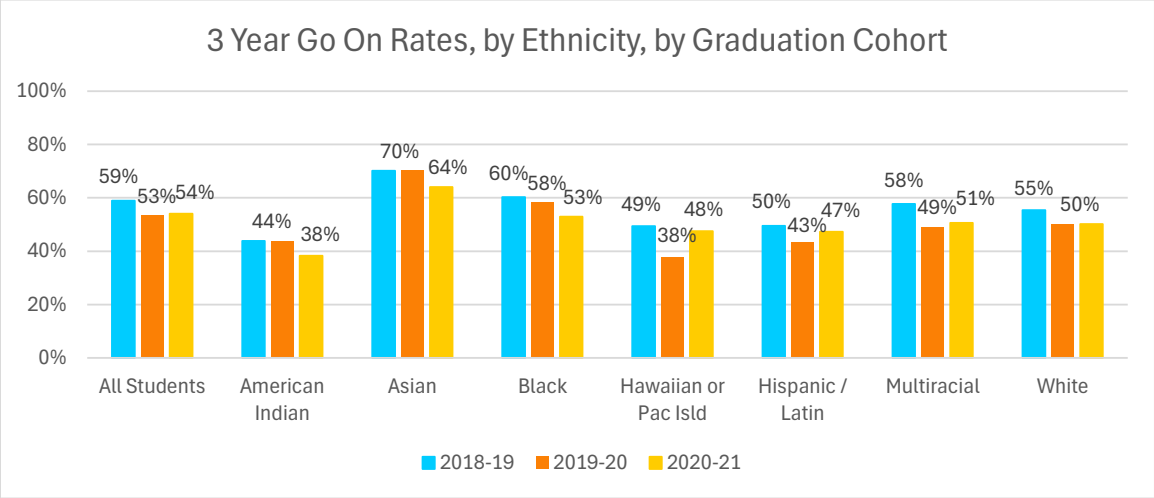
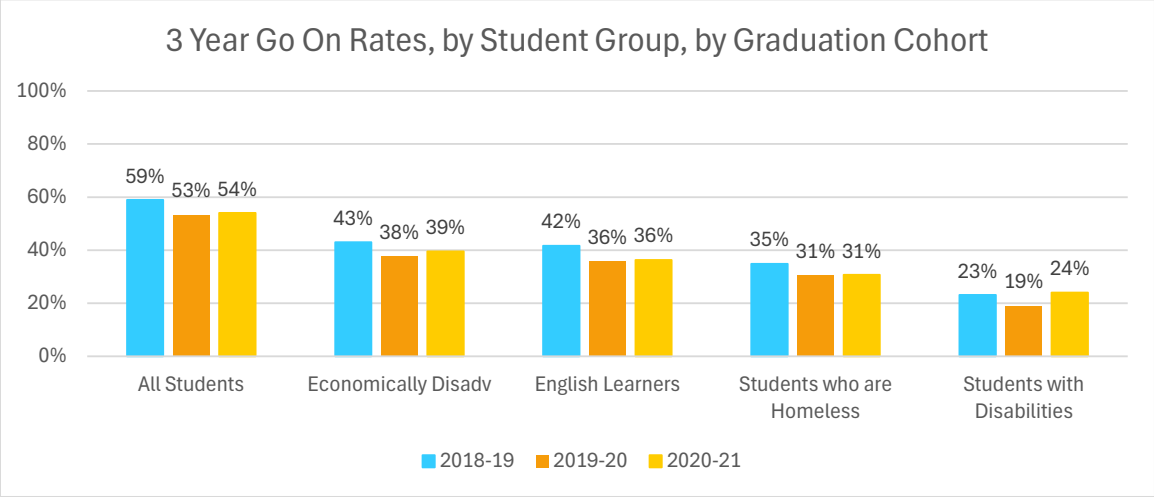


Figure 42: 3-Year Go-On Rates by Student Groups and Class Cohort



ATTENDANCE AND CHRONIC ABSENTEEISM

The State Department of Education reports on two indices of student attendance or absenteeism.

Chronic Absenteeism Flag. This measure became part of our accountability system this year, replacing student engagement as part of the identification of schools as high-performing or in need of additional assistance.

Idaho districts and charter schools report if a student is "Chronically Absent" via ISEE, creating a Chronic Absenteeism flag on the student's record. The presence of the flag indicates that the student was enrolled in the base school for at least 10 school days at any time during the school year, and missed at least 10% of the total school days in which she or he was enrolled at that school. This is reported for grades K-12 upon students' exit from the school. Students are considered absent when they miss more than 50% of a school day for any reason. The State Department of Education stores the attribute as reported by the districts and charter schools and does not validate it against the Proportion of Days in Attendance measure reported here and explained below. At the request of the AOC, this document reports the second measure – proportion of days in attendance – instead of SDE's accountability measure, chronic absenteeism.

Proportion Attendance Category. For this report, we categorized and analyzed the proportion of reported days a student is in attendance during the school year among all students identified in the official accountability roster of students in attendance in an Idaho school on the first Friday in May.

Proportion of Days Reported Positive Attendance = Numerator /Denominator, WHERE:

- Denominator = total number of reported instructional days, at the enrolled school, for the entire year.
- Numerator = total number of instructional days of positive reported attendance for at least 1 hour, at the enrolled school, for the entire school year.

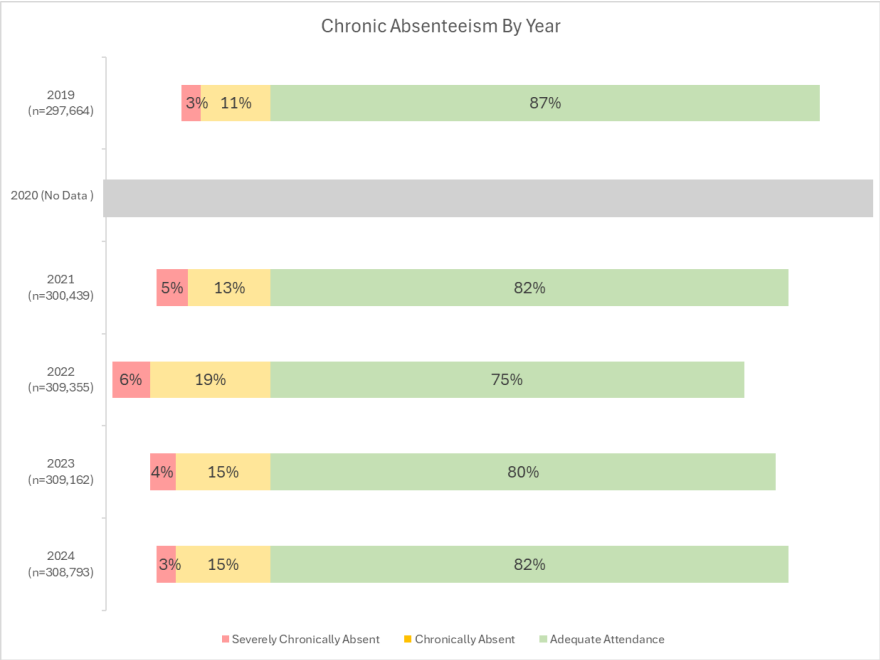
We analyzed those percentages using 10-percentage-point categories from 100% down to 60%. Finding little difference among the relatively few students in the lowest categories below 71%, we decreased to three categories:

1. **Adequate Attendance**, or attendance on 91%-100% of the days in the entire school year
2. and 3. **Chronic Absence**, in two, successively more severe categories
    - 81%-90% of days in attendance
    - 80% or fewer days in attendance

In all three years, at least 2% of students reported attendance in more than one school. We analyzed and reported only students in a single school, choosing the one with the highest proportion, because we lacked the data required to combine multiple values. We reported findings for just Proportion Attendance Category, rather than Chronic Absenteeism. Though the two measures differ somewhat in their exact assignment, they differ little in their patterns of relationships to important outcomes.

Attendance per Proportion-Attendance Category
As seen in Figure 43, the proportion attending adequately has increased since 2021, though still below 2019 levels. However, the percentage of severely chronically absent students has dropped to the lowest rates since 2019.

Figure 43: Student Attendance by Year



In Figure 44, this trend is also seen at all grade bands.

Figure 44: Student Attendance by Grade Band

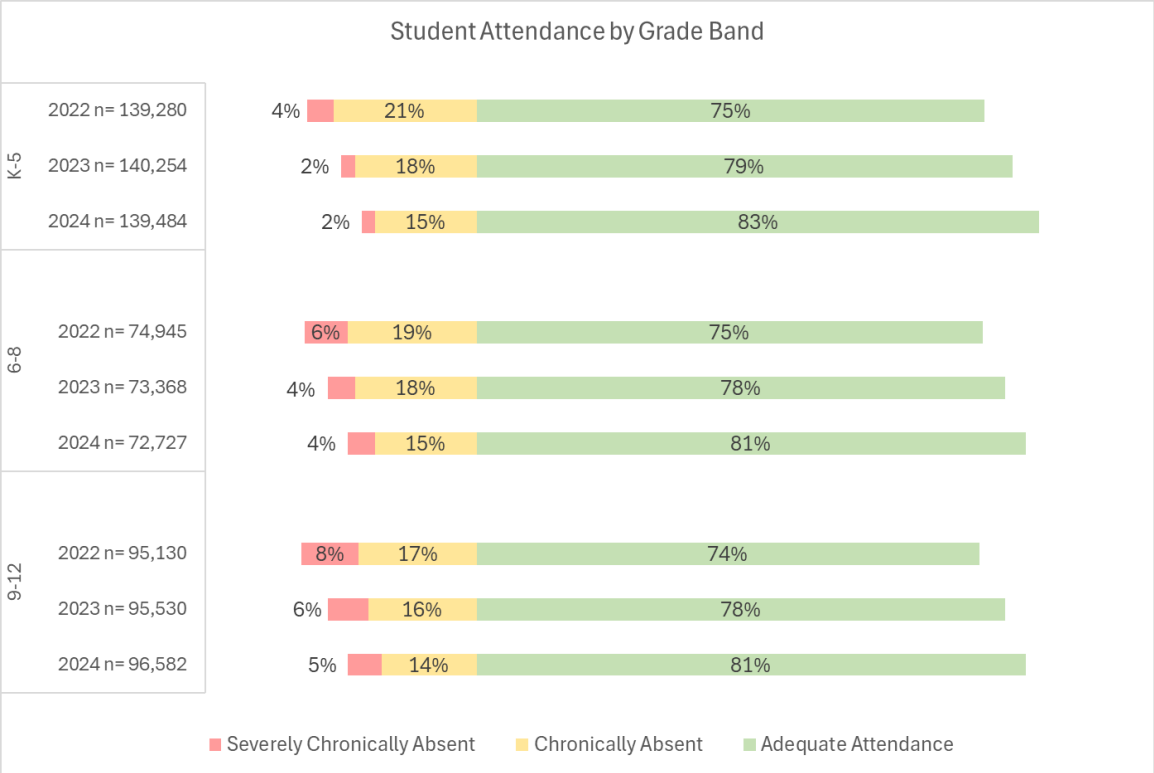
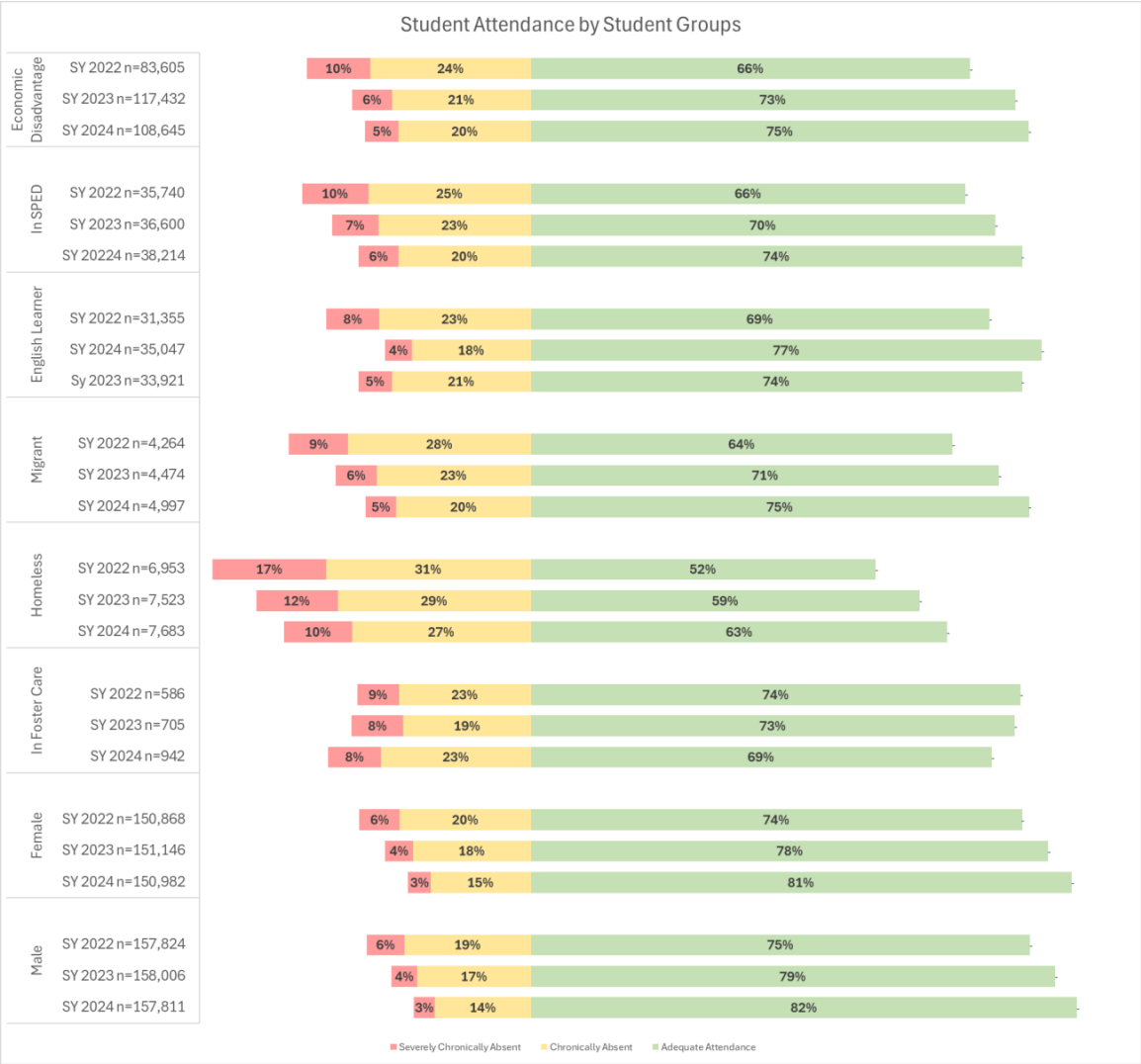


Figure 45 shows an increase in adequate attendance for all groups, except for students in foster care. However, the percentage of foster care students that are severely chronically absent has not increased since 2022.

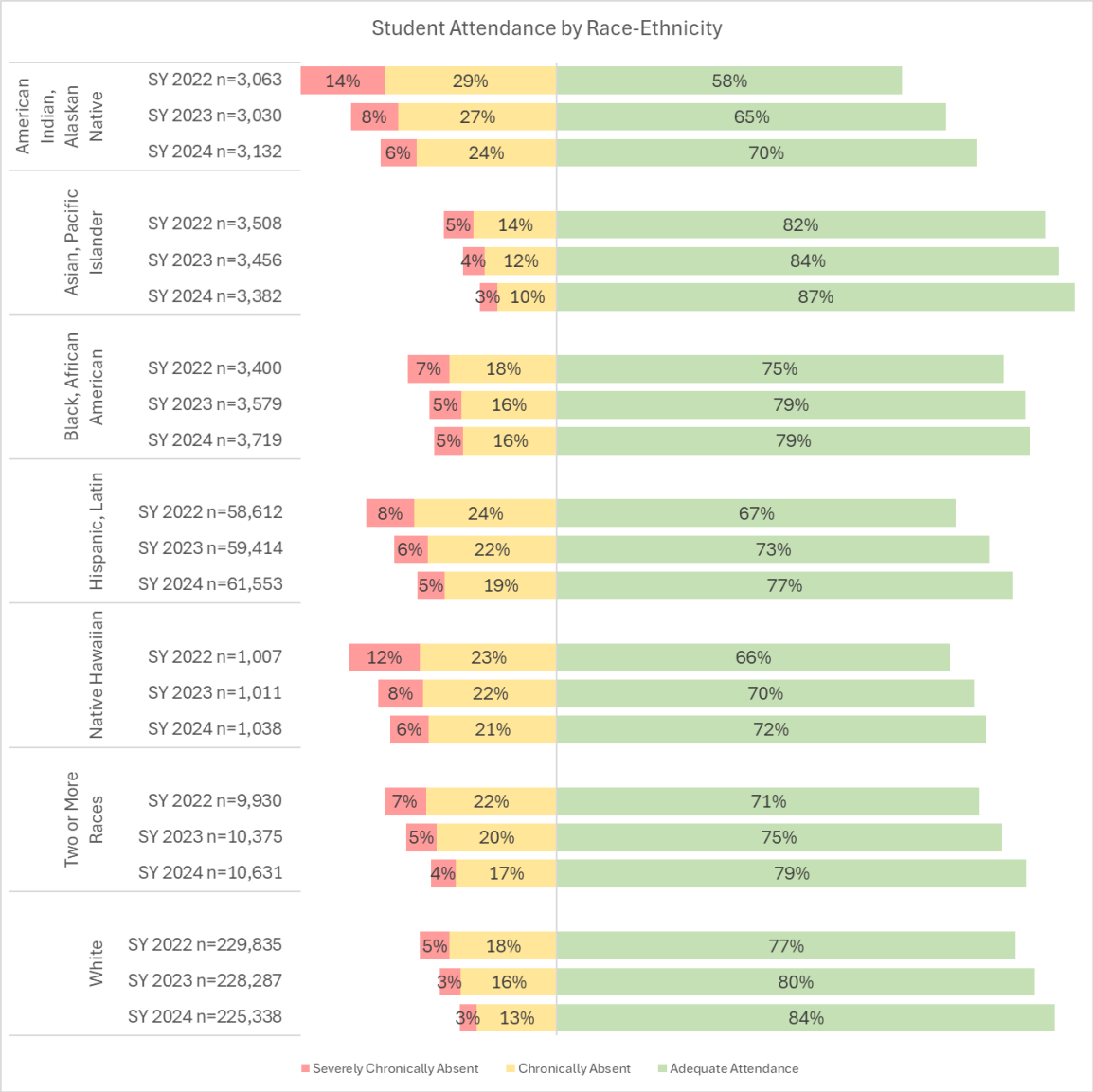
Figure 45: Student Attendance by Student Groups



As seen in Figure 46:

- Students who were Asian, white, or Black had the highest proportions of adequate attendance.
- American Indians, Native Hawaiians, and Hispanics had the lowest proportions.

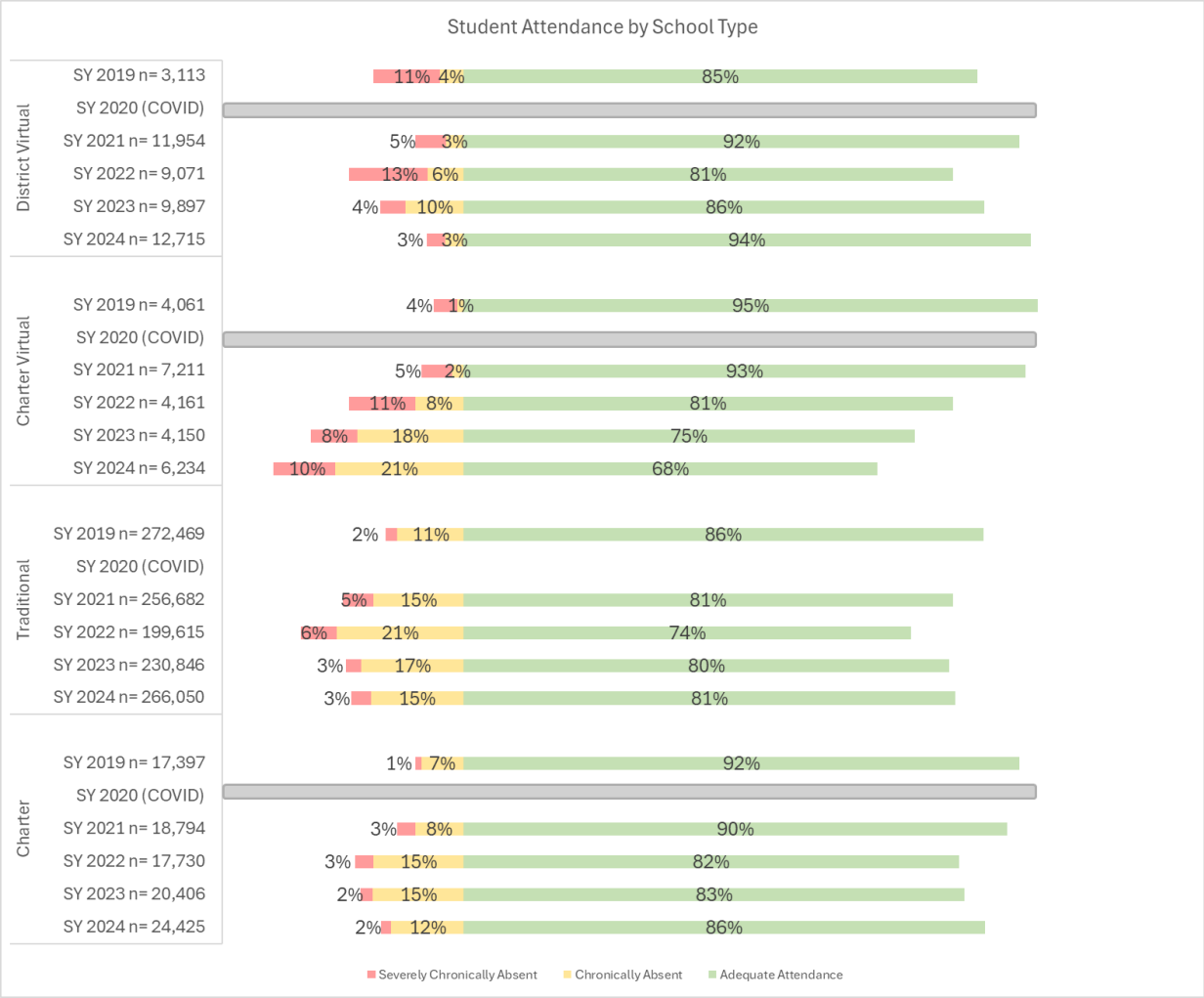
Figure 46: Student Attendance by Race-Ethnicity



As seen in Figure 47, all four school types lost attendance ground since last year.

- In 2024, Virtual District schools had the highest rate of adequate attendance (94%), while Virtual Charter Schools had the lowest (68%). This is an inverse from 2019 (pre-COVID).
- Virtual District Schools were the only group to have an adequate attendance rate higher than pre-pandemic levels, though in-person charter schools and traditional districts have experienced three consecutive years of growth.

Figure 47: Student Attendance by School Type

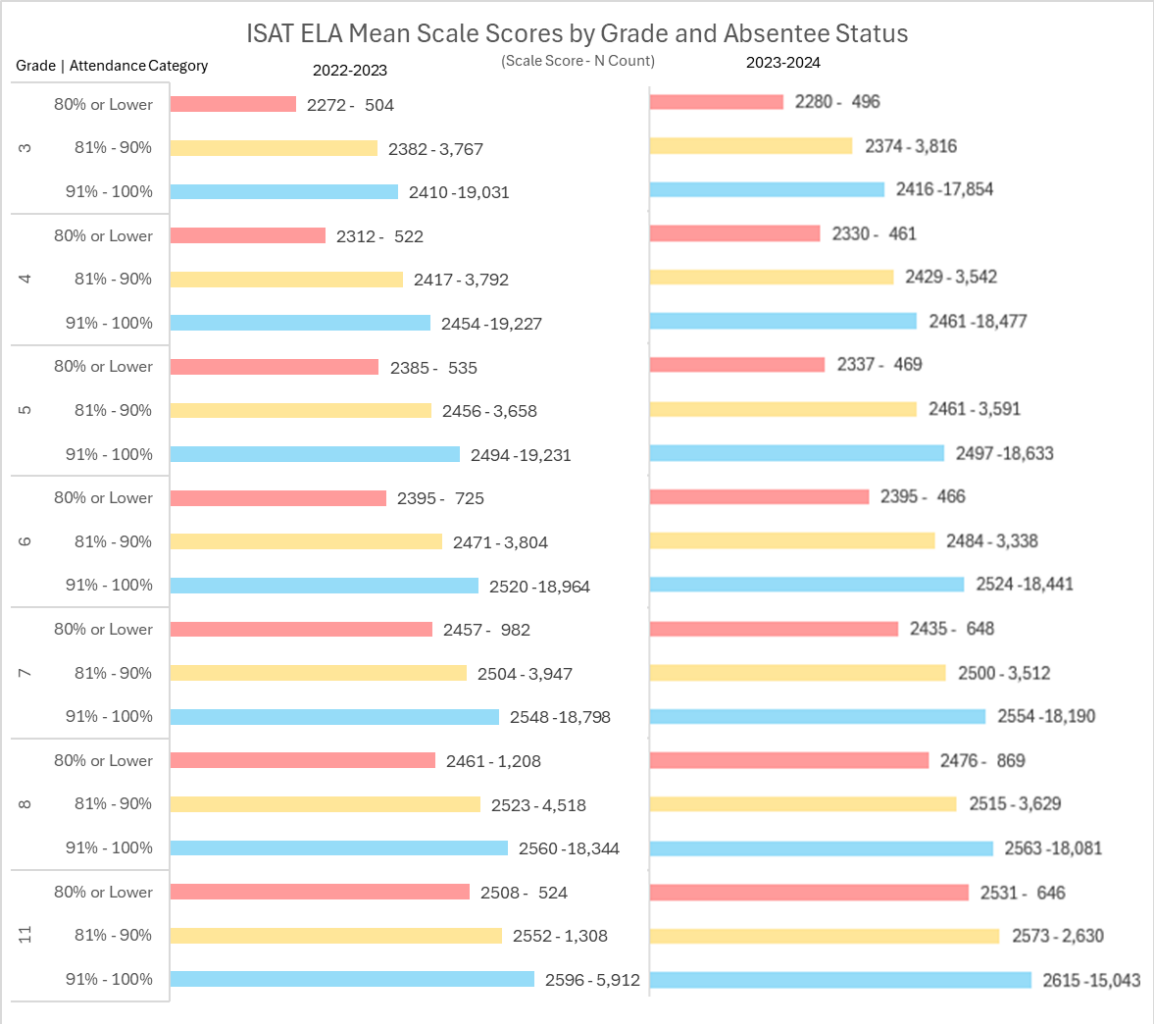


ISAT Median Scale Scores by Attendance Proportion Category
ISAT ELA and Math scores were positively correlated with attendance.

As seen in Figure 48,

- ISAT ELA scores increased steadily by attendance level, from 80% attendance upward.
- This pattern was true in all grades and in both 2023, and 2024.
- The correlation is clear but small, accounting for between 1% and 4% of the variance in performance per grade and year.

Figure 48: 2023 and 2024 ISAT ELA Mean Scale Scores by Grade and Attendance



As seen in Figure 49, ISAT Math scores were positively correlated with attendance.

- ISAT Math scores increased steadily by attendance level, from 80% attendance upward.
- This pattern was true in all grades and in both 2023, and 2024.
- The correlation is clear but small, accounting for between 1% and 4% of the variance in performance per grade and year.

Figure 49: 2023 and 2024 ISAT Math Mean Scale Scores by Grade and Attendance

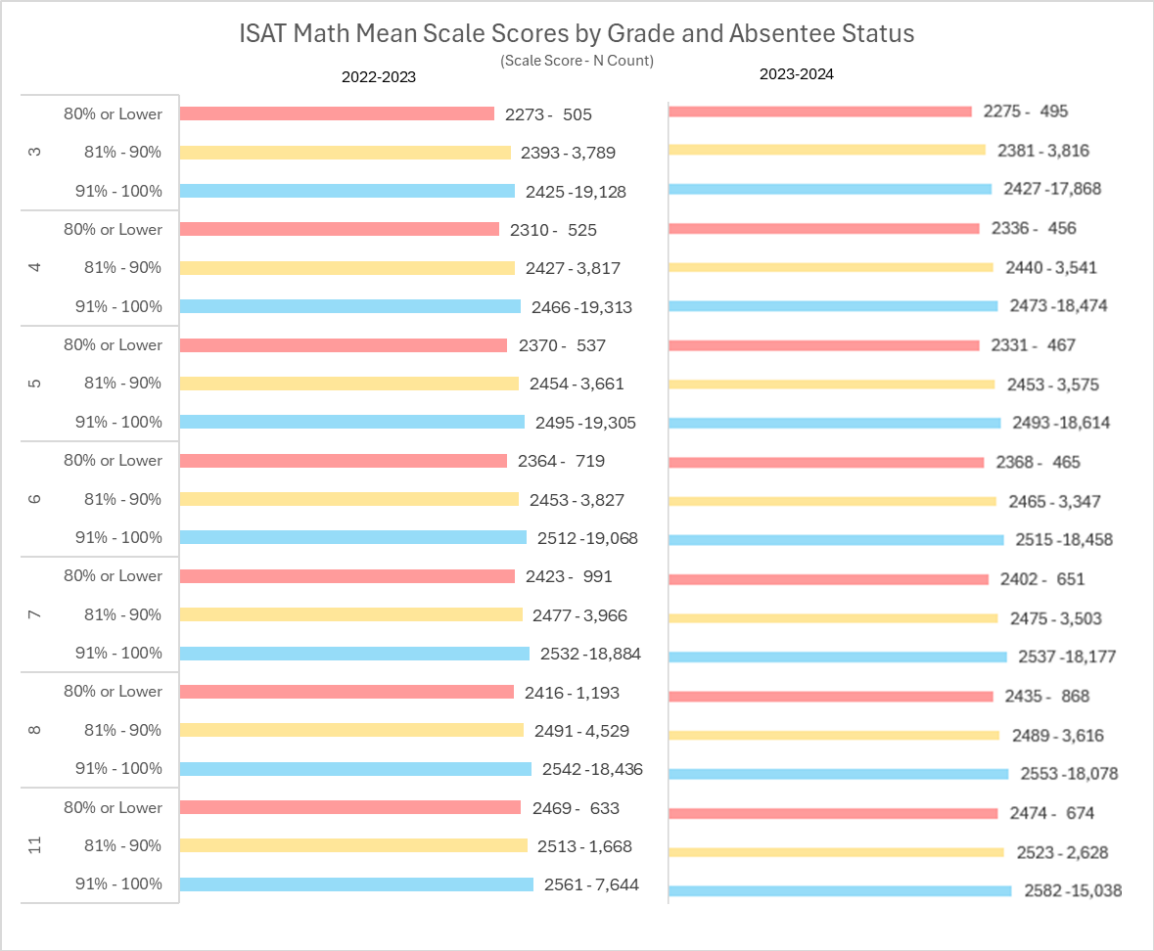
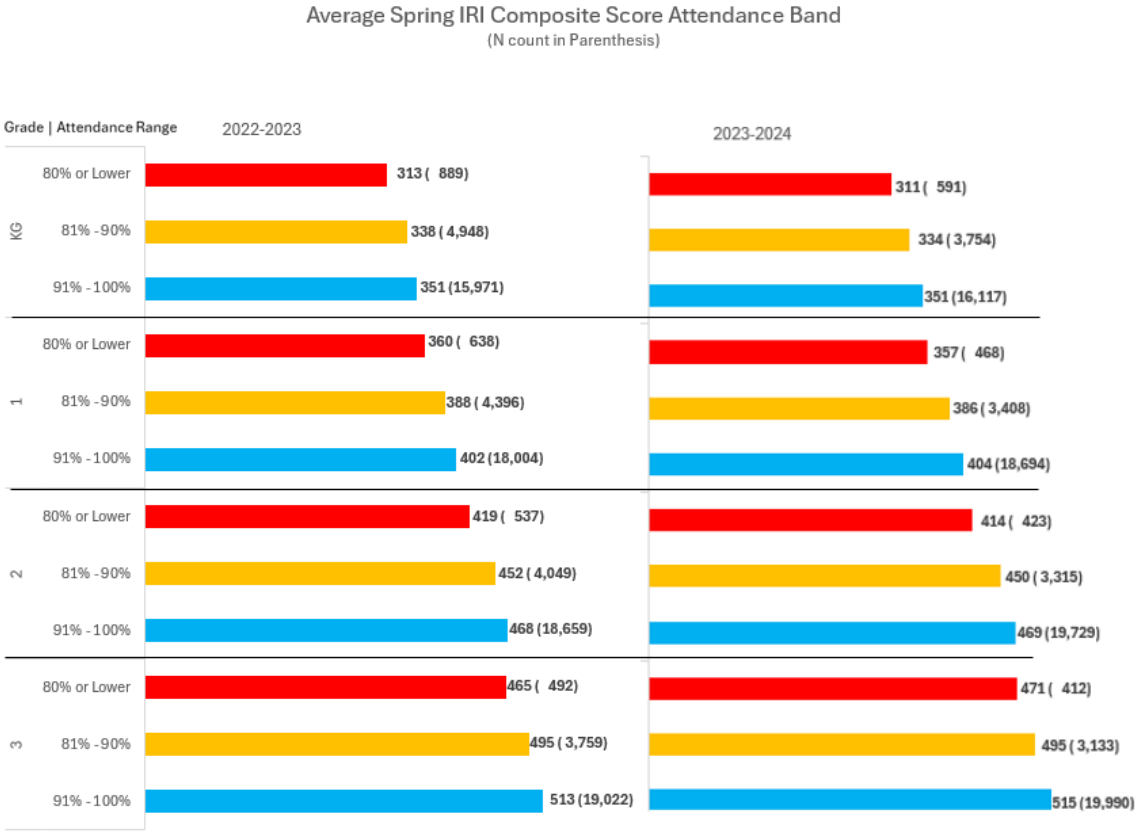


Figure 50: 2023 and 2024 IRI Mean Scores by Grade and Attendance

- Spring IRI Composite scores increased steadily by attendance level, from 80% attendance upward.
- This pattern was true in all grades and in both 2023, and 2024.
- The correlation is clear but small, accounting for between 1% and 5% of the variance in performance per grade and year.



9th-Grade Attendance Predicts 4-year Graduation Status

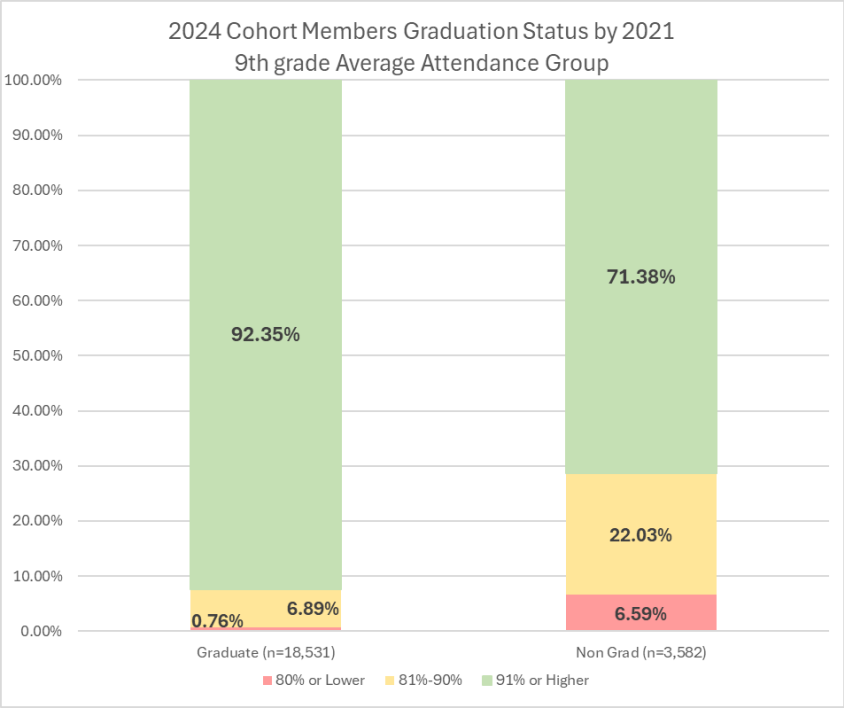
In Idaho, attendance as early as 9th grade strongly predicts likely graduation four years later, as seen in this analysis of students' 9th grade attendance in the school year 2018 and their graduation status in 2021.

Method Defining Attendance of the 9th-grade Cohort Members. If a 2021 graduation cohort member was enrolled in multiple schools in the 2017-18 school year, the highest positive attendance for the student was used.

Figure 51 shows the relationship between 9th-grade attendance and 4-year graduation. The graph excludes students who were not enrolled in an Idaho public school as of the first Friday of May of their freshman year, students who transferred out to another educational program outside of Idaho LEAs that culminates in the award of a regular high school diploma, emigrated to another county, or passed away during their four cohort years (n=3,016). The graph shows:

- 4-year graduates of the 2024 cohort were 29% more likely to have high attendance (91%-100%) in 9th grade than were their cohort non-graduates (92.35% of graduates had highest attendance level vs. 71.38% of non-graduates).
- Non-graduates were 772% more likely than graduates (6.59% v. 0.76%) to have low attendance (80% or less).

Figure 51: 4-year Graduation Status of 2024 Cohort by their 9th-Grade Attendance



NATIONAL ASSESSMENT OF EDUCATIONAL PROGRESS

The National Assessment of Educational Progress (NAEP) is the largest nationally representative, continuing evaluation of the condition of education in the United States. It has served as a national yardstick of student achievement since 1969. Students are tested on the subject areas of mathematics and reading on standards chosen by the National Assessment Governing Board (NAGB). These standards do not align to state standards. Through The Nation's Report Card, NAEP informs the public about what American students know and can do in various subject areas and compares achievement among states, large urban districts, and various student groups.

In Idaho, 1,800 students from 90 schools participated in each grade and subject area. Note that the number of students and schools are rounded to the nearest hundred and ten respectively. Students are selected statewide to achieve generalizable results among their student group population, schools are selected based on where these selected students attend school.

NAEP results are reported as both scale scores and achievements levels. The NAEP achievement levels are Below Basic, Basic, Proficient, and Advanced, but do not represent the same performance expectations as the ISAT, despite the use of the same terminology. Students performing at or above the *NAEP Proficient* level on NAEP assessments demonstrate solid academic performance and competency over challenging subject matter. It should be noted that the *NAEP Proficient* achievement level does not represent grade level proficiency as determined by other assessment standards (e.g., state or district assessments). The Idaho Department of Education continues to manage the NAEP assessment program (per Idaho code 08.02.03.111), which began in Idaho in 1992.

Results from 2024 (winter 2025)

The graphs below show NAEP performance in Grades 4 and 8 in 2013, 2022, and the last year for which results are currently available, 2024, in Idaho and at a national level. Results are expected to be available from the Nation's Report Card in early winter 2025. Idaho's performance over this period declined, mirroring that of the national public-school average.

Figure 52: NAEP Grade 4 Reading Performance by Achievement Levels in 2024, 2022, and 2013

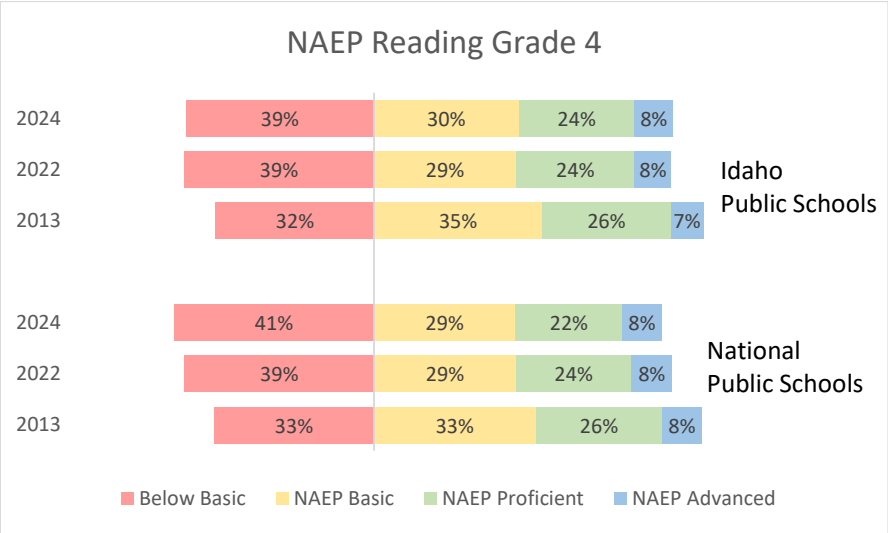


Figure 53: NAEP Grade 8 Reading Performance by Achievement Levels in 2024, 2022, and 2013

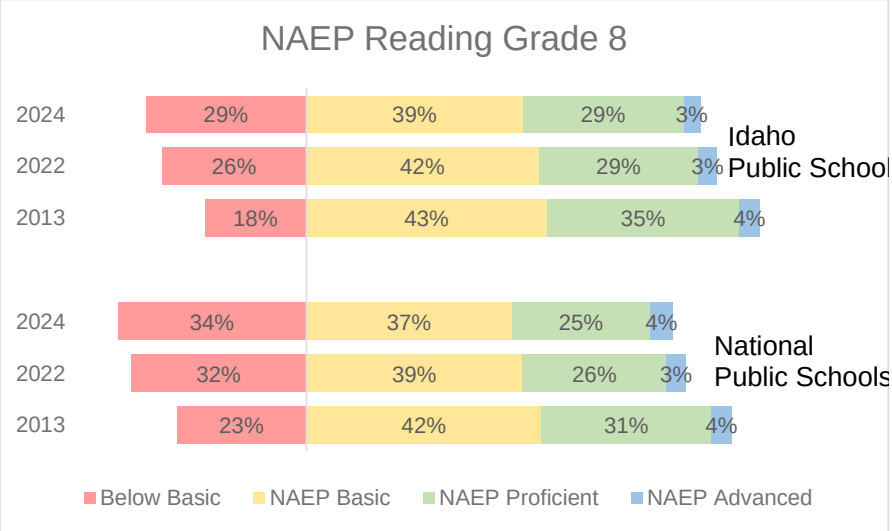


Figure 54: NAEP Grade 4 Math Performance by Achievement Levels in 2024, 2022, and 2013

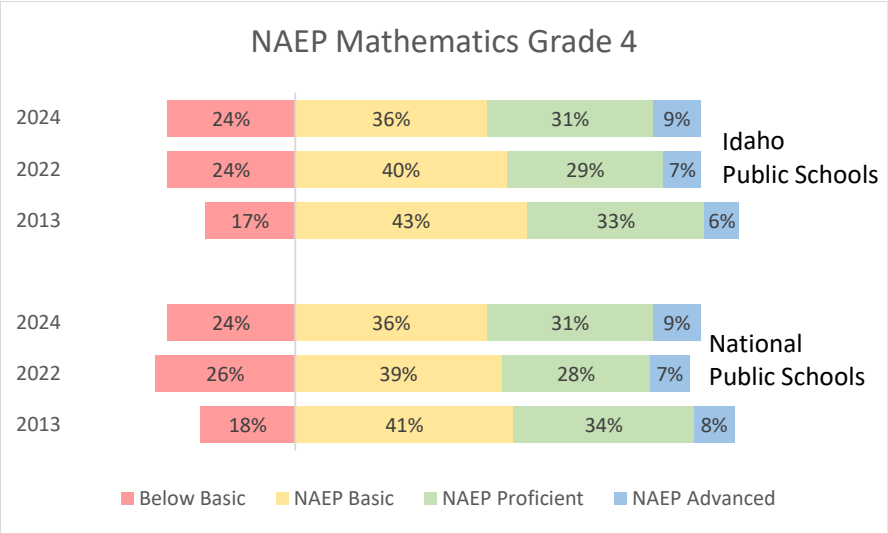
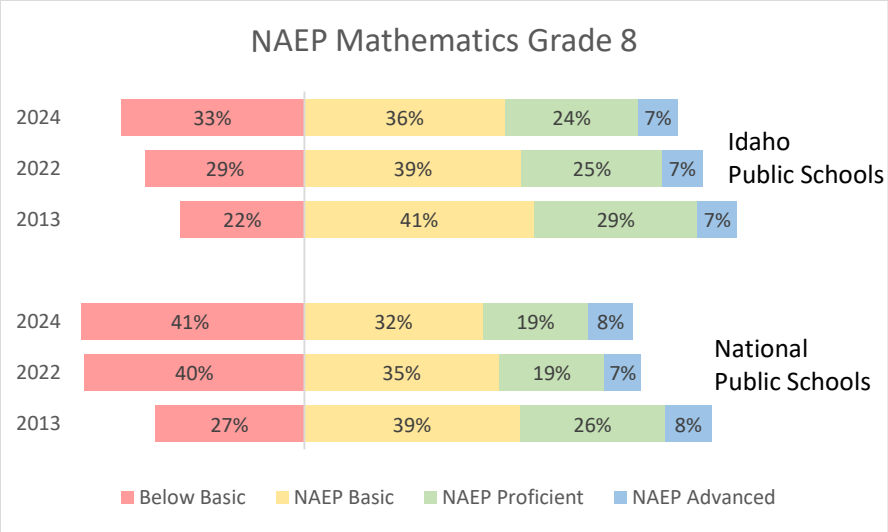


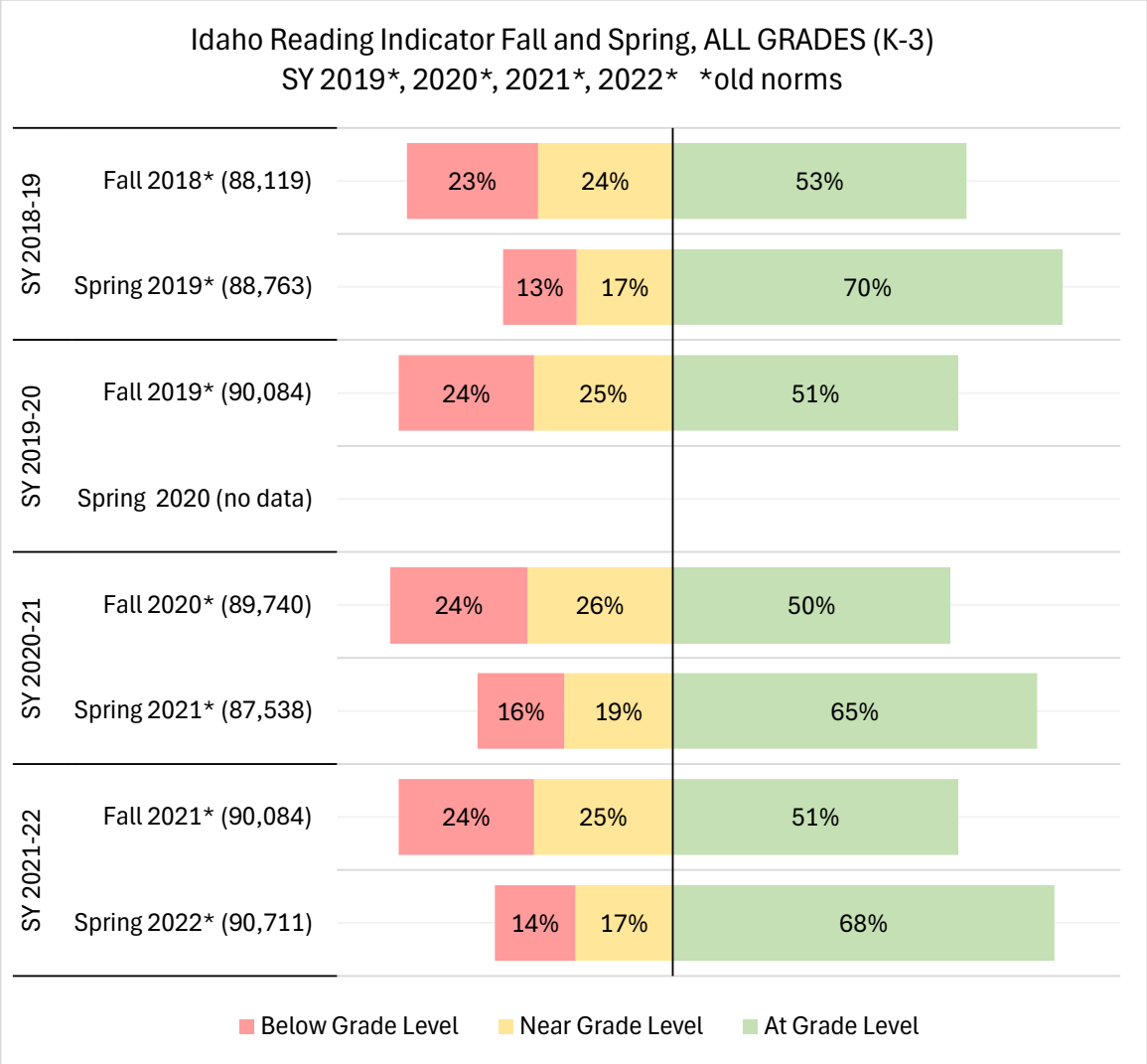
Figure 55: NAEP Grade 8 Math Performance by Achievement Levels in 2024, 2022, and 2013

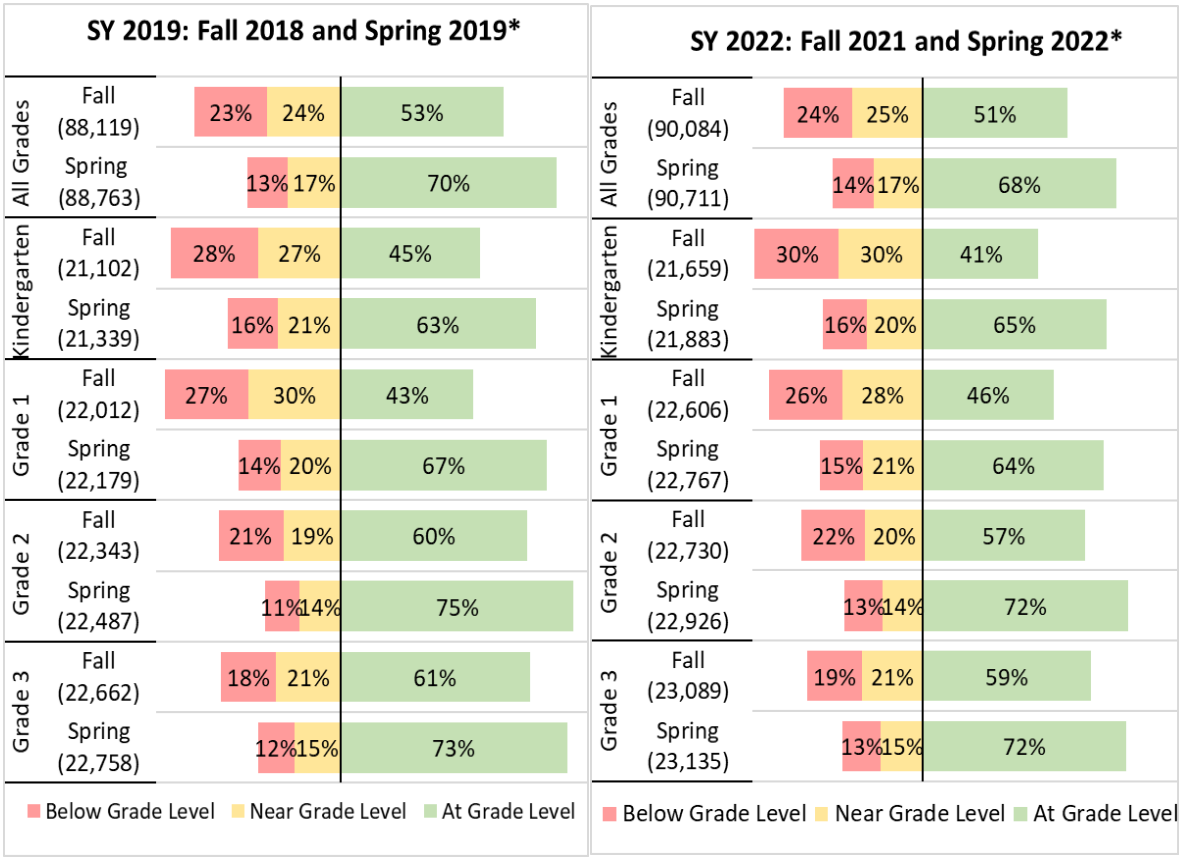


Appendix

IRI scores were put on a vertical scale and were subsequently renormed in 2022 using data from the 2018-19 school year. This was to align the IRI vendor's PreK-grade 3 early-reading assessment and Grades 4-5 advanced-reading assessment and make the scores continuous and comparable. For any norm-referenced assessments, the norm needs to be updated every four to five years to represent the performance of the current population. The change in norms affected the proficiency-level (Tier) assignment.

The following data represents the IRI scores from the old norms.




SY 2019: Fall 2018 and Spring 2019*
All Grades
Fall (88,119)
23%
24%
53%
Spring (88,763)
13%
17%
70%
Kindergarten
Fall (21,102)
28%
27%
45%
Spring (21,339)
16%
21%
63%
Grade 1
Fall (22,012)
27%
30%
43%
Spring (22,179)
14%
20%
67%
Grade 2
Fall (22,343)
21%
19%
60%
Spring (22,487)
11%
14%
75%
Grade 3
Fall (22,662)
18%
21%
61%
Spring (22,758)
12%
15%
73%
Below Grade Level
Near Grade Level
At Grade Level
SY 2022: Fall 2021 and Spring 2022*
All Grades
Fall (90,084)
24%
25%
51%
Spring (90,711)
14%
17%
68%
Kindergarten
Fall (21,659)
30%
30%
41%
Spring (21,883)
16%
20%
65%
Grade 1
Fall (22,606)
26%
28%
46%
Spring (22,767)
15%
21%
64%
Grade 2
Fall (22,730)
22%
20%
57%
Spring (22,926)
13%
14%
72%
Grade 3
Fall (23,089)
19%
21%
59%
Spring (23,135)
13%
15%
72%
Below Grade Level
Near Grade Level
At Grade Level

Idaho State Board of Education

ACCOUNTABILITY OVERSIGHT COMMITTEE

FY 24 RECOMMENDATIONS REPORT
TEST RE-NORMING OVERVIEW

Changes in IRI from 2022-23 to Current

Overview

- The Idaho Reading Indicator (IRI) by Istation underwent changes in 2022-23, including making adjustments to the expectations and cut scores associated with students being "At Grade Level."
- In 2022-23, Idaho received our data with both the old and adjusted expectations (norms).
- Based on the changes to the test and the differences in the 2022-23 scores based on the two different sets of expectations, the AOC strongly recommends that trend data be separated between pre and post 2022-23.
- This presentation is designed to demonstrate the change that was made in 2022-23 and the impact it had on IRI scores.

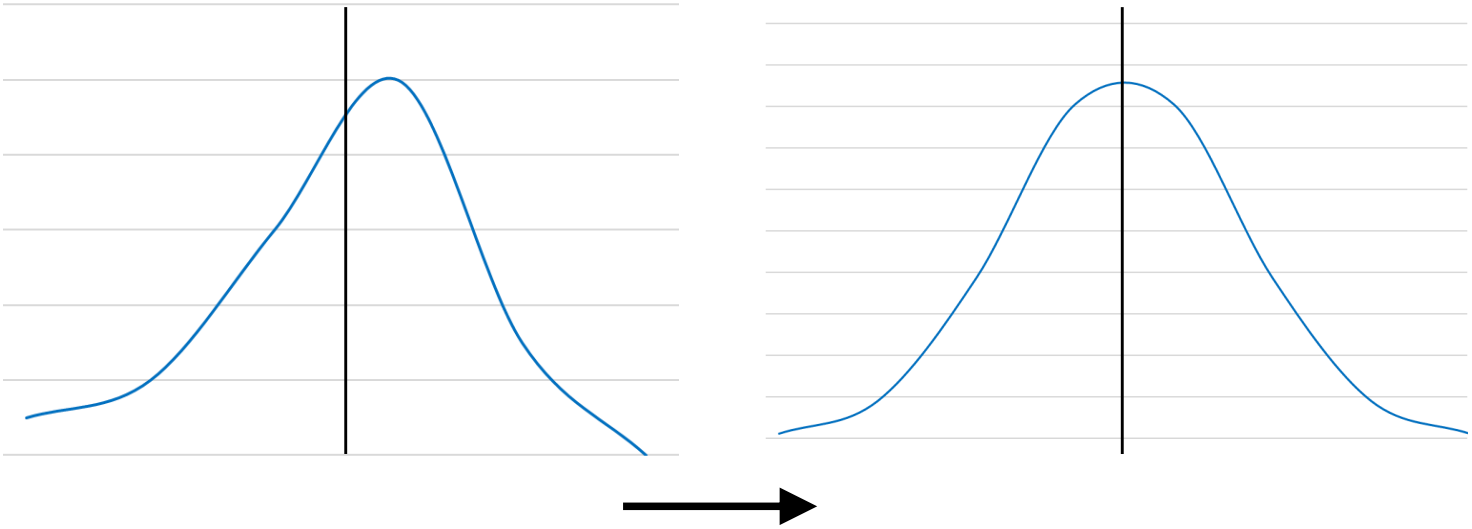
Changes to IRI Expectations

Intended IRI Score Distribution

Norms are established based on the available data on performance of all students (nationally) who take the test in given year(s). The norms are set so the distribution of scores creates an even bell curve.

Changes to IRI Expectations

Time to Adjust Norms



If the demographics and/or scores of student scores (in Idaho and nationally) change, it can result in a skewed bell curve, with more students than expected exceeding the At Grade Level cut. The test creators will then use more recent data to identify the appropriate average score and the cut.

IRI Performance 2022-23 & 2023-24

IRI Percentage of Students At Grade Level,
Spring 2022-23 & Spring 2023-24

Grade(s)	2022-23 At Grade Level, OLD Cut	2022-23 At Grade Level, NEW Cut	2023-24 At Grade Level, NEW Cut
ALL	69%	66%	67%
K	66%	65%	66%
1	62%	62%	64%
2	75%	66%	66%
3	75%	69%	70%

LEWIS-CLARK STATE ~~COLLEGE~~ UNIVERSITY
Identity "name" Change

SUBJECT

Lewis-Clark State requests approval to seek amendment to Idaho Statute, Title 33 Education, Chapter 31, Section 3101 (and all associated sections: 33-3102, 33-3103, 33-3104, 33-3106, 33-3107, 33-3113, 33-3114, 33-3116) to change from College to University.

APPLICABLE STATUTE, RULE, OR POLICY

Idaho Statute, Title 33, Section 3101 (33-3101): 33-3101. ESTABLISHMENT OF SCHOOL. "An institute of higher education for the state of Idaho is hereby established in the city of Lewiston, in the county of Nez Perce, to be called the Lewis-Clark State University ~~College~~, heretofore called the Lewis-Clark Normal School, the purposes of which shall be the offering and the giving of instruction in college courses in the sciences, arts and literature, professional, technical, and courses or programs of higher education as are usually included in colleges and universities leading to the granting of appropriate collegiate degrees as approved by the state board of education."

History: [(33-3101) 1893, p. 6, sec. 1; reen. 1899, p. 164, sec. 1; R.C., sec. 500; reen. C.L., sec. 500; C.S., sec. 1080; I.C.A., sec. 32-2501; am. 1947, ch. 99, sec. 2, p. 182; am. 1955, ch. 76, sec. 1, p. 147; am. 1963, ch. 76, sec. 1, p. 271; am. 1971, ch. 44, sec. 1, p. 92; am. 1999, ch. 329, sec. 34, p. 877; am. 2020, ch. 98, sec. 1, p. 257.]

BACKGROUND/DISCUSSION

As the timeline below reveals, Lewis-Clark State has a long history of identity evolution and associated name changes.

- **1893**: Establish a **state normal school** for the purpose of educating teachers.
- **1899**: *Lewiston State Normal School*.
- **1908**: Revised Code (R.C.) chapter 2 sec. 1 = Establishment of school.
- **1918**: Compiled Laws sec. 500.
- **1919**: Compiled Statutes, Chapter 44 sec. 1080.
- **1932**: Idaho Code Annotated (I.C.A.) sec. 32-2501.
- **1947:** Name changed to *North Idaho College of Education*, removed teacher training guardrails and four-year program focus identified.
- **1951:** Korean War outbreak and state financial issues – "quiet time".
- **1955:** LC re-emerges/Name change to *Lewis-Clark Normal Schoo*l.
- **1963:** Authorized four-year courses –bachelor's degree.
- **1971:** Name changed to *Lewis-Clark State College*.
- **1999:** Statute reference to vocational education changed to Professional- Technical Education.
- **2020:** Removed statute-delimited undergraduate education guardrails, amended Idaho Code section 33-3101 such that: the Idaho SBOE may approve "…colleges courses or programs of higher education as are usually included in colleges and

universities leading to the granting of appropriate collegiate degrees…"

The change from usage of the label college to university is an academically accurate response to the 2020 Statute change, and LC State's niche-specific graduate education program development, as a comprehensive regional institution. A comprehensive regional university is defined as an institution of higher education that typically serves a specific geographic region offering undergraduate and graduate programs across various fields of study. These universities are often situated in less populous areas and are designed to meet the educational needs of their communities. While comprehensive regional universities may offer graduate programs, their primary focus is undergraduate education. They typically provide a supportive learning environment that emphasizes teaching, mentorship, and undergraduate research opportunities. Comprehensive regional universities also prioritize accessibility and affordability. They may also offer a mix of traditional on-campus programs, online courses, and flexible scheduling options to accommodate the needs of non-traditional students.

There are five designated "state colleges" in Idaho: Lewis-Clark State College, College of Eastern Idaho, College of Southern Idaho, College of Western Idaho, and North Idaho College. While four are designated community colleges, all institutions use the naming label "college," without the additional designator of "community." LC State is the only four-year comprehensive state institution using the label "college." This causes persistent confusion with the public and various stakeholder groups (e.g., legislators, business/industry, prospective students, etc.), wherein LC State is often perceived to be a two-year institution. To complicate matters further, Idaho's community colleges are now approved to offer select bachelor's degrees, thus making differentiation more unclear.

In February of 2020, the Idaho State Board of Education designated 13 peer institutions for LC State (attachment 1). These institutions were identified through statistical regression and cluster analyses based on factors such as enrollment, retention and graduation metrics, geographic region served, etc. These institutions help to establish comparator benchmarks in terms of quality and quantity of academic programming. Performance measures on metrics such as enrollment, retention, and graduation rates are also considered. As displayed in Appendix A, of the 13 designated peer institutions, LC State is the only remaining "College." Likewise, all the public regional institutions in LC State's athletic competition conference and region are designated as universities.

IMPACT

The name change would not in any way alter LC State's scope or mission, and will not change LC State's accessible, affordable, small school, teaching and learning focus. Instead, it will: (a) clarify and better communicate the value proposition associated with the institution's high-quality programs and outcomes; and (b) is necessary to help LC State be successful in its existing market niche as Idaho's only public four-year, small school experience.

Regarding marketing/branding, LC State's Communications & Marketing Office reports the university moniker will help the institution better communicate its value proposition, reach key audiences and demographics, align regionally and nationally with peer institutions, and clearly distinguish it from its Idaho two-year sister institutions. This will be especially important to student recruitment and retention as post- secondary go-on rates associated with population demographics decline (i.e., the nationally projected enrollment cliff). Additional reasons for this researched-based optimism are included in attachment 3.

In terms of resources and associated costs for annual marketing and promotion expenses (e.g., advertisements, billboards, etc.), as well as for annual promotional publications (e.g., viewbooks, flyers, etc.), no impact is expected as such costs are incurred annually regardless. Campus signage expenses are expected to be minimal because (a) The alteration to the name is minimal and has increasingly been amended as LC State (This is especially true in athletics), (b) The change to the institution's primary logo is expected to be minimal (see logo examples below), and (c) The institution does not have a significant amount of permanent high-end signage. For cost savings related to permanent signage, where possible, the institution would plan to update high-end signage in accordance with existing maintenance schedules (e.g., the floor decals in the P1FCU Activity Center would be updated in accordance with regular floor refinishing schedules). The cost to update signage and materials not already scheduled to be updated, is estimated at under $50,000.

Proposed	Current
LEWIS CLARK STATE UNIVERSITY	LEWIS CLARK STATE COLLEGE

Recognition of LC State as a university will have minimal impact on faculty and their current roles. LC State has historically been defined as "primarily a teaching institution" and assigns faculty work expectations accordingly. Each member of the academic staff is and will continue to be, expected to enhance the learning environment through instruction, applied research, scholarly activity, and service that supports the institution's mission: "preparing students to become successful leaders, engaged citizens, and lifelong learners." Faculty responsibilities will continue to include effective classroom teaching, academic advising and counseling/mentoring of students, participation in departmental and institution- wide committee work, continuous development of the curriculum through assessment, applied research or scholarly activity, and service such as assisting and supporting enrollment (recruitment/retention) initiatives designed to help students succeed academically.

The name change will not impact institutional scope, or the small school experience students cherish, and in many cases need for

academic success. The name change will not impact tuition. The student experience and student success will remain foundational to LC State's ongoing mission-driven, student- centered focus.

ATTACHMENTS

Attachment 1 - State Board of Education approved peer institutions
Attachment 2 - LC State campus survey results
Attachment 3 - LC State Marketing Analysis & Graphic
Attachment 4 - Letters of support

STAFF COMMENTS AND RECOMMENDATIONS

Board staff recommends approval of this request contingent upon discussion and commitment from the institution that the name change does not indicate a change in scope for the institution from a primarily student serving, local college.

BOARD ACTION

I move to approve the request by Lewis-Clark State College to change the name from 'College' to Lewis-Clark State University.

Moved by_____Seconded by _____Carried Yes ___No ___

SBOE Approved Institutional Peers

Name	Location	Enrollment	Change to Univ.
Bluefield State University	Bluefield, WV	1,200	2022
Dickinson State University	Dickinson, ND	1,500	1987
Eastern Oregon University	La Grande, OR	2,800	1997
Indiana University-Kokomo	Kokomo, IN	3,100	2012
Mayville State University	Mayville, ND	1,100	1987
Missouri Southern State University	Joplin, MO	4,400	2003
Montana State University-Northern	Havre, MT	1,000	2001
University of Montana-Western	Dillon, MT	1,400	2001
Oregon Institute of Technology	Klamath Falls, OR	5,100	2012
Southern Oregon University	Ashland, OR	4,900	1997
University of Maine-Fort Kent	Fort Kent, ME	1,200	1970
University of Maine-Presque Isle	Presque Isle, ME	1,500	1971
Western Oregon University	Monmouth, OR	4,000	1995

0/13
college

9/13
smaller than LC

12/13
university

LC State Communication & Marketing Office Analysis and Graphic
In-state marketing advantages and opportunities of "university"

- **Not a Community College** – Less of the institution's limited advertising budget could go toward explaining to Idahoans that it offers four-year programs. Less market confusion will benefit not just LC State, but its sisters, and students and parents.
- **Community College Pipelines** – LC State has a number of incredible pipelines at Idaho's community colleges and the change to "university" would only increase awareness about this. This may be particularly advantageous for the recently signed articulation with NW Indian College.
- **Graduate Programs** – The institution now offers graduate-level programs but has a very limited advertising budget to announce this. The change to "university" would help immediately.
- **Online Market** – Many for-profit online universities are attracting would-be LC State students. They spend millions of dollars in advertisements to tout affordability and quality. LC State's programs are often far superior in both categories, but the institution's advertising budget is far inferior. The change to "university" would help level the playing field in this regard.
- **Recruiting Locally** – Idaho's Region II has one of the post-secondary lowest go-on rates. A re-positioning/branding of LC State is expected to elevate the perceived opportunities and outcomes available "right in your backyard."
- **Communicating Quality** – Many Idahoans know that LC State is affordable, but some go out of state to pursue what they perceive is a higher quality at a university (WSU, Gonzaga, EWU, online for-profit, etc.). The name change is expected to keep more Idahoans in Idaho.
- **Premier Programs** – LC State has a number of programs (nursing, teacher education, etc.) that consistently rank at or near the top in Idaho among four-year schools. The designated "university" will better speak to the institution's leading (not secondary) role in many areas, helping Idahoans make better informed decisions.

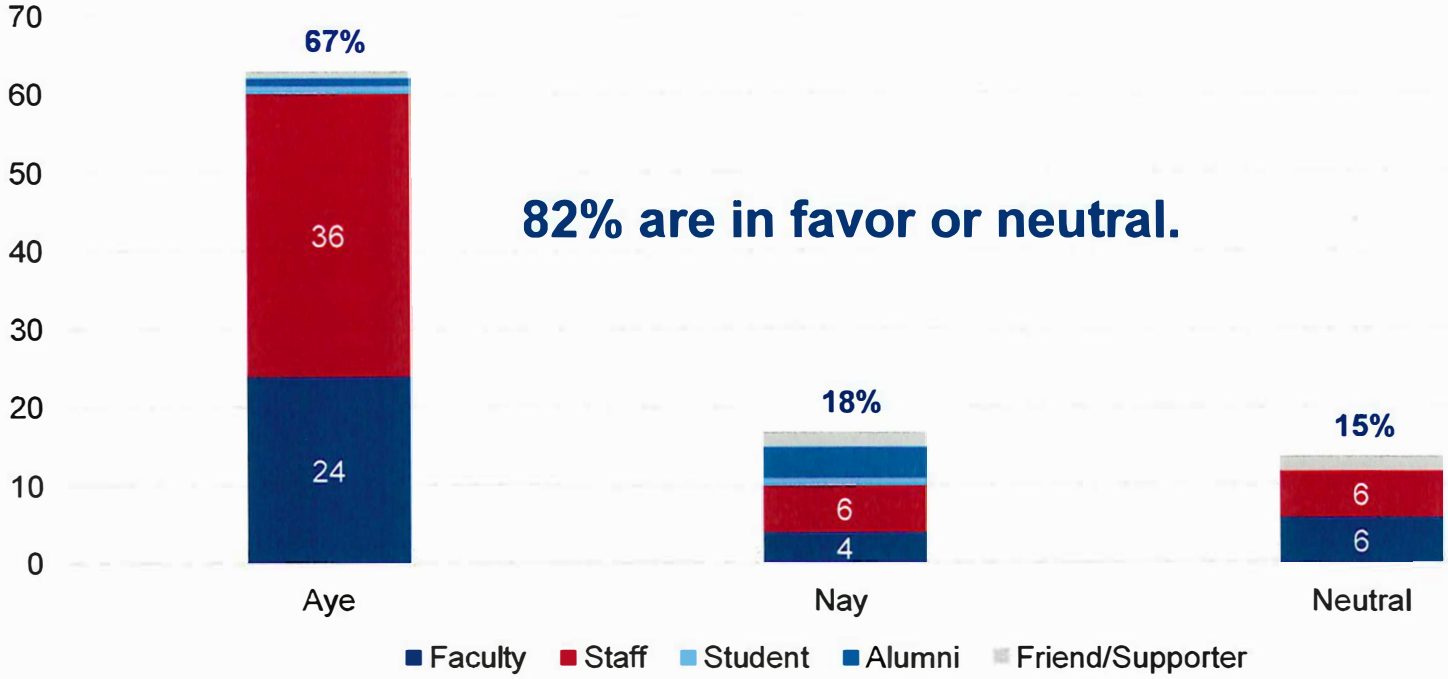
In-State Marketing
- Launch, Apply Idaho
- Transfers
- LC Valley

Transition made easier by adoption of

LC STATE

Change to University?

Composite results from April 2024 and Spring 2025 campus surveys (2/13/25). A total of 94 responses.



88% of staff are in favor or neutral.
"This change has been a long time coming and I see no reason not to aggressively move forward with it."
"Evolving to university will alleviate confusion with two-year schools and appropriately acknowledge LC State's program range and quality."
"Too often we are associated with a community college. People, even in our own community sometimes, don't realize that we offer bachelor and even master's programs. It's honestly kind of embarrassing."
"I believe we may be overlooked now by many as they assume we only offer associate degrees."

88% of faculty are in favor or neutral.
"I love the name change!" "It's a great idea!" "Yes, we should change the name to Lewis-Clark State University."
"I fully support the change to university. It will help us distinguish ourselves from community colleges and will help in promotional efforts."
"Language is dynamic and not static. 'College' now has connotations that are negative to our mission."
"I support the name change—this has the potential to broaden our marketing reach and better reflects the many degrees offered here."

CITY OF LEWISTON
EXPLORE
IDAHO'S FIRST CAPITAL
1861

February 3, 2025

Dr. Linda Clark, President
Idaho State Board of Education
650 West State Street, Suite 307
Boise, ID 83720

RE: Lewis-Clark State College to Lewis-Clark State University

Dear Dr. Clark:

Please accept this letter for your consideration on the benefits of converting the name of Lewis-Clark State College to Lewis-Clark State University.

I conducted a quick search of the literature and learned that colleges frequently make changes in their offerings and academic programs, for example new and updated courses, from quarters to semesters, and from undergraduate to include a graduate department. The evolution of these programs and higher learning tended to support a name change to university.

Additionally, the literature referenced the potential for increased student enrollment and improved financial standing due to a name change. However, in my opinion, the primary benefit should be the attainment of a higher-quality educational experience for students, which I believe would be attained if a name change happened.

I have asked President Pemberton and she has confirmed that senior administration, faculty, and students have been consulted on this name change. Ongoing collaborative leadership with community leaders and alumni has continued as well. A name change would reflect the State Board of Education's continued investment in programs offering graduate degrees, and an increased attraction for faculty who are leaders in their fields, contributing to a rich academic culture in our community, region, and state.

As Mayor, I understand the critical role Lewis-Clark State [University] plays in shaping the future of our city. A name change would not alter their mission, vision, or values, and it aligns with Lewiston's vision for growth and prosperity. I am in full support of Lewis-Clark State University.

Thank you for your leadership in guiding this important name change. Please let me know if I can provide further support in this effort.

Sincerely,

Daniel G. Johnson
Mayor

1134 F Street • PO Box 617 • Lewiston, ID 83501-1930 • Ph.208.746.3671 • www.cityoflewiston.org

Idaho State Board of Education
650 West State Street
Boise, ID 83702

April 16, 2025

This letter is written in support of Lewis-Clark State College's proposal to change the institution naming moniker from Lewis-Clark State College to Lewis-Clark State University (LC State).

A regional comprehensive university is defined as an institution of higher education that typically serves a geographic region and offers a broad curriculum with a wide range of undergraduate and graduate programs across various fields of study such as arts and humanities, social sciences, health sciences, natural sciences, business, education and career technical. These universities are often situated in less populous areas and are designed to meet the diverse education needs of their communities. While comprehensive regional universities may offer graduate programs, their primary focus is on undergraduate education. They typically provide a supportive learning environment that emphasizes teaching, mentorship, and undergraduate research opportunities. This is a description of LC State.

As a representative of a community organization with broad partnerships with LC State, the transition from "College" to "University" is significant for the following reasons:

- LC State has developed a Health Hub, expanding health education programs from certificate to associate degree, to bachelor's degrees, and pathways for graduate programs.
- LC State is now authorized to offer graduate degrees with a focus on specific professional programs such as nursing. Re-branding as a university serves to showcase the expanded programming.
- LC State is already comprised of three separate schools: School of Professional Studies, Liberal Arts & Sciences, Career Technical Education.
- Student recruitment – the post-secondary go-on rate for Region II is one of the lowest in Idaho. By transitioning to university status, it is expected the community perception of opportunities and outcomes available locally will increase, enhancing student recruitment which is critical for our regional workforce needs.
- The value-add perception associated with a university serves as an economic driver for the region by attracting business, research partnerships, and investment. It also contributes to the development of a highly skilled workforce, which can attract businesses looking to locate in areas with a strong educational infrastructure.
- Currently, there are 5 public colleges in Idaho. Four are community colleges and LC State is the only 4-year institution. This causes confusion with the public, industry, and students, resulting in LC State being incorrectly identified as a community college. **Rebranding its identity as a university will provide immediate recognition that LC State offers 4-year programs and better communicate its value proposition.**

For these reasons and more, I support the proposal to change Lewis-Clark State College to Lewis-Clark State University.

Ed Freysinger, CEO
St. Joseph's Regional Medical Center
Lewiston, ID

Kym Clift, CEO
TriState Health
Clarkston, WA

Kara Besst, CEO
Gritman Medical Center
Moscow, ID

Rick Rasmussen, CEO
Northwest Specialty Hospital
Post Falls, ID

TAB	DESCRIPTION	ACTION
1	BOARD POLICY III.O. GENERAL EDUCATION ENGLISH WRITING AND MATHEMATICS PLACEMENT – SECOND READING	Action Item
2	REPEAL OF BOARD POLICY III.S. REMEDIAL EDUCATION – SECOND READING	Action Item
3	BOARD POLICY III.N. STATEWIDE GENERAL EDUCATION – FIRST READING	Action Item
4	UNIVERSITY OF IDAHO – BACHELOR OF SCIENCE IN ELECTRICAL ENGINEERING-GLOBAL HIROSHIMA	Action Item
5	UNIVERSITY OF IDAHO – ONLINE DOCTOR OF EDUCATION IN LEARNING, LEADERSHIP, AND INNOVATION – ONLINE PROGRAM FEE	Action Item
6	RECOGNITION OF ACCREDITATION ORGANIZATIONS FOR PURPOSES OF REGISTRATION OF POSTSECONDARY EDUCATIONAL INSTITUTIONS	Action Item
7	DUAL CREDIT REPORT AND RECOMMENDATIONS	Information Item

SUBJECT

Board Policy III.O.—General Education English Writing and Mathematics Course Placement—Second Reading

REFERENCE

June 2012	Board approved Complete College Idaho: A Plan for Growing Talent to fuel Innovation and Economic Growth in the Gem State.
February 2014	Board approved second reading of Board Policy III.Q. Admissions Standards.
June 2015	Board approved changes to Board Policy III.S, establishing corequisite, accelerated, and emporium support models as the approved delivery of remedial instruction, a strategy included in the Complete College Idaho plan.
June 2015	Board approved the Repeal of Board Policy III.O. Equivalency Schedules.
April 2023	Board approved recommendations from the Complete College Idaho 2022 Update.
June 2024	Board approved second reading of Board Policy III.Q Admission standards to include the use of ISAT scores.
February 2025	Board approved first reading of Board Policy III.O General Education English Writing and Mathematics Course Placement.

APPLICABLE STATUTE, RULE, OR POLICY

Idaho State Board Governing Policy III.Q Admission Standards
Idaho State Board Governing Policy III.N Statewide General Education
Idaho State Board Governing Policy III.S Remedial Education

BACKGROUND/DISCUSSION

The Idaho State Board of Education is committed to improving postsecondary student success, retention, and graduation. The Complete College Idaho plan, adopted in 2012, set attainment goals and strategies, many of which have been integrated into institutions, leading to improved retention and graduation rates. Significant reforms have positively impacted first-year students in writing and mathematics courses.

In April 2023, after reviewing progress, the Board approved new recommendations: updating Board Policy to reflect best practices in general education mathematics, incentivizing student transfer programs, and establishing accountability measures. This new Board Policy III.O is proposed to further support students and institutions.

IMPACT

Proposed Board Policy III.O. will clarify key terms related to corequisite and prerequisite courses, standardize general education writing and mathematics courses across all eight institutions, and prevent additional math requirements for transfer students. This will enhance transparency, reduce costs, and shorten time to degree.

The policy will also clarify course placement for Idaho high school students using standardized test scores while allowing institutions flexibility in placement decisions. Additionally, it will streamline reporting by focusing only on prerequisite mathematics courses, reducing institutional burden and improving data usefulness.

ATTACHMENTS

Attachment 1 – Board Policy III.O. Statewide General Education English Writing and Mathematics Placement – Second Reading

BOARD STAFF COMMENTS AND RECOMMENDATIONS

There are two proposed minor changes to Board Policy III.O between first and second readings. Based on input from registrars, a sentence in 3.e. has been removed to prevent confusion with degree requirements. Due to feedback from mathematics faculty leaders, a course has been added to 3.h

This new policy will provide a framework for curriculum development and revisions during the 2025-2026 academic year.

Staff recommends approval.

BOARD ACTION

I move to approve the second reading of proposed amendments to Board Policy III.O., General Education English Writing and Mathematics Course Placement, as submitted in Attachment 1, effective August 2026.

Moved by _____ Seconded by _____ Carried Yes _____ No _____

Idaho State Board of Education
GOVERNING POLICIES AND PROCEDURES
SECTION: III. POSTSECONDARY AFFAIRS
SUBSECTION: O. General Education English Writing and Mathematics Course Placement
April 2025

This subsection shall apply to Boise State University, Idaho State University, University of Idaho, Lewis-Clark State College, College of Eastern Idaho, College of Southern Idaho, College of Western Idaho, and North Idaho College.

This policy establishes consistent guidelines for the placement into general education courses in writing (English) and mathematics. It clarifies the general education writing and mathematics courses available at all institutions. These courses are a key component of the general education framework as described in Board Policy III.N General Education and are strongly linked to student retention and success. This policy is designed to ensure that students can access and successfully complete general education writing and mathematics courses in a timely manner, increase retention and graduation, clarify options for transfer students, and provide information for college-going students.

1. Definitions
   a) A statewide General Education Matriculation (GEM) writing or mathematics course is a course that meets the respective Written Communication or Mathematical Ways of Knowing GEM competencies identified in Board Policy III.N., is listed on the Common Course Index list maintained by the Board office, and is available for students at all institutions.
   b) Corequisite support is a learning opportunity provided to a student during the same semester in which the student is enrolled in a GEM course. Corequisite support is most often delivered as a concurrent credit-bearing course but may include other flexible approaches for concurrent learning support.
   c) Prerequisite instruction is offered to or required to be successfully completed by students prior to enrolling in a GEM course. Prerequisite GEM mathematics instruction is most often delivered as a stand-alone course but can include other flexible approaches to supporting student learning. Prerequisite instruction is rarely a preferred instructional approach.

2. Placement into Statewide GEM Writing Courses
   a) English x101 Writing and Rhetoric I and English x102 Writing and Rhetoric II are the Statewide GEM writing courses.
   b) Corequisite support must be offered to all students enrolled in English 101 at all institutions.
   c) In addition to the placement requirements established in this policy, institutions may develop additional placement processes to facilitate students' placement into and understanding of the GEM writing courses.
   d) Full-time students must be encouraged to and have the opportunity to complete both statewide GEM writing courses during their first academic year.

e) Institutions must accept the highest of students' SAT, ACT, or 11th grade Idaho Standards Achievement Test scores when such scores are available for minimum placement into statewide GEM writing courses as defined in the table below. Scores are valid for two years after high school graduation.

Statewide GEM Writing Course Placement		
	English x101 with Corequisite Instruction	English x101
ISAT English Language Arts Score	1, 2	3, 4
SAT English Evidence-Based Reading and Writing Section Score	509 and below	510 and above
ACT English + Reading Score	37 and below	38 and above

Additional prior learning credit and course equivalencies set and maintained by the Board for statewide GEM writing courses (for example, Advanced Placement and International Baccalaureate tests scores) may supersede the placement criteria in the table above.

3. Placement into Statewide GEM Mathematics Courses
   a) Math x123 Math in Modern Society, Math x143 Precalculus I: Algebra, Math x153 Statistical Reasoning, Math x170 Calculus, and Math x254 Statistical Methods are the Statewide GEM mathematics courses.
   b) Institutions must offer corequisite support with at least two of the statewide GEM mathematics courses and are strongly encouraged to offer corequisite support with all statewide GEM mathematics courses.
   c) Institutions may require a student to take one semester of mathematics instruction prerequisite to any GEM mathematics course only when institutional data compellingly demonstrate that a student will be at significant risk of failure in a GEM mathematics course without prerequisite instruction. No student shall be required to complete more than one semester of mathematics instruction prerequisite to a GEM mathematics course. Institutions shall provide the Board office, annually by June 30, a list of the names and course numbers of any courses that are prerequisites for GEM mathematics courses offered during the prior academic year.
   d) Institutions may offer institution-specific courses as GEM mathematics courses but must not require transfer students to take such courses to meet statewide general education requirements as outlined in 3.a.
   e) A program must not include requirements for students to complete a specific GEM mathematics or statewide GEM mathematics course unless it is critical to the students' later success in the program. ~~An institution may allow a more~~

~~advanced math course to be substituted to meet the general education requirement.~~

f) Full-time students must be encouraged to and have the opportunity to complete a GEM mathematics course during their first academic year.

g) In addition to the placement criteria in the table below, institutions may use institutional placement processes designed to facilitate students' placement into and understanding of the GEM mathematics course options.

h) Institutions must accept the highest of students' SAT, ACT, or 11th grade Idaho Standards Achievement Test scores when such scores are available for placement into statewide GEM mathematics courses as defined in the table below. Scores are valid for two years after high school graduation.

GEM Mathematics Course Placement			
	Math x123 with Corequisite Instruction or Math x153 Statistical Reasoning with Corequisite Instruction	Math x123 or Math x143 College Algebra with Corequisite Instruction or Math 153 Statistical Reasoning	Math x143 Precalculus I: Algebra or Math x254 Statistical Methods
ISAT Math Score	2	3	4
SAT Math Score	430-519	520-559	560 and above
ACT Mathematics Score	15-19	20-22	23 and above

Additional prior learning credit and course equivalencies set and maintained by the Board for statewide GEM mathematics courses (for example, Advanced Placement and International Baccalaureate tests scores) may supersede the placement criteria in the table above.

SUBJECT

Repeal of Board Policy III.S. Remedial Education – Second Reading

REFERENCE

June 2012	The Board approved the Complete College Idaho Plan.
April 2015	The Board approved the first reading of changes to Board Policy III.S. A major change to this policy is the incorporation of the three Board approved remediation models.
June 2015	The Board approved the second reading of changes to Board Policy III.S. These changes updated definitions and incorporated the three (3) Board approved forms of remedial education: Accelerated Model, Corequisite Model, Emporium Model.
September 2017	The Board adopted the Governor's Higher Education Task Force recommendations, which includes corequisite support strategies for remedial instruction.
December 2017	The Board approved the first reading of changes to Board Policy III.S. Board adopts the Governor's Higher Education Task Force recommendations, which includes Complete College America 'Game Changer' strategies.
February 2018	The Board approved the second reading of changes to Board Policy III.S. Proposed amendments updated the policy to better align with changes identified by Complete College America to help with implementation and student support.
August 2019	The Board approved the first reading of changes to Board Policy III.S.
October 2019	The Board approved the second reading of changes to Board Policy III.S.
October 2020	The Board approved the first reading of changes to Board Policy III.S. defining additional terms and expanding the definition of "student readiness."
December 2020	The Board approved the second reading of changes to Board Policy III.S.
February 2025	The Board approved the first reading of repeal of Board Policy III.S. Remedial Education.

APPLICABLE STATUTES, RULE OR POLICY

Idaho State Board of Education Governing Policy III.S. Remedial Education

BACKGROUND/DISCUSSION

The proposed Board Policy III.O. now governs remedial writing and mathematics courses, replacing provisions in Policy III.S. It sets updated expectations for coursework before GEM mathematics, standardizes course names and numbers, and refines reporting requirements to improve oversight of prerequisite offerings.

IMPACT

Proposed Policy III.O. will govern placement and the available learning support options for general education English/writing and mathematics courses, thereby making Board Policy III.S. Remedial Education redundant.

ATTACHMENTS

Attachment 1 – Repeal of Board Policy III.S. Remedial Education – Second Reading

STAFF COMMENTS AND RECOMMENDATIONS

There are no changes between first and second readings. If the Board adopts new Policy III.O. Board, staff recommends approval of this action.

BOARD ACTION

I move to approve the second reading of the repeal of Board Policy III.S., Remedial Education, as submitted in Attachment 1.

Moved by _____ Seconded by_____ Carried Yes _____ No _____

~~Idaho State Board of Education~~

~~GOVERNING POLICIES AND PROCEDURES~~

~~SECTION: III. POSTSECONDARY AFFAIRS~~

~~SUBSECTION: S. Remedial Education December 2020~~

~~1. Coverage~~

~~This subsection shall apply to the University of Idaho, Idaho State University, Boise State University, Lewis-Clark State College, College of Eastern Idaho, College of Southern Idaho, College of Western Idaho, and North Idaho College.~~

~~2. Definitions~~

~~a. Corequisite Course Model means a delivery model whereby remedial instruction is delivered as a separate course or lab simultaneously with a gateway course.~~

~~b. Corequisite Support means academic courses or content that supplement the content of gateway mathematics and English courses during the same academic term to increase the success rates for students in need of additional support. Board-approved approaches of corequisite support include the Corequisite Course Model, the Embedded Model, and the Emporium Model.~~

~~c. Embedded Model means a combined approach whereby remedial content is delivered as part of the content of a gateway course.~~

~~d. Emporium Model means a delivery model whereby remedial support is delivered in a computer lab setting where students receive individualized instruction from faculty and engagement with technology-based programs.~~

~~e. Gateway course means an entry-level course in a general education program of study or curriculum pathway.~~

~~f. Remedial Course means a course where credits earned may not apply toward the general education requirements for a certificate or degree, and which may have one or more of the following characteristics:~~

~~i. Designed for students who are academically unprepared to succeed in gateway courses in mathematics or English,~~

~~ii. Required to be completed before an academically unprepared student may enroll in the gateway course for that subject,~~

~~iii. Numbered below 100,~~

~~iv. Serve as a duplication of secondary curriculum,~~

v. ~~Include content and support services in basic academic skills, including Adult Basic Education, to prepare academically unprepared students for college level content.~~

g. ~~Student Readiness means a determination about student preparedness for college-level mathematics and English, and includes the following three levels:~~

i. ~~Academically Prepared Students are students who have been identified by an institution's placement process as *prepared* to successfully take gateway mathematics or English courses without additional academic content or interventions.~~

ii. ~~Students in Need of Additional Support are students who have been identified by an institution's placement process as *underprepared* to take gateway mathematics or English courses without additional academic content or interventions.~~

iii. ~~Academically Unprepared Students are students who have been identified by an institution's placement process as *unprepared* to successfully take gateway mathematics or English courses without first completing additional academic content or interventions.~~

3. ~~This policy applies to the following common-numbered gateway courses: MATH x123 Math in Modern Society, MATH x143 College Algebra, MATH x153 Statistical Reasoning, and English is ENGL x101 Writing and Rhetoric I, or equivalent courses. The State Board of Education has approved the Corequisite Course Model, Embedded Model, and Emporium Model as the methods for serving students in need of additional support in mathematics and English general education. Students enrolling into Corequisite Support shall be provided with the option to do so in one of the defined models.~~

a. ~~Institutions may pilot the use of alternative delivery models, provided the models are evidence based; evidence need not be Idaho specific. Institutions choosing to exercise this pilot option shall notify both the Council on Academic Affairs and Programs and the Instruction, Research, and Student Affairs Committee of their intent to pilot a new delivery model and the results of said pilot. Piloted models must be assessed annually and may be continued and scaled beyond the first year if the pilot achieves equal or greater success rates in students completing gateway mathematics and English courses as compared to rates achieved in approved Corequisite Support models.~~

4. ~~Each institution shall maintain a mechanism for assessing and evaluating student preparedness in mathematics and English language arts, and provide support and interventions for students identified as needing additional support or as academically unprepared.~~

5. ~~All students, regardless of readiness level, shall have the opportunity to complete their gateway mathematics and English courses within their first academic year.~~

   a. ~~Academically prepared students shall be encouraged to complete their gateway mathematics and English courses within their first academic semester.~~

   b. ~~Effective fall 2022, students in need of additional support shall not be required to complete a remedial course prior to enrollment in the following gateway courses: MATHx123, MATHx143, MATHx153, and ENGL x101. Such students shall be encouraged to enroll directly in a corequisite course, except for students in the MATHx143 pathway, who may be encouraged to enroll in a corequisite course OR be required to complete a non-remedial prerequisite general education math course prior to enrollment in MATHx143.~~

      i. ~~Students who complete a corequisite gateway course shall not be required to take a placement exam for enrollment in a subsequent course.~~

      ii. ~~Corequisite gateway courses will not exceed five semester credits nor be made available for dual credit purposes.~~

      iii. ~~Success rates in corequisite support models, including corequisite gateway courses, shall be reported annually to the Board.~~

   c. ~~Academically unprepared students may be required to enroll in a remedial course. The remedial sequence required of these students shall be designed to ensure the student has the opportunity to enroll in the gateway course within the first academic year.~~

      i. ~~Student enrollment in a remedial course must be identified by the institution and approved through established institutional processes.~~

      ii. ~~Students enrolled in a remedial course who qualify for a corequisite gateway course must be made aware of their eligibility options, and counseled on the best option for their individualized circumstances.~~

      iii. ~~Remedial courses may be made available to high school students and postsecondary students who elect to enroll with the understanding the course is not required for gateway course enrollment.~~

      iv. ~~Credits earned in remedial courses may not apply toward the requirements for a certificate or degree.~~

      v. ~~Success rates in remedial courses shall be reported annually to the Board.~~

SUBJECT

Board Policy III.N., Statewide General Education – First Reading

REFERENCE

October 2020	The Board approved the first reading of proposed amendments to Board Policy III.N. designating the Executive Director or designee as chair of the GEM Committee.
December 2020	The Board approved the second reading of proposed amendments to Board Policy III.N.
August 2021	The Board approved the first reading of proposed amendments to Board Policy III.N. expanding membership of the GEM Committee to representatives from digital learning, dual credit, and open education. This included amendments to GEM competency areas.
October 2021	The Board approved the second reading of proposed amendments to Board Policy III.N.
December 2022	The Board approved the first reading of proposed amendments to Board Policy III.N that changed the GEM Oral Communication requirement from a minimum of 2 to a minimum of 3 credits and the institutionally-designated credits from a minimum of 6 to a minimum of 5.
February 2023	The Board approved the second reading of proposed amendments to Board Policy III.N.
August 2023	The Board approved the first reading of proposed amendments to Board Policy III.N. to allow institutions to propose specialized baccalaureate degree programs that require fewer than 36 general education credits in rare instances.
October 2023	The Board approved the second reading of proposed amendments to Board Policy III.N.
February 2024	The Board approved the first reading of proposed amendments to Board Policy III.N. to clarify General Education Committee roles and responsibilities as well as further describe the role of the disciplinary rubrics.

APPLICABLE STATUTE, RULE OR POLICY

Idaho State Board of Education Governing Policies & Procedures, Section III.N. and III.V. Articulation and Transfer
Idaho Code § 33-3729 Transfer of Credits

BACKGROUND/DISCUSSION

Board Policy III.N Statewide General Education establishes a framework for general education at all eight public postsecondary institutions. The curriculum ensures students gain a broad understanding of human societies, the natural

world, and various disciplinary perspectives. Idaho's general education framework promotes seamless transferability between institutions and ensures statewide consistency in general education requirements.

The policy defines six GEM competency areas: Written Communication, Oral Communication, Mathematical Ways of Knowing, Scientific Ways of Knowing, Humanistic and Artistic Ways of Knowing, and Social and Behavioral Ways of Knowing. Each area has specific learning outcomes to ensure students develop essential academic and practical skills. It also establishes guidelines for course placement, assessment, and reporting, with an emphasis on transparency and accessibility. Governance of the general education program is managed by faculty discipline groups and the Statewide General Education Committee, ensuring alignment with state and national educational standards and norms. The policy further mandates common course indexing for transparency in course equivalencies and transfer processes.

IMPACT

Approval of the proposed amendments will update Idaho's general education framework and provide additional support for the curricular development work that is in process at the institutions.

Proposed amendments to Board Policy III.N update the description of general education to better reflect current understandings of the curriculum. Durable skills are particularly salient in general education, and these updates are designed to communicate the purpose of general education more effectively through infusing durable skills concepts. There are also language and stylistic changes in this proposed revision.

ATTACHMENTS

Attachment 1 – Board Policy III.N. Statewide General Education – First Reading

BOARD STAFF COMMENTS AND RECOMMENDATIONS

The policy amendments were reviewed by the Board's General Education Committee on March 18, 2025, CAAP on March 27, 2024, and by the Instruction, Research, and Student Affairs Committee of the Board on April 3, 2025.

Board staff recommends approval.

BOARD ACTION

I move to approve the first reading of proposed amendments to Board Policy III.N., Statewide General Education, as submitted in Attachment 1.

Moved by _____ Seconded by _____ Carried Yes _____ No _____

Idaho State Board of Education
GOVERNING POLICIES AND PROCEDURES
SECTION: III. POSTSECONDARY AFFAIRS
SUBSECTION: N. Statewide General Education ~~April 2024~~June 2025

~~In our rapidly-changing world, students need to understand how knowledge is generated and created. They need to adapt to new opportunities as they arise as well as effectively communicate and collaborate with increasingly diverse communities and ways of knowing. In combination with major coursework, general education curriculum prepares students to use multiple strategies in an integrative manner to explore, critically analyze, and creatively address real-world issues and challenges. General education coursework provides students with an understanding of self, the physical world, and human society—its cultural and artistic endeavors as well as an understanding of the methodologies, value systems, and thought processes employed in human inquiries. General education helps instill students with the personal and civic responsibilities of good citizenship, and prepares them to be adaptive, life-long learners.~~

General education offers students the opportunity to gain broad understandings and valuable durable skills as they explore and practice with various disciplinary perspectives. Durable skills, which are also known as transferable skills or habits of mind, are those that are highly valued and transferable across domains in post-secondary education and beyond. Idaho's general education curriculum framework functions alongside specialized major coursework to build a comprehensive educational experience.

While majors provide depth in specific fields, general education equips students with durable skills that serve them throughout life: the ability to communicate clearly, think critically, approach problems from multiple angles, and persist through uncertainty. These courses also help students understand themselves, the natural world, and human societies. This integrated approach to education has long been a hallmark of excellence in American higher education, preparing graduates who can adapt to changing circumstances and engage meaningfully with complex issues. Through general education, students develop the tools to become thoughtful citizens and adaptable, lifelong learners who can navigate new challenges with confidence.

This policy ~~shall~~must ~~apply~~ applies to the University of Idaho, Boise State University, Idaho State University, Lewis-Clark State College, College of Eastern Idaho, College of Southern Idaho, College of Western Idaho, and North Idaho College (hereinafter "institutions").

1. The state of Idaho's general education framework for Associate of Arts, Associate of Science, and Baccalaureate degrees has the following requirements~~, shall~~must ~~be~~:

    a. Thirty-one (31) credits or more of the general education curriculum must fit within the General Education Matriculation (GEM) competency areas defined in subsection 4 of this policy, and

b. Five (5) or more credits of the general education curriculum~~a, which~~ must be ~~are~~ reserved for institutions to address the specific mission and goals of the institution. For this purpose, institutions may create new competency areas or they may choose to count additional credits from GEM competencies. Regardless, these institutionally designated credits must have learning outcomes linked to Association of American Colleges and Universities (AAC&U) Essential Learning Outcomes.

2. The intent of the general education framework is to:

   a. Establish statewide competencies that guide institutions' determination of courses that will be designated as GEM courses,
   b. Establish shared disciplinary/Ways of Knowing rubrics that guide institutional decision-making about designating courses to GEM competency areas, and
   c. Create a transparent and seamless transfer experience for undergraduate students across Idaho's public postsecondary institutions.

3. There are six (6) GEM competency areas. The first two (2) emphasize integrative skills intended to inform the learning process throughout general education and major courses. The final four (4) represent ways of knowing and are intended to expose students to ideas and engage them in a broad range of active learning experiences. Durable skills instruction is infused throughout courses in each competency area. ~~In each competency area, durable skills instruction is infused .~~

   The GEM competency areas are as listed:

   a. Written Communication
   b. Oral Communication
   c. Mathematical Ways of Knowing
   d. Scientific Ways of Knowing
   e. Humanistic and Artistic Ways of Knowing
   f. Social and Behavioral Ways of Knowing

4. GEM courses in each area ~~shall~~must include the following competencies:

   a. Written Communication
      Upon completion of a course in this category, students are able to demonstrate relevant durable skills ~~demonstrate~~ as well as the following competencies:

      i. Use flexible writing process strategies to generate, develop, revise, proofread, and edit texts.
      ii. Adopt strategies and genre appropriate to the rhetorical situation.
      iii. Use inquiry-based strategies to conduct research that explores multiple and diverse ideas and perspectives, appropriate to the rhetorical context.
      iv. Use rhetorically appropriate strategies to evaluate, represent, and respond to the ideas and research of others.

v. Address readers' biases and assumptions with well-developed evidence-based reasoning.
vi. Use appropriate conventions for integrating, citing, and documenting source material.
vii. Read, interpret, and communicate key concepts in writing and rhetoric.

b. Oral Communication
Upon completion of a course in this category, students are able to demonstrate relevant durable skills as well as the following competencies:

i. Research, discover, and develop information resources and structure spoken messages to increase knowledge and understanding.
ii. Research, discover, and develop evidence-based reasoning and persuasive appeals for ethically influencing attitudes, values, beliefs, or behaviors.
iii. Adapt spoken messages to the diverse personal, ideological, and emotional needs of individuals, groups, or contexts.
iv. Employ effective spoken and nonverbal behaviors that support communication goals and illustrate self-efficacy.
v. Listen in order to effectively and critically evaluate the reasoning, evidence, and communication strategies of self and others.
vi. Demonstrate knowledge of key theories, perspectives, principles, and concepts in the Communication discipline, as applied to oral communication.

c. Mathematical Ways of Knowing
Upon completion of a course in this category, a student is able to demonstrate relevant durable skills as well as the following competencies:

i. Interpret mathematical concepts.
ii. Represent information/data.
iii. Use appropriate strategies/procedures when solving mathematical problems.
iv. Draw reasonable conclusions based on quantitative information.

d. Scientific Ways of Knowing
Upon completion of a non-lab course in this category, a student is able to demonstrate relevant durable skills as well as the competencies i-iv. ~~A student is able to demonstrate all five competencies, i-v,~~ -~~U~~upon completion of a lab course, a student is able to demonstrate appropriate durable skills as well as competencies i-v.~~.~~

i. Apply foundational knowledge and models of a discipline in the physical or natural sciences to analyze and/or predict phenomena.
ii. Apply scientific reasoning to critically evaluate assertions.
iii. Interpret and communicate scientific information via written, spoken and/or visual representations.
iv. Describe the relevance of specific scientific principles to the human experience.

v. Test a hypothesis in the laboratory or field using discipline-specific tools and techniques for observation, data collection and analysis to form a defensible conclusion.

e. Humanistic and Artistic Ways of Knowing
Upon completion of a course in this category, students are able to demonstrate relevant durable skills as well as ~~-~~at least five (5) of the following competencies:

i. Recognize and describe humanistic, historical, or artistic works within problems and patterns of the human experience.
ii. Distinguish and apply methodologies, approaches, or traditions specific to the discipline.
iii. Differentiate formal, conceptual, and technical elements specific to the discipline.
iv. Analyze, evaluate, and interpret texts, objects, events, or ideas in their cultural, intellectual or historical contexts.
v. Interpret artistic or humanistic works through the creation of art, language, or performance.
vi. Develop critical perspectives or arguments about the subject matter, grounded in evidence-based analysis.
vii. Demonstrate self-reflection, widened perspective, and respect for diverse viewpoints.

f. Social and Behavioral Ways of Knowing
Upon completion of a course in this category, students are able to demonstrate relevant durable skills as well as ~~the all five (5) of~~ the following competencies.

i. Demonstrate knowledge of the theoretical and conceptual frameworks of a particular Social Science discipline.
ii. Describe self and the world by examining the dynamic interaction of individuals, groups, and societies as they shape and are shaped by history, culture, institutions, and ideas.
iii. Utilize Social Science approaches, such as research methods, inquiry, or problem-solving, to examine the variety of perspectives about human experiences.
iv. Evaluate how reasoning, history, or culture informs and guides individual, civic, or global decisions.
v. Identify the impact of the similarities and differences among and between individuals, cultures, or societies across space and time.

5. General Education Requirements

a. This subsection applies to Associate of Arts, Associate of Science, and Baccalaureate degrees. For the purpose of this policy, disciplines are indicated by course prefixes.

General education curricula must reflect the following credit distribution:

Competency Area	Minimum Credits
Written Communication	6
Oral Communication	3
Mathematical Ways of Knowing	3
Scientific Ways of Knowing	7 (from two different disciplines with at least one laboratory or field experience)
Humanistic and Artistic Ways of Knowing	6 (from two different disciplines)
Social and Behavioral Ways of Knowing	6 (from two different disciplines)
Institutionally-Designated Credits	5

i. GEM courses are designed to be broadly accessible to students regardless of major, thus college-level and non-GEM pre-requisites to GEM courses should be avoided unless deemed necessary by the institution. GEM courses- must be at the introductory (x100 and x200) level.

ii. Additional GEM courses~~, beyond the general education curricula, may~~ may be required within the major for degree completion. However, they must be clearly indicated through a separate designation within the degree (category, emphasis, minor, or major, for example).

b. In rare instances, a specialized associate degree program might better serve students by distributing general education requirements differently than those listed above. Proposals for such programs ~~shall~~must be submitted to the Board office for review and approval on a case-by-case basis. Proposals must describe the demonstrable benefits that the alternative general education distribution will have for transfer students, the institutions' plans for additional advising, and any other information that will demonstrate how students will not be harmed by this alternative structure.

c. This subsection pertains to Associate of Applied Science (AAS) degrees.

The general education curricula for the AAS degree must contain a minimum of fifteen (15) credits, so distributed in the following areas:

Competency Area	Minimum Credits
Written Communication	3
Oral Communication	3
Mathematical Ways of Knowing	3
Social and Behavioral Ways of Knowing	3
Any general education course including institutionally-designated courses	3

d. GEM courses and institutionally-designated courses ~~shall~~must transfer as meeting an associated general education competency requirement at any institution pursuant to Board policy Section III.V.

6. Governance of the General Education Program and Review of Courses

a. GEM courses are developed by faculty and approved via the curriculum approval process of the institution delivering the courses. Faculty discipline groups representing all institutions ~~shall~~must meet at least annually or as directed by the Board, to ensure consistency and relevance of general education competencies and courses approved for their respective GEM competency areas.

b. Common Course Indexing is developed for courses offered within the GEM framework to provide greater transparency and seamlessness within transfer processes at Idaho's postsecondary institutions. Common-indexed courses are accepted as direct equivalents across institutions for transfer purposes. Common course indexing ~~shall~~must include common course prefix, common course number, common course title, and common GEM discipline area designation. The common course number ~~shall~~must be three digits in sequence, but can be preceded by a single digit if four numbers are utilized by the institution (x###).

The common course list ~~shall~~must be approved by the Board on an annual basis and ~~shall~~must be maintained by the Board office. Changes to the list may be proposed by faculty discipline groups to the General Education Committee. Proposed additions or removal of courses on the common course list must be reviewed by the General Education Committee prior to Board approval. The request to remove a common-indexed course from an institution's academic catalog must be approved by the Board. The request to discontinue a course must be submitted in writing by the institution to the Board office. The request ~~shall~~must be submitted no less than a year in advance and provide rationale for the inability to offer the course.

c. The General Education Committee ~~shall~~must consist of a Board-appointed representative from each of the institutions (Institutional Representatives), as well as one Subject Representative from each of the following communities: the Division of Career Technical Education, the Idaho Registrars Council, the digital learning community, the dual credit community, the open education community; and the Executive Director of the Board, or designee, who ~~shall~~must serve as the chair of the committee. Institutional Representatives are generally the directors or deans of general education (or equivalent). Upon Board approval, appointments for Institutional Representatives will be for the duration of the representative's term as general education director. Subject Representative terms are for three years, commencing on July 1st. If Subject Representatives are amenable to continuing, they are affirmed by their respective groups prior to their term's end. To ensure alignment with AAC&U Essential Learning Outcomes and subsection 1, the Committee ~~shall~~must meet at least annually to review the competencies and rubrics of the general education framework. The Committee ~~shall~~must make

recommendations to the Board regarding the general education framework and the common course list. The Committee ~~shall~~must review and make recommendations on the general education competencies as necessary. GEM Committee duties are prescribed by the Board, including those that may involve addressing issues related to competency areas and course offerings. The GEM Committee reports to the Council on Academic Affairs and Programs.

d. The institutions ~~shall~~must identify all general education courses in their curricula and identify them in a manner that is easily accessible by the public via their respective websites, as well as relevant web resources maintained by the Board office.

UNIVERSITY OF IDAHO

SUBJECT

Bachelor of Science in Electrical Engineering – Global (BSEE-Global)

APPLICABLE STATUTE, RULE, OR POLICY

Idaho State Board of Education Governing Policies & Procedures, Section III.G and Section V.I. Business Transactions, Real and Personal Property and Services

BACKGROUND/DISCUSSION

The University of Idaho is proposing to add a Bachelor of Science program in Electrical Engineering (BSEE-Global) in partnership with Hiroshima University. Both Parties wish to collaborate to further the shared national security interests of the two countries. This section presents at a high level 1) the BSEE-Global curriculum, 2) how the curriculum will be offered, and 3) the intended students.

The BSEE-Global curriculum is identical to the University of Idaho's existing BSEE curriculum. Students will spend the first two years at Hiroshima University's Higashi-Hiroshima Campus in Japan (HU) and the final two years at the University of Idaho's Moscow Campus (UI). The entire curriculum will be taught in English. These students will be matriculated at the University of Idaho from their first semester, not as transfer students. The program will have a distinct name from the existing BSEE program to secure separate accreditation from ABET, the accreditor for engineering programs, based on ABET's recommendation for hybrid domestic/international programs. Tuition and fees will exceed all program costs.

The program expects students primarily from Idaho, Japan, and countries in southeast Asia (e.g., Vietnam, Malaysia, Indonesia), excluding China. Most students are anticipated to focus on a Microelectronics Emphasis.

Hiroshima University will provide infrastructure and student services through a Collaboration & Services Agreement (the "Agreement") included with agenda materials as Attachment 2. The Agreement has a five-year term and may be renewed as agreed upon by the parties. In summary, HU will provide the following services to UI:

- collaboration with UI and supporting UI's application to the Japanese Ministry of Education, Culture, Sports, Science, and Technology as a foreign university "designation of location in Japan;"
- support UI's recruitment and marketing;
- provide the status of "special auditing student" to UI students enrolled in the BSEE-Global (Hiroshima) campus, extending them all associated privileges, and supporting their student life, consistent with the support offered to HU's international students on HU's campus;

- provide buildings, lands, utilities infrastructure, common areas, mechanical systems (heating, ventilation, and air condition, plumbing, and electrical systems), offices, classrooms, labs, furniture, and fixtures, equipment, utilities such as water, electricity, and internet connection;
- provide access to university facilities such as the libraries, dormitories, cafeterias, and other shared infrastructure; and
- provide assistance with employment administrative procedures, and academic activities for UI's faculty and administrative staff.

In exchange for these services, UI will pay HU a service fee equivalent to 15 percent of the yearly applicable tuition rate per student collected by UI, less any tuition refunds (the "Fee"). UI will charge students a consolidated fee equal to the board-approved tuition and mandatory fee rate plus a non-instructional 15 percent fee on UI BSEE-Global students as a pass-through to pay HU the Fee, pursuant to State Board of Education Policy V.R.3.c.iv.

The service fee will cover all non-instructional costs for students' study at Hiroshima University. Broadly speaking, these costs fall into three categories:

1. Administrative expenses (e.g., students' health insurance while on the Hiroshima campus)
2. Facilities expenses (e.g., classroom spaces, labs, use of library, internet, and other university facilities)
3. Student support service expenses (e.g., tutoring and visa assistance)

IMPACT

The Electrical Engineering – Global program will help address the current shortage of microelectronics engineers in Idaho, the U.S., and globally. The partnership with Hiroshima University and the resulting increase in student numbers will strengthen the electrical engineering programs at the University of Idaho.

The goal of the Electrical Engineering - Global program is to graduate 100 plus students per year.

The University of Idaho partners with all major semiconductor companies in Idaho and many across the USA. Idaho is home to the headquarters of Micron, one of the largest semiconductor memory development companies in the world. Micron currently employs over 5,000 people in Idaho and intends to expand its Idaho workforce by another 2,000 people through their new Boise facility, which is scheduled to be operational in 2025. The University of Idaho has collaborations with other semiconductor companies in Idaho that have workforce development needs, including ON Semiconductor (Nampa, ID), American Semiconductor (Boise, ID), Kokusai Semiconductor (Boise, ID), Tokyo Electron America (Boise, ID), NxEdge (Boise, ID), LA Semiconductor (Pocatello, ID), Creation Technologies Idaho (Meridian, ID), and Insignis Technology (Boise, ID). All of these regional

partners have workforce pipeline issues, especially as they look to onshore jobs back to the U.S.

Hiroshima University has well-established and globally recognized programs in microelectronics. The University of Idaho's undergraduate and graduate programs will benefit from partnering with Hiroshima through faculty interaction and access to world-class facilities. Increased resources from student tuition will enable broader and more in-depth offerings of technical elective courses in the design, fabrication and packaging of microelectronics.

The total projected expenditures are $930,077 - $3,258,793 over a four-year period. The program's revenue is projected to gradually increase from $1,044,900 in Year 1 to $3,670,416 in Year 5. Expenses will also rise during that timeframe, leading to fluctuating net profit ranging from $132,363 to $512,720.60. Initial years (1-3) primarily cover salary costs as the program is established, with instructional costs at the University of Idaho starting in Year 3, when the first cohort arrives on the Moscow campus. Overall, the program is expected to more than cover its own costs in each of the five years modeled, with stable net profit of over one-half million dollars in later years.

To meet instructional needs for the existing BSEE additional sections of existing courses, instructors, and teaching assistants will be required. The program will require several teaching assistants to cover the number of additional laboratory sections required by the new program. Other resources needed include setting up and preparing essential equipment in labs and lecture rooms, license costs for UI systems, and insurance for international operations. Both universities will collaborate to arrange and discuss the cost-sharing for facility use and any additional installations/purchases necessary. No additional laboratories or equipment will be required for the proposed program in Moscow. Existing library resources are available. An extension of the UI computer network should be made available to HU per proposal. The program also notes that HU will serve as the primary location for the program, which has three libraries.

ATTACHMENTS

Attachment 1 – Bachelor of Science Electrical Engineering – Global Proposal
Attachment 2 – Collaboration & Services Agreement between University of Idaho and Hiroshima University
Attachment 3 – Letter to SBOE from Hiroshima University

BOARD STAFF COMMENTS AND RECOMMENDATIONS

University of Idaho projects 100 additional enrollments because of this partnership and anticipates reaching 550 by year five. Graduates will be realized starting in year four with 53 projected. The program has a capacity for 550 students with the requested faculty positions. The six additional faculty positions proposed will

provide the necessary instructional support for the existing BSEE program as well as the planned BSEE-global students.

The BSEE program identified 100-150 new students per year for program sustainability. If those minimum numbers are not met, the university will plan to admit one additional year of new first-year students. If minimums are not met for two years in a row thereafter, no new students will be admitted and students will be provided with three years to complete the program. After three years, the university will assist students with other options. The program would not be discontinued at the main UI campus.

While the program is currently not listed on UI's approved plan, staff notes that this is not a new program but a specific partnership with Hiroshima University to collaborate and offer the University of Idaho's existing Bachelor of Science in Electrical Engineering as provided in their program proposal.

Currently, Board Policy III.G. requires Board approval for the establishment of a new branch campus or change in location geographically apart from the main campus, regardless of financial impact. Policy also provides that Board approval is required for a new "*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"*.

In accordance with State Board Policy III.Z responsibilities, no institution has statewide program responsibility specifically for engineering programs. Currently Boise State and Idaho State also offer an Electrical Engineering program.

The proposal completed the program review process and was presented to the Council on Academic Affairs and Programs on March 27, 2025; and to the Instruction, Research, and Student Affairs Committee on April 3, 2025.

Staff recommends approval.

BOARD ACTION

I move to approve the request by the University of Idaho to add a Bachelor of Science in Electrical Engineering (Global) in partnership with Hiroshima University as presented by the full proposal in Attachment 1.

Moved by _____ Seconded by _____ Carried Yes _____ No _____

Institutional Tracking No. _____

Idaho State Board of Education

FULL PROPOSAL FORM

Academic Programs

Date of Proposal Submission:	December 17, 2024 Revised 3/20/2025			
Institution Submitting Proposal:	University of Idaho			
Name of College, School, or Division:	College of Engineering			
Name of Department(s) or Area(s):	Electrical & Computer Engineering			
Official Name of the Program:	Electrical Engineering – Global (BSEE - Hiroshima)			
Degree Information:	Degree Level: UG	Degree Type: BS		
CIP code or Modification of CIP Code (consult IR/Registrar):	14.1001			
Method of Delivery: Indicate percentage of face-to-face, hybrid, distance delivery, etc.	Face-to-face 90%; Online 10%			
Implementation Date:	Fall 2026			
Geographical Delivery:	Location(s)	Hiroshima, Japan/Moscow	Region(s)	Region II/International
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

Indicate those that apply to this request:

- [x] Undergraduate Program
- [ ] Graduate Program
- [ ] Undergraduate Certificate (30 credits or more)
- [ ] Graduate Certificate (30 credits or more)
- [ ] Specialized Certificate (above $250k/FY)

Proposed Action

- [ ] New Program
- [x] New branch campus or change in location
- [x] Modification of Existing Academic Programs
  - [ ] Converting one program option to a stand-alone program
  - [ ] Consolidating two or more programs into one program
  - [ ] Splitting an existing program into two or more programs
  - [ ] Adding certificate or degrees to existing programs
  - [x] Program expansion outside an institution's Designated Service Region except for programs for which institutions have statewide program responsibilities as defined in Board Policy III.Z.

Suzanna Long	12/17/2024		
College Dean	Date	Vice President for Research (as applicable)	Date 3/14/2025
Graduate Dean/other (as applicable)	Date 12/17/2024	Academic Affairs Program Manager, OSBE	Date 03/14/2025
FVP/Chief Fiscal Officer	Date 12/17/24	Chief Financial Officer, OSBE	Date 3/25/25
Provost/VP for Instruction	Date 12/17/24	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 or expansion 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 University of Idaho (UI) proposes to create an additional international UI location at Hiroshima University (HU) in Hiroshima Japan, in partnership with HU. At the proposed location on HU's campus, UI will offer the first two years of an existing approved degree program, the Bachelor of Science Electrical Engineering (BSEE). Completion of the BSEE counts toward eligibility for the Professional Engineer's license (PE) to practice engineering, which requires a four-year degree from a program accredited by the Accreditation Board of Engineering and Technology (ABET). The existing UI BSEE is ABET accredited, and the HU-UI BSEE will seek separate ABET accreditation, as separate accreditation is required by ABET for a program where the first two years are offered at a separate location.

   To deliver the first two years of the program at HU, UI will deliver its existing curriculum. To do so, UI will also hire a full-time program coordinator and instructors to help deliver face-to-face on the HU campus both general education and disciplinary courses. In cases where existing HU courses are judged by UI faculty to be equivalent to UI courses and are taught in English, these HU courses will be instructed by HU faculty when possible. As UI has done in part partnerships with other Asian universities, UI will contract with a third party to manage hiring, tax withholding, and related issues. However, UI faculty with relevant disciplinary expertise and appointments in appropriate UI departments will establish the qualifications for hiring UI instructors who will teach on the HU campus and will review all proposed hires. Similarly, UI will contract with HU to provide student support services for BSEE students. Further, HU has existing high-quality educational facilities that UI will use to teach BSEE students on the HU campus. University of Idaho will compensate HU for use of these facilities and for student support services by providing HU with a proportion of tuition revenues from the program. We have appended the Collaboration & Services Agreement for this arrangement. While students complete their foundational coursework at HU, they will matriculate as UI students to do so. These foundational courses offered at HU will be taught in English. After completing their initial two years of study, students will come to UI's main campus in Moscow, ID for the remaining two years of study needed to complete the baccalaureate degree program. Thus, participating students will be enrolled as UI degree-seeking students throughout their degree programs, both while they study at HU and while they do so in Moscow.

   Students who begin the BSEE program at HU will be integrated with UI students once they come to Moscow for their final years of coursework, except that the senior-level capstone experience will incorporate greater opportunity to work with industry partners from their home countries. At the same time, these students will be tracked as a separate cohort to enable UI to measure the financial impact and viability of the two BSEE cohorts (HU-Moscow and Moscow-only). This tracking will permit UI to monitor the financial viability of each program and adjust as needed to ensure financial sustainability. Further, the BSEE program – an existing approved academic program – incorporates content from two other existing approved programs, the Bachelor of

Science Computer Engineering (BSCompE) and the Bachelor of Science Computer Science (BSCS). One benefit of building the BSEE program is that the first two years of this program are almost identical to the first two years of the BSCompE and BSCS programs. Therefore, when students arrive in Moscow, they will have the opportunity to pursue one of three pathways: the BSEE, the BSCompE, or the BSCS. Significantly, a Hiroshima student who changed their major from the BSEE degree would no longer eligible for the scholarship or special tuition rate. Under these circumstances, the student would have to pay either the Invitation to Idaho program rate or the standard international (non-resident) student tuition rate.

This project will enable international students from across East and Southwest Asia – notably Japan, Vietnam, South Korea, Indonesia, and Malaysia – who are interested in the BSEE to pursue it while gaining valuable experience studying in another culture. The project will help address pressing workforce shortages, not just in Idaho or the Pacific Northwest but globally. These shortages are intensifying as the elderly population grows in proportion to the working-age population. Further, the project will particularly benefit BSEE students completing their degree program entirely at UI's Moscow, ID campus. It will provide UI's Moscow-only students with expanded opportunities to collaborate with and learn from peers from different cultural backgrounds. Collaborative inter-disciplinary teams are required to complete many engineering projects. Many such teams include engineers from a variety of cultural backgrounds. Therefore, engineers need training that prepares them to work effectively in such teams. The proposed HU-UI partnership will benefit Moscow-only UI BSEE students by substantially increasing their opportunities to develop the skills required to succeed in inter-disciplinary engineering teams with members from various backgrounds. As a result, Moscow-only students' work-readiness upon graduation will be significantly enhanced, as will their capacity to advance in their careers. Further, the proposed partnership will create a core group of engineers specialized in the global semiconductor industry -- graduates poised to become leaders on the international stage. The project will also benefit HU. It will enable HU to expand the number of students on its campus while adhering to nationally established enrollment caps. The increased student presence on HU's campus will allow the university to apply for resources from the Japanese central government that will benefit all students on the campus. Further, Micron Technology and other international industry partners have expressed strong support for the proposed partnership, which will help to meet its needs for well-trained engineers, both in Asia and in the U.S.

In addition, the HU-UI partnership will build on HU's existing – and growing – collaborations with entities in Vietnam, particularly Vietnam's Ministry of Education and Training, its Ministry of Planning and Investment, and its Ministry of Home Affairs. Through these collaborations, HU is participating in existing projects in Vietnam and will launch a branch campus focusing on agricultural programs there this fall. These existing HU partnerships will provide important experiential learning opportunities for students. Examples include the "Setouchi" Semiconductor Co-Creation Consortium and the North Hanoi Smart City project, which uses technology to address challenges in energy, education, environment, healthcare, and transportation. By leveraging these partnerships, the project will offer experiential learning opportunities that will equip students to achieve programs' learning outcomes, which, for all three programs, include designing and implementing solutions to complex engineering problems.

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.

Demand for engineers in Idaho is high. Idaho Department of Labor data show demand in the following professions, any of which BSEE students could choose to pursue:

17-2061: Electronics Engineers, Except Computer
2022: 1,908 2023: 2,408 Change: 500 people, 26.2% Total Projected Annual Openings: 164

Data taken from "Statewide-Occupational-Projections.xlsx" obtained from
https://lmi.idaho.gov/data-tools/occupational-industry-projections/

Unmet demand for engineers in Idaho led Micron Technology to locate a new complex of computer chip plants near Syracuse, NY, rather than in Idaho. When reporting on this decision, Micron's CEO indicated that the decision was due to New York State's "available talent in engineering and the number of higher education institutions they could partner with." Recent discussions with Micron have emphasized the firm's continuing unmet need for engineers.

The proposed collaboration will both increase the number of engineering graduates in Idaho and improve the preparation of all UI BSEE graduates. By adding 100 students per cohort, the partnership will increase the number of engineers that the UI graduates annually. While some will return to Southeast Asia or East Asia to practice, we expect that some will remain and practice in Idaho, thus increasing the state's capacity to meet industry demand for engineers. Fulfilling this demand will encourage firms like Micron to expand their presence and investments in Idaho, thus growing the state's economy.

Further, this partnership will better equip all UI BSEE engineering graduates to collaborate with peers from different cultural backgrounds. Employers broadly emphasize the importance of such collaboration. It is particularly important for engineers, who, as noted above, typically work in cross-disciplinary teams that often include members from different cultural backgrounds. Employers – especially in technical fields – regularly emphasize the value of bringing together a wide range of perspectives in solving problems like those routinely encountered in engineering fields. Employers stress that the mix of perspectives generates innovative solutions that address key challenges more effectively and efficiently. The proposed partnership will substantially expand opportunities for Moscow-only BSEE students to collaborate with peers from different backgrounds in solving engineering problems. As a result, it will make them more effective, innovative engineers poised to add significant value immediately on joining the workforce and to advance quickly in their careers.

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.*

To explore the proposed project, UI representatives visited Hanoi and Hiroshima. Hiroshima University facilitated meetings of HU and UI colleagues with partners from post-secondary schools and college recruiters in both Vietnam and Japan. Further, with HU, UI has explored supportive industry partnerships in Japan. Conversations in Hanoi established strong interest on the part of Vietnam's Ministry of Education, the U.S. Embassy in Vietnam, and other Vietnamese entities in sending Vietnamese students to HU and subsequently to UI's Moscow, ID campus to earn the BSEE or one of the two associated degrees. Japan and the U.S. are the two destinations most sought by Vietnamese students wishing to pursue post-secondary education outside their home country. The US Department of State has been supportive and has directly engaged the University of Idaho as part of national investment strategies in Vietnam.

Further, these partners, as well as the U.S. Embassies in both Japan and Vietnam, have emphasized that they expect high student demand for this degree program, not just in Vietnam, but Southeast and East Asia more broadly. More concretely, these partners have also indicated that the price point will be attractive for many students in Vietnam who seek to study abroad. Further, Vietnam's Ministry of Planning and Investment has indicated that its National Innovation Center (NIC) can help provide financial assistance to Vietnamese students who qualify and wish to earn the BSEE by studying first at HU and subsequently in Moscow.

The U.S. Education unit of the U.S. Embassy in Vietnam plans to promote the program in Vietnamese high schools. The NIC may do so as well. Promotion will include the one to two Talent/Honors High Schools in each of Vietnam's 62 provinces. A private Vietnamese university (FPTU) affiliated with a set of private high schools in Vietnam confirmed its interest in sending students from these high schools to the collaborative HU-UI BSEE program. Vietnam's University of Transport and Communications (UTC) has requested an articulation agreement that would allow their students to complete a year at UTC and then transfer to the HU-UI BSEE program.

The proposed program will ensure strong support for students throughout their study, both at HU and at UI. English language tutoring and other academic support will be provided for students who would benefit. Further, Vietnamese students are required to study English in middle or junior high school and in high school, so most will enter the HU-UI BSEE prepared to complete course work in English. Those who need additional support will be eligible to participate in UI's American Language and Culture Program (ALCP), including summer offerings. The BSEE program will facilitate students' transition from a professional advisor to a faculty advisor at the appropriate point in their academic careers. It will also offer students access to peer mentoring through existing drop-in engineering peer mentoring programs.

c. **Societal Need**: Describe additional societal benefits and cultural benefits of the program.

The proposed HU-UI partnership to deliver the BSEE to students who start their UI degree program on HU's campus provides two benefits specifically to Idaho and a third to Idaho, the U.S., and most other nations:

1. Idaho will benefit from the engagement of more BSEE students/graduates in internships, co-operative education placements, and Optional Practical Training (OPT) opportunities. By mobilizing the talents of students and new graduates, these arrangements will infuse new energy, ideas, and expertise into Idaho firms at a far lower cost than these firms would pay if hiring trained permanent, full-time workers.

2. Each year, Idaho will gain a larger and better prepared set of new employees in the specific engineering fields associated with the BSEE degree and those associated with the BSCompE and BSCS degrees.

3. Idaho, the U.S., and most of the world will benefit from the production of more, and better prepared, BSEE graduates. As outlined in the U.S. Department of State's International Technology Security and Innovation (ITSI) Fund materials, creating secure semiconductors and a diversified, secure global semiconductor supply chain is essential to U.S. national security. It is equally important to the welfare of many other nations. In discussions with federal government officials, UI has been encouraged, with HU, to seek ITSI funding for the proposed HU-UI partnership, which meets key workforce training goals of the ITSI Fund program. If this funding is obtained, it will add federal dollars to Idaho's economy.

4. International demand is high. For example, the Vietnamese government has set a goal of training 50,000 additional engineers in the semiconductor industry by 2030. There are estimates that total international workforce shortage is almost 1 million engineers across the globe.

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.

Not applicable

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, graduate programs alike.

The current non-resident tuition rate at the University of Idaho (UI) is $28,320 per year. Under this program, students enrolled in the program will receive a scholarship covering the non-resident portion of the tuition, reducing their annual tuition cost to $9,084 (subject to annual adjustments based on tuition rate changes).

Additionally, UI will pay HU a fee equivalent to 15% of the yearly applicable tuition rate per student collected by UI, less any international student tuition refunds (which we will assess as a yearly pass-through fee per student). This student fee payment is authorized under Idaho State Boad of Education, Board Policy Manual: Section V.R.3(c)(iv). This fee is a pass-through payment to HU to cover all non-instructional costs associated with students' study while at Hiroshima University for the first two years. These costs fall into three broad categories:

1. Administrative expenses – including students' health insurance while on the Hiroshima University campus.
2. Facilities expenses – covering access to classroom spaces, labs, libraries, internet, and other university facilities.
3. Student support service expenses – such as tutoring and visa assistance.

Our intent is to charge a single rate rather than separate tuition and fees. This single charge will be mathematically equivalent to tuition and fees plus 15%, ensuring a streamlined payment structure for students while at HU. The revenue from this charge will then be distributed between UI and HU based on the terms outlined in the Collaboration & Services Agreement.

Alumni and industry provide significant scholarships to make the current BSEE program more affordable to students. Alumni and industry fund laboratory upgrades that keep laboratory fees relatively low. Students in the new BSEE will benefit from existing funds to upgrade laboratories. New funds will be solicited from industry to specifically fund scholarships for the new BSEE - Global 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)			
		FY21	FY22	FY23	FY24 (most recent)	FY21	FY22	FY23	FY24 (most recent)
UI	**BSEE**	111	109	114	120	26	18	16	26
BSU	**BSEE.**	223	194	188	186	40	37	24	45
ISU	**BSEE**	61	45	58	73	16	6	4	4

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											
Projected Fall Term Headcount Enrollment in Program						**Projected Annual Number of Graduates from Program**					
FY27 (1st year)	FY28	FY29	FY30	FY31		FY27 (1st year)	FY28	FY29	FY30	FY31	
100	200	300	400	500		0	0	0	53	137	

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?

Program capacity is 500 students with the requested faculty positions because the six additional faculty proposed will enable the faculty to instruct existing BSEE and planned BSEE-Global students. The above projections are based on:

a. Conversations with international partners and their enrollment expectations.
b. Enrollments needed for the program to achieve financial viability.
c. Expected graduation rates extrapolated from UI's existing BSEE graduation rate.

UI Strategic Enrollment Management is working with HU personnel to identify prospective students. We currently recruit in these markets and plan to continue to recruit students. We also intend to increase the marketing outreach and add an additional recruitment staff member to help market the proposed program. Our recruitment strategies include face-to-face recruitment in the East Asia and SE Asia markets, use of recruitment agencies and country manager approaches, electronic marketing strategies, and leveraging partnerships with the governments within the countries. As an example of partnering with governments, the National Innovation Center (NIC) is considering partnering with us on informational fairs across the country that they host targeting secondary school students to promote STEM educational programs.

The College of Engineering is working to obtain funding for scholarships for the students.

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 enrollment for the program to be sustainable is 100 new students per year.

Minimum enrollment numbers are set by the tuition revenue required to cover recruiting, administrative, faculty, and teaching assistant costs.

b. If those minimums are not met, what is the sunset clause by which the program will be considered for discontinuance?

If the minimum enrollment numbers are not met, one additional year of new first year students will be admitted. If the minimum enrollment numbers are not met two years in a row, no new first-year students will be admitted. Students in the program will be given three years to complete their degree requirements. After three years the University of Idaho will assist students in finding other options.

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 UI BSEE has been continuously accredited by the Accreditation Board of Engineering and Technology (ABET) since Oct 1,1936. ABET accreditation assures confidence that a collegiate program has met standards essential to prepare graduates to enter critical STEM fields in the global workforce. Graduates from an ABET-accredited program have a solid educational foundation and can lead the way in innovation, emerging technologies, and in anticipating the welfare and safety needs of the public. The same level of passion for engineering education by faculty and support staff that has led to 88 years of continuous accreditation will extend to offering part of this program at an international location.

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**. With prior approval from the Board's Executive Director or designee, for programs that require specialized accreditation, external review for the accreditation process may supplant standard external peer review as provided in Board Policy III.G.[1]

Not applicable

13. **Educator Endorsement/Certification Programs**. All new initial educator preparation programs that lead to an Idaho educator endorsement/certification require review and recommendation facilitated by the Office of the State Board of Education and approval from the Idaho State Board of Education.

Will this program include a new initial educator preparation program leading to an Idaho educator endorsement/certification?

Yes ____ No X

If yes, on what date was the new program application endorsement/certification submitted to the Office of the State Board of Education (Educator Effectiveness Program Manager)?

Date N/A

All new program applications for endorsement/certification are submitted via CANVAS by the educator preparation provider dean, assistant dean, or director.

[1] For programs that require specialized accreditation, external review for the accreditation process may supplant standard external peer review as in Board Policy III.G.a.i (2) a.i 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.

14. Three-Year Plan: If this is a new proposed program, is it on your institution's Board 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:

	The 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.
X	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.
	We failed to include it when we had the opportunity.
	Other:

b. Provide an explanation for all statements you selected.

This proposal fulfills specific industry needs in Japan, Vietnam, and multiple other nations throughout East Asia and Southeast Asia (South Korea, the Philippines, Malaysia, Indonesia). In meeting these needs, the project will forward U.S. national security goals while benefitting Idaho's computer engineering industry. Vietnam aims to train 50,000 engineers by 2030, and the global workforce need is estimated at almost 1 million qualified engineers. The proposed partnership will contribute to meeting serious workforce development needs across the globe. The U.S. Department of State has been supportive and has directly engaged the University of Idaho as part of national investment strategies in Vietnam.

Simultaneously, the U.S. Department of State seeks to create a supply of secure semiconductors and a secure, diversified semiconductor supply chain by working with international partners, including Vietnam and Japan. The International Technolgoy Security Innovation (ITSI) Fund incentivizes projects that forward this goal, including workforce development projects. UI was encouraged to apply for ITSI Fund monies to support the proposed project and did so.

While the proposed partnership is designed to meet global workforce needs, it will benefit Idaho's engineering industry as well, in two ways. First, some students who begin their degree at HU and finish in Moscow will stay in Idaho to practice engineering, thus helping to meet the state's substantial demand for qualified engineers. Second, *all* UI BSEE students will develop stronger skills in collaborating with peers from different cultural backgrounds to solve engineering problems because the proposed partnership will increase their opportunities to practice and master these skills. Both the United States and Japan are extremely competitive destination points for students

in Southeast Asia who wish to study internationally, and this program brings together the strengths of our respective universities. Given the complexity of engineering curricula, it is important to build such opportunities into these curricula, because engineering students seeking timely graduation may find study abroad difficult. Engineers typically work in inter-disciplinary teams that often include colleagues from various cultures, so these skills will make BSEE graduates more work-ready and better able to meet Idaho industry needs.

Partnership opportunity:

The proposed project is based on an opportunity to partner with Hiroshima University, as well as with various entities in Vietnam, as explained in responses above to questions #1 and #2. This project is being encouraged by the U.S. Embassies in Japan and Vietnam. As noted above, at the suggestion of the U.S. Department of State, UI has applied for International Technology and Security Innovation (ITSI) Fund monies because the proposed partnership will fulfill the ITSI program's workforce development objective.

Planned addition to 2025 Three-Year Plan

While this partnership opportunity arose after UI's 2024 Three-Year Plan was developed and submitted to SBOE, the proposed program will be added to our 2025 Three-Year Plan as an expansion of our BSEE to Hiroshima University.

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.	81
Credit hours in required courses offered by other departments.	36
Credit hours in institutional general education curriculum.	12
Credit hours in free electives	0
Total credit hours required for degree program	129

b. Curriculum. Provide the curriculum for the program, including credits to completion, courses by title and assigned academic credit granted.

Four-Year Plan
Plan of Study Grid

Fall Term 1		**Hours**
CS 120	Computer Science I	4
ENGL 101	Writing and Rhetoric I	3
MATH 170	Calculus I	4
	Humanistic and Artistic Ways of Knowing Course	3
	Oral Communication Course	3
	Hours	17

Spring Term 1		
CHEM 111	General Chemistry I	3
CHEM 111L	General Chemistry I Laboratory	1
ECE 101	Foundations of Electrical and Computer Engineering	2
MATH 175	Calculus II	4
PHYS 211	Engineering Physics I	3
PHYS 211L	Laboratory Physics I	1
ENGL 102	Writing and Rhetoric II	3
	Hours	17

Fall Term 2		
ECE 210	Electrical Circuits I	3
ECE 211	Electrical Circuits Lab I	1
ENGR 210	Engineering Statics	3
MATH 310	Ordinary Differential Equations	3
PHYS 212	Engineering Physics II	3
PHYS 212L	Laboratory Physics II	1
AMST 301 OR PHIL 103		3
	Hours	17

Spring Term 2		
ECE 212	Electrical Circuits II	3
ECE 213	Electrical Circuits II Lab	1
ECE 240	Digital Logic	3
ECE 241	Logic Circuit Lab	1
ECE 292	Sophomore Seminar	0
ENGR 220	Engineering Dynamics	3
MATH 275	Calculus III	3
ECON 201 OR ECON 202 OR ECON 272		3
	Hours	17

Fall Term 3

ECE 310	Microelectronics I	3
ECE 311	Microelectronics I Lab	1
ECE 320	Energy Systems I	3
ECE 321	Energy Systems I Laboratory	1
ECE 330	Electromagnetic Theory	3
ECE 331	Electromagnetics Laboratory	1
ENGR 360	Engineering Economy	2
	American Diversity Course	3
	Hours	17

Spring Term 3

ECE 340	Microcontrollers	3
ECE 341	Microcontrollers Lab	1
ECE 350	Signals and Systems I	3
ECE 351	Signals and Systems I Lab	1
MATH 330	Linear Algebra	3
STAT 301	Probability and Statistics	3
	Hours	14

Fall Term 4

ECE 480	EE Senior Design I	3
ECE 491	Senior Seminar	0
	UPDV Technical, Major Elective Course	3
	International Course	3
	Social and Behavioral Ways of Knowing Course	3
ECE 410 OR ECE 418 OR ECE 420 OR ECE 430 OR ECE 432 OR ECE 434 OR ECE 440 OR ECE 443 OR ECE 450 OR ECE 460 OR ECE 465 OR ECE 470		3
	Hours	15

Spring Term 4

ECE 481	EE Senior Design II	3
	UPDV Technical, Major Elective Course	3
	UPDV Technical, Major Elective Course	3
ECE 410 OR ECE 418 OR ECE 420 OR ECE 430 OR ECE 432 OR ECE 434 OR ECE 440 OR ECE 443 OR ECE 450 OR ECE 460 OR ECE 465 OR ECE 470		3
ECE 410 OR ECE 418 OR ECE 420 OR ECE 430 OR ECE 432 OR ECE 434 OR ECE 440 OR ECE 443 OR ECE 450 OR ECE 460 OR ECE 465 OR ECE 470		3
	Hours	15
	Total Hours	129

Five-Year Plan
Plan of Study Grid

Fall Term 1		
ENGL 101	Writing and Rhetoric I	3
MATH 143	Precalculus I: Algebra	3
MATH 144	Precalculus II: Trigonometry	1
CS 112	Computational Thinking and Problem Solving	3
	Humanistic and Artistic Ways of Knowing Course	3
	Hours	13
Spring Term 1		
CS 120	Computer Science I	4
ECE 101	Foundations of Electrical and Computer Engineering	2
ENGL 102	Writing and Rhetoric II	3
MATH 170	Calculus I	4
	Hours	13
Fall Term 2		
CHEM 111L	General Chemistry I Laboratory	1
CHEM 111	General Chemistry I	3
MATH 175	Calculus II	4
MATH 330	Linear Algebra	3
PHYS 211	Engineering Physics I	3
PHYS 211L	Laboratory Physics I	1
	Hours	15
Spring Term 2		
ECE 210	Electrical Circuits I	3
ECE 211	Electrical Circuits Lab I	1
ECE 292	Sophomore Seminar	0
ENGR 210	Engineering Statics	3
MATH 310	Ordinary Differential Equations	3
PHYS 212	Engineering Physics II	3
PHYS 212L	Laboratory Physics II	1
	Hours	14
Fall Term 3		
ECE 212	Electrical Circuits II	3
ECE 213	Electrical Circuits II Lab	1
ECE 240	Digital Logic	3
ECE 241	Logic Circuit Lab	1
ENGR 220	Engineering Dynamics	3
MATH 275	Calculus III	3
	Hours	14

Spring Term 3

ECE 310	Microelectronics I	3
ECE 311	Microelectronics I Lab	1
STAT 301	Probability and Statistics	3
	Oral Communication Course	2
	Social and Behavioral Ways of Knowing Course	3
ECON 201 OR ECON 202 OR ECON 272		3
	Hours	15

Fall Term 4

ECE 320	Energy Systems I	3
ECE 321	Energy Systems I Laboratory	1
ECE 330	Electromagnetic Theory	3
ECE 331	Electromagnetics Laboratory	1
ENGR 360	Engineering Economy	2
AMST 301 OR PHIL 103		3
	Hours	13

Spring Term 4

ECE 340	Microcontrollers	3
ECE 341	Microcontrollers Lab	1
ECE 350	Signals and Systems I	3
ECE 351	Signals and Systems I Lab	1
	Hours	8

Fall Term 5

ECE 480	EE Senior Design I	3
ECE 491	Senior Seminar	0
	International Course	3
	UPDV Technical, Major Elective Course	3
ECE 450 AND ECE 460		3
	Hours	12

Spring Term 5

ECE 481	EE Senior Design II	3
	UPDV Technical, Major Elective Course	3
	American Diversity Course	3
ECE 450 AND ECE 460		3
ECE 450 AND ECE 460		3
	Hours	15
	Total Hours	132

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.

There would be no additional requirements such as comprehensive examinations, senior thesis, practicum, or internships. The existing BSEE program currently has a well-developed capstone experience.

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.

Upon graduation, students will have:

1. an ability to identify, formulate and solve complex engineering problems by applying principles of engineering, science and mathematics
2. an ability to apply engineering design to produce solutions that meet specified needs with consideration of public health, safety and welfare, as well as global, cultural, social, environmental and economic factors
3. an ability to communicate effectively with a range of audiences
4. an ability to recognize ethical and professional responsibilities in engineering situations and make informed judgments, which must consider the impact of engineering solutions in global, economic, environmental and societal contexts
5. an ability to function effectively on a team whose members together provide leadership, create a collaborative and inclusive environment, establish goals, plan tasks and meet objectives
6. an ability to develop and conduct appropriate experimentation, analyze and interpret data and use engineering judgment to draw conclusions
7. an ability to acquire and apply new knowledge as needed, using appropriate learning strategies

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.

Each student learning outcome will be mapped to a course. Homework assignments, exam problems, presentations, or projects in the courses will be used to assess the outcome mapped to that course.

Outcomes will be assessed per a predetermined schedule with some outcomes assessed each semester. The department assessment committee will review assessment results each semester and make recommendations at a faculty meeting. The faculty will discuss results and recommendations and decide on actions to improve the program.

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.[2]

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.

Hiroshima University has three campuses covering a total area of 314 hectares. The Higashi-Hiroshima campus, where the proposed program will take place, occupies approximately 249 hectares, making it one of the largest campuses in Japan. This expansive setting provides an ideal environment for enhancing and expanding academic programs.

Hiroshima University will reserve the following spaces and equipment for the University of Idaho for the proposed program: Lecture room 1 (70 m²), Lecture room 2 (73 m²), Lecture room 3 (53 m²), Lecture room 4 (53 m²), the student lounge (119 m²), and an administrative office (23 m²). Lecture rooms 1 to 3 are equipped with whiteboards, self-standing screens, desks, and chairs. Lecture room 4 includes a whiteboard, desks, and chairs but does not have a self-standing screen. The student lounge is furnished with tables and chairs and can also serve as a study area. The administrative office is equipped with desks and chairs. All spaces are air-conditioned, well-lit, and have access to Wi-Fi network including Eduroam. All lecture rooms are reserved exclusively for the proposed program. However, the student lounge will be open to Hiroshima University students as well, allowing the University of Idaho students to interact with their Hiroshima University peers.

In terms of computer facilities, 113 computers are available for use at libraries and the media center, and all students, including those from the University of Idaho, will have access to them.

Additionally, Hiroshima University has constructed the J-Innovation HUB (with a total floor area of 1,517.25 m²) as a hub for open innovation through collaboration and joint research. The purpose is to foster the development of advanced semiconductor-related human resources, accelerate cutting-edge research and development, and promote industry-government-academia collaboration with a focus on international expansion.

J-Innovation Hub has two clean rooms, with their varying levels of cleanliness (ISO Class 5 and ISO Class 7). These rooms provide controlled environments essential for conducting high-precision experiments and fostering innovation in collaboration with academic and industrial partners. Clean rooms offer a controlled environment with low levels of pollutants. This environment is essential for high-precision experiments and manufacturing processes.

[2] 2 Financial Impact shall mean the total financial 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. *Revised per Board Policy III.G, June 2024.*

In this program, both universities will discuss the possibility of jointly using laboratory facilities for experiment-based courses in the first and second years, depending on the curriculum. However, because the first and second years mainly cover introductory topics, the number of experiment-based courses is limited, and we believe that the shared use of Hiroshima University's existing laboratory space will not pose any issues.

The University of Idaho has five Educational Centers. The Moscow Campus sits on 1,585 acres of land in 253 buildings.

The Moscow Campus has 125 classrooms available for lectures sections. The capacity of the classrooms ranges from 15 to 293 students.

The Department of Electrical and Computer Engineering has nine existing laboratories spaces with appropriate equipment, instruments, and computers that will meet the required laboratories and design/build space for the proposed program. The total laboratory space is 8,350 square feet.

The University of Idaho has eighteen computer laboratories in key locations around campus, and the Department of Electrical Engineering has one dedicated computer laboratory. The University of Idaho also provides remote access to computers and software applications through its Remote Access Lab.

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 lecture rooms and an administrative office mentioned in section 1.a are expected to be reserved exclusively for the proposed program. (These spaces will not be used for any educational programs run by Hiroshima University.) Therefore, it is unlikely that Hiroshima University's existing educational programs will have any impact on the implementation of the proposed programs.

Under the current plan, the proposed program will accept 100 students per year, resulting in a total of 200 students studying at Hiroshima University's campus for the first two years of the proposed program. If the cohort size increases in the future, we plan to use the lecture rooms of the School of Economics at Hiroshima University (with a total area of 1,373 m²). These spaces were previously used by the School of Law (approximately 750 students) and the School of Economics (approximately 850 students), but with the School of Law relocating to another campus this year, the available space can now be repurposed. In this scenario, the space will be shared with the School of Economics.

On average, the University of Idaho Department of Electrical and Computer Engineering laboratories and equipment in Moscow limit the number of students to 15 students per laboratory section. This limitation creates the need for a significant number of Teaching Assistants to cover the number of additional laboratory sections required by the new program.

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.

As stated in the response to section 1.a., the essential equipment required to implement the proposed program such as lighting, air conditioning, desks, chairs, etc. has already been installed. On the other hand, technical equipment like audio-visual tools, technology, and presentation tools such as projectors, speaker system, will need to be prepared based on the curriculum of the proposed program.

For instance, if ceiling-mounted projectors are to be installed in the four lecture rooms mentioned in response to section 1.a, it will cost approximately 1.7 million yen (about 12,000 USD), including installation fees.

Further, there will be costs to extend the licensing agreements for UI systems, such as Canvas, Banner, Outlook, and others so HU faculty, staff and students can access these systems, for an estimated cost of ~$11,000 - ~$50,000 annually. Similarly, this extension will entail additional cybersecurity costs, as well as additional IT equipment ($16,000 - $22,000 annually).

For experiment-based courses during the first two years of the program, both universities will also discuss the possibility of jointly using laboratory facilities according to the curriculum. However, since the first and second years focus primarily on introductory topics, the number of experiment-based courses is limited, and we believe that the shared use of Hiroshima University's existing laboratory space will not pose any issues.

Both universities will collaborate to arrange and discuss the cost-sharing for facility use and any additional installations or purchases necessary to ensure the smooth implementation of the proposed program.

Finally, insurance for international operations is estimated to cost $80,000 annually. This insurance includes general liability coverage, professional liability for errors and omissions, directors' and officers' insurance, medical and accident coverage, data security and privacy coverage.

No additional laboratories or equipment will be required for the proposed program in Moscow.

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 existing library resources are excellent and are already available remotely to support branch campuses and online students. To further facilitate easy access to library resources, an extension of the UI computer network should be made available at Hiroshima University.

Hiroshima University's Higashi-Hiroshima campus, which will serve as the primary location for the proposed program, has three libraries. The main library offers 992 study desks, the west library

has 882 desks, and the east library provides 29 desks. There is abundant space and access to extensive databases. The libraries feature a variety of learning environments, including spaces for reading, group study, and individual work. It is unlikely that the usage environment for both Hiroshima University and University of Idaho students will be disrupted by the proposed program.

The library offers ample space for personal computer use, while the computer terminal rooms in the East Library and other locations across campus are equipped with over 100 computers, available to all Hiroshima University members, including the University of Idaho students in the proposed program.

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.

The first and second years of the bachelor's programs focus on liberal arts education, and Hiroshima University's three libraries cover a wide range of academic disciplines. The university's extensive collection, which includes approximately 31.5 million books and 52,000 journals, supports various fields of study, including engineering. The libraries provide access to both physical books and digital resources, ensuring that engineering students have ample materials for their education. Additionally, the libraries offer access to specialized databases, research papers, and journals in engineering, making it well-equipped to support engineering education.

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?

Summaries of additional sections of existing courses, instructors, and teaching assistants are contained on this page. The details used to create this summary are contained on the following eight pages.

i.First Year: Cohort A

Division	Additional Lecture Sections	Additional Recitation Sections	Additional Laboratory Sections	Additional FTE Instructors	Additional Full-time TA's
Lower	10.5	12.5	5	2	1
Upper	0	0	0	0	0

ii. Second Year: Cohorts A & B

Division	Additional Lecture Sections	Additional Recitation Sections	Additional Laboratory Sections	Additional FTE Instructors	Additional Full-time TA's
Lower	21	21.5	13.5	3	6
Upper	0	0	0	0	0

iii. Third Year: Cohorts A, B, & C

Division	Additional Lecture Sections	Additional Recitation Sections	Additional Laboratory Sections	Additional FTE Instructors	Additional Full-time TA's
Lower	21	21.5	13.5	3	7
Upper	8	2.5	10	5	5

iv. Fourth Year, Cohorts A, B, C, & D

Division	Additional Lecture Sections	Additional Recitation Sections	Additional Laboratory Sections	Additional FTE Instructors	Additional Full-time TA's
Lower	21	21.5	13.5	3	9
Upper	17.5	2.5	8	6	9

v. First Year, Lower Division Courses
Cohort A Fall

Course Subject #	Additional Lecture Sections	Additional Recitation Sections	Additional Laboratory Sections	Additional FTE Instructors	Additional Full-time TA's
CS 120	1	5		0.37	1.00
ENGL 101	6			1.00	0.00
Math 170	1	2		0.35	0.50
H&A WoK	2	0		0.45	0.00
Oral Comm	1	4		0.26	0.00
Total	**11**	**11**	**0**	**2.43**	**1.50**

Cohort A Spring

Course Subject #	Additional Lecture Sections	Additional Recitation Sections	Additional Laboratory Sections	Additional FTE Instructors	Additional Full-time TA's
Chem 111	1	5		0.27	1.00
Chem 111L			5	0.05	2.00
ECE 101	2	5		0.29	
ENGL 102	5			1.00	
Math 175	1	2		0.35	0.50
Phys 211	1	2		0.46	
Phys 211L			5	0.05	2.0
Total	**10**	**14**	**10**	**2.47**	**5.50**

Lower Division First Year (Cohort A)

Course Subject #	Additional Lecture Sections	Additional Recitation Sections	Additional Laboratory Sections	Additional FTE Instructors	Additional Full-time TA's
Average	10.5	12.5	5	2	1

Upper Division Courses at UI - No upper division courses will be offered at UI the first year.

vi. Second Year, Lower Division Courses
Cohort A Fall

Course Subject #	Additional Lecture Sections	Additional Recitation Sections	Additional Laboratory Sections	Additional FTE Instructors	Additional Full-time TA's
ECE 210	3			0.47	0.00
ECE 211			4	0.05	2.00
ENGR 210	2	2		0.35	0.50
Math 310	2	0		0.45	0.00
Phil 103	1	4		0.26	0.00
Phys 212	1	5		0.27	1.00
Phys 212L			5	0.1	2.00
Total	**9**	**11**	**9**	**1.95**	**5.5**

Cohort B Fall

Course Subject #	Additional Lecture Sections	Additional Recitation Sections	Additional Laboratory Sections	Additional FTE Instructors	Additional Full-time TA's
CS 120	1	5		0.37	1.00
ENGL 101	6			1.00	0.00
Math 170	1	2		0.35	0.50
H&A WoK	2	0		0.45	0.00
Oral Comm	1	4		0.26	0.00
Total	**11**	**11**	**0**	**2.43**	**1.5**

Second Year Fall (Cohort A and Cohort B)

Course Subject #	Additional Lecture Sections	Additional Recitation Sections	Additional Laboratory Sections	Additional FTE Instructors	Additional Full-time TA's
Total	21	21.5	13.5	3	6

Cohort A Fall

Course Subject #	Additional Lecture Sections	Additional Recitation Sections	Additional Laboratory Sections	Additional FTE Instructors	Additional Full-time TA's
ECE 212	2	5		0.47	0.00
ECE 213			4	0.05	2.00
ECE 240	3			0.47	0.00
ECE 241	1		4	0.46	2 .00
ECE 292	1			0.05	0.00
ENGR 220	2			0.43	0.00
ECON 20X	1			0.26	0.00
ECE 292	1			0.1	0.00
Math 275	1	2		0.26	0.50
Total	**12**	**7**	**8**	**2.55**	**4.5**

Cohort B Spring

Course Subject #	Additional Lecture Sections	Additional Recitation Sections	Additional Laboratory Sections	Additional FTE Instructors	Additional Full-time TA's
Chem 111	1	5		0.27	1.00
Chem 111L			5	0.05	2.00
ECE 101	2	5		0.29	
ENGL 102	5			1.00	
Math 175	1	2		0.35	0.50
Phys 211	1	2		0.46	
Phys 211L			5	0.05	2.0
Total	**10**	**14**	**10**	**2.47**	**5.5**

Second Year Spring (Cohort A and Cohort B)

Course Subject #	Additional Lecture Sections	Additional Recitation Sections	Additional Laboratory Sections	Additional FTE Instructors	Additional Full-time TA's
Total	21	21.5	13.5	3	6

Second year lower division

Course Subject #	Additional Lecture Sections	Additional Recitation Sections	Additional Laboratory Sections	Additional FTE Instructors	Additional Full-time TA's
Average	21	21.5	13.5	3	6

Upper Division Courses at UI
No upper division courses will be offered at UI the second year.

vii. Third Year

Lower division courses: number of instructors and TA's will be the same as the second year.

Lower division third program year (Cohort B and Cohort C)

Course Subject #	Additional Lecture Sections	Additional Recitation Sections	Additional Laboratory Sections	Additional FTE Instructors	Additional Full-time TA's
Average	21	21.5	13.5	3	7

Upper Division Courses at UI

Cohort A Fall

Course Subject #	Additional Lecture Sections	Additional Recitation Sections	Additional Laboratory Sections	Additional FTE Instructors	Additional Full-time TA's
ECE 310	2			0.43	0.00
ECE 311			4	0.05	2.00
ECE 320	2			0.43	0.00
ECE 321			4	0.05	2.00
ECE 330	2			0.43	0.00
ECE 331			4	0.05	2.00
Amer. Diversity	1			0.26	0.00
ENGR 360	1	5		0.18	0.00
Total	**8**	**5**	**12**	**1.88**	**6**

Cohort A Spring

Course Subject #	Additional Lecture Sections	Additional Recitation Sections	Additional Laboratory Sections	Additional FTE Instructors	Additional Full-time TA's
ECE 340	2			0.43	0.00
ECE 341			4	0.05	2.00
ECE 350	2			0.43	0.00
ECE 351			4	0.05	2.00
Math 330	2			0.43	0.00
STAT 301	2				0.50
Total	8	0	8	1.39	4.5

UI Third Year (Cohort A)

Course Subject #	Additional Lecture Sections	Additional Recitation Sections	Additional Laboratory Sections	Additional FTE Instructors	Additional Full-time TA's
Average Upper	8	2.5	10.0	5	5

viii. Fourth Year
Lower division courses: number of instructors and TA's will be the same as the second year.
Lower division average fourth program year (Cohort C and Cohort D)

Course Subject #	Additional Lecture Sections	Additional Recitation Sections	Additional Laboratory Sections	Additional FTE Instructors	Additional Full-time TA's
Average	21	21.5	13.5	3	9

Upper Division Courses at UI
Cohort B Fall

Course Subject #	Additional Lecture Sections	Additional Recitation Sections	Additional Laboratory Sections	Additional FTE Instructors	Additional Full-time TA's
ECE 310	2			0.43	0.00
ECE 311			4	0.05	2.00
ECE 320	2			0.43	0.00
ECE 321			4	0.05	2.00
ECE 330	2			0.43	0.00
ECE 331			4	0.05	2.00
Amer. Diversity	1			0.26	0.00
ENGR 360	1	5		0.18	0.00
Total	**8**	**5**	**12**	**1.88**	**6**

Cohort A Fall

Course Subject #	Additional Lecture Sections	Additional Recitation Sections	Additional Laboratory Sections	Additional FTE Instructors	Additional Full-time TA's
ECE 480	2			0.43	1.00
ECE TE	2			0.43	0.00
ECE TE	2			0.43	0.00
S&B WoK	1			0.26	0.00
International	2			0.43	0.00
ECE 491	1			0.1	0.00
Total	**10**	**0**	**0**	**2.08**	**1**

Cohorts A & B Fall

Course Subject #	Additional Lecture Sections	Additional Recitation Sections	Additional Laboratory Sections	Additional FTE Instructors	Additional Full-time TA's
Total	18	5	12	3.96	7

Cohort B Spring

Course Subject #	Additional Lecture Sections	Additional Recitation Sections	Additional Laboratory Sections	Additional FTE Instructors	Additional Full-time TA's
ECE 340	2			0.43	0.00
ECE 341			4	0.05	2.00
ECE 350	2			0.43	0.00
ECE 351			4	0.05	2.00
Math 330	2			0.43	0.00
STAT 301	2				0.50
Total	8	0	8	1.39	4.5

Cohort A Spring

Course Subject #	Additional Lecture Sections	Additional Recitation Sections	Additional Laboratory Sections	Additional FTE Instructors	Additional Full-time TA's
ECE 481	1			0.43	1.00
ECE TE	2			0.43	0.00
ECE TE	2			0.43	0.00
ECE TE	2			0.43	0.00
ECE TE	2			0.43	0.00
Total	**9**	**0**	**0**	**2.15**	**1**

UI Fourth Year Spring (Cohorts A & B)

Course Subject #	Additional Lecture Sections	Additional Recitation Sections	Additional Laboratory Sections	Additional FTE Instructors	Additional Full-time TA's
Total	21	21.5	13.5	6	9

UI Fourth Year (Cohorts A & B)

Course Subject #	Additional Lecture Sections	Additional Recitation Sections	Additional Laboratory Sections	Additional FTE Instructors	Additional Full-time TA's
Average	17.5	2.5	8.0	6	9

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.

Existing instructional resources are insufficient and cannot stretch to adequately handle the large influx of students. To meet instructional needs for the existing BSEE the Department of Electrical and Computer Engineering is currently hiring multiple temporary faculty and Ph.D. students to teach courses.

College of Engineering financial support services will help with financial transactions and hiring of new faculty and teaching assistants.

The existing Department of Electrical and Computer Engineering administrative assistants will help train a new administrative assistant dedicated to this new program.

ADDITIONAL RESOURCES

Hiroshima University's Accessibility Center: The Center ensures equal access to education for students with special needs by offering a comprehensive range of services. These include assessing social barriers to learning, providing advice and suggestions on reasonable accommodations, and improving accessibility in areas such as information access and mobility. The center assists in preparing support request forms, accommodation requests, and special arrangements for final exams. It also provides essential support resources, including assistive devices, technologies, and personnel, while actively developing new support methods and technologies. As the secretariat for UE-Net (Universal Design in Education-Network), the center leads efforts to promote universal design in education. UE-Net fosters collaboration among educational institutions, private companies, governmental organizations, and welfare agencies to create inclusive learning environments where students, regardless of ability, can develop their potential.

Peer Support Service: Hiroshima University's peer support service offers a safe and approachable environment for students seeking advice on a wide range of personal and academic concerns, such as struggling to keep up with classes, adjusting to living alone, navigating interpersonal relationships, or deciding on a student club. Peer supporters, who are students trained under the guidance of professional counselors, listen and provide support from a fellow student's perspective. Consultations are free, confidential, and designed to offer comfort and understanding, ensuring students feel heard and supported.

Health Service Center: Hiroshima University's Health Service Center is a specialized facility dedicated to the physical and mental well-being of students and staff. The center is composed of three key divisions: the Medical Division, offering consultations and treatment by internal medicine doctors and nurses, including injury care; the Mental Health Division, where psychiatrists provide mental health consultations; and the Counseling Division, where professional counselors offer support for personal, academic, and career-related challenges.

Harassment Consultation Office: Hiroshima University's Harassment Consultation Office is committed to creating a safe and respectful environment by preventing and addressing all forms of harassment within the university community. The office provides confidential consultations for students, faculty, and staff, offering support and guidance on issues related to sexual harassment, power harassment, academic harassment, and other inappropriate behavior. Trained consultants work with individuals to explore options for resolving issues, ensuring that concerns are addressed fairly and appropriately. The office also promotes awareness and education on harassment prevention, fostering a campus culture where everyone can feel safe and respected.

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 proposed program will have little impact on the existing programs offered by the department because most of the instructional resources for the new program will be met with new hires.

Quality and productivity of existing programs will not be affected because most of the instructional resources for the new program will be met with new hires.

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.

Listings give the year that new personnel are hired or that their FTE increases. If FTE is not listed, it is 1.0. Personnel are assumed to continue employment in subsequent years and are not listed again.

First Year
1 - HU Permanent Instructor (UI Permanent Composition instructor based in Japan)
1 - HU Instructor (HU adjunct, Online, Intensive, based in Moscow)
1 - HU Teaching Assistant (TA) to teach labs
1 - HU Program Coordinator
1 - Recruiter
1 - UI Administrative Assistant (1 FTE, based in Moscow)
2 - UI COS Associate Chairs (0.3 FTE total, based in Moscow)
1 - UI ECE Associate Chair (0.10 FTE, based in Moscow)

Second Year
+3 - HU Instructor (HU adjunct, Online, Intensive, based in Moscow) (4 total)
+5 - HU Teaching Assistant (TA) to teach labs (6 total)
UI ECE Associate Chair (increase FTE to 0.5, based in Moscow)

Third Year
+1 - HU Teaching Assistant (TA) to teach labs, based in Japan (7 total)
2 - UI EE Clinical Faculty based in Moscow
2 - UI EE TT Faculty based in Moscow
5 - UI EE, Math, Stat TA's based in Moscow
1 – UI CoS Clinical Faculty based in Moscow
1 – UI Administrative Assistant based in Moscow

Fourth Year
+2 - HU Teaching Assistant (TA) to teach labs, based in Japan (9 total)
+1 - UI EE Clinical Faculty based in Moscow (3 total)
+4 - UI EE, Math, Stat TA's based in Moscow (9 total)

In addition to the above needed personnel resources for Engineering, we will have additional staffing needs to include dedicated IT staff. Assuming one full-time IT technician, additional salary costs estimated at ~$40,000 -$60,000 annually plus training costs of up to ~$10,000.

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?

No funds will be reallocated to this program.

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.

Not applicable

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.

In exchange for the services HU will provide to UI BSEE students, UI will pay HU a service fee equivalent to 15 percent of the yearly applicable tuition rate per student collected by UI, less any tuition refunds (the "Fee"). UI will charge students a consolidated fee equal to the board-approved tuition and mandatory fee rate plus a non-instructional 15 percent fee on UI BSEE-Global students as a pass-through to pay HU the Fee, pursuant to State Board of Education Policy V.R.3.c.iv.

The service fee will cover all non-instructional costs for students' study at Hiroshima University. Broadly speaking, these costs fall into three categories:

1. Administrative Expenses (e.g., students' health insurance while on the Hiroshima campus);
2. Facilities expenses (e.g., classroom spaces, labs, use of library, internet, and other university facilities);
3. Student support service expenses (e.g., tutoring and visa assistance).

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).

See attached budget spreadsheet.

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 2027		FY 2028		FY 2029		FY 2030	
	FTE	Headcount	FTE	Headcount	FTE	Headcount	FTE	Headcount
A. New enrollments	100	100	200	200	265	265	352	352
B. Shifting enrollments	0	0	0	0	0	0	0	0
Total Enrollment	100	100	200	200	265	265	352	352

II. REVENUE

	FY 2027		FY 2028		FY 2029		FY 2030	
	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	$0.00	$0.00	$0.00	$0.00
2. Institution Funds	$0.00	$0.00	$0.00	$0.00	$0.00	$0.00	$0.00	$0.00
3. Federal	$0.00	$0.00	$0.00	$0.00	$0.00	$0.00	$0.00	$0.00
4. New Tuition Revenues from Increased Enrollments	$908,400.00		$1,816,800.00		$2,407,260.00		$3,197,568.00	
5. Student Fees	$136,500.00		$273,000.00		$273,000.00		$273,000.00	
6. Other (i.e., Gifts)								
Total Revenue	$1,044,900	$0	$2,089,800	$0	$2,680,260	$0	$3,470,568	$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 2027		FY 2028		FY 2029		FY 2030	
	On-going	One-time	On-going	One-time	On-going	One-time	On-going	One-time
A. Personnel Costs								
1. FTE	5.5		15.3		27.3		34.3	
2. Faculty	$62,112		$62,112		$586,676		$681,589	
3. Adjunct Faculty	$57,459		$114,918		$114,918		$114,918	
4. Graduate/Undergrad Assistants	$20,812		$124,871		$307,266		$478,157	
5. Research Personnel								
6. Directors/Administrators			$108,494		$108,494		$108,494	
7. Administrative Support Personnel	$32,231		$89,453		$144,453		$144,453	
8. Fringe Benefits	$92,025		$229,465		$421,455		$454,960	
9. Other: recruiter, advisor, IT	$83,401		$197,779		$197,779		$197,779	
Total Personnel and Costs	$348,040	$0	$927,092	$0	$1,881,041	$0	$2,180,350	$0

ATTACHMENT 1

	FY 2027		FY 2028		FY 2029		FY 2030	
	On-going	One-time	On-going	One-time	On-going	One-time	On-going	One-time
B. Operating Expenditures								
1. Travel	$10,000		$10,000		$10,000		$50,000	
2. Professional Services	$136,500		$273,000		$273,000		$273,000	
3. Other Services: International Insurance	$80,000		$80,000		$80,000		$80,000	
4. Communications	$25,000		$25,000		$25,000		$25,000	
5. Materials and Supplies	$47,080		$93,280		$136,400		$180,840	
6. Rentals	$0		$0		$0		$0	
7. Materials & Goods for Manufacture & Resale	$0		$0		$0		$0	
8. Miscellaneous: Tech Licences	$11,250		$22,730		$33,730		$44,530	
Total Operating Expenditures	$309,830	$0	$504,010	$0	$558,130	$0	$653,370	$0

	FY 2027		FY 2028		FY 2029		FY 2030	
	On-going	One-time	On-going	One-time	On-going	One-time	On-going	One-time
C. Capital Outlay								
1. Library Resources								
2. Equipment: computers and additional IT Equipment	$26,000		$38,000		$52,000		$54,000	
Total Capital Outlay	$26,000	$0	$38,000	$0	$52,000	$0	$54,000	$0

ATTACHMENT 1

	FY 2027		FY 2028		FY 2029		FY 2030	
	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 Japan (Estimated) Tax 30% of Ne	$108,309		$186,210		$56,727		$174,854	
Total Other Costs	$108,309	$0	$186,210	$0	$56,727	$0	$174,854	$0
TOTAL EXPENDITURES:	$792,179	$0	$1,655,312	$0	$2,547,898	$0	$3,062,574	$0
Net Income (Deficit)	$252,721	$0	$434,488	$0	$132,362	$0	$407,994	$0

Budget Notes (specify row and add explanation where needed; e.g., "I.A.,B. FTE is calculated using…"):

I.A.B.	

				Year 1		
			AY26/27	FY27		
Enrollment						
	HU:			100		
	UI:			0		
	Total:			**100**		
Revenue:						
	Tuition:			2,599,200.00		
	Tuition Discount Waiver:			(1,690,800.00)		
	HU Site Fees:			136,500.00		
Total Tuition and Fees Revenue				**1,044,900.00**		
Expenses:	Personnel (fringe benefits included):					
	Description	**#P**		Total	Fringe	Direct
	HU Permanent Instructor (UI Permanent Composition instructor based out of HU via E	1	87,019	87,019	24,907	62,112
	UI EE Clinical Faculty (1.0 FTE teaching each)	0	-	-	-	
	UI EE TT Faculty (0.5 FTE teaching each)	0	-	-	-	
	UI CoS Clinical Faculty (1.0 FTE teaching each)	0	-	-	-	-
	HU Adjunct Instruction (UI reimbursing HU for adjunct instruction)	1	80,500	80,500	23,041	57,459
	HU TA's	1	21,228	21,228	416	20,812
	UI EE, Math, Stat TA's	0	-	-	-	
	UI CoS Associate Chairs	0.00	-	-	-	-
	UI ECE Associate Chair	0.00	-	-	-	-
	UI Admin Assistant	0	-	-	-	-
	HU Program Coordinator	1	42,448	42,448	10,217	32,231
	UI Program Coordinator					
	Recruiter (HU or UI) but based in Japan	1	74,815	74,815	21,414	53,401
	UI International Student Affairs Coordinator	0	-	-	-	-
	UI OIT Technical Support (.5 FTE, Japan or US)*	0.5	42,030	42,030	12,030	30,000
	UI UAS Advisor	0	-	-	-	-
	Operating Expenses			-	-	-
	Marketing/Advertisement		25,000	-	-	-
	HU Operating Expenses		15,000	-	-	-
	UI Operating Expenses		32,080	-	-	-
	HU Support Fee (15% per student) (includes admin, instruction, 2 TA's)		136,500	-	-	-
	Student Technology Licenses and Expenses**		10,700			
	Employee Technology Licenses and Expenses		550			
	IT Equipment for Employees***		16,000			
	Additional IT requirements		10,000			
	International Insurance		80,000			
	Associate Chairs Visit HU annually		10,000			
	Accreditation (ABET) Visit			-	-	-
	Estimated Japanese Tax (30% of Net Revenue)		108,309			
Total Expenses		**5.5**	**792,180**	348,041	**92,025**	**256,015**
				556,621		
Net Revenue			**252,720**			

Notes: All Cohorts spend years 1-2 at Hiroshima University and years 3-4 at University of Idaho. Cost of UI instruction will not begin to occur until year 3.
Salaries are in US dollars

* Assumes a .5 FTE to augment existing support resources; depending on details more may be required.
** No allocation is included for engineering or discipline specific software or hardware necessary for degree completion - this is for institutional software only
*** Assumes a computer for each employee position will be required

Year 2					Year 3					Year 4		
AY27/28	FY28				Ay28/29	FY29				AY29/30	FY30	
	200					200					200	
	0					65					152	
	200					**265**					**352**	
	5,198,400.00					6,887,880.00					9,149,184.00	
	(3,381,600.00)					(4,480,620.00)					(5,951,616.00)	
	273,000.00					273,000.00					273,000.00	
	2,089,800.00					**2,680,260.00**					**3,470,568.00**	
#P		Total	Fringe	Direct	**# P**		Total	Fringe	Direct	**# P**		Total
1	87,019	87,019	24,907	62,112	1	87,019	87,019	24,907	62,112	1	87,019	87,019
0	-	-	-	-	2	250,000	250,000	60,175	189,825	3	375,000	375,000
0	-	-	-	-	2	315,851	315,851	76,025	239,826	2	315,851	315,851
0	-	-	-	-	1	125,000	125,000	30,087	94,913	1	125,000	125,000
2	161,000	161,000	46,082	114,918	2	161,000	161,000	46,082	114,918	2	161,000	161,000
6	127,368	127,368	2,497	124,871	7	148,596	148,596	2,914	145,682	9	191,052	191,052
0	-	-	-	-	5	164,815	164,815	3,232	161,584	9	296,668	296,668
0.3	57,000	57,000	16,315	40,685	0.3	57,000	57,000	16,315	40,685	0.3	57,000	57,000
0.5	95,000	95,000	27,191	67,809	0.5	95,000	95,000	27,191	67,809	0.5	95,000	95,000
1	80,168	80,168	22,946	57,222	1	80,168	80,168	22,946	57,222	1	80,168	80,168
1	42,448	42,448	10,217	32,231	1	42,448	42,448	10,217	32,231	1	42,448	42,448
					1	77,055	77,055	22,055	55,000	1	77,055	77,055
1	74,815	74,815	21,414	53,401	1	74,815	74,815	21,414	53,401	1	74,815	74,815
1	93,088	93,088	26,644	66,444	1	93,088	93,088	26,644	66,444	1	93,088	93,088
0.5	42,030	42,030	12,030	30,000	0.5	42,030	42,030	12,030	30,000	0.5	42,030	42,030
1	67,155	67,155	19,221	47,933	1	67,155	67,155	19,221	47,933	1	67,155	67,155
		-	-	-			-	-	-			-
	25,000	-	-	-		25,000	-	-	-		25,000	-
	15,000	-	-	-		15,000	-	-	-		15,000	-
	78,280	-	-	-		121,400	-	-	-		165,840	-
	273,000	-	-	-		273,000	-	-	-		273,000	-
	21,200					31,000					41,100	
	1,530					2,730					3,430	
	18,000					22,000					14,000	
	20,000					30,000					40,000	
	80,000					80,000					80,000	
	10,000					10,000					10,000	
		-	-	-			-	-	-		40,000	
	186,210					56,727					174,855	
15.3	**1,655,311**	927,091	**229,465**	**697,626**	**27.3**	**2,547,898**	1,881,041	**421,455**	**1,459,586**	**34.3**	**3,062,574**	2,180,349
		1,318,371					2,315,441					2,699,189
	434,489					**132,362**					**407,994**	

	Year 5
AY30/31	FY31
	200
	192
	392
	10,188,864.00
	(6,627,936.00)
	273,000.00
	3,833,928.00

25,992.00	Tuition per student
(16,908.00)	Discount per student
450.00	HU Site Fees (Paid to UI Per Student)

Fringe	Direct	# P		Salary w/ fringe per person	Fringe rate	Direct	
24,907	62,112	1	87,019	87,019	0.401	62,112	
90,262	284,738	3	375,000	125,000	0.317	94,913	UI Instructor
76,025	239,826	2	315,851	157,926	0.317	119,913	UI TT Faculty
30,087	94,913	1	125,000	125,000	0.317	94,913	UI Instructor
46,082	114,918	2	161,000	80,500	0.401	57,459	
3,746	187,306	11	233,508	21,228	0.020	20,812	HU TA's
5,817	290,851	10	329,631	32,963	0.020	32,317	UI TA's
16,315	40,685	0.3	57,000	190,000	0.401	135,617	
27,191	67,809	0.5	95,000	190,000	0.401	135,617	
22,946	57,222	1	80,168	80,168	0.401	57,222	
10,217	32,231	1	42,448	42,448	0.317	32,231	
22,055	55,000	1	77,055	77,055	0.401	55,000	
21,414	53,401	1	74,815	74,815	0.401	53,401	
26,644	66,444	1	93,088	93,088	0.401	66,444	
12,030	30,000	0.5	42,030	84,060	0.401	60,000	
19,221	47,933	1	67,155	67,155	0.401	47,933	
-	-						
-	-		25,000				
-	-		15,000			440	Operating Expense (per Student)
-	-		189,160			440	Operating Expense (per Student)
-	-		273,000				
			46,400				
			3,730				
			50,000				
			80,000				
-	-						
			219,737				
454,960	**1,725,389**	**37.3**	**2,938,058**				
			895,870				

Description	Amount
Base Enrollment per Cohort	
Estimated Annual Enrollment growth	5%
HU: Cost of Adjunct Instruction (Per Course)	6,500.00
HU: Online Course (Per Section)	4,000.00
HU: Intensive Instruction (3 weeks)	16,500.00
HU: TA (includes fringe)	21,228.00
Tuition (before discount waivers)	25,992.00
Tuition Discount Waiver	(16,908.00)
HU site Fees (Paid to UI Per Student per year while at HU)	1,365.00
HU: Program Coordinator	40,000.00
Recruiter Staff (Annually)	60,000.00
HU: Permanent UI Instructor/Clinical (Includes Fringe Benefits)	82,000.00
UI: TA support including fringe	32,636.72
HU Site Fees (Paid to UI Per Student)	450.00
HU Support Fee (% of Tuition Per Student)	15%
Advertising/Marketing	25,000.00
Operating Expense (per Student)	440.00
UI: TT Faculty	156,879.72
UI: Instructor	108,655.12
UI: Program Coordinator	77,055.00
UI: UAS Advisor	64,546.87
UI: International Student Affairs Coordinator	89,473.46
Annual salary increase	0%

	HU	UI	Enrollment
PY1	100	0	100
PY2	200	0	200
PY3	200	65	265
PY4	200	152	352
PY5	200	192	392

	Year 1	Year 2	Year 3	Year 4	Year 5
Revenue:					
Tuition:	2,599,200.00	5,198,400.00	6,887,880.00	9,149,184.00	9,721,008.00
Tuition Discount Waiver:	(1,690,800.00)	(3,381,600.00)	(4,480,620.00)	(5,951,616.00)	(6,323,592.00)
HU Site Fees:	136,500.00	273,000.00	273,000.00	273,000.00	273,000.00
Total Tuition and Fees Revenue	**1,044,900.00**	**2,089,800.00**	**2,680,260.00**	**3,470,568.00**	**3,670,416.00**
Expenses:					
Personnel (fringe benefits included):					
HU Adjunct Instruction	80,500.00	161,000.00	161,000.00	161,000.00	161,000.00
HU Permanent UI instructor	87,019.00	87,019.00	87,019.00	87,019.00	87,019.00
HU Program Coordinator	42,448.00	42,448.00	42,448.00	42,448.00	42,448.00
HU TA's	21,228.00	127,368.00	148,596.00	191,052.00	233,508.00
UI Recruiter	74,815.00	74,815.00	74,815.00	74,815.00	74,815.00
UI Instructor/Clinical Faculty			375,000.00	500,000.00	500,000.00
UI TT Faculty			315,851.00	315,851.00	315,851.00
UI TA			164,815.00	296,668.00	329,631.00
UI Program Coordinator			77,055.00	77,055.00	77,055.00
UI International Student Affairs Coordinator		93,088.00	93,088.00	93,088.00	93,088.00
UI Admin Assistant		80,168.00	80,168.00	80,168.00	80,168.00
UI CoS Associate Chairs		57,000.00	57,000.00	57,000.00	57,000.00
UI ECE Associate Chair		95,000.00	95,000.00	95,000.00	95,000.00
UI OIT Technical Support (.5 FTE, Japan or US)*	42,030.00	42,030.00	42,030.00	42,030.00	42,030.00
UI UAS Advisor		67,155.00	67,155.00	67,155.00	67,155.00
Operating Expenses					
Marketing/Advertisement	25,000.00	25,000.00	25,000.00	25,000.00	25,000.00
HU Operating Expenses	15,000.00	93,280.00	107,800.00	113,960.00	119,680.00
UI Operating Expenses	32,080.00		28,600.00	66,880.00	84,480.00
HU Support Fee (15% of gross revenue)	136,500.00	273,000.00	273,000.00	273,000.00	273,000.00
Student Technology Licenses and Expenses**	10,700.00	21,200.00	31,000.00	41,100.00	46,400
Employee Technology Licenses and Expenses	550.00	1,530.00	2,730.00	3,430.00	3,630
IT Equipment for Employees***	16,000.00	18,000.00	22,000.00	14,000.00	
Additional IT requirements	10,000.00	20,000.00	30,000.00	40,000.00	50,000
International Insurance	80,000.00	80,000.00	80,000.00	80,000.00	80,000
Associate Chairs Visit HU annually	10,000.00	10,000.00	10,000.00	10,000.00	
Accreditation (ABET) Visit				40,000.00	
Total Expenses	**683,870.00**	**1,469,101.00**	**2,491,170.00**	**2,887,719.00**	**2,937,958.00**
Net Profit (before tax)	**361,030.00**	**620,699.00**	**189,090.00**	**582,849.00**	**732,458.00**
Income Tax (30% of Net Profit)	**108,309.00**	**186,209.70**	**56,727.00**	**174,854.70**	**219,737.40**
Net Profit (after tax)	**252,721.00**	**434,489.30**	**132,363.00**	**407,994.30**	**512,720.60**

COLLABORATION & SERVICES AGREEMENT

This Collaboration & Services Agreement **("Agreement")**, effective as of the date of the last signature below, (the **"Effective Date")**, is made by and between the Board of Regents of the University of Idaho, a state educational institution and body politic and corporate organized and existing under the constitution and laws of Idaho **("UI"),** and Hiroshima University, Japan **("HU"),** established under the laws of Japan and pursuant to the policies of the Ministry of Education, Culture, Sports, Science, and Technology. Where the context so requires, UI and HU hereinafter individually referred to as 'Party' and collectively referred to as the "Parties".

RECITALS

WHEREAS, the Parties have a mutual interest in developing an undergraduate collaborative education program in a spirit of mutual interest and to enrich the understanding between the two cultures and meeting the larger workforce needs in the global economy.

WHEREAS, UI and HU agree, subject to UI obtaining approval as "Designation of Location in Japan" with Ministry of Education, Culture, Sports, Science, and Technology **("MEXT")**, it shall establish an undergraduate collaborative education program known as the "Hiroshima–Idaho Global Initiative", in accordance with the operational terms and conditions set forth in this Agreement. The planned date of matriculation of the first cohort is UI's Fall 2026 semester **("First Cohort Date").**

WHEREAS, UI shall establish its own Program location at the designated premises of Higashi-Hiroshima, main campus in Japan **("Campus"),** in accordance with regulations of MEXT applicable to a foreign university for "Designation of Location in Japan" **("DLJ")**.

WHEREAS, HU shall provide such Campus Building, Infrastructure Facilities, Services as maybe required to meet UI's needs in delivering the Program at the Campus as part of its education mission.

WHEREAS, the Parties are entering into this Agreement for the purpose of setting forth their specific mutual understanding and agreements as to the rights and obligations of the Parties with regard to the operation of the Campus, roles and responsibilities of each Party.

WHEREAS, Both Parties wish to collaborate to further the shared national security interests of the two countries.

NOW THEREFORE, in consideration of the mutual promises and obligations contained herein, the Parties hereby agrees as follows:

All references herein to Appendices and Annexures are references to Appendices and Annexures to this Agreement, and such Appendices, and Annexures form part of this Agreement, and are enforceable.

Appendix I: Definitions
Unless otherwise defined in the Agreement, the terms noted when capitalized shall have the meaning set out in ***Appendix I.***

Article 1: Purpose And Objectives

The foregoing recitals are incorporated herein.

1.1 UI and HU agree to implement, subject to UI obtaining Approvals, the delivery of the Program pursuant to the Hiroshima-Idaho Global Initiative. Under which qualified high school graduates from the United States, Japan, Vietnam, Singapore, Malaysia, Indonesia and/or other countries **("Territories")**, as agreed to by the Parties **("International Students"**), may apply for admission directly to UI to study Bachelor of Science in Electrical Engineering (BSEE) at UI (the **"Program"**), subject to all applicable UI policies, admission guidelines, procedures, and standards. Parties agree that other academic programs may be added at a later date by amendment to this Agreement.

1.2 The submission of the application with MEXT, through the USA Embassy in Japan, shall be undertaken by UI upon UI obtaining requisite Approvals.

1.3 The Program will be carried out in two phases. In Phase I, HU will support UI in marketing, identifying and recruiting qualified International Students for admission to the Program at UI. Starting the First Cohort Date, admitted International Students will undertake the initial two years of the Program at the Campus in Japan. After completing the second year, in Phase II (as explained below), the International Students will continue studies at the UI campus in Moscow, State of Idaho, USA, **("UI US Campus")** for the remaining two years as further set forth in Article 3. Over the four years, students will follow the approved curriculum and academic instructions of UI and fulfill all the requisite requirements of the Program to obtain a degree, accredited in USA, awarded by UI.

1.4 The curriculum offered, the credit granted, and the degrees conferred to the International Students in the Program shall be the same and at par with that offered at UI US Campus, which is accredited by the Northwest Commission on Colleges and Universities (NWCCU). The Program offered to the International Students will also be accredited by Accreditation Board for Engineering and Technology (ABET), and/or by any other applicable accreditation authority.

Article 2: Degree Program(s)

2.1 The Program will be provided by the College of Engineering of UI with support from HU, and degree shall be provided to International Students for the Program, as part of the Hiroshima–Idaho Global Initiative.

Article 3: Implementation of the two Phases.

3.1 UI and HU will implement the Program as follows:

Phase I:

3.1.1 UI, with support from HU, will market, recruit, and enroll students from the Territories, as agreed to, into the Program. The admitted students will be considered UI degree-seeking students throughout their time of study at the Campus and after they are transferred to the UI US Campus.

3.1.2 UI will be responsible for the selection and admission process for the Program, following its own internal procedures, policies, and standards. UI in its sole discretion shall select the International Students admitted into the Program.
3.1.3 During the first two years of an International Student's enrollment in the Program, the International Students shall study at the Campus. Students will be supported by HU's personnel involved in student advising and engagement.
3.1.4 HU will designate premises at Higashi-Hiroshima, the main campus, for UI to use for its students, faculty, and staff involved in the Program.
3.1.5 HU will support International Students in the Program to find on-campus and off-campus housing in the same manner as the provisions made for all other students at HU and provide support services for the implementation of the Program to UI. The International Students will be recognized by HU as "Special Auditing Students".

Phase II:

3.1.6 International Students who successfully complete their initial 2 years of the Program, and obtain an F–1 visa, will transfer to the UI US Campus to complete the last two years of their Program, and upon meeting all standard accreditation requirements, they shall receive a UI USA accredited degree.
3.1.7 International Students in Phase II will be afforded all the usual privileges of UI's full-time students in accordance with all applicable laws and regulations.
3.1.8 In Phase II, UI will provide options for on-campus and off-campus housing to all International Students, but students are not guaranteed access to on-campus housing and are free to explore their own housing. Students will be responsible for payment of housing on or off-campus.
3.1.9 For International Students who do not receive the F-1 or an appropriate visa to study at UI US Campus, UI will evaluate mutually acceptable options with HU to enable the International Students to complete curriculum and be awarded a degree. HU shall assist UI in completing the Program for those International Students, through an academically sound process acceptable to the accrediting and governing bodies relevant to UI. However, UI is responsible for handling and addressing any claims or requests related to International Students being unable to obtain a degree for any reason, as well as any other matters concerning the completion of the Program.

Article 4: Purpose, Roles and Responsibilities

4.1 Roles and Responsibilities

4.1.1 Parties hereby agree and acknowledge that:

The Campus, being a campus of UI, shall be operated by UI based on its established criteria, including but not limited to in relation to the curriculum, pedagogy, teaching methodology, content, assessment, experiential learning structures and factors necessary for its operations in a manner consistent with the provisions of the third paragraph. It is acknowledged, and agreed to that UI shall be responsible for the overall management and operations of the Campus, as outlined in ***Annexure A-Part I (Roles and Responsibilities)*** of this Agreement.

HU shall host the Campus by providing the existing HU's campus building, Infrastructure Facilities for exclusive and joint use by UI, and its enrolled students. It is understood that HU will recognize UI students as its "Special Auditing Students" and extend to them all associate privileges. Furthermore, HU will support UI in managing the administration of the Campus and its students, ensuring the seamless operations of the Campus in collaboration with UI through mutual consent, as needed. For the purpose of this Agreement, the term **"Services"** shall refer to the roles, and responsibilities of HU as set out under ***Annexure A – Part II (Roles and Responsibilities)*** of this Agreement.

HU will support the management and operation of the Campus in accordance with its standards and guidelines for a university administration and management in Japan, adhering to Japanese laws, and guidelines. If there are any potential conflicts and differences in operational expectations between HU, and UI, then best efforts will be made to resolve such conflicts, and differences through mutual consultation and collaboration between the Parties.

Parties understand and agree that each Party shall be governed by the aforementioned principles to determine and discharge its roles and responsibilities, in particular for matters not explicitly mentioned under ***Annexure A (Roles and Responsibilities)***.

4.1.2 ***Campus Building:***

HU acknowledges that it shall provide the requisite Infrastructure Facilities, real estate infrastructure, and premises as agreed to between the Parties for UI's exclusive use as a Campus **("Campus Buildings").** It will provide the Campus Buildings including but not limited to utilities such as water, electricity, and internet connection. To promote global exchange between students, HU will provide some spaces, and facilities for joint use while also ensuring dedicated spaces and building are reserved exclusively for UI, and its students. For avoidance of doubt, Campus Buildings includes but not limited to buildings, lands, utilities infrastructure, common areas, mechanical systems (heating, ventilation, and air condition, plumbing, and electrical systems), offices, classrooms, labs, furniture, and fixtures, equipment, utilities, and amenities. UI shall use the Campus Building with reasonable care and comply with the rules and regulations of HU regarding its facilities and equipment and shall cause the International Students to do the same.

HU will endeavor to meet the infrastructure quality standards, and Specifications as agreed upon by the Parties, it is understood that the Campus Buildings have been constructed in compliance with Japanese laws and regulations. For any additional upgrading or renovation of the Campus, UI will consult with HU, and both Parties shall collaborate to improve the Campus Buildings.

As of the Effective Date, HU hereby represents and warrants to UI that:

(i) all licenses, registrations and approvals required for the operations of the Campus Building, have been obtained;

(ii) the Campus Building has been constructed in compliance with by-laws, local laws and other Applicable Laws and does not violate any license or sanction plan or layout approved by the Governmental Authority at the time of construction of the Campus Building or anytime thereafter;

(iii) the Campus Building is well maintained and has undergone periodic checks to assess for any structural issues. Structural issues, if any, have been promptly and correctly rectified; and

(iv) the Campus Building is maintained well regularly and suitable for occupation by students, faculty members and other personnel involved in the operation of the Campus.

HU hereby acknowledges that the Campus Building forms a critical part of the infrastructure for the operations of the Campus and accordingly, HU shall ensure that the Campus Building is maintained to reasonable standards in accordance with Japanese laws and regulations. Without limiting the generality of the obligations of HU, HU shall ensure periodic assessments and checks to the structure of the Campus Buildings in line with the customary practices, and regulatory requirements. Any significant structural defects and issues shall be addressed in a timely, and appropriate manner.

HU agrees that HU shall be responsible to identify and provide for additional / alternative building and campus area (including if such an alternative is required for an interim period) if:

(a) any or all of the Campus Building is damaged and rendered unsuitable for occupation on account of any natural or man-made events including but not limited to acts of God such as floods, earthquake, cyclone etc.; acts of terrorism, riots, civil disturbances etc., or any adverse order from Governmental Authorities rendering such building unfit for occupation;
(b) any structural defects arise in the Campus Building after the Effective Date, rendering it unsuitable for occupation; and/or
(c) any significant repairs, restoration and similar civil works at the Campus Building are undertaken, which impacts the normal operations of the Campus.

In the event the relocation of the Campus (whether for an interim period or a permanent relocation) to an alternative building and campus area is triggered by any event, then the sharing of costs on account of such relocation including rents, shall be mutually determined between Parties. For the avoidance of doubt, if an event set forth above falls under the Force Majeure Event (as defined in Article 14), the provision of Article 14 shall apply as well as this provision. Parties will mutually endeavor to ensure that the alternative building meets needs of the Program delivery.

4.1.3 **In-Country Personnel:**

4.1.3.1 As agreed between the Parties, HU shall assist UI with employment administrative procedures, and academic activities for UI's faculty, administrative staff, etc. ***("In-Country Personnel"***). It may help facilitate the hiring process of the In-Country Personnel.
4.1.3.2 UI will appoint (as an employee of UI) a Program Director (actual final title to be determined by UI) for placement on-site at the Campus and will identify and install the selected candidate before the First Cohort Date. The Program Director will have direct day-to-day control and authority on behalf of UI for all academic and student decisions and employment matters concerning UI's own employees and the recruitment, selection, monitoring, evaluation and oversight of all In-Country Personnel employed at the Campus.
4.1.3.3 UI shall be solely responsible for student conduct, making all decisions with respect to or relating to academic operations, disciplinary actions, grading, grade appeals, and conducting investigation into allegations of cheating, plagiarism or classroom rules. In all such matters, the policies and procedures governing student academic concerns of UI at its US campus shall control, to the extent permitted by Japanese laws. UI and HU shall be jointly responsible for non-academic student misconduct and discipline matters, including conduct that may violate Japanese criminal laws or disrupt the Programs at the Campus. In all such non-academic student misconduct or discipline matters, each Party shall immediately communicate any actions and incidents to the other Party in order for the other Party to be aware of the incident. HU agrees to cooperate with and assist UI in any such investigations involving student misconduct (academic or non-academic).

Article 5: Consideration; Fees and Japanese Consumption Taxes

5.1 In consideration of the obligations of HU, and the Services being provided by HU, pursuant to this Agreement, UI shall pay a fee to HU (the **"Fee"**), in the manner specified in ***Annexure C***. As the collaboration evolves, Parties shall evaluate every two years if this is the best financial arrangement for both Parties. Both Parties acknowledge that importance of considering each other's interest in order to ensure the success of the Program for both the International Students and the institutions. Given that there are several unknowns at the writing of this Agreement, therefore both Parties agree to collaborate with the goal of achieving mutual success. Parties will operate under the assumption of shared commitment to the Program's success.

Article 6: Contacts

6.1 As the primary point of contact for the implementation of this Agreement, UI appoints C. Scott Green, President University of Idaho, and/or its designee, and HU appoints Ochi Mitsuo, President of Hiroshima University.

6.2 Notices shall be sent to the following individuals at the following addresses:

For UI: University of Idaho
Office of the President
875 Perimeter Drive
MS 3151
Moscow, ID
83844-3151

For HU: 1-3-2 Kagamiyama, Higashihiroshima, Hiroshima 739-8511, Japan.

Article 7 : Non-Discrimination

7.1 The Parties agree that they shall not discriminate against any individual based on race, age, national origin, religion, sex, or disability.

Article 8 : Term and Termination

8.1 Term. The term of the Agreement will become effective upon the Effective Date and will continue in effect for five (5) years, **("Term")**, unless earlier terminated as provided herein. The Parties may renew this Agreement for an additional term as mutually agreed upon.

8.2 Immediate Termination by HU or UI. At any time during the Term, HU or UI may terminate this Agreement immediately and without penalty or liability, which such termination shall not constitute a breach of this Agreement, in the event that: **(a)** UI does not receive Approvals within nine (9) months of the Effective Date; **(b)** UI does not receive or is not permitted to file for any required regulatory approval to offer a Program; **(c)** UI receives written communication from a legally recognized authority including, without limitation, the U.S. Department of Education or the Northwest Commission on Colleges and Universities and/or any other applicable accreditation authority, that directly or effectively requires termination of this Agreement in order to achieve or maintain favorable accreditation status for UI, a Program or any UI academic programs; or **(d)** a change in the regulations, law, government orders, geo-political directives or policy in the United States and/or Japan, or any other jurisdiction as applicable, that results in a Material Adverse Change for HU or UI .

8.3 Termination for Breach. This Agreement may be terminated by the non-breaching Party if the other Party commits a material breach of any provision hereof and fails to cure such breach within thirty (30) days after receipt of written notice thereof from the non-breaching Party.

8.4 Termination upon Closure. HU and UI understand that conditions may arise which render the collaboration provided for in this Agreement become impracticable. If this occurs, leadership of both institutions shall convene to discuss and work through possible solutions. If a solution is not found that benefits both parties, either party at its sole discretion, may decide to suspend the operations of the Campus or permanently close down the Campus. HU and UI shall inform the other Party in writing its intent to terminate this Agreement, and conclude operations as set forth in 8.5.1.

HU and UI shall extend all necessary cooperations, assistance and Services as maybe required in the best interests of International Students and for UI to seek approval from MEXT, if applicable for such closure or suspension of operations of the Campus including to ensure seamless transition of existing International Students and Program. Until the closure of the Campus pursuant to this Clause 8.4, each Party shall diligently discharge obligations under this Agreement.

8.5 Effect of Termination or Expiration.

8.5.1 Upon termination or expiration of this Agreement:

a. Both Parties shall take such steps as may be necessary to ensure that International Students are not prejudicially affected by such termination or expiration. The International Students, who are enrolled in the Program at the Campus on the date of termination or expiration of the Agreement, will be given the opportunity to complete the Program through an academically sound process acceptable to the accrediting and governing bodies relevant to UI. Should the program be terminated, UI shall endeavor to teach out all International Students who are in good academic standing and either **(i)** already studying at UI's USA Campus; or **(ii)** have completed their first two years of study at Campus in Japan. HU will provide such cooperation, assistance, and resources (including in particular staff, facilities and equipment), to a reasonable extent, as required by UI in order to facilitate the completion of the Program. Further, the Parties shall jointly prepare a detailed written action plan and teach out plan with respect to the manner in which the Program at the Campus shall be discontinued, acknowledged in writing by authorized representatives of each Party.

b. In the event of termination or expiration (or upon notice of such as provided for in this Agreement) HU shall stop promoting the Program to potential students.

c. Each Party shall cease to use the other Party's intellectual property immediately and shall return all copies of such intellectual property in its possession. In the event that the return of such copies is impracticable in practice, HU shall, to the extent of its actual knowledge, destroy or delete such copies. Further, each Party shall return the Confidential Information of the other Party, which it may have in its possession, within thirty (30) days from the effective date of termination.

d. The Parties shall no longer represent that they are associated with each other, in any manner, except as necessary for winding down the Agreement, and satisfying any obligations under this Agreement.

e. The termination or expiration of the Agreement shall be without prejudice to the other rights that either Party may have against the other Party under the Agreement.

8.6 **Non appropriations.** This Agreement shall not be construed so as to bind or obligate UI beyond the term or amount of a particular appropriation of funds by the State Legislature as may exist from time to time. UI reserves the right to terminate this Agreement in whole or in part, or any order placed under it, if in its sole judgment, the State legislature fails, neglects, or refuses to appropriate sufficient funds as may be required for UI to continue payments required under the Agreement or order, or if the Executive Branch mandates any cuts or holdbacks in spending. All affected future rights and liabilities of the parties to this Agreement shall cease within Ten (10) days' notice to HU. Further, in the event of non-appropriation, holdback, or give-back, UI shall not be liable for any penalty, expense, or liability, or for general, special, incidental, consequential or other damages resulting therefrom.

8.7 **Sovereign Immunity**. Nothing in this Agreement shall be construed as a waiver of the UI's sovereign immunity, which immunity is hereby expressly reserved.

Article 9: Confidentiality

9.1 From time to time, during the Term of this Agreement, there may be an exchange or exchanges of certain technical data, student data, business information, academic and curricular information, and/or other information (the **"Confidential Information"**) that the disclosing party deems confidential and/or proprietary. Neither Party may use the other Party's Confidential Information for any purposes other than as permitted herein or required by law.

Article 10: Independent Contractor Relationship

10.1 The relationship between the Parties shall be that of institutions that share a mutual vision and agree to work together as independent contractors.

Article 11: Exclusivity

11.1 HU agrees and undertakes that, on and from the Effective Date until the date of commencement of the operations of the Campus, it shall not, directly or indirectly: **(i)** solicit, initiate or encourage the submission of any proposal or offer from any Person (including through any of its officers, key employees, partners, members, affiliates, employees, agents and other representatives) relating to its participation in the setting up / designation of their location / campus in Japan of any other USA university, or educational institute (other than UI), or **(ii)** participate in any discussions or negotiations regarding, or furnish to any other Person any information with respect to, or otherwise cooperate in any way with, or assist or participate in, facilitate or encourage any effort or attempt by any other Person to do or seek to do any of the foregoing.

After the commencement of the operations of the Campus, HU shall not develop, invest in, manage, assist, promote, engage in, be concerned in, be financially interested in, act as a consultant, enter into any arrangement, joint venture, collaboration, service agreement, arrangement, participation or transactions with any other US University or educational institute in respect of the setting up / designation of their location/campus in Japan, without the prior written consent of UI.

11.2 HU shall not (or otherwise endeavor to), directly or indirectly:

(i) approach, canvass, solicit, entice away from UI any past, existing or potential students seeking admission to the Program offered at the Campus.
(ii) approach, canvass, solicit, entice away any faculty members of UI.
(iii) approach, canvass, solicit, entice away, hire, engage, attempt to employ or assist anyone else to hire, employ or engage any Person, any employee, representative, consultant, agent who is (at the time of the alleged prohibited conduct) or was (at any time during the preceding 6 (six) months from the time of the alleged prohibited conduct), employed and/or engaged with UI, as applicable.

11.3 HU acknowledges and agrees that: **(i)** the duration and scope of the undertakings in this Article 11 are reasonable under the circumstances in which they have been given and the commercial benefits arising from the mutual covenants contained in this Agreement, are adequate consideration for the non-compete and non-solicitation covenants contained in this Agreement; and **(ii)** that restrictions contained in this Article are material for the operations of the Campus and are necessary for the legitimate protection of the goodwill of the UI. However, in the event that such restrictions are be found to be void but would be valid if some part thereof was deleted or the scope, period or area of application were reduced, the above restriction shall apply with the deletion of such words or such reduction of scope, period or area of application as may be required to make the restrictions contained in this Article are valid and effective. Notwithstanding the limitation of this provision by any Applicable Laws for the time being in force, HU undertakes to, at all times observe and be bound by the spirit of this Article. Provided however, that on the revocation, removal or diminution of Applicable Law or provisions, as the case may be, by virtue of which the restrictions contained in this Article were limited as provided hereinabove, the original restrictions would stand renewed and be effective to their original extent, as if they had not been limited by Applicable Law or provisions revoked.

Article 12: Liability; Representations, Warranties and Indemnities

12.1 HU represents and warrants that it has all necessary rights of ownership of the Campus Buildings, land, etc., on which the premises of the Campus will exist.

12.2 Each Party represents and warrants to the other Party that it has the right and is duly authorized to enter into this Agreement and that it has obtained all such permissions, consents and approvals as may be necessary to undertake its responsibilities under this Agreement.

12.3 Each Party shall indemnify, defend (including legal fees) and save the other Party harmless from and against any claims for losses and damages, actions, demands, fines, penalties made or brought against or imposed on the other Party in connection with any accident, injury or damage whatsoever caused to anyone or any property arising out of any default, breach, or inaccuracy of the representations, warranties, and covenants noted in this Agreement caused by the negligent act or willful misconduct of the indemnifying Party, including the acts of its students, guests, licensees, contractors, servants, or others acting through or under the indemnifying Party; provided, however, that the indemnifying Party's obligations under this section shall be limited to the insurance coverage, and the proceeds, obtained by the indemnifying Party to the extent such claims are covered by such insurance. The indemnification obligation provided for by this clause (12.3) shall survive the termination and/or expiration of this Agreement. Upon request, a Party shall provide the requested Party, certificates of insurance within five (5) days of the request.

12.4 HU acknowledges and understands that entry and admission into the United States for attendance by International Students at the UI USA Campus is subject to federal immigration laws. Neither Party is held responsible for the International Students being denied permission to enter the United States. HU agrees that the failure of an International Student to gain entry into the United States for the purpose of this Agreement shall not be considered a breach of this Agreement.

12.5 Each Party represents and warrants to the other Party that there are no legal, quasi-legal, administrative, arbitration, mediation, conciliation or other proceedings, claims, actions or Governmental Authority investigations of any nature pending against itself, and it has not been threatened by any such proceeding, claim, action or Governmental Authority investigation, which relates in any manner to this Agreement, or which could adversely impact its ability to perform this Agreement.

12.6 HU represents and warrants that it has adequate financial resources and Infrastructure Facilities for offering, and supporting the Program, and UI's activities for the Program.

Article 13: Intellectual Property

13.1 Title and Copyright Owned by UI.

13.1.1 UI and/or its faculty (as applicable) own and maintain all right, title and interest (including all Intellectual Property Rights), in and to **(a)** the Program, Program content, and Program materials, **(b)** all UI Data, **(c)** all UI Marks, **I** any domain name registered by either Party that contains any UI Marks, and **(g)** any accounts on social media or other internet services that are either **(i)** operated by HU as part of its marketing activities described under this Agreement, or **(ii)** that use any UI Marks in the account name (collectively, "**UI Intellectual Property**").

13.1.2 HU acknowledges and agrees that any HU's contributions to the Intellectual Property Rights containing all or part of UI Intellectual Property, including the translation of the Program content, if any, shall be the sole property of UI, and HU hereby assigns the same in favor of UI irrevocably, unconditionally and in perpetuity on a royalty free basis.

13.1.3 HU may not use UI Intellectual Property in any manner **(i)** other than as expressly provided for in this Agreement, **(ii)** that is likely to diminish the commercial value of such intellectual property, or **(iii)** that is likely to cause marketplace confusion about such intellectual property, including but not limited to confusion about intellectual property ownership. In the event that actual confusion should arise, or UI believes that a likelihood of confusion may arise, in connection with HU's use of such intellectual property, HU shall fully cooperate in an effort to eliminate such confusion. HU's failure to strictly adhere to the terms of this subsection shall constitute a material breach of this Agreement, subject to a cure period of thirty (30) days.

13.2 UI Marks.

13.2.1 Subject to the terms and conditions of this Agreement, UI hereby grants HU a non-exclusive, non-transferable, non-sublicensable, royalty free license during the Term to use certain UI Marks solely for the purpose of promoting the Program pursuant to the terms and conditions of this Agreement in the Territories. This license shall be limited to UI Marks, as noted and reflected in ***Annexure D***, attached hereto. All materials displaying UI Marks shall be subject to the express prior written approval of UI. If, at any time, UI notifies HU of its objection to the use of any materials displaying UI Marks, regardless of whether such materials were previously approved or supplied by UI, HU will discontinue any and all uses of such materials immediately. Any use that is deemed to violate any Applicable Laws will be corrected immediately by HU, at its sole expense, if HU itself discovers the violation or immediately upon notice to HU. HU shall use the UI Marks in accordance with UI's Brand Usage Guidelines as found at University of Idaho Brand Resource Center and Toolkit at ***https://www.uidaho.edu/brand***. HU shall not register any UI Marks or file any other document with any government authority indicating or representing that HU has any ownership interest in any UI Mark. All use by HU of UI, including an associated goodwill, shall inure solely to the benefit of UI.

13.2.2. While using the UI Marks, HU shall not morph, animate, or otherwise distort in perspective or in appearance the UI Marks. Further, UI Marks should neither be broken or abbreviated or be used as a suffix or a prefix with other words, while used.

13.2.3. HU shall not use UI Marks in a manner that would disparage UI or its activities, and furthermore, HU shall not use UI Marks in a manner so as to incorporate in or combine with or use in any manner as part of HU's name, domain name, product or service name, logo, design, slogan, trade mark or trade dress, except for the promotion of the Program, and the *"Hiroshima–Idaho Global Initiative"* in the manner specified by UI.

13.2.4. HU shall not, whether during the Term or thereafter, use any mark, word or design confusingly similar to the UI Marks.
This royalty-free license is given to advertising and marketing uses of UI Marks. If any physical goods or products are created using UI Marks, HU will follow the University of Idaho's licensing guidelines, as shared with HU, and be subject to payment of royalties.

13.3 Creation and Assignment of Derivative Work.

13.3.1 The Parties hereby acknowledge and agree that for the purpose of implementing, organizing and conducting the Program in Japan **(i)** some of the UI Intellectual Property may need to be customized and/or **(ii)** HU may need to create proprietary material, including but not limited to preparatory material, test processes and instruction manuals, test material, processes and any promotional and/or advertising material (intellectual property referred to in (i) and (ii) shall jointly be referred to as **"Derivative Work"**). Materials prepared by HU that are intended for external disclosure, such as activity reports, which introduce the Program within the scope of publicly available information, and documents prepared and used internally by HU that merely refer to the existence and content of the Program shall not be included in the term "Derivative Work". The Parties hereby agree that such Derivative Work shall be created by HU with prior permission of and as per the instructions of and in consultation with UI.

13.3.2 HU hereby acknowledges and agrees that any and all Derivative Work developed by HU shall at all times be owned by UI, with UI granting to HU exclusive, royalty-free license during the Term of the Agreement in relation to use of such Derivative Work for the purposes of this Agreement.

In addition to the above, HU also confirms that:

A. The rights that will vest with UI in relation to the Derivative Work shall not be deemed to have lapsed if UI does not exercise the rights for any period, whether under the provisions of copyright and intellectual property laws of Japan or any other similar provision under any law of any jurisdiction;

B. The Derivative Work shall be an original work and will not infringe upon any third-party rights (including intellectual property rights);

C. HU will notify UI in writing about the existence of any Derivative Work and deliver all copies of Derivative Work that it may have in its possession to UI on a quarterly basis, or as and when instructed by UI, as the case may be (excluding those created using UI Intellectual Property that have been duly authorized for use by UI and that incorporate publicly known information regarding the Program.); and

D. Ownership of any intellectual property developed or created by faculty members (both tenured and non-tenured) of HU shall vest with UI, and if not automatic, due to HU's institutional policies and/or other agreements that may exist between HU and its faculty members, HU shall ensure that faculty members assigns all of their rights, title, interest in and to any such Derivative Work to UI.

13.4 Title and Copyright Owned by HU.

13.4.1 HU and/or its faculty (as applicable) own and maintain all right, title and interest (including all Intellectual Property Rights), in and to (a) all HU Marks, (b) any domain name registered by either Party that contains any HU Marks, and (c) any accounts on social media or other internet services that use any HU Marks in the account name (collectively, "HU Intellectual Property").

13.4.2 UI may not use HU Intellectual Property in any manner (i) other than as expressly provided for in this Agreement, (ii) that is likely to diminish the commercial value of such intellectual property, or (iii) that is likely to cause marketplace confusion about such intellectual property, including but not limited to confusion about intellectual property ownership. In the event that actual confusion should arise, or HU believes that a likelihood of confusion may arise, in connection with UI's use of such intellectual property, UI shall fully cooperate in an effort to eliminate such confusion. UI's failure to strictly adhere to the terms of this subsection shall constitute a material breach of this Agreement, subject to a cure period of thirty (30) days.

13.5 HU Marks.

13.5.1 Subject to the terms and conditions of this Agreement, HU hereby grants UI a non-exclusive, non-transferable, non-sublicensable, royalty free license during the Term to use certain HU Marks solely for the purpose of promoting the Program pursuant to the terms and conditions of this Agreement in the Territories. This license shall be limited to HU Marks, as noted and reflected in ***Annexure D***, attached hereto. All materials displaying HU Marks shall be subject to the express prior written approval of HU. If, at any time, HU notifies UI in writing of its objection to the use of any materials displaying HU Marks, regardless of whether such materials were previously approved or supplied by HU, UI will discontinue any and all uses of such materials immediately. Any use that is deemed to violate any Applicable Laws will be corrected immediately by UI, at its sole expense, provided that the violation results from UI's unauthorized or improper use of HU Marks. If the violation arises from HU's instructions or prior approvals, the Parties shall cooperate in good faith to resolve the issue. UI shall use the HU Marks in accordance with HU's Brand Usage Guidelines. UI shall not register any HU Marks or file any other document with any government authority indicating or representing that UI has any ownership interest in any HU Mark. All use by UI of HU Intellectual Property, including an associated goodwill, shall inure solely to the benefit of HU.

13.5.2. While using the HU Marks, UI shall not morph, animate, or otherwise distort in perspective or in appearance the HU Marks. Further, HU Marks should neither be broken or abbreviated or be used as a suffix, prefix or combination with other words, logos, or symbols except as explicitly approved in writing by HU.

13.5.3. UI shall not use HU Marks in a manner that would disparage HU, misrepresents its relationship with UI, or its activities, and furthermore, UI shall not use HU Marks in a manner so as to incorporate in or combine with or use in any manner as part of UI's name, domain name, product or service name, logo, design, slogan, trade mark or trade dress, except for the promotion of the Program, and the "Hiroshima–Idaho Global Initiative" in the manner specified by HU.

13.5.4. UI shall not, whether during the Term or thereafter, use any mark, word or design confusingly similar to the HU Marks. This royalty-free license is given to advertising and marketing uses of HU Marks. If any physical goods or products are created using HU Marks, UI will follow the Hiroshima University's licensing guidelines, as shared with UI, and be subject to payment of royalties.

13.6 Use of Joint Logo.

HU and UI may mutually develop, register and jointly own a "mark" that will designate the Program and will appear alongside UI and HU logos on all promotional and other related materials. UI and HU may also register and jointly own a "domain name" referencing the Program. This mark and domain name will be used only during the Term of the Agreement. Both Parties agree to discontinue the use of such mark, and domain name, if this Agreement is terminated for any reason, unless if mutually agreed in other manner by the Parties.

Article 14: Force Majeure

Notwithstanding anything contained in this Agreement, neither Party shall be liable to the other for any failure to perform or any delay in the performance of any of its obligations herein, where such failure or delay is caused by war, rebellion, civil disturbance, earthquake, fire, flood, epidemic, pandemic, strike, labor unrest, acts of Government body, acts of public enemy, acts of God, or such other cause as is beyond the reasonable control of the defaulting or delaying Party (and which is not caused by the act or omission of the Party claiming force majeure) **("Force Majeure Events")**. Provided however that the defaulting or delaying Party shall give prompt notice of the same

to the other Party. Upon one Party intimating the other of the occurrence of a Force Majeure Event, the Parties shall discuss the situation and attempt to determine the likely impact on performance under this Agreement, including likely delay in performance of obligations. The Parties shall use reasonable efforts to avoid or remove such cases of non-performance and continue performance hereunder when the Force Majeure conditions are removed. If Parties are unable to perform their material obligations under this Agreement, for a period of ninety (90) consecutive days due to a Force Majeure Event, then either Party may terminate this Agreement upon fifteen (15) days' notice and the provisions of Article 8.5 shall apply accordingly.

Article 15: Approvals and Compliance with Law; Data Exchange and Protection

15.1 Each Party agrees to comply with all Applicable Laws, including specifically but not limited to export control, and anti-corruption legislation, in connection with this Agreement. Neither Party or other person acting on behalf of such party is aware of or has taken action, directly or indirectly, that would result in a violation by such Party of any applicable anti-bribery law, including but not limited to the U.S. Foreign Corrupt Practices Act, 1977. This Agreement is made subject to any restrictions concerning the export of products or technical information from the United States or other countries that may be imposed upon the Parties from time to time. Each Party agrees that it will not export directly, or indirectly, any technical information acquired from the other Party under this Agreement, or any products using such technical information to a location or in a manner that at the time of export requires an export license or other governmental approval, without first obtaining the written consent from the appropriate agency or other governmental entity in accordance with applicable law. Notwithstanding any provision herein to the contrary, neither Party shall be required to perform any obligation that is inconsistent with Applicable Laws.

15.2 Each Party agrees not to take any action that would cause another Party to be in violation of US Anti-Boycott laws and regulations or to participate or cooperate, directly or indirectly, in any international boycott in any manner that would result in any fine, penalty, or tax under any US Anti-Boycott law or regulations under US Export Administration Act of 1979 (and all amendments thereto).

15.3 HU undertakes to provide UI with all letters, documents and information requested as evidence of its compliances and agrees to execute the requisite certifications mandated by UI for its service providers, and contractors, a copy of which is attached hereto as ***Annexure B***.

15.4 ***Exchange of Data and Personal Information:***

A. The Parties agree that they shall abide by all Applicable Laws at all times, including but not limited to the general rules prevailing in Japan, including but not limited to the Act on the Protection of Personal Information (APPI), that protect personal information and data, and its non-authorized disclosure, as well as US data protection laws such as the Family Educational Rights and Privacy Act (FERPA). The Parties shall ensure that the International Students sign a consent and release letter allowing access to the International Students' personal information, in the format mutually approved by UI and HU, at time of admission. The Parties agree that data will only be used for the express purposes of this Agreement and such use shall be in accordance with, and as limited by, applicable privacy laws.
It is understood that all International Student records shall be the exclusive property of UI and shall only be disclosed in accordance with the applicable US and/or Japanese laws and regulations. All International Students will be given the option of signing a FERPA waiver upon admission and/or enrollment to the Program to permit UI to respond to parental inquiries. It is clarified herein that HU shall have access to the requisite records of the International Students, subject to the Applicable Laws, including but not limited to FERPA. For the purpose of the obligations under FERPA, HU agrees and acknowledges that it will be considered as a "School Official" as designated and defined under the applicable provisions of FERPA.

B. If either Party experiences a data breach or unauthorized release of personally identifiable information to any party, the Party experiencing the breach or release shall immediately notify within twenty –four (24) hours, the other Party in the most expedient manner possible. HU shall notify UI via email to: ***security@uidaho.edu.*** Both Parties agree to address any such breaches immediately and in a collaborative manner to the extent permitted by Applicable Laws. Prior to the transmission of any data from one Party to the other, the Parties will work together to identify the specific data to be transmitted and ensure that commercially reasonable standards for the security of such transmission and storage are in place and such transmission and storage is in compliance with Applicable Laws. The Party through which the breach or unauthorized disclosure occurs further agrees to be responsible for any and all claims, damages, and fines resulting from such breach or unauthorized disclosure to the extent permitted by Applicable Law.

C. Each party shall limit access to the other party's data to the receiving party's employees, agents and subcontractors who have a need to access the data to fulfill their obligations under the Agreement and shall require that its agents and subcontractors who have access to such data to agree in writing to abide by substantially similar (and no less restrictive) restrictions and conditions that apply to the party receiving the data. All information shall be maintained in accordance with reasonable commercial administrative, physical and technical standards and each party remains responsible for their own respective compliance obligations.

D. All data and media sanitization efforts shall meet the requirements as set forth in NIST.SP.800-88 Rev 1 Guidelines published by National Institute of Standards and Technology. Department of Commerce (NIST), as amended or superseded from time to time for Media Sanitization. Upon termination of contract, to the extent permitted by Applicable Laws and except as otherwise may be provided in this Agreement, each party shall return and/or destroy all data or information received from the other party upon, and in accordance with, direction from that respective party. Neither party shall retain copies of any data or information received from the other party, unless such retention is required by law or in accordance with its own policies (and shall only be retained for the period and for the purpose required by such). Furthermore, each party shall ensure that they dispose of any and all data or information in a manner that maintains the confidentiality of the contents of such records (e.g. shredding paper records, erasing and reformatting hard drives, erasing and/or physically destroying any portable electronic devices).

E. HU is hereby deemed a school official as defined in 34 CFR 99.31(1).

Article 16: Modification

The terms of this Agreement may be changed or modified only by written amendment signed by authorized representatives of the Parties.

Article 17: Applicable Law; Mediation; Dispute Resolution; Jurisdiction

17.1 This Agreement shall be governed by and construed in all respects in accordance with the laws of the State of Idaho without regard to conflict of laws principles.

17.2 Any dispute relating to this Agreement shall be resolved in the following manner: The Parties shall first meet in good faith and attempt to resolve the dispute on their own through mediation under the AAA (American Arbitration Association) mediation rules. For any dispute between UI, and HU, if the dispute cannot be resolved by the Parties through mediation within thirty (30) days of the administered mediation under the AAA mediation rules, the dispute shall be submitted to the appropriate court(s) having jurisdiction over the dispute.

Article 18: Severability

If for any reason whatsoever any provision of this Agreement is or becomes or is declared by a court of competent jurisdiction to be invalid, illegal or unenforceable, then the Parties will negotiate in good faith to agree on one or more provisions to be substituted therefore, which provisions shall, as nearly as practicable, leave the Parties in the same or nearly similar position to that which prevailed prior to such invalidity, illegality, or unenforceability.

Article 19: Rights Cumulative

(a) The rights, powers, privileges and remedies provided in this Agreement are cumulative and are not exclusive of any rights, powers, privileges or remedies provided by Applicable Law or otherwise.

(b) No failure to exercise nor any delay in exercising any right, power, privilege or remedy under this Agreement shall in any way impair or affect the exercise thereof or operate as a waiver thereof in whole or in part.

(c) No single or partial exercise of any right, power, privilege or remedy under this Agreement shall prevent any further or other exercise thereof or the exercise of any other right, power, privilege or remedy.

Article 20: Counterparts

This Agreement may be executed in counterparts, each of which when executed and delivered shall constitute an original of this Agreement, but all the counterparts shall together constitute the same Agreement. Each Party shall provide the other Party with a hard copy original of that executed counterpart.

This Agreement will become effective on the date of the last signature below. The date this Agreement is signed by the last Party to sign it (as indicated by the date stated next to that Party's signature) will be deemed the Effective Date of this Agreement.

Article 21: Waivers

No waiver by a Party of any breach of this Agreement shall be a waiver of any preceding or succeeding breach. No waiver by a Party of any right under this Agreement shall be construed as a waiver of any other right. No forbearance, indulgence, relaxation, or inaction by any Party at any time to require performance of any of the provisions of this Agreement shall in any way affect, diminish or prejudice the right of such Party to require performance of that provision.

Article 22: Assignment.

None of the Parties shall assign, delegate, sub-contract or otherwise transfer its rights, interests or obligations under this Agreement or this Agreement in whole or in part to another Person without the prior written approval of the other Party.

Article 23: Public Announcements.

HU and UI shall obtain approvals from the other upon the contents of any public announcement before issuing any external communications concerning this Agreement, any of the activities contemplated by this Agreement or the relationship between the Parties.

Article 24: Prevailing Language; Signature

Should this document be executed in two languages, the English version of this Agreement represents the understanding of both Parties. Any other version is provided as a translation. In the event of conflict between the two versions, the English version will prevail. This Agreement is executed in duplicate for each party retaining one copy thereof.

[Page left blanked intentionally. Signature Page Follows]

In Witness whereof, the Parties hereto have caused this Agreement to be executed by their respective authorized representatives thereunto.

UI:
The Board of Regents of the University of Idaho

_____ (Signature)

_____(Date)

_____ (Title & Printed Name)

HU:
Hiroshima University

_____ (Signature)

_____(Date)

_____ (Title & Printed Name)

Annexure A-Roles & Responsibilities

Part A - Roles and Responsibilities of UI

a) Licensing of brand name and Intellectual Property Rights for the operations of the Campus, and related marketing/advertising;

b) Determining, in consultation with HU, Specifications as to the operation of the Campus and the overall qualitative criteria and factors for the operation of the Campus including with respect to the curriculum, courses, pedagogy, assessment and related aspects;

c) Determining admission process including but not limited to overall intake capacity, eligibility, number of seats, timelines for admission, refund process etc.;

d) Determining matters relating to the fee structure, scholarship, fee concessions and related matters;

e) Hiring In-Country Personnel and faculty members, as applicable, including in relation to their qualifications, salary structure, terms of appointment etc.;

f) Grading degree, diploma and necessary certifications to students successfully completing the relevant Program at the Campus;

g) Providing latest technological know-how, books, academic and research resources for the library and overall student lifecycle support;

h) Implementing the Program according to same standards and quality as it is delivered in UI USA Campus;

i) Supporting HU's marketing of the Program hosted at Campus through UI's publication and website; and

j) Obtaining relevant insurance cover for the Campus.

Part B - Roles and Responsibilities of HU

Campus Building and Academic Infrastructure Facilities.

1. Providing, free of charge, the existing real estate infrastructure and premises for the exclusive and joint use of UI students enrolled in the Campus, along with access to university facilities such as the libraries, dormitories, cafeterias, and other shared infrastructure, for a period not less than 5 years, in a form and manner agreed upon by the Parties in writing.

2. Providing any additional building or land as additional infrastructure for the Campus, or offering alternative buildings or land to replace the Campus Building, through mutual consultation and agreement, in the event of circumstances such as the increased enrollment numbers or as otherwise specified under this Agreement;

3. Obtaining all licenses, registrations and approvals under applicable laws and guidelines of Japan to operate the Campus Building as a Campus, including ensuring that the Campus Building complies at all times with Japan's applicable laws and regulations relating to fire safety and security; and

4. Undertaking routine maintenance of the Campus Building and maintaining all Infrastructure Facilities at its own cost to ensure effective support for the delivery of the Program to UI students enrolled in the Campus.

Support for Student Life and the Operation of the Campus.

5. Promoting the Program to potential students.

6. Providing the status of "Special Auditing Student" to UI students enrolled in the Campus, extending them all associated privileges, and supporting their student life, consistent with the support offered to HU's international students on HU's campus.

7. Communicating effectively with UI regarding the operation and management of the Campus, sharing information as needed, including but not limited to matters related to student affairs, issues affecting the Campus and any concerns impacting the Program.

8. At UI's request and direction, make every reasonable effort to liaise with the MEXT or any other Governmental Authority on behalf of the UI, as needed, on matters relating to the operations of the Campus;

9. Assisting UI's faculty or personnel required to travel to Japan in connection with this Agreement by providing all necessary orientations, including support for visa applications.

10. Any roles and responsibilities may be added or omitted, as reasonably requested by UI and mutually agreed upon by HU.

Annexure B- Certifications mandated by UI

CERTIFICATION

This Certification is made by **[[Name (Primary Second Party)]]** ("Company") in relation to the contract number **[[Contract Number]]** entered into between the University of Idaho ("University") and Company. The University is prohibited by state law from entering into certain contractual provisions. This Certification shall be incorporated into the Agreement between the University and Company and shall be considered as fully a part thereof by reference.

Company hereby certifies that:

1. Pursuant to Idaho Code Section 67-2346 and 67-2347A, if payments under the Agreement exceed one hundred thousand dollars ($100,000) and it employs ten or more persons, 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 Section 18-3302(2)(d), Idaho Code;

2. Pursuant to Idaho Code Section 67-2359, it is not currently owned or operated by the People's Republic of China led by the Chinese communist party and will not for the duration of the Agreement be owned or operated by the People's Republic of China; and

The terms in this Certification defined in Idaho Code Section 67-2346, Idaho Code Section 67-2347A, Idaho Code 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.

COMPANY:
[[Name (Primary Second Party)]]

Signature:
_____

Name:
_____

Title:
_____

Annexure C-Compensation

1. **Collection of Tuition Fees**

UI will collect tuition and associated fees, if applicable from International Students enrolled in the Program. This tuition is based on UI's applicable tuition rate, which is subject to annual adjustments in accordance with the policies and procedures of the Idaho State Board of Education.

2. **Compensation-Fee to HU**

Per Article 5 of the Agreement, UI will pay HU a Fee, which is equivalent to 15 percent of the yearly applicable tuition rate per student collected by UI, less any International Student's tuition refunds.

3. **Handling of Uncollected Fee**

In the event that an International Student fails to pay the tuition, and associated fees, as applicable, UI and HU will discuss appropriate measures to address the shortfall, if any in the Fee.

4. **Payment Process and Terms**

At the end of each academic semester, UI will determine and inform HU of the number of International Students enrolled in the Campus. Upon receipt of such information, HU shall submit its invoice for payment of Fee, in accordance with Clause 2 above.

UI shall pay HU (via wire transfer in US dollars to an account to be designated by HU) all amounts due under this Agreement as follows:

(a) All tuition percentage distributions of the Fee owed shall be paid to HU by UI no later than thirty (30) days after the end of each academic semester; and

(b) HU agrees to complete and return to UI a Form W-8BEN or Form W-8-BEN-E (as applicable) as a condition of receiving timely payments of the Fee. HU acknowledges, and agrees, that the amounts set forth, and paid by UI as noted in an invoice shall be HU's sole form of compensation provided for the Services, and undertaking its Roles and Responsibilities for the Campus, and HU waives any and all rights or claims to royalties, additional fees or any other form of fee or compensation.

Annexure D-

UI Marks

[Pending International Registration of TM in Japan, and Vietnam for Class 35 & Class 41]

"University of Idaho" (USPTO # 3490396),
"I University of Idaho" (USPTO # 5665638), AND
"University OF Idaho Seal" (USPTO # 3937235)

University
of Idaho

HU Marks

HIROSHIMA UNIVERSITY

HIROSHIMA UNIVERSITY

広島大学

Appendix I-Definitions

"Applicable Laws" means all applicable federal, state and local (i) statutes, enactments, acts of legislature or parliament, laws, bye-laws, ordinances, rules, regulations, listing agreements, notifications, guidelines or policies of any country having jurisdiction over the relevant matter; (ii) administrative interpretation, writ, injunction, directions, directives, judgment, arbitral award, decree, orders or Consents of, or agreements with, any Governmental Authority; and (iii) international tax treaties, as may be in force from time to time.

"Approvals" means approval / licenses / permission/ authorization from UI's Board of Regents, MEXT, and/or from any other applicable governance or accreditation authority /committee, to establish the Program and the DLJ.

"Consent(s)" means any consent, approval, authorization, waiver, permit, grant, concession, agreement, license, certificate, exemption, order, registration, declaration, filing, report or notice, of, with or to, as the case may be, any Person or Governmental Authority.

"Governmental Authority" means any Japanese or non-Japanese court of competence, arbitral tribunal, legislative, executive or administrative agency or commission or other governmental or regulatory agency including MEXT, U.S. Department of Education, State of Idaho Department of Education, or any statutory authority having jurisdiction over the matter in issue.

"HU Marks" means the legally protectable trade names, trademarks, domain names incorporating the marks, and service marks of HU, whether they are registered or not. HU Marks licensed to HU, are noted in Annexure D, attached hereto.

"Infrastructure Facilities" means including but not limited to administrative facilities, technical facilities, information technology, internet, Wi-Fi, all tools for remote learning, laboratories, computer technology, essential books. Library, classrooms, equipment, student and faculty housing, as well as logistics to facilitate delivery of the Program on Campus.

"Intellectual Property Rights" means all patents, patent applications, business processes, data rights, trademarks, service marks, trade names, know-how and copyrights; and legally protected trade secrets; and other proprietary rights under applicable law including, without limitation, license rights relating to intangible property; and divisions, continuations, renewals, reissues and extensions of the foregoing now existing, or hereafter filed, issued or acquired, arising or enforceable under United States law, Japanese law or the law of any other jurisdiction or international treaty regime.

"UI Marks" means the legally protectable trade names, trademarks, domain names incorporating the marks, and service marks of UI, whether they are registered or not. UI Marks licensed to UI, are noted in Annexure D, attached hereto.

"UI Data" means all data (excluding data relating to marketing leads) collected by UI or HU, or data derived from such data collected by UI or HU, that identifies or can be reverse engineered to identify UI, students, or its affiliates or their personnel. UI Data is limited to: (a) all information collected by HU or UI from International Students; and (b) data related to International Student's names or information that acquires through UI's efforts that are not related to or supported by HU' Services provided to UI hereunder.

"Material Adverse Change" means any event, circumstance, occurrence, fact, condition, change or effect (including a change in Applicable Law or any decision or order or notification by a Governmental Authority or accreditation agency both in Japan and the USA) that individually or in the aggregate is or has been or could reasonably be expected to (i) be materially adverse to the operations or financial condition of the Campus; or (ii) be materially adverse to the validity, legality or enforceability of this Agreement or of the rights or remedies of either Parties under this Agreement; or (iii) that impacts the ability of UI to set up the Campus, pursuant to the DJL Approval.

"Person(s)" means any individual, sole proprietorship, unincorporated association, unincorporated organization, body corporate, corporation, company, partnership, limited liability company, limited liability partnership, joint venture, Governmental Authority or trust or any other entity or organization.

"Specifications" includes the specifications, guidelines, criteria, stipulations, instructions, roadmap and vision for the proposed campus in Japan.

"Special Auditing Students" means International Students designated and recognized by HU, extending to them all associated privileges, and services that a HU's international student would enjoy, including but not limited to support for student life, access to HU 's campus facilities and dormitories, access to HU's IT infrastructure, annual medical checkups, eligible to enroll in Japan's National Health Insurance, and in Comprehensive Insurance for Students' Lives.

"**Tax**" or "**Taxes**" means all forms of taxation, duties, levies, imposts and, including without limitation corporate income tax, wage withholding tax, fringe benefit tax, value added tax, service tax, goods and service tax, customs and excise duties, and other legal transaction taxes, dividend withholding tax, real estate taxes, other municipal taxes and duties, environmental taxes, stamp duties and duties and any other type of taxes or duties in any relevant jurisdiction, together with any interest, penalties, surcharges or fines relating thereto, due, payable, levied, imposed upon or claimed to be owed in any relevant jurisdiction or country.

HIROSHIMA UNIVERSITY
3-2, Kagamiyama 1-chome, Higashi-Hiroshima, JAPAN, 739-8511 Phone: +81-82-424-6006 Mail: ochim@hiroshima-u.ac.jp

March 11, 2025

Idaho State Board of Education
650 West State Street, 3rd Floor
Boise, ID 83702 USA

Dear President Clark and Members of the Idaho State Board of Education,

I am writing to you as the President of Hiroshima University to confirm my full approval of the Contract Agreement between Hiroshima University and the University of Idaho, as outlined in the University of Idaho's program proposal for the Bachelor of Science in Electrical Engineering submitted to the Board.

Upon the State Board's approval of the program proposal, I am prepared to sign and fully execute the agreement.

Thank you for your consideration and support. Please feel free to contact me directly if you or your Board members have any questions.

Respectfully,

Sincerely yours,

OCHI Mitsuo, M.D., Ph.D.
President
Hiroshima University

UNIVERSITY OF IDAHO

SUBJECT

Online Doctor of Education in Learning, Leadership, and Innovation – Online Program Fee

APPLICABLE STATUTE, RULE, OR POLICY

Idaho State Board of Education Governing Policies & Procedures, III.G.

BACKGROUND/DISCUSSION

The University of Idaho proposes to substantially revise their existing Doctor of Education (Ed.D.) program to include changing the program title, required coursework, and dissertation format/expectations. The proposal outlines a comprehensive revision of the existing Ed.D. program, including changes to the program title, required coursework, and dissertation format. The total credit hours for the program will be reduced from 78 to 54, with all credits completed through the university, as no Master's-level credits will transfer into the program. The program's learning objectives have been rewritten to distinguish it from the Ph.D. in Education, broadening its focus to include industries beyond education, such as healthcare, human resources, and the military.

The program will adopt a cohort model, allowing students to matriculate more quickly, and will be offered fully online, with the aim of completing the degree in three years. The culminating dissertation will shift from a traditional theory-based research approach to a practical, problem-of-practice dissertation focused on Improvement Science. This shift emphasizes action research and real-world problem-solving, aligning with the program's goal to address issues in practice rather than theory. The reduced credit hour requirement of 54 is designed to make the program more competitive regionally, as most Ed.D. programs range from 40 to 70 credit hours.

The Ed.D. in Learning, Leadership, and Innovation will be housed within the College of Education, Health and Human Services rather than any specific department and may attract students from existing master's programs on campus. Ultimately, these revisions aim to provide a more flexible, career-focused doctoral program, serving a diverse range of industries and preparing students for leadership roles across various fields.

IMPACT

The proposed Ed.D. program will directly address Idaho's critical need for skilled leaders across key sectors such as education, business, agriculture, technology, and healthcare, by preparing professionals with advanced expertise in strategic planning, policy implementation, and change management. This program will specifically equip leaders to tackle pressing challenges in the state, including student achievement gaps, resource limitations, and workforce shortages, by

fostering the development of leadership capacity that aligns with Idaho's economic and educational needs. Additionally, as a rural state, Idaho faces barriers in accessing leadership talent, and this in-state, fully online Ed.D. program will offer local professionals the opportunity to advance their qualifications without the need to relocate, thus building a sustainable pipeline of homegrown leadership. Ultimately, this program will strengthen the state's workforce, bridge the gap between education and industry, and drive long-term economic and educational growth.

This program projects 20 initial enrollments at implementation reaching 75-78 by year 5 and graduating 18 in year three (FY 28). Faculty, staff, and operational costs will eventually be covered with full enrollment of 75-78 enrolled students at any given point in the program paying an institutional online program fee of $850 per credit hour consistent with Board Policy V.R. Initially, the program will be funded approximately $4 million through University P3R1 funds allocated by the Office of Research and Economic Development. After five years, the program will become self-sustaining through tuition revenue, with potential for reallocating state funds for other uses if demand exceeds expectations. P3R1 funds will provide the first five years of support and will enable the program to hire a program director, four additional faculty members, two graduate assistants, and to cover costs associated with a marketing campaign. Total expenditures are $1,040,796 - $1,308,335 annually over a four-year period.

If the Board decides to maintain the current Ed.D. program, which no longer follows The Carnegie Project on the Education Doctorate guiding principles, it will continue to offer its existing benefits. However, the proposed changes are designed to enhance program appeal, attract strong potential candidates and graduate doctoral students who will make a meaningful impact in their disciplines.

ATTACHMENTS

Attachment 1 – Doctor of Education in Learning, Leadership, and Innovation Proposal

BOARD STAFF COMMENTS AND RECOMMENDATIONS

The program expects steady enrollment in subsequent years and identified 78 enrollments at any point will be necessary to maintain financial sustainability. If those minimums are not met the program will be evaluated after three years of concurrent deficiency. The program will sunset following four years of enrollment deficiency and teach-outs will occur for matriculating students.

While the proposed modification is not on the university's currently approved three-year plan, the UI provides that the program changes are in response to a specific industry need or workforce opportunity that will prepare professionals for leadership roles in education, healthcare, and corporations. In accordance with State Board Policy III.Z responsibilities, no institution has statewide program responsibility specifically for standard education programs. Other similar programs

include Boise State University's Ed.D. in Educational Technology and Ed.D. in Curriculum and Instruction. The UI indicates Boise State's programs are substantially different than the proposed Ed.D. program because it is much broader in its focus and will attract students from outside the field of education, particularly working professionals from Idaho and beyond looking to advance their careers expeditiously.

UI's request to assess an online program fee of $850 per credit aligns with criteria as defined in Board Policy V.R. to include that the online program fee is in lieu of tuition and all other Board-approved fees.

The proposal completed the program review process and was presented to the Council on Academic Affairs and Programs on March 27, 2025; and to the Instruction, Research, and Student Affairs Committee on April 3, 2025.

Staff recommends approval.

BOARD ACTION

I move to approve the request by the University of Idaho to modify the existing Ed.D. in Education program to a Doctor of Education in Learning, Leadership, and Innovation 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 an online program fee of $850 per credit hour for the Doctor of Education in Learning, Leadership, and Innovation, 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 Programs

Date of Proposal Submission:	02/06/2025 Revised 3/19/2025				
Institution Submitting Proposal:	University of Idaho				
Name of College, School, or Division:	College of Education, Health & Human Sciences				
Name of Department(s) or Area(s):	College of Education, Health & Human Sciences				
Official Name of the Program:	Ed.D. in Learning, Leadership & Innovation				
Degree Information:	Degree Level: Doctorate	Degree Type: Ed.D.			
CIP code or Modification of CIP Code (consult IR /Registrar):	13.0401				
Method of Delivery: Indicate percentage of face-to-face, hybrid, distance delivery, etc.	100% Online				
Implementation Date:	May 2026				
Geographical Delivery:	Location(s)	Online	Region(s)	Online	
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	

Indicate those that apply to this request:

- [ ] Undergraduate Program
- [X] Graduate Program
- [ ] Undergraduate Certificate (30 credits or more)
- [ ] Graduate Certificate (30 credits or more)
- [ ] Specialized Certificate (above $250k/FY)

Proposed Action

- [ ] New Program
- [ ] New branch campus or change in location
- [x] Modification of Existing Academic Programs
  - [ ] Converting one program option to a stand-alone program
  - [ ] Consolidating two or more programs into one program
  - [ ] Splitting an existing program into two or more programs
  - [ ] Adding certificate or degrees to existing programs
  - [ ] Program expansion outside an institution's Designated Service statewide program responsibilities as defined in Board Policy III.Z.

Brooke Blevins College Dean	Date 01/29/2025	Vice President for Research (as applicable)	Date 3/7/2025
Graduate Dean/other (as applicable)	Date 1/29/25	Academic Affairs Program Manager, OSBE	Date 03/19/2025
FVP/Chief Fiscal Officer	Date 02.06.25	Chief Financial Officer, OSBE	Date 3/25/25
Provost/VP for Instruction	Date 02.06.25	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 or expansion 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.

   This is a substantive revision to the existing Ed.D. program, including changing the program title, required coursework, and dissertation format/expectations. Credit hour requirement is reduced from 78 to 54. Masters-level credits will not be transferable into this program. Rather, all 54 credits will be completed at UI. The program learning objectives have been rewritten, to differentiate from the existing Ph.D. in Education program. The current Ed.D. curriculum is designed to address education-specific research, whereas this proposal broadens the Ed.D. to include industries beyond education. This R1-enhancing program is reimagined as a cohort-model program, to matriculate doctoral students expeditiously, completed fully online in three years. The Ed.D. in Learning, Leadership, and Innovation will serve working professionals in a variety of industries (i.e. education, healthcare, HR, military, etc.) who are looking to improve their skills and advance in their careers. The culminating project will be a problem-of-practice dissertation, unlike the current, theory-based Ed.D./Ph.D. requirement. The problem-of-practice dissertation yields a research doctorate based in Improvement Science. The reduction of credits required by 24 addresses regional competition, as most Ed.D. programs fall between 40 and 70. This program, at 54, narrows the focus to problems of practice and action research through an Improvement Science lens. This degree will be housed at the college level in EHHS and not in any one department. This will not be tied to other programs on campus, but may attract students from existing Master's programs on campus.

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 economic and workforce need for an Ed.D. in Learning, Leadership, and Innovation is underscored by the necessity for skilled leaders of organizations who can drive effective change and foster innovation and collaboration. This program prepares graduates to meet these needs within their organizations. In March 2024, we utilized Lightcast to conduct a preliminary market analysis around the demand for an EDD in Educational Leadership and Administration. In June 2024, we also commissioned a market analysis from Eduventures® Research (Eduventures (2024), Proprietary Research. *Eduventures 2024 Doctorate in Education Report.*) to further explore the demand for an EdD. These two reports highlighted information about workforce and economic needs in Idaho and beyond:

   There is a critical shortage of qualified leaders who can effectively manage organizations including

schools, districts, non-profit, business, and healthcare organizations. As learning science and educational methods and technologies evolve, there is also a pressing need for leaders who can integrate innovative practices into instructional and organizational operations. This includes leveraging technology, fostering creativity, and implementing new learning methodologies. Additionally, there is a demand for leaders who can conduct research to inform policy and practice within organizations. Therefore, the Ed.D. in Learning, Leadership, and Innovation will focus on innovative leadership, instructional practice, responsive research, and data-informed decision making ensuring that organizations have strong leaders capable of implementing strategic changes.

Additionally, the Lightcast report examined the top common and specialized job skills in job postings related to having and Ed.D. or Ph.D. in Educational leadership. The top specialized skills in related job postings included student services, curriculum development, higher education, academic affairs, marketing, project management, program development, fundraising, and data analysis. The top common skills in related job postings included leadership, communication, teaching, management, research, planning, writing, operations, strategic planning, and coordinating. The Ed.D. in Learning, Leadership and Innovation is designed to prepare students with these common and specialized skills they will need to be successful in their future careers.

In addition, according to the Idaho Workforce council the following careers are examples of those presently in demand that would be served by advanced education such as an EDD in Learning, Leadership and Innovation.

- Instructional Coordinators (50): Projected growth 20.3%
- Education Administration (96): Projected growth 13.3%
- Human Resource Managers (102): Projected growth 8.3%
- Human Resource Specialist (125): Projected growth 11.3%
- Training and Development Specialists (147): Projected growth 11.3%

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.*

A market analysis performed by Eduventures® Research indicated the demand for and interest in an online Ed.D. program focused on Learning, Leadership, and Innovation is growing. Many current Ed.D. programs cater specifically to educational leadership only and the proposed program with a broader focus will encompass students interested in becoming leaders in various organizations. Most students will be part-time working professionals looking to advance their careers while continuing to maintain their employment. The Eduventures report along with focus group conversations with industry leaders from a variety of fields (healthcare, education, business) indicates interest in a practical degree like the Ed.D. that can help employees advance their leadership skills.

Key Factors Driving Student Demand:

1. Emphasis on Leadership Skills: There is a strong recognition of the need for effective leadership in education, healthcare and corporations, especially in times of change. Aspiring leaders are eager to develop skills that will enable them to lead effectively, foster collaboration, and implement innovative practices.

2. Focus on Innovation: With advancements in technology and changing pedagogical approaches, educators are seeking ways to integrate innovative strategies into their teaching and administrative practices. This program appeals to those interested in

developing and applying creative solutions to enhance learning outcomes.

3. Diversity of Career Opportunities: Graduates of this program can pursue a variety of roles, including educational administrators, instructional coordinators, policy analysts, and researchers. The versatility of the degree attracts students from various backgrounds and career paths.

4. Online and Flexible Learning Options: Many programs offer flexible learning formats, such as hybrid or fully online courses, making it accessible to working professionals. This flexibility increases interest among those who may be balancing careers and family commitments.

c. **Societal Need**: Describe additional societal benefits and cultural benefits of the program.

Idaho's economy is driven by key sectors including agriculture, technology, healthcare, etc. Organizational leaders with advanced training are essential in strengthening the pipeline between K-12 schools, postsecondary institutions, and industry partners to ensure students are prepared for the demands of the modern workforce. An Ed.D. program can produce leaders who understand the specific needs of Idaho's economy and can build effective collaborations that enhance educational and economic outcomes.

Our state faces an increasing need for skilled leaders capable of navigating significant challenges, including student achievement gaps, resource constraints, and workforce shortages. The proposed program intends to address this demand by preparing professionals for leadership roles. It will equip them with advanced skills in strategic planning, policy implementation, and change management through a lens of innovation.

As a predominantly rural state, Idaho organizations frequently encounter challenges in accessing resources and leadership talent. An in-state Ed.D. program can help build leadership capacity within the state by offering opportunities for local leaders, and those with capacity to be leaders, advance their qualifications without needing to relocate.
In summary, an Ed.D. in Learning, Leadership and Innovation in Idaho will address the state's leadership shortages while aligning with the evolving demands of both the education system and the workforce. This program will be critical in supporting and perpetuating Idaho's long-term growth and sustainability.

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, graduate programs alike.

This will be a three-year, fully online program allowing students to continue in their professional employment while pursuing an expedited research doctoral degree. We will offer eight-week courses during fall, spring, and summer. We will work to use Open Educational Resources (OER) to reduce textbook costs. Earning this degree will allow for increased career advancement.

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)			
		FY21	FY22	FY23	FY24 (most recent)	FY20	FY21	FY22	FY23 (most recent)
BSU	**ED.D. in Educational Technology**	145	159	158	165	9	29		
BSU	**ED.D. in Curriculum & Instruction**	71	82	75	44	7	19		

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.

While BSU currently offers two Ed.D. degrees, these are substantially different than the proposed Ed.D. in Learning, Leadership, and Innovation. The proposed degree is much broader in its focus and will attract students from outside the field of education. The BSU programs primarily attract educational leaders. Additionally, the fully online 3-year cohort model is distinctly different than what BSU offers in their Ed.D. programs and is designed to attract working professionals from Idaho and beyond who are looking to advance their careers in an expeditious fashion.

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											
Projected Fall Term Headcount Enrollment in Program						**Projected Annual Number of Graduates from Program**					
FY26 (1st year)	FY27	FY28	FY29	FY30		FY26 (1st year)	FY27	FY28	FY29	FY30	
20	43	66	75	75		0	0	18	20	24	

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?

At full capacity we can accommodate a maximum of 35 students per cohort, or 105 enrolled students. Our targeted enrollment would be between 25-35 students per cohort, or 75-90 enrolled students expecting that 20% of students will not persist in the program. The numbers above were based on increasing enrollment each year for the first 4 years as the program is built and marketed widely. We would expect a steady enrollment in the years that follow.

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?

We will need 78 students in the program at any point of time to remain financially solvent as presently budgeted. Our proposed faculty, staff, and operational costs will be covered if we have 78 students paying a total cost of $850 per credit hour for 54 credit hours.

    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 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 University of Idaho was recently reinstated as a member of the Carnegie Project for the Education Doctorate (CPED). CPED is a collaborative network of over 135 schools and colleges of education. Its mission is to transform the Education Doctorate (Ed.D.) by making it more practical and applicable for educational leaders across various sectors. CPED Member institutions design their Ed.D. programs to be rigorous and directly relevant to real-world challenges, equipping graduates with the skills and knowledge to drive meaningful improvements in the field of education.

Our Ed.D. will adhere to the CPED guiding principles. As a member of CPED we are expected to participate in yearly convenings that encourage members to critically examine the Ed.D. through dialogue, experimentation, critical feedback, and evaluation. Through professional development opportunities and a wide range of resources, member institutions learn to (re)design their Ed.D. programs to better serve practitioners while networking with a supportive and resourceful professional community. CPED is not a formal accrediting body but is an invaluable resource in ensuring program quality and rigor.

In addition, we will participate in the annual university assessment processes guided by NWCCU. Dissertation committees will also include representatives outside of the Ed.D. program to ensure program quality and student outcomes.

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**. With prior approval from the Board's Executive Director or designee, for programs that require specialized accreditation, external review for the accreditation process may supplant standard external peer review as provided in Board Policy III.G.[1]

    External Review was not needed for this program according to conversations with the OSBE.

13. **Educator Endorsement/Certification Programs**. All new initial educator preparation programs that lead to an Idaho educator endorsement/certification require review and recommendation facilitated by the Office of the State Board of Education and approval from the Idaho State Board of Education.

    Will this program include a new initial educator preparation program leading to an Idaho educator endorsement/certification?

    Yes ____ No X

    If yes, on what date was the new program application endorsement/certification submitted to the Office of the State Board of Education (Educator Effectiveness Program Manager)?

    Date N/A

    All new program applications for endorsement/certification are submitted via CANVAS by the educator preparation provider dean, assistant dean, or director.

[1] For programs that require specialized accreditation, external review for the accreditation process may supplant standard external peer review as in Board Policy III.G.a.i (2) a.i 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.

14. Three-Year Plan: If this is a new proposed program, is it on your institution's Board 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:

	The 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.
	We failed to include it when we had the opportunity.
	Other:

b. Provide an explanation for all statements you selected.

The program is in response to a need to increase the number of research doctorates produced at the University of Idaho to ensure R1 status. The Ed.D. provides a unique avenue for working professionals to pursue a doctoral degree while continuing to engage in their professional practice. The Ed.D. helps to strengthen the research and leadership skills of leaders across a broad array of industries.

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.	54
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	54

b. Curriculum. Provide the curriculum for the program, including credits to completion, courses by title and assigned academic credit granted.

Total credits to completion: 54

Course Titles:

Learning, Leadership and Innovation Core (27 credits)
EDD 6010 Innovation, Learning, and Leadership Foundations
EDD 6030 Ethical Policy Innovation
EDD 6022 Relational Leadership for Belonging and Equity
EDD 6015 Leading Organizational Change and Innovation
EDD 6042 Community-grounded Leadership and Collaboration
EDD 6080 Conflict Management and Communication
EDD 6025 Innovation and Learning in Organizations
EDD 6075 Strategic Mentoring and Supervision
EDD 6055 Organizational Evaluation and Improvement Science

Research Core (12 credits)
EDD 6025 Innovations in Research through Improvement Science
EDD 6035 Applied Qualitative Research
EDD 6045 Applied Quantitative Research
EDD 6060 Applied Data Collection and Analysis

Dissertation in Practice (18 credits)
EDD 6050 DiP 1: Ch 1 Problem of Practice and Literature Review
EDD 6065 DiP 2: Ch 2 Methodology
EDD 6085 DiP 3: Ch 3 Data Analysis and Recommendations
EDD 6090 DiP 4: Final Dissertation Writing and Defense

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.

Candidates will complete a proposal (comprised of Chapters 1-2) that will be approved by the candidate's committee. Candidates must also submit an IRB application prior to the start of data collection.

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, value or appreciate because of completing the program.

Leadership Skills: Graduates demonstrate collaborative leadership skills for effective administration, management, and decision-making.

Research Proficiency: Graduates independently apply scholarly research competencies to design, conduct, analyze, interpret, and implement results.

Policy Analysis: Graduates analyze policies for their impact on diverse stakeholders.

Theory to Practice Integration: Graduates apply theoretical knowledge and research findings to address real-world challenges and opportunities relevant to their profession.

Ethical Decision-Making: Graduates demonstrate ethical awareness and decision-making skills.

Impactful Communication: Graduates articulate complex ideas, research findings, and policy recommendations to diverse stakeholders.

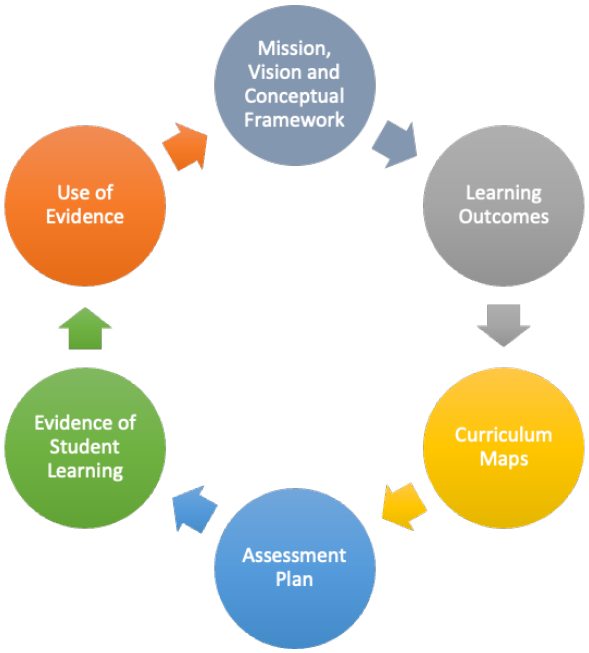
Fostering Innovative Learning: Graduates develop and implement strategies to cultivate innovative learning cultures within organizations and diverse contexts, leveraging emerging technologies and creative instructional methods and adapting to rapidly evolving challenges in their professional fields.

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 assessment cycle describes a systematic and multi-step schedule for collecting evidence on student learning that can improve the curriculum and pedagogy within a given program. The plan specifies how the program's mission, goals, and learning outcomes are integrated into the curriculum, how they will be measured, and how data will be collected, reported, and used in planning decisions (see Figure 1).

Figure 1 *Assessment Cycle*



The assessment plan begins with the mission, vision, and conceptual framework of the College of Education, Health, and Human Sciences (EHHS). Program learning outcomes are then created and aligned with the college's mission. Curriculum maps provide a road map of courses within the

program and how they align with competencies, mission/vision of EHHS and its program outcomes.

The Ed.D. in Learning, Leadership and Innovation program will use benchmarks (or transition points) to identify processes required for candidates to move through the program.

Tentative benchmark categories include:

1. Admission to the program, Year 1
2. Advancement interview, Year 2
3. Proposal Submission and Approval, Year 2
4. Dissertation Defense, Year 3

Program courses utilize signature assignments designed to assess student learning that align to program learning outcomes. These signature assignments are evaluated using a rubric aligned to course and program outcomes. Full time and adjunct program faculty will engage in evaluation calibration to ensure constituency of evaluation of key assignments and program learning outcomes.

Finally, data (use of evidence) is utilized to make individual course content and pedagogy improvements. Specific course requirements and rubrics are discussed with program faculty to obtain validity and reliability and ultimately aligned back to the mission, vision, and conceptual framework of the college.

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.[2]

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 new physical spaces will be required for the program since it will be entirely online.

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?

There will be no increased use of physical resources by the new Ed.D. program.

[2] 2 Financial Impact shall mean the total financial 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. *Revised per Board Policy III.G, June 2024.*

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.

No new equipment or space will be required for the program.

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 adequate for the additional students that the Ed.D. program would bring to the university. There may be some impact on library resources as we enroll more doctoral students who will need to access library resources and work with reference librarians to complete their literature reviews. Library resources are available online and additional resources such as statistical software will be accessible through the University of Idaho Virtual Private Network (VPN).

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 new library resources are required to ensure the successful implementation of the program.

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?

EHHS intends to address the increase in courses offered and program-supporting activities through the hiring of up to five faculty members, inclusive of a program director. We will offer 1-2 sections of each new course based on enrollment. Clinical faculty will carry a 3-4 course load, tenure track faculty will carry a 2-3 load as well as serve as major professor to 12-24 doctoral students at various stages in their doctoral journey. Expecting an enrollment of 20-30 students per cohort, we will need 5 additional faculty members, two Graduate Assistants, one writing center director, and one assistant program director (staff).The Office of Research and Economic Development (ORED) is supporting the program overhaul through a four-year investment, with an expectation that the program will bring enough revenue to sustain itself beyond that.

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.

Existing resources have been utilized for re-envisioning and building the new Ed.D. program including faculty summer support. Faculty included in the Ed.D. working group have been working together to establish learning outcomes clearly aligned with content and research coursework, dissertation in practice expectations, program handbook development and involvement in the Carnegie Project of the Education Doctorate (CPED) to build the Ed.D. around the CPED framework. Faculty of the Ed.D. working group were supported through travel funds to attend the 2024 CPED Annual Convening to learn best practices for the development of the reimagined Ed.D. program.

c. **Impact on existing programs**. What will be the impact on existing programs of increased use of existing personnel resources by the proposed program? How will quality and productivity of existing programs be maintained?

We plan to move one current faculty line in our Educational Leadership that will become vacant through retirement to assist with the Ed.D. program. The Educational Leadership program will utilize adjunct faculty who are current practitioners in the field to cover classes. This shift to utilize currently practicing educational leaders will actually help to create more relevance and rigor in the Educational Leadership program.

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.

- Five Faculty (Clinical or Tenure Track)
- Associate Director (Staff position)
- Writing Center Director
- Two Graduate Assistants

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?

We will not reallocate existing state appropriated funds to run this program. This program will initially be funded by University P3R1 funds and then will utilize generated revenues to cover program costs. If demand for the program exceeds our initial predictions, we would consider reallocating existing state appropriated from lower enrolled programs to this program

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.

Not applicable.

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?

The program will be supported with university generated P3R1 funds for the first four years. Based on our predicted budget model, the program will then earn enough revenues to cover expenses after four years.

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.

As this is an online program, the institutional online program fee of $850 per credit hour would be charged in lieu of resident or non-resident tuition.

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 total per credit hour cost for this program is $850. The total program cost will be $45,900 ($850 x 54 credits).

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).

See attached budget form.

Program Resource Requirements.

- Indicate all resources needed including the planned FTE enrollment, projected revenues, and estimated expenditures for the first **four** fiscal years of
- Include reallocation of existing personnel and resources and anticipated or requested new resources.
- Second and third year estimates should be in constant dollars.
- Amounts should reconcile subsequent pages where budget explanations are provided.
- If the program is contract related, explain the fiscal sources and the year-to-year commitment from the contracting agency(ies) or party(ies).
- Provide an explanation of the fiscal impact of any proposed discontinuance to include impacts to faculty (i.e., salary savings, re-assignments).

I. PLANNED STUDENT ENROLLMENT

	FY 2026		FY 2027		FY 2028		FY 2029	
	FTE	Headcount	FTE	Headcount	FTE	Headcount	FTE	Headcount
A. New enrollments		20		27		32		35
B. Shifting enrollments				16		35		43
Total Enrollment	0	20	0	43	0	67	0	78

II. REVENUE

	FY		FY		FY		FY	
	On-going	One-time	On-going	One-time	On-going	One-time	On-going	One-time
1. New Appropriated Funding Request								
2. Institution Funds	$ 109,083		$ 109,083		$ 109,083		$ 109,083	
3. Federal								
4. New Tuition Revenues from Increased Enrollments								
5. Student Fees	319,320		686,538		1,060,142		1,243,432	
6. Other (i.e., Gifts)								
Total Revenue	$ 428,403	$ -	$ 795,621	$ -	$ 1,169,225	$ -	$ 1,352,515	$ -

Ongoing is defined as ongoing operating budget for the program which will become part of the base.

ATTACHMENT 1

One-time is defined as one-time funding in a fiscal year and not part of the base.

III. EXPENDITURES

	FY 2026		FY 2027		FY 2028		FY 2029	
	On-going	One-time	On-going	One-time	On-going	One-time	On-going	One-time
A. Personnel Costs								
1. FTE	9.0		9.0		9.0		9.0	
2. Faculty	$ 532,194		$ 532,194		$ 532,194		$ 532,194	
3. Adjunct Faculty	-		-		-		-	
4. Graduate/Undergrad Assistants	33,244		33,244		33,244		33,244	
5. Research Personnel								
6. Directors/Administrators								
7. Administrative Support Personnel	125,460		125,460		125,460		125,460	
8. Fringe Benefits	219,680		219,680		219,680		219,680	
9. Other:								
Total Personnel and Costs	$ 910,577	$ -	$ 910,577	$ -	$ 910,577	$ -	$ 910,577	$ -

	FY 2026		FY 2027		FY 2028		FY 2029	
	On-going	One-time	On-going	One-time	On-going	One-time	On-going	One-time
B. Operating Expenditures								
1. Travel	$ 16,900		$ 16,900		$ 16,900		$ 16,900	
2. Professional Services								
3. Other Services	72,500		67,500		67,500		67,500	

4. Communications								
5. Materials and Supplies								
6. Rentals								
7. Materials & Goods for Manufacture & Resale								
8. Miscellaneous	2,500		2,500		2,500		2,500	
Total Operating Expenditures	$ 91,900	$ -	$ 86,900	$ -	$ 86,900	$ -	$ 86,900	$ -

	FY 2026		FY 2027		FY 2028		FY 2029	
	On-going	One-time	On-going	One-time	On-going	One-time	On-going	One-time
C. Capital Outlay								
1. Library Resources								
2. Equipment		$ 8,000						
Total Capital Outlay	$ -	$ 8,000	$ -	$ -	$ -	$ -	$ -	$ -

	FY 2026		FY 2027		FY 2028		FY 2029	
	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 University Fee - see notes	$38,318.40		$89,249.94		$148,419.94		$310,858.02	
Total Other Costs	$38,318	$0	$89,250	$0	$148,420	$0	$310,858	$0
TOTAL EXPENDITURES:	$1,040,796	$8,000	$1,086,727	$0	$1,145,897	$0	$1,308,335	$0
Net Income (Deficit)	-$612,392	-$8,000	-$291,106	$0	$23,328	$0	$44,180	$0

Budget Notes (specify row and add explanation where needed; e.g., "I.A.,B. FTE is calculated using…"):

III.A.1	FTE includes 1.00 Program Director (faculty status), 5.00 faculty lines, 2.00 staff lines and 2 Grad Assistants at 0.50 FTE each.
III.A.7	Staff includes Assistant Director and Writing Center Director
III.E	UI charges a fee on revenue which is an expense to the program. The rate is 12% for year 1 and increases 1% per year. In addition, there is an addition fee on online program revenue of 10% which starts in year 4.

SUBJECT

Recognition of Accreditation Organizations for Purposes of Registration of Postsecondary Educational Institutions

APPLICABLE STATUTE, RULE, OR POLICY

Section 33-2401(1), Idaho Code
Section 33-2406, Idaho Code
Idaho Administrative Code, IDAPA 08.01.11.100, Recognition of Accreditation Organizations

BACKGROUND/DISCUSSION

In order to be registered with the Board as required by Section 33-2402, Idaho Code, all postsecondary educational institutions in Idaho must be accredited by accreditation organizations that are recognized by the Board. Additionally, proprietary schools that are accredited by Board-recognized accreditation organizations are not required to obtain surety bonds.

In 2022, IDAPA 08.01.11.100 was amended to remove “national” accreditation organizations from the description of accreditation organizations that are recognized by the Board.

Two institutions that have been registered with the Board for many years have accreditors that are no longer recognized by the Board due to this change. These institutions are Eagle Gate College, which is accredited by the Accrediting Bureau of Health Education Schools (ABHES), and Mercy in Action College of Midwifery, which is accredited by the Midwifery Education Accreditation Council (MEAC). In order to prevent disruption of operations at Eagle Gate College and Mercy in Action College of Midwifery, the Board has temporarily approved ABHES and MEAC as recognized accrediting organizations.

To continue operations in Idaho, the institutions’ registration as postsecondary educational institutions must be renewed by June 30, 2025. The Board’s recognition of ABHES and MEAC must be confirmed by this time to ensure continued registration of Eagle Gate College and Mercy in Action College of Midwifery.

IDAPA 08.01.11.100 provides that the Board may recognize accreditation organizations on a case-by-case basis and directs the Chief Academic Officer of the Board to work with the Council on Academic Affairs and Programs (CAAP) to review and evaluate accreditation organizations to inform the Board’s decision.

In accordance with federal law, the U.S. Department of Education (USDE) publishes a list of nationally recognized accrediting organizations. The Board’s Chief Academic Officer, in consultation with CAAP, proposes that the Board recognize the same accreditors that are recognized by the USDE for purposes of registration of postsecondary educational institutions and proprietary schools. In

the event that USDE ceases publication of a list of nationally recognized accrediting organizations, the Board would continue to recognize accreditors on the list for a period of one year.

IMPACT

Recognition by the Board of accreditors recognized by USDE would eliminate a need for duplication of USDE's existing accreditor evaluation processes and be consistent with the majority of other states. This recognition would apply only for purposes of registration of postsecondary educational institutions and proprietary schools.

Because ABHES and MEAC are recognized accreditors by USDE, Eagle Gate College and Mercy in Action College of Midwifery would be eligible for continued registration as postsecondary educational institutions in Idaho.

Additionally, five proprietary schools accredited by USDE-recognized accreditors would be excused from Idaho's surety bond requirement pursuant to Section 33-2406, Idaho Code. These proprietary schools are American Institute of Clinical Massage, College of Massage Therapy, Dale Carnegie Training, Eagle Montessori Teaching Academy, and Rexburg College of Massage Therapy.

BOARD STAFF COMMENTS AND RECOMMENDATIONS

Staff recommends that the Board recognize the same accreditors that are recognized by the U.S. Department of Education for purposes of registration of postsecondary educational institutions and proprietary schools. In the event that USDE ceases publication of a list of nationally recognized accrediting organizations, the Board would continue to recognize accreditors on the list for a period of one year.

BOARD ACTION

I move to approve Board recognition of the same accreditors that are recognized by the U.S. Department of Education for purposes of registration of postsecondary educational institutions and proprietary schools. In the event that USDE ceases publication of a list of nationally recognized accrediting organizations, the Board will continue to recognize accreditors on the list for a period of one year.

Moved by _____ Seconded by _____ Carried Yes _____ No _____

SUBJECT

Dual Credit Report and Recommendations

REFERENCE

June 2009	The Board approved the first reading of Board Policy III.Y Advanced Opportunities.
October 2014	The Board approved the first reading of amendments to Board Policy III.Y. replacing Tech Prep with Technical competency credit.
February 2015	The Board approved the second reading of amendments to Board Policy III.Y.
June 2018	The Board approved the first reading of amendments to Board Policy III.Y. establishing system-wide policy for awarding credit for AP exams.
December 2023	The Board approved the first reading of Board Policy III.Y.
February 2024	The Board approved the second reading of Board Policy III.Y.

APPLICABLE STATUTE, RULE, OR POLICY

Section 33-4605, Idaho Code
Idaho State Board Governing Policy III.Y. Advanced Opportunities

BACKGROUND / DISCUSSION

Idaho's dual credit program, which enables high school students to complete college coursework while still in high school, has become a cornerstone of the state's educational strategy. Through the innovative Advanced Opportunities (AO) funding model, Idaho has positioned itself as a national leader in dual credit education. Currently, dual credit students comprise 27-48% of community college enrollment and 10-16% of four-year institutional enrollments in Idaho, with 45,091 secondary students participating statewide in the 2023-2024 school year. Of these students, 92% are enrolled at one of Idaho's eight public postsecondary institutions. A program of this size and impact deserves close examination and strategic support.

The Idaho State Board of Education staff initiated a comprehensive review of the state's dual credit program in Fall 2023. This review was prompted by the significant growth in dual credit participation since the implementation of Advanced Opportunities (AO) legislative funding in 2016, with current state investment in dual credit courses reaching $24.5M annually. The review assesses the dual credit program's effectiveness in supporting student learning and identifies opportunities for improvement, ensuring the program's long-term sustainability and relevance in Idaho's educational landscape.

The central question guiding the review was: How well does dual credit support student learning and success in Idaho? Additional questions that guided analysis are detailed below. The year-long review combined data from various sources, including recent state

and national reports, a synthesis of academic literature, and extensive stakeholder input through over 20 listening sessions. Staff engaged high school teachers and counselors, dual credit program leaders, postsecondary faculty, students, and parents in these listening sessions. Additionally, an independent internal audit of dual credit programs at Idaho's postsecondary institutions was conducted to assess the programs' fidelity to Board policy and sound financial practices.

The findings of this comprehensive review highlight key strengths of Idaho's unique, student-centered approach to funding dual credit via AO. In particular, recent efforts to increase access for rural students have positively impacted academic momentum and student confidence. Successful participation in dual credit is correlated with postsecondary enrollment and success. Additionally, there are clear areas for growth around enhancing program quality, expanding access, reducing duplicative efforts, and ensuring long-term sustainability.

IMPACT

The report includes several recommendations, which, if adopted by the Board, would provide clear direction for Board staff and the institutions over the next several years to ensure a fine-tuned and robust dual credit program in the state. There are three key recommendations detailed in the report:

- **Strategic Vision**: Set the State Board of Education's strategic vision for dual credit, establish clear metrics for success, and align the dual credit strategy with postsecondary and workforce goals.
- **Purpose**: Promote a "credit with a purpose" framework and create structured course sets and program pathways aligned with students' educational and career goals; support and expand graduate education for teachers in the associated areas.
- **Collaboration and Systemness:** Reduce redundancy and improve the student experience through establishing regional agreements, national accreditation, and system-level support.

ATTACHMENTS

Attachment 1 – Dual Credit Report and Recommendations
Attachment 2 – Slide Deck of Dual Credit Recommendations
Attachment 3 – Internal Audit Report - Dual Credit Administration FY25

STAFF COMMENTS AND RECOMMENDATIONS

This report and the recommendations are for informational purposes only at this time. Recommendations will be brought to the Board for approval at the June Board meeting.

Idaho's Dual Credit Program
2023-2024 Comprehensive Review

Executive Summary

Overview

Idaho's dual credit program, which enables high school students to complete college coursework while still in high school, has become a cornerstone of the state's educational strategy. Through the innovative Advanced Opportunities (AO) funding model, Idaho has positioned itself as a national leader in dual credit education. Currently, dual credit students comprise 27-48% of community college enrollment and 10-16% of four-year institutional enrollments in Idaho, with 45,091 secondary students participating statewide in the 2023-2024 school year. Of these students, 92% are enrolled at one of Idaho's eight public postsecondary institutions[1]. A program of this size and impact deserves close examination and strategic support.

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The central question guiding the review was: **How well does dual credit support student learning and success in Idaho?** Additional questions that guided analysis are detailed below. The year-long review combined data from various sources, including recent state and national reports, a synthesis of academic literature, and extensive stakeholder input through over 20 listening sessions. Staff engaged high school teachers and counselors, dual credit program leaders, postsecondary faculty, students, and parents in these listening sessions. Additionally, an independent internal audit of dual credit programs at Idaho's postsecondary institutions was conducted to assess the programs' fidelity to Board policy and sound financial practices.

Key Findings

The findings highlight key strengths of Idaho's unique, student-centered approach to funding dual credit via AO. In particular, recent efforts to increase access for rural students has positively impacted academic momentum and student confidence. Successful participation in dual credit is correlated with postsecondary enrollment and success[2]. Additionally, there are clear areas for

[1] Cathleen McHugh, 2025. Idaho State Board of Education, 2025.
[2] WICHE, 2021. "Evaluation of Idaho's Dual Credit Funding Through Advanced Opportunities," Idaho State Board of Education, 2021, "Idaho State Board of Education Research Report: Dual Credit."

growth around enhancing program quality, expanding access, reducing duplicative efforts, and ensuring long-term sustainability.

Recommendations

Dual credit in Idaho will be enhanced through improvements in three key areas, which are described in further detail at the end of this report:

- **Strategic Vision**: Set the State Board of Education's strategic vision for dual credit, establish clear metrics for success, and align the dual credit strategy with postsecondary and workforce goals.
- **Purpose**: Promote a "credit with a purpose" framework and create structured course sets and program pathways aligned with students' educational and career goals; support and expand graduate education for teachers in the associated areas.
- **Collaboration and Systemness:** Reduce redundancy and improve the student experience through establishing regional agreements, national accreditation, and system-level support.

I. Introduction and Background

Dual Credit Program Context

The landscape of early college access in Idaho transformed dramatically with the 2016 introduction of Advanced Opportunities (AO) funding, building upon the foundation laid by the state's 1995 dual credit initiative[3]. Through AO, students can access funds for accelerated high school coursework, specialized assessments, and both academic and career-technical college courses. The program's impact is evident in the numbers: by 2023, Idaho invested $24.5M specifically in dual credit opportunities, which comprise 87% of all AO funding utilization. This substantial commitment has yielded results, with more than half of Idaho's high school graduates now completing college coursework before receiving their diplomas.

Dual Credit Review Methodology

The main question framing this review is centered on **how well dual credit supports student learning and success in Idaho**. However, this report is organized by several related questions, in addition to the primary question, as follows:

- What is dual credit in Idaho? What are all of the pieces, aspects, and stakeholders?
- How well does dual credit support student learning and success in Idaho?

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[3] In 1995, the Idaho Legislature enacted Idaho Code 33-203 entitled "Dual Enrollment." The original 1995 language provided that "[t]he parent or guardian of a child of school age who is enrolled in a non-public school shall be allowed to enroll the student in a public school for dual enrollment purposes." The statute further provided that "[t]he board of trustees of the school district shall adopt procedures governing enrollment pursuant to this section." The "public school" in Idaho Code 33-203 referred to the traditional school district, as it clearly mandated the board of trustees of each school district to adopt procedures for dual enrollment. Furthermore, public charter schools did not exist in 1995; the legislation allowing for the creation of charter schools was first enacted by the Idaho legislature in 1998. From Idaho Department of Education, 2022. "Dual Enrollment Q&A."

- Where does dual credit in Idaho need more or different support?
- What are the goals of dual credit in Idaho? How well is the dual credit program meeting those goals? Do any of the goals need revision?

The comprehensive review process employed a multi-faceted approach to gather and analyze data:

1. Stakeholder Engagement: In 2023-2024, staff of the Idaho State Board of Education ("Board") held over twenty listening sessions with high school teachers and counselors, postsecondary faculty liaisons, general education faculty committees, dual credit program directors, students, and parents.
2. Professional Development and Research: Board staff attended and participated in monthly meetings of dual credit program leaders, attended the national dual credit conference (NACEP), and reviewed other state dual credit programs and policies.
3. Dual Credit Internal Audit: In 2024, the Board's independent Statewide Audit team analyzed the dual credit program at each institution. Their synthesis and recommendations inform the recommendations in this report.
4. Document Analysis: Board staff reviewed and synthesized several evaluations of and reports on dual credit in Idaho as well as selected current national dual credit studies. Key reports reviewed include evaluations by WICHE (Western Interstate Commission for Higher Education), Saffron Ventures Consulting, the Office of the State Board of Education, and the Presidents' Leadership Council Dual Credit Working Group.

II. Program Impact Findings

What is dual credit in Idaho? What are all of the pieces, aspects, and stakeholders?

Dual credit courses provide an opportunity for students to complete college courses prior to graduating from high school. With AO funding, high school students complete these college courses with no direct tuition costs to themselves or their families. In 2019, the tuition rate was set at $75/credit for dual credit courses taken through a qualified high school teacher; some postsecondary institutions also apply that rate for on-campus classes.

Nationally, dual credit programs are popular because of their perceived benefits in at least three areas: easing the transition to college, increasing postsecondary retention rates, and motivating students with challenging coursework while in high school.[4]

There are multiple models of dual credit delivery in Idaho, which has enabled its expansion into rural areas. Eligible high school students may enroll in on-campus or online classes offered either directly through the postsecondary institutions or hosted via Idaho Digital Learning Academy

[4] J. Mark Browning. 2022. "The Impact of Dual Credit on Idaho Students Through the Advanced Opportunities Act of 2016: A Qualitative Case Study." Dissertation. Idaho State University.

(IDLA). However, the most common model of dual credit here, as in other states, engages eligible high school teachers in delivering college courses in the high school setting. Teachers are recommended for hiring, mentored, and supervised by the dual credit program and disciplinary faculty at the participating postsecondary institution. In this model, high school students receive credit for their high school course and the college course at the same time.

Because dual credit brings a postsecondary function into the secondary setting, it engages many stakeholders: students and parents; high school teachers, counselors, and administrators; postsecondary dual credit program leaders, faculty, and administrators; the Idaho Department of Education, which coordinates the AO funding program; and the Idaho State Board of Education, which reviews and approves academic and career technical education programs at the postsecondary institutions. Funding decisions impact secondary school districts and postsecondary institutions alike. School districts are required to offer at least one advanced opportunity, and most make multiple dual credit courses available to their students.

In general, students appreciate the opportunity to engage with challenging college courses and high school teachers appreciate the opportunity to teach these courses. Some high school teachers and counselors noted that students can face undue pressure to complete as many courses as possible and maximize their use of AO funds without understanding the postsecondary implications of credit accumulation. High school counselors appreciate dual credit programs and also sometimes feel underprepared to provide college advising, especially with the number of postsecondary institutions that are involved. While Idaho postsecondary institutions do provide advising, students are often completing courses through multiple institutions, which can bring challenges for individual students.[5]

How well does dual credit support student learning and success in Idaho?

Learning is a complex process that unfolds over time, in relationship with other people. Dual credit, which offers accelerated opportunities for students, engages them in challenging, rigorous material, often in highly engaged settings. Students report appreciating the challenge of faster-paced classes while still learning with their high school peers. They note that the classroom environment of a college course in high school attracts students who are focused and engaged. Teachers enjoy teaching college-level courses and express appreciation for the support and mentorship they receive from their postsecondary colleagues[6]. There are a number of additional ways in which the dual credit program supports student learning:

Increases College Readiness: Dual credit programs provide students with early exposure to college-level coursework and expectations. By engaging in rigorous college-level coursework, students can develop enhanced academic skills, study habits, and time management abilities. These experiences can better prepare students for the demands of postsecondary education,

[5] Listening Sessions, 2024. One particular challenge relates to costs associated with acquiring official transcripts from multiple institutions when a student is matriculating into the institution of their choice.
[6] Listening Sessions, 2024.

facilitating a smoother transition to college.[7] High school teachers described their sense of responsibility as they worked to introduce students to increased expectations and independent responsibility, and most research indicates that students who participate in dual credit are more likely to go to college than those who do not.[8]

Creating Academic Momentum: Dual credit participation can foster a sense of academic momentum, leading to increased motivation, aspirations, and a stronger commitment to pursuing postsecondary education. The successful completion of college-level courses while in high school can boost student confidence and self-efficacy, encouraging them to continue their educational journey. At some of Idaho's community colleges, where high school students participate in on-campus courses, faculty report that they appreciate these students' engagement and their willingness to stretch themselves academically.[9] In Idaho, research indicates that students who earn more dual credits in high school are more likely to continue to college and earn college degrees in fewer years than students who complete no or few dual credit courses.[10]

Increasing Affordability: Dual credit programs offer Idaho students the opportunity to earn college credits with no tuition costs.[11] High school counselors from rural areas described the positive impact dual credit courses have on their schools as it elevates academics and motivates students to take their coursework seriously, and many noted the financial incentives of future savings that encourage students to participate. This can lessen the total financial burden of college, making postsecondary education more accessible, particularly for students from low-income backgrounds. Ideally, these cost savings can also free up financial resources for students to pursue other educational opportunities or enter the workforce sooner. The "informal cost analysis" in a recent study indicates that Idaho's investment in dual credit is nearly doubled by the savings families receive.[12]

Where does dual credit in Idaho need more or different support?

Idaho's student-first approach to funding via AO has provided many opportunities for students and has significantly eased financial concerns. At the same time, the increased pressure for more dual credit across the state has led to additional pain points, particularly as experienced secondary teachers have retired or left the state. The dual credit program faces several challenges:

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[7] WICHE, 2021. "Evaluation of Idaho's Dual Credit Funding Through Advanced Opportunities."
[8] Multiple reports cite correlational, but not causal, relationships between dual credit participation and later success in college: Hechinger, 2024. "Dual Enrollment has Exploded. But It's Hard to Tell if It's Helping More Kids Get a College Degree," Listening Sessions, 2024. WICHE, 2021. "Evaluation of Idaho's Dual Credit Funding Through Advanced Opportunities." Idaho State Board of Education, 2021. "Idaho State Board of Education Research Report: Dual Credit."
[9] Listening Sessions, 2024.
[10] Idaho State Board of Education, 2021."Idaho State Board of Education Research Report: Dual Credit."
[11] Max Eden, 2020. "Advanced Opportunities: How Idaho is Reshaping High Schools by Empowering Parents,"
[12] Tracey King Schaller et al., 2023. "A Systematic Review and Meta-Analysis of Dual Enrollment Research," WICHE, 2021. "Evaluation of Idaho's Dual Credit Funding Through Advanced Opportunities."

Limited Program Oversight and Consistency: Dual credit in Idaho has flourished in an environment with significant institutional leadership, professional goodwill, and hard work at the practitioner level. Idaho State Board of Education Policy III.Y, Advanced Opportunities, requires public postsecondary institutions to meet rigorous criteria for dual credit program quality, and many of the institutions' programs are accredited by the National Alliance of Concurrent Enrollment Partnerships (NACEP), although such accreditation is not currently required by Board policy. In addition, several private postsecondary institutions also offer dual credit as part of the AO program, and some of these are not NACEP accredited and are not required to follow Board policy or submit data to the state for oversight purposes. Significantly, there are not currently any Board staff members solely dedicated to a $24.5M program that spans independent secondary school districts and postsecondary institutions, meaning there is limited capacity to ensure institutions are meeting the requirements of Board policy.

During the year of this comprehensive review, the Board's Statewide Audit team also conducted an independent audit of dual credit programs at the eight public postsecondary institutions. Their findings largely fall under challenges related to program oversight and consistency and they are discussed in more detail in the recommendations section below. Their findings echo many of those found in the 2021 Presidents' Leadership Council Dual Credit Working Group's report, in the Listening Sessions, and in the broader themes in the national conversation and reports about dual credit.[13]

Varying Quality Standards for Teacher Qualifications: The lack of consistent standards for teachers to qualify to teach dual credit qualifications, as well as inconsistent oversight processes across Idaho raises concerns about the quality and rigor of dual credit instruction.[14] Inconsistencies in instructor credentials, curriculum alignment, and assessment practices can create disparities in student learning experiences and , while rare, could cause students to repeat coursework when they are in college. On the postsecondary side, institutional dual credit leaders have felt as though they should always be expanding dual credit offerings; the decline of qualified secondary teachers has attenuated the pressure to approve teachers who would not have been approved in the past.[15] While Idaho has significantly expanded funding for dual credit, the state has not expanded funding for teacher graduate education, which is generally necessary for college-level instruction.[16]

Misalignment with Degree Requirements and Excess Credit Accumulation: In general, dual credit offerings at the public postsecondary institutions are largely in general education, which are highly transferable courses that count toward a degree[17]. However, there can be some

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[13] See Appendix 2.

[14] Listening Sessions, 2024, Presidents' Leadership Council Dual Credit Working Group Findings 2019.

[15] Across the US, 51% of teachers have a master's degree or higher, while only 42% of Idaho teachers have a master's degree. See https://nces.ed.gov/fastfacts/display.asp?id=58 and https://nces.ed.gov/surveys/ntps/tables/ntps1718_fltable04_t1s.asp

[16] Idaho State Board of Education Dual Credit Audit Synthesis, 2024. NACEP, 2024. "Equity Starts With Quality: The Essential Role of State Policy in Shaping the Future of Dual Enrollment."

[17] Idaho State Board of Education, 2021. "Idaho State Board of Education Research Report: Dual Credit."

misalignment between dual credit courses completed and actual college degree requirements as students sometimes complete the dual credit courses that are offered at their high school without understanding a college degree plan[18]. Students may accumulate credits that do not apply to their chosen field of study, leading to elective credits that do not always contribute meaningfully to their educational goals. Accumulating excess credit can, in turn, cause students' financial aid to be jeopardized years later. It is important to note that the issue of excess credit accumulation is not isolated to dual credit students, as fully matriculated college students also frequently accumulate excess credits when they change majors. However, the issue is exacerbated with dual credit because most high school students have not yet declared a major, increasing the likelihood that some dual credits won't count toward their chosen degree requirements when they go on to college after high school.

Uneven Access: While dual credit programs have expanded in Idaho, concerns persist regarding access for all student populations. Students from underrepresented groups, including rural, first generation, and those from low-income backgrounds, may face barriers to participation, such as limited course availability and a lack of awareness or guidance. This unequal access can perpetuate existing educational disparities and hinder the potential of these programs to promote college success for all students. Additionally, rural teachers have less access to in-person graduate education programs.[19] Rural schools often have fewer classes and might not have enough students for a whole class; however, this is where IDLA is especially helpful in providing some options for such contexts.

Potential for Reduced High School Engagement: In some cases, the focus on dual credit coursework and the familial pressure to maximize AO funding may detract from students' engagement in other valuable aspects of high school education, particularly when students are attempting a high number of dual credit classes in pursuit of an associate's degree. Students may prioritize dual credit courses over extracurricular activities, elective subjects, or opportunities for broader personal and social development. This narrowing of the high school experience could potentially limit students' overall educational growth and well-roundedness.

What are the goals of dual credit in Idaho? How well is the dual credit program meeting those goals? Do any of the goals need revision?

The increased funding of dual credit came as Idaho and the nation focused increasing attention on postsecondary acceleration and credential attainment. In 2017, the Governor's Higher Education Task Force recommended "Improved Certificate and Degree Completion;" just a few years later, the Board's Complete College Idaho (CCI) plan further refined this goal through the adoption of a number of strategies designed to improve postsecondary credential completion. The first CCI strategy includes supporting "accelerated high school to postsecondary and career pathways," which includes dual credit. This political, cultural, and financial support has enabled

[18] Listening Sessions, 2024.
[19] Tracey King Schaller et al., 2023. "A Systematic Review and Meta-Analysis of Dual Enrollment Research,"

dual credit to expand rapidly; institutions have responded quickly through expanding their dual credit offices and investing in teacher mentoring. Increasing use of the IDLA platform has increased access for students in rural areas. At the same time, the growth has meant that many people in the system – students, parents, superintendents, dual credit leaders, advisors – receive either an implicit or explicit message that more is better. Institutions struggle to maintain high-quality mentoring and teacher qualification expectations in an environment that promotes unending expansion.

More is not always better. Establishing some clear and reasonable goals, updated for Idaho's current context, will enable the dual credit program to thrive and grow in purpose and quality to improve student learning and success after high school. Strategically improving access will have a broader impact on more students than will increasing the overall number of dual credits accumulated by Idaho students.

III. Recommendations

Based on this review, which includes a synthesis of earlier recommendations, reports, and the input from the independent audit, the following recommendations are presented in alignment with three key themes: **strategic vision**, **student-centered purpose,** and **collaboration/systemness**. These themes will provide the foundation for strengthening Idaho's dual credit program to maximize its impact on students, educators, and postsecondary institutions across the state.

Recommendation One: Adopt a Strategic Dual Credit Vision.
It is recommended that the Board **adopt a strategic vision** that will serve as the guiding framework for the implementation and further development of the recommendations outlined in this report. This vision should be ambitious yet actionable, reflecting the state's leadership in dual credit programs and its commitment to continuous improvement.

> **Proposed Strategic Vision:**
> *Idaho's dual credit program enhances student self-advocacy, learning, and success by promoting purposeful, high-quality college courses and course sequences that provide students with a route into a broad array of postsecondary destinations in Idaho, whether academic or career-technical.*

This vision acknowledges the significant growth and widespread adoption of dual credit in Idaho, which has been driven by robust legislative funding, notably the AO program, and a supportive policy framework from the state's legislative body and the Board. It reinforces Idaho's position as a national leader in dual credit programs and presents a cohesive direction to shift the focus from rapid expansion to ensuring high-quality, relevant course sequences that meet varying student needs and aspirations. By focusing on quality over quantity, the vision aims to empower students

to pursue both academic and career-technical pathways, aligning dual credit opportunities with college and career planning that spans secondary and postsecondary education.

Recommendation Two: Establish Clear Metrics for Success.
Staff should be directed to collaborate with institutions and stakeholders **to establish clear, measurable metrics of success** that are closely aligned with students' academic and career goals, as well as with the strategic vision outlined above. One common theme from stakeholder feedback was that institutions often face pressure to expand dual credit offerings rapidly, yet there are few clear statewide benchmarks for quality or impact. While many institutions have developed their own localized metrics, a unified set of standards is necessary to ensure alignment across the state.

These metrics should go beyond simply measuring the quantity of dual credits earned. Instead, they should emphasize the quality, relevance, and accessibility of dual credit opportunities. Key indicators should include the degree to which courses align with students' educational and career goals, the availability of courses statewide, the quality of instruction, and student engagement in meaningful, rigorous coursework. Additionally, metrics should focus on increasing access to dual credit for all students, ensuring increased access and improved outcomes. Developing these metrics will help Idaho's educational system focus its resources on initiatives that are truly aligned with students' needs and will provide stakeholders with the tools needed to assess progress toward shared goals.

Recommendation Three: Develop and Implement a "Credit With a Purpose" Framework.
Staff should be directed to work with institutions, secondary partners, and stakeholders to **develop a "Credit with a Purpose" framework** that includes structured course sequences aligned with students' educational and career goals. By providing clearly defined pathways, this framework will help guide students in making informed decisions about their dual credit courses, set expectations for success, and serve as a guide for advising and instructional support.

The "Credit with a Purpose" framework will include multiple pathways that reflect different levels of dual credit attainment based on students' goals. For example, a student may choose to take one dual credit course to build confidence or a foundational understanding of college-level work. Others may pursue GEM Core 1, which offers a set of five core general education courses applicable to a variety of degree programs (AAS, AA/AS, BA/BS, and BAS). Some students may opt to complete the full GEM general education core (GEM Core 2) or combine it with career and technical education (CTE) certifications to create more targeted, career-ready outcomes.

By focusing dual credit offerings on intentional, goal-oriented pathways, institutions will be better equipped to support students' long-term academic and professional aspirations. This approach will also allow institutions to invest more strategically in professional development for educators and enhance advising practices that guide students along their chosen pathways. Importantly, this model will not diminish the option for students to pursue an associate degree

(AA or AS); rather, it ensures that students are not pressured into unnecessary credit accumulation, allowing for more efficient progression toward their postsecondary goals.

Recommendation Four: Enhance Dual Credit Collaboration and Systemness While Reducing Unnecessary Duplication.
Staff should be directed to work with institutions and stakeholders to **enhance collaboration and systemness** across dual credit programs by reducing redundancies, standardizing processes, and improving the overall student experience. These improvements, many of which were highlighted in the independent audit report, are critical to ensuring that dual credit programs function efficiently and effectively across the state. Here are specific actions to achieve this recommendation:

- **Advocate for Strategic Financial Support:** Dual credit is a far-reaching program that spans secondary and postsecondary systems. However, it is challenged by fragmented systems and processes. The Board should advocate for funding that promotes systemness, in particular: a statewide dual credit registration system and a statewide transcript platform.
- **Establish Broad Collaborative Regional Partnerships**: The Board should require institutions and high schools to form regional collaborative partnerships with clear roles, expectations, and opt-out provisions, ensuring equitable access to dual credit opportunities for all students across Idaho. Partnership agreements between high schools and postsecondary institutions should be standardized to ensure consistency in course offerings, teacher compensation, and other key program elements.
- **Require NACEP Accreditation**: The Board should require all institutions offering dual credit in Idaho to receive accreditation through the National Alliance of Concurrent Enrollment Partnerships (NACEP). This accreditation will ensure that institutions meet high standards for quality, rigor, and consistency in dual credit offerings.
- **Monitor and Coordinate**: Board staff should develop systems for tracking dual credit offerings, teacher qualifications, and course availability statewide. This will allow for better coordination and help ensure comprehensive access to dual credit opportunities across all regions of Idaho.
- **Require Financial Transparency**: The Board should require each institution to establish and maintain a sustainable, self-supporting financial model, if not already in place, where all dual credit funding is reinvested to support program needs, such as professional development and graduate education for high school teachers, provision of textbooks, and consistent compensation for faculty liaisons. This will promote program stability and improve the overall quality of dual credit offerings. To ensure that dual credit revenue is only used to support dual credit programs, the Board should require all institutions to submit periodic dual credit financial and performance reports. The Board should require school districts receiving dual credit funding to submit reports demonstrating how all funds were used to support dual credit course offerings.
- **Support the Development of Collaborative Graduate Certificates for In High-Demand Content Areas**: The Board should encourage postsecondary institutions to collaborate on

creating accelerated online or high-flex graduate certificate programs in high-demand content areas for dual credit teachers, ensuring they are well-equipped to deliver high-quality instruction that meets the needs of both high school students and postsecondary institutions. The Board may desire to advocate for additional funding from the Legislature to support this effort.

- **Require Data Reporting and Compliance**: The Board should require all institutions that provide dual credit to Idaho students to fully participate in data reporting, accreditation processes, and compliance with new program guidelines. This will ensure consistency in program quality and provide the data necessary to assess and improve dual credit offerings.

Recommendation Five: Revise Policy to Align With Vision, Metrics, and Goals.
Following adaptation of these recommendations, Board staff should be directed to revise Board Policy III.Y Advanced Opportunities, and support revisions to Idaho statute to align with and promote these recommendations. Board staff should also review and revise internal job descriptions to ensure that the necessary support structures are in place for the successful implementation of these recommendations.

Appendix 1: Applicable Legislation, Rule, and Policy

Idaho Statute 33.46 Advanced Opportunities

Students in Idaho public schools receive $4,625 for educational opportunities in grades 7-12, covering:

- Overload courses ($225 max per course)
- Dual credits ($75 max per credit hour)
- College-level exams (AP, IB, CLEP)
- Career technical training
- College entrance exams

Key aspects of the legislation:

- Early graduates qualify for scholarships based on years skipped
- Parents can enroll children in courses independently
- Schools must provide guidance, establish timelines, and help with enrollment
- Failed courses must be retaken at student's expense before more funding
- State must reimburse schools within 125 days
- Program requires both parent and student agreement

Idaho Rule 08.02.03 – 106.01: Advanced Opportunities Requirement.

All high schools in Idaho shall be required to provide Advanced Opportunities, or provide opportunities for students to take courses at the postsecondary campus. (3-15-22)

Board Policy III.Y Advanced Opportunities.

This policy supports a seamless public education system by providing standards for four main programs: Advanced Placement (AP), dual credit, microcredentials (replacing technical competency credits), and International Baccalaureate (IB).

The policy's key goals include:

- Enhancing regional educational opportunities
- Supporting economic development
- Facilitating collaboration between education levels
- Reducing educational costs for students
- Creating smooth transitions between secondary and postsecondary education for Idaho students.

For dual credit courses, standards cover curriculum, faculty qualifications, student eligibility, and program evaluation. Courses must match college-level standards, and instructors must meet postsecondary teaching requirements or receive additional training.

Appendix 2: Annotated Reports

Idaho Dual Credit Program Evaluations

Bransberger, Peace, Jason Taylor, Patrick Lane, and Colleen Falkenstern. (2021). "Evaluation of Idaho's Dual Credit Funding Through Advanced Opportunities," Western Interstate Commission for Higher Education (WICHE).

This document is an independent evaluation report on the effectiveness of Idaho's dual credit program, funded through the Advanced Opportunities (AO) program. The report examines the impact of the program by analyzing data from the Idaho State Longitudinal Data System (SLDS) and the Idaho State Department of Education (SDE) AOs database. The report aims to determine the appropriateness of using AO funds for dual credit students. The evaluation focuses on three key areas: the fiscal impact of the program, the number of credits earned by students, and postsecondary outcomes of dual credit students. The report's key findings suggest that dual credit participation has increased substantially since the implementation of the AO program in 2016, which has resulted in increased state spending. The report also finds that dual credit students are more likely to go on to college and earn higher GPAs than their peers who did not participate in dual credit. Finally, the report concludes that the program is an appropriate use of state funds, but it recommends that Idaho continue to conduct ongoing research and evaluations to further assess the program's impacts and identify opportunities for improvement.

Eden, Max. (May 2020). "Advanced Opportunities: How Idaho is Reshaping High Schools by Empowering Students," Manhattan Institute.

This business process analysis examines the processes for creating and delivering dual credit offerings, raising student awareness about dual credit, and registering students in dual credit courses. The report highlights the diversity of dual credit delivery models in Idaho and provides recommendations for enhancement, including aligning program features with best practices, investing in course registration systems, and facilitating credit transfer.

Saffron Ventures Consulting. (2021). "Business Process Analysis of Idaho's Dual Credit System."

This document is a business process analysis of Idaho's dual credit system, which allows high school students to earn college credit while still in high school. The report, conducted by Saffron Ventures Consulting in 2021, aims to identify the strengths and weaknesses of the system and make recommendations for improvement. It examines the processes involved in creating and delivering dual credit courses, raising student awareness about dual credit opportunities, registering students in dual credit courses, and managing AOes funding, a state program that helps pay for dual credit courses. The report highlights the significant growth of dual credit in Idaho and the challenges of managing this growth, emphasizing the need for collaboration between high schools and colleges to ensure the success of the system.

Idaho State Department of Education. (2023, 2024). "Advanced Opportunities Program Totals 2023" and "Advanced Opportunities Program Totals 2024."

This annual report includes financial information related to AO funding. AO funds a variety of advanced opportunities, including accelerated high school coursework, advanced proficiency tests, and career-technical certifications. The majority of the funding goes to dual credit ($24,594,497.80 out of 28,934,703.32). The report includes breakdowns per institution, advanced opportunity type (AP, IB, workforce training, accelerated courses, dual credit) as well as high school participation rates and funding. Also includes participation by student demographic types.

Office of the State Board of Education. (2021). "Dual Credit Report Final 2020."

This research report examines the implementation and impact of the AO program, specifically focusing on its dual credit component. The report analyzes data from FY2020 and compares it to previous years to understand how the program's changes have affected student access, participation, and outcomes. The report explores demographic disparities in participation, course selection, and academic performance. It then delves into the relationship between dual credit participation and postsecondary enrollment rates, degree attainment, and time to completion. Ultimately, the report aims to provide a comprehensive understanding of the effectiveness and equity of the AO program in Idaho, highlighting areas for improvement and future research.

Office of the State Board of Education. (2024). "Dual Credit in Idaho's Public Postsecondary Institutions."

This dashboard provides the most recent data on Idaho's public postsecondary institutions and the dual credits that they provide. It does not include other private entities that offer dual credit.

Presidents' Leadership Council. (2021). "Dual Enrollment Working Group Recommendations."

This report outlines recommendations from the Presidents' Leadership Council Dual Enrollment Working Group in Idaho. The working group recommends creating regional dual enrollment approaches, moving to a centralized flat-rate pay system for dual enrollment teachers, funding 18 credits of graduate coursework for teachers, conducting an annual review of the statewide articulation agreement, and establishing a centralized transcript service.

Selected National Dual Credit Reports

Barshay, Jill. (October 28, 2024). "Dual Enrollment has Exploded. But it's Hard to Tell if It's Helping More Kids Get a College Degree." Hechinger Report.

This article synthesizes recent research on the rapid rise of dual credit programs where researchers are trying to understand "who is taking advantage of these early college classes, whether they're expanding the pool of college-educated Americans, and if these extra credits help students earn college degrees faster and save money. The research is mixed as it is still challenging to extricate causality.

Fink, John and Davis Jenkins. (Oct 2023). "Rethinking Dual Enrollment as an Equitable On-Ramp to a Career-Path College Degree Program After High School," CCRC.

Conventional dual enrollment programs are too often "programs of privilege" and result in "random acts of dual enrollment." The DEEP framework, or dual enrollment equity pathways, represents a promising strategy for transforming the high-school-to-college transition into a more effective pathway to postsecondary success and career-path employment for all students. The report advocates for a DEEP mindset that prioritizes proactive outreach, high-quality teaching, and a strategic alignment of dual enrollment offerings with students' interests and postsecondary goals.

Schaller, Tracey King , P. Wesley Routon, Mark Allen Partridge, and Reanna Berry (2023). "A Systematic Review and Meta-Analysis of Dual Enrollment Research." Journal of College Student Retention: Research, Theory, and Practice, p 1-27.

This quantitative literature review seeks to determine how dual enrollment programs affect student outcomes, such as higher education enrollment, persistence, performance, and degree attainment. The analysis included 162 study effect sizes. The study found that dual enrollment programs were positively associated with GPA, college credits earned, college enrollment, early college persistence, degree attainment, and full-time attendance. The study also found that dual enrollment was negatively associated with time to graduation and total semesters enrolled in college, which indicates that students who participate in dual enrollment may be more likely to graduate on time. The authors discuss the need for future research into how dual enrollment programs affect different demographic groups.

Velasco, Tatiana, John Fink, Mariel Bedoya-Guevara, and Davis Jenkins. (Oct 2024). "The Postsecondary Outcomes of High School Dual Enrollment Students: A National and State-by-State Analysis." CCRC.

This report examines national and state-level data on the postsecondary enrollment and completion outcomes of high school students who began taking dual enrollment college courses in fall 2015, tracking them up to four years after high school. It finds that dual enrollment is widespread and growing, and that dual enrollment students generally have strong postsecondary outcomes, but low-income, Black, and Hispanic students are underrepresented in dual enrollment and have lower average award completion rates than dual enrollment students overall, despite still outperforming non-dual enrollees. The report argues that institutions and

states should work to broaden access to and success in dual enrollment, particularly for underrepresented groups, in order to strengthen high-school-to-college-and-career transitions and increase equity.

March, Daniel, John Fink, and Tatiana Velasco. (October 2024). "State Findings: Dual Enrollment Student Outcomes," CCRC.

This dashboard, which is a part of the Velasco et al. "Postsecondary Outcomes" report, is the most recent and comprehensive dashboard for understanding the impact of Idaho's dual credit program.

"Equity Starts With Quality: The Essential Role of State Policy in Shaping the Future of Dual Enrollment" Prerelease, NACEP, 2024.

This report by the National Alliance of Concurrent Enrollment Partnerships (NACEP) describes the state of dual enrollment program quality across the United States. It highlights a significant shift in dual enrollment programs, moving from small, local activities to large, statewide initiatives. The report emphasizes the importance of state-level policy in ensuring program quality and equity to maximize the value of these programs for high school students. The report further examines the current state of dual enrollment policy across all 50 states, detailing how each state addresses key aspects like quality assurance mechanisms, faculty credentialing standards, and alignment with NACEP accreditation. This analysis serves as the foundation for a forthcoming national paper, which will propose a policy framework to help states establish, define, empower, and monitor dual enrollment program quality. The report concludes with a call to action, urging states to prioritize quality in their dual enrollment programs to ensure that students have equitable access to rigorous and authentic collegiate experiences.

Dual Credit in Idaho

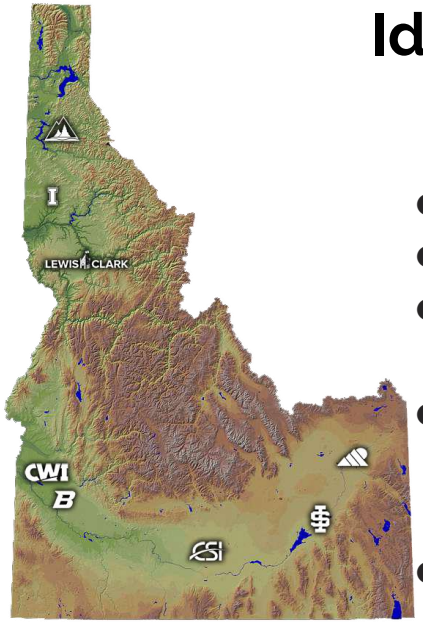
Findings and Recommendations

April 17 2025

What is dual credit?

Idaho's dual credit program offers high school students the opportunity to earn college course credit, through approved postsecondary partnerships, while still in high school. This pathway not only enhances their academic experience but also can prepare them for higher education and future careers.

The broad impact of dual credit in Idaho obligates the Board to review the strengths of and growth opportunities for dual credit.



Idaho dual credit landscape

- 25-year program (available since 1998)
- $24.5M annual state investment
- 87% of Advanced Opportunities funding is used for dual credit
- Over 50% of high school graduates complete at least one dual credit course, making Idaho a national leader
- All eight public postsecondary institutions participate, as do private institutions.

2023-2024 Dual credit review guiding questions

- What is dual credit in Idaho? What are all of the pieces, aspects, and stakeholders?
- How does the dual credit program support student learning?
- Where does the program need more or different support?
- What are the goals of dual credit in Idaho? How well is the dual credit program meeting those goals? Do any of these goals need revision?

How dual credit supports student learning

- Increases college readiness
- Creates academic momentum
- Increases exposure to the college environment
- Increases cost savings and affordability

Dual credit current challenges

- Uneven access
- Varying standards and quality for teacher qualifications
- Misalignment with degree requirements and excess credit accumulation
- Potential for reduced high school engagement

Why now?

"This work should no longer be about proving that dual enrollment deserves a place within the national education ecosystem, it should now be about determining the right placement. And to determine that, it is essential that the field of policymakers interested in supporting these experiences for students and the practitioners who provide them answer a key question: what is our ultimate goal in expanding these opportunities, and how do we get there?"

National Alliance of Concurrent Enrollment Partnerships (NACEP) 2025.

Dual credit recommendations

- Strategic vision
- Student-centered purpose
- Collaboration/systemness

1. Adopt a strategic dual credit vision.

Strategic Vision:

Idaho's dual credit program enhances student self-advocacy, learning, and success by promoting purposeful, high-quality college courses and course sequences that provide students with a route into a broad array of postsecondary destinations in Idaho, whether academic or career-technical.

2. Establish clear metrics for success.

Staff should be directed to collaborate with institutions and stakeholders **to establish clear, measurable metrics of success** that are closely aligned with students' academic and career goals, as well as with the strategic vision outlined above.

These metrics should emphasize the quality, relevance, and accessibility of dual credit opportunities . . . Additionally, metrics should focus on increasing access to dual credit for all students, ensuring increased access and improved outcomes.

3. Develop and implement a “credit with a purpose” framework.

Staff should be directed to work with institutions, secondary partners, and stakeholders to **develop a “Credit with a Purpose” framework** that includes structured course sequences aligned with students’ educational and career goals.

4. Enhance dual credit collaboration and systemness.

Staff should be directed to enhance collaboration and systemness across dual credit programs by reducing redundancies, standardizing processes, and improving the overall student experience.

- Advocate for strategic financial support
- Establish broad collaborative regional partnerships
- Require NACEP accreditation
- Monitor and coordinate dual credit
- Require financial transparency
- Support the development of collaborative graduate certificates in high-demand content areas
- Require data reporting and compliance

5. Revise policy to align with vision, metrics, and goals.

Board staff should be directed to revise Board Policy III.Y Advanced Opportunities and support revisions to Idaho statute to align with and promote these recommendations.

Idaho State Board of Education
Internal Audit and Advisory Services

Dual Credit Administration
March 2025

Contacts:
Mark Eisenman, CPA, CFE, CIA

Auditors Assigned:
Andy Fish

REVISED

Idaho State Board of Education
Internal Audit and Advisory Services

March 25, 2025

Mr. Joshua Whitworth
Executive Director

Mr. Whitworth,

Internal Audit and Advisory Services (IAAS) has completed an audit of statewide dual credit administration. This audit was included in our FY24 and FY25 audit plans and was requested by the Office of the State Board of Education (OSBE) Academic Affairs. Our work included separate audits of dual credit administration activities at Boise State University, Idaho State University, Lewis-Clark State College, the University of Idaho, the College of Eastern Idaho, the College of Western Idaho, the College of Southern Idaho, and North Idaho College (collectively referred to in this report as the "institutions"). It also included a review of dual credit administrative activities in OSBE. The community colleges do not fall under our internal audit charter but voluntarily agreed to participate in the audit. The objective of these audits was to assess the design and implementation of controls over dual credit administration at each institution and determine if controls provide reasonable assurance that control objectives are met. In addition, we were asked to identify potential improvements that could be made to dual credit administration statewide.

The eight institutions have established processes and procedures for dual credit administration and have based those processes and procedures on requirements found in Board Policy III.Y. Six of the eight institutions are accredited by the National Alliance of Concurrent Enrollment Partnerships (NACEP) and have used those standards to guide institutional processes and procedures.

At each institution we have identified opportunities to improve the operational effectiveness of controls. While important, these items do not represent significant control breakdowns. Results of our individual institution audits have been communicated in separate audit reports to each institution and to OSBE Academic Affairs. As such, we have not summarized them here.

In this report we have provided general information about dual credit administration activities at each institution. We have also identified potential opportunities to improve controls at the system level. We appreciate the time and assistance the OSBE Academic Affairs staff and institutional employees provided during this audit. We have collected management responses from OSBE Academic Affairs but will not perform an audit follow-up unless requested to do so.

Respectfully,

Mark Eisenman MME 2025.03.25 13:36:59 -06'00'
Chief Audit Executive, Internal Audit and Advisory Services

cc: Dr. TJ Bliss, Chief Academic Officer
Dr. Heidi Estrem, Associate Academic Officer
Dana Kelly, Student Affairs Program Manager

Contents

I. Background .....Page 1

II. Objective and Scope .....Page 5

III. Detailed Audit Observations .....Page 7

Background

Dual credit courses, which are also known as concurrent enrollment, allow high school students to earn academic credits that simultaneously count as a high school class and as a postsecondary course. These courses are typically taught by high school instructors who have been approved by a sponsoring postsecondary institution and are primarily delivered at the high school campus, although students may also choose to enroll in college courses directly through the postsecondary institution. Upon completion, credits are officially transcribed by both the high school and the participating postsecondary institution.

Board Policy III.Y. provides direction and requirements related to dual credit offerings. The National Alliance of Concurrent Enrollment Partnerships (NACEP) is the sole national accrediting body for concurrent enrollment partnerships. This body provides guidance on concurrent enrollment/dual credit programs.

Boise State University, Idaho State University, Lewis-Clark State College, the University of Idaho, the College of Eastern Idaho, the College of Southern Idaho, the College of Western Idaho, and North Idaho College administer dual credit programs and offer dual credit courses throughout Idaho. High school-located dual credit tuition is set by the State Board of Education. Currently the rate is $75 per credit, which is significantly lower than tuition rates at each institution. This results in a significant opportunity for students to save money on the costs of a college degree.

At each institution, the dual credit program is administered by a central office. These offices coordinate and facilitate the establishment of dual credit courses and the approval of dual credit instructors. These offices also perform student outreach, facilitate student advising, and establish procedures for the ongoing monitoring of dual credit courses.

The Office of the State Board of Education (OSBE) prepares and disseminates operational information regarding the dual credit program. The OSBE Student Affairs Program Manager works with the institutions on dual credit program operations.

Background

The following charts summarize basic information about dual credit programs at each institution.

	Boise State University	Idaho State University	Lewis-Clark State College	University of Idaho
NACEP Accreditation	Yes	Yes	Yes	Yes
Department Administering Dual Credits	Concurrent Enrollment	Early College Program	Early College Programs	Dual Credit Office
Division Administering Dual Credits	Extended Studies	Provost and Academic Affairs	Liberal Arts and Sciences	Provost
Fund Administration[1]	Centralized	Centralized	Centralized	De-Centralized
Minimum Instructor Qualifications[2]	Master's or Bachelor's Varies by discipline	Master's or Bachelor's Varies by discipline	Master's or Bachelor's Varies by discipline	Master's or Bachelor's Varies by discipline
Instructor Payments	$20/credit	$20/credit	$30/student (less than five students); $40/student (more than five students)	$20/credit
Faculty Liaison Payments	Stipend to Liaison	Stipend/Supplemental Compensation	Stipend/Supplemental Compensation	Workload Adjustment
MOU/Partnership Agreement	No	Yes	Yes	Yes
Institutional Dual Credit Policy	No	No	No	No
Minimum Dual Credit Attendance	5 students	None	None	None
Site Visits	Annual	3 years	Annual	3 years
Advising	High School Advisors & Academic Units	Through Academic Units	Dedicated Advisor	Dedicated Advisors

Background

	College of Eastern Idaho	College of Southern Idaho	College of Western Idaho	North Idaho College
NACEP Accreditation	Pursuing	No	Yes	No
Department Administering Dual Credits	Early College Program	Early College	Dual Credit Program	Dual Credit Office
Division Administering Dual Credits	Academic and Student Affairs	Student Affairs	Provost	Provost
Fund Administration[1]	Centralized	Centralized	Centralized	Centralized
Minimum Instructor Qualifications[2]	Bachelor's degree generally required - varies by discipline	Bachelor's degree plus teaching experience and credits in discipline	Bachelor's degree plus teaching experience	Bachelor's degree generally required - varies by discipline
Instructor Payments	$20/credit	$20/credit	$20/credit	$20/student/credit
Faculty Liaison Payments	Stipend/Supplemental Compensation	Dedicated Positions in Academic Units	Stipend/Supplemental Compensation	Stipend/Supplemental Compensation
MOU/Partnership Agreement	Yes	Yes	Yes	Yes
Institutional Dual Credit Policy	No	No	No	No
Minimum Dual Credit Attendance	None	None	None	None
Site Visits	Annual	Each Semester	1st year and every 3 years after	1st year and every 3 years after
Advising	Dedicated Advisors	Dedicated Advisors	Dedicated Advisors	Through High School & As Requested

Background

Footnotes

Note 1 (Fund Administration) – When the department administering the dual credit program controlled funds used for dual credit program administration, the funding structure was considered "centralized." In these instances, the administering office either received all dual credit revenues and administered the funds or received a budget allocation from dual credit revenues which was used to administer the program. Subsequent to completion of audit work, the University of Idaho moved to a centralized model.

Note 2 (Minimum Instructor Qualifications) – Generally, instructors must meet the requirements of the academic department and faculty requirements of the institution. At a minimum, most programs require a bachelor's degree within the discipline of the course. However, a master's degree is required or preferred by many academic departments. Some institutions will accept alternate qualifications (e.g., professional licenses or certifications, language proficiency, etc.) for some courses.

Objective and Scope

Objective

The objective of this audit was to assess the design and implementation of controls over dual credit administration and determine if controls provide reasonable assurance that the following objectives are met:

- Postsecondary institutions comply with dual credit program requirements in Board Policy III.Y.
- Dual credit courses meet Board and postsecondary institution quality standards
- Dual credit instructors comply with standards established by the Board and post-secondary institutions
- Adequate advising is provided to students

Additionally, this audit was intended to identify possible improvements that can be made to systemwide dual credit administrative activities.

Scope and Procedures Performed

Our audit was conducted in accordance with the *International Standards for Professional Practice of Internal Auditing*.

Our audit covered processes, procedures, and controls over dual credit administration at Boise State University, Idaho State University, Lewis-Clark State College, the University of Idaho, the College of Eastern Idaho, the College of Southern Idaho, the College of Western Idaho, and North Idaho College. For the four-year institutions, our audit covered dual credit activity in spring semester 2023, fall semester 2022, spring semester 2022, and fall semester 2021. Community college audits were started after the completion of the four-year audits, and our work covered the fall 2023 and spring 2024 semesters. This provided more current information for those institutions. Our audit did not cover dual credit activities performed in high schools. The following work was performed:

- Interviewed and made inquiries of employees involved with dual credit administration. This included dual credit program administrators at the institutions as well as employees in the Office of the State Board of Education who work with dual credit programs
- Performed process walk-throughs with the eight institutions within the scope of our work
- On a sample basis, verified that instructors met minimum qualifications established by Board and institutional policies, and verified institutions had approved instructors to teach a course
- On a sample basis, verified that classroom site visits were performed and documented
- Reviewed processes for monitoring financial activity related to dual credit administration
- Verified that students were charged the established dual credit rate
- Reviewed instructor and faculty liaison compensation
- Verified that institutions have course evaluation processes in place, and on a sample basis, verified that institutions have distributed course evaluations
- Performed analytical work to identify instances where course offerings are duplicated by institutions, where instructors are performing work for multiple institutions, and where institutions are offering courses outside their primary geographic area
- Verified that institutions are utilizing memorandums of understanding or partnership agreements with high schools

Objective and Scope

- Reviewed dual credit program monitoring procedures performed by the Office of the State Board of Education
- Reviewed financial monitoring controls in place at the institutional level
- Reviewed dual credit accreditation at each institution
- Reviewed Board Policy III.Y. and assessed possible modifications to improve dual credit operations
- Reviewed institutional policies and procedures related to dual credit administration

One scope limitation impacted our work. Unlike at the four-year institutions, IAAS does not have the authority to directly access financial and student systems at the community colleges. As such, we were not able to directly obtain and review financial and student information (e.g., financial transactions, fund balances, student account information, etc.). This limited our ability to verify information provided to us by the community colleges. We also could not perform some testing (e.g., verifying student charges, verifying financial monitoring controls, etc.) that were performed at the four-year institutions.

Detailed Audit Observations

1. **NACEP Accreditation**

Observation

The National Alliance of Concurrent Enrollment Partnerships (NACEP) is the sole national accrediting body for concurrent enrollment partnerships. Adherence to NACEP accreditation standards helps improve academic quality of college level courses taught at high schools. Accreditation standards also provide consistency amongst institutions that offer dual credits. Accreditation can demonstrate to students, parents, postsecondary institutions, and other stakeholders that dual credit courses are meeting academic standards. This can improve trust in the dual credit programs and can result in an increased perception of value for those courses.

The State Board of Education does not require that Idaho colleges and universities meet NACEP accreditation standards and instead has incorporated some NACEP standards into Board Policy III.Y. Two of the eight institutions included in our review were not NACEP accredited. This is primarily because there is a cost to obtain accreditation, and these institutions have determined that their institutional accreditation and adherence to Board Policy III.Y. are sufficient for ensuring academic quality.

Recommendation

If there is a desire to have institutions meet NACEP standards, OSBE should require NACEP accreditation rather than incorporating accreditation requirements into policy. This approach would provide clearer direction on expectations, enhance consistency amongst the institutions and minimize the need for policy updates as accreditation standards change.

Management Response

OSBE Academic Affairs staff will respond to this issue as part of a dual credit review. This review is anticipated to be complete in early spring 2025 and will include proposed policy changes.

2. **Documentation Standards**

Observation

Documentation requirements for important aspects of dual credit operations (e.g., course approvals, site visits, instructor qualification, etc.) are not standardized, and most audit observations identified in our institutional reviews related to documentation. The institutions have established differing documentation procedures, resulting in variation of documentation content, collection, and retention. Implementing standardized documentation requirements could help foster a consistent experience for students, instructors, and others involved with the dual credit program. It could also help reduce the administrative burden on the individual dual credit program offices and the high schools. Document standardization could also help improve the consistency of academic program reviews.

Recommendation

OSBE should work with the institutions to develop standardized documentation procedures for dual credit operations. OSBE and the institutions should determine if standardized forms could be developed to provide consistency across the institutions.

Detailed Audit Observations

Because documentation requirements need to remain adaptable, specific documentation requirements should not be included in Board Policy III.Y. and should instead be included in a formalized agreement amongst the institutions.

Management Response
OSBE Academic Affairs staff will respond to this issue as part of a dual credit review. This review is anticipated to be complete in early spring 2025 and will include proposed policy changes.

3. <u>Systemwide Monitoring – Instructors and Courses Offered</u>

Observation
There is no limit on the number of dual credit courses that an instructor may teach, or the number of institutions for which an instructor may teach. Multiple institutions may also offer the same or similar courses at the same high school. This structure opens a wider range of dual credit course options for students. However, it also creates potential operating risks. These risks include:

- When an instructor teaches the same or similar course for multiple institutions, the instructor and course must be approved by each institution. This could result in unnecessary administrative effort and cost.
- When instructors teach at multiple institutions, they need to navigate multiple institution approval processes. This can result in an inconsistent experience for the instructor and their high school.
- Instructors could seek to maximize compensation by teaching at multiple institutions. Teaching too many courses or students could reduce academic quality.
- It is possible for instructors to teach a course that is comprised of students who are earning dual credits from different institutions.

A systemwide analysis of instructors and courses performed regularly (e.g., every semester) would help mitigate the above risks by identifying potential issues that need to be reviewed and addressed. The analysis could also be used in the course and instructor approval process as a preventative control. This type of analysis is not currently performed by either OSBE or the institutions.

IAAS obtained course listings for the eight institutions. These listings provided the course name, instructor name, and associated high school for each course. We analyzed this information across the eight institutions. Listing information identified approximately 1,300 instructors. Forty-two instructors were associated with courses at more than one institution. Of those, fourteen were instructing courses that were the same or similar. Fifty-five instructors were associated with five or more courses. While not a frequent occurrence, we identified instances where multiple institutions were offering the same or similar courses at the same high school. These situations might not be problematic, but the institutions were generally unaware they existed and had not reviewed them for appropriateness.

Detailed Audit Observations

Recommendation
OSBE should either perform or facilitate a systemwide analysis of dual credit courses across the institutions. This analysis should be performed regularly and should be used in the course and instructor approval process. It should also be used to detect and resolve inappropriate teaching arrangements.

Management Response
OSBE Academic Affairs staff will respond to this issue as part of a dual credit review. This review is anticipated to be complete in early spring 2025 and will include proposed policy changes.

4. <u>Instructor Qualifications</u>

Observation
Instructor qualifications are not standardized for dual credit courses. Board Policy III.Y. does not establish specific minimum qualifications for dual credit instructors, resulting in each institution establishing its own minimum qualification requirements that differ across the institutions. Generally, institutions require, at a minimum, that instructors have a bachelor's degree. However, some academic disciplines require a master's degree or will accept alternate qualifications (e.g., professional certification, teaching experience in the discipline, language proficiency, etc.). Some flexibility is necessary because high schools do not always have the resources needed to hire instructors with advanced degrees, with degrees in high demand disciplines, or with specialized knowledge. This is especially true for smaller high schools or high schools in rural areas.

For instructors and high schools, a lack of standardization creates an inconsistent experience and increases administrative burden. Additionally, a lack of standardization can impact the actual or perceived quality of dual credit courses. It can also impact instructor recruiting, as some instructors might choose to work for institutions that have less stringent requirements.

Recommendation
OSBE should work with the institutions to develop a common set of system-wide dual credit instructor qualifications. These standards could be reflected in Board Policy III.Y. Alternatively, to provide for increased adaptability, these standards could be included in a formalized agreement amongst the institutions. OSBE should also consider additional support for high school instructors to complete graduate coursework so that they can be eligible to teach dual credit courses.

Management Response
OSBE Academic Affairs staff will respond to this issue as part of a dual credit review. This review is anticipated to be complete in early spring 2025 and will include proposed policy changes.

5. <u>Instructor and Faculty Liaison Compensation</u>

Observation
Instructor and faculty liaison compensation has not been standardized. Instructor compensation amounts are similar across the institutions, with LCSC and NIC paying slightly more to instructors. One institution, ISU, provides the option to receive compensation in the

Detailed Audit Observations

form of tuition. High school instructor compensation practices also differ. Some high schools do not permit instructors to receive additional compensation from the institutions, and compensation is paid to the high school instead of to the instructor.

Faculty liaison compensation has wider variation. Six institutions pay additional compensation for faculty liaison work, with amounts ranging from $100.00 per course to $800.00 per course. Two institutions do not provide liaisons with additional compensation. These institutions either have dedicated staff to perform liaison work or address liaison work through faculty workload.

We did not note any specific issues resulting from the compensation structure. However, the structure does create potential risks. Different instructor compensation could result in high school instructors teaching for the institution that provides the highest compensation, which could impact instructor recruiting. Also, variations in liaison compensation might deter faculty from performing liaison work.

Recommendation
OSBE should work with the institutions to develop a common compensation structure for instructors and faculty liaisons. This structure could be reflected in Board Policy III.Y. Alternatively, to provide for increased adaptability, the compensation structure could be included in a formalized agreement amongst the institutions.

Management Response
OSBE Academic Affairs staff will respond to this issue as part of a dual credit review. This review is anticipated to be complete in early spring 2025 and will include proposed policy changes.

6. <u>Site Visits</u>

Observation
Site visits help ensure academic quality of dual credit courses. Site visits are not required under Board Policy III.Y. However, all the institutions have recognized the value of site visits for the ongoing review of academic quality and have incorporated them into their dual credit programs. Site visit procedures are not standardized and differ across institutions. Specifically, site visits differ in terms of frequency, methodology, and documentation. The need to travel, especially to high schools in more remote locations, can be an important factor in determining frequency and methodology. Travel to these locations can be burdensome for faculty liaisons and can disrupt their other work. It can also add additional administrative costs. Differing site visit procedures could result in real or perceived differences in the academic quality of those courses.

Recommendation
OSBE should work with the institutions to develop standardized procedures for performing site visits. These procedures could be reflected in Board Policy III.Y. Alternatively, to provide for increased adaptability, it could be included in a formalized agreement amongst the institutions.

Detailed Audit Observations

Management Response
OSBE Academic Affairs staff will respond to this issue as part of a dual credit review. This review is anticipated to be complete in early spring 2025 and will include proposed policy changes.

7. Monitoring Dual Credit Financial Activity

Observation
Monitoring of dual credit financial activity could be improved. Administrative costs are incurred while operating dual credit programs. Costs include payroll expenses for dual credit program administrators, instructor compensation, faculty liaison payments, site visit costs, expenses for professional development of instructors, accreditation costs, etc. The dual credit fee is intended to cover these costs. During our walk-throughs IAAS was informed that there is also an intention to have excess dual credit fee revenue to be used to support the dual credit program. However, this intent is not reflected in Board Policy III.Y.

OSBE does not receive dual credit financial reports from the institutions that report the total dual credit revenue received and how that revenue was used. Without such reports, OSBE cannot determine if the dual credit course fee is set at the appropriate rate, nor can it determine if dual credit revenues are being used to support the dual credit program. OSBE also cannot review the sufficiency of resources provided to the dual credit administration units.

Additionally, high schools are not required to provide dual credit financial reports to the institutions. As a result, the institutions cannot monitor use of funds paid to the high schools and ensure that revenues are being used to support dual credit programs.

Recommendation
If there is an intent to have dual credit revenue be used to support dual credit programs, as was expressed to IAAS, this should be reflected in Board Policy III.Y.

The institutions should be required to submit periodic dual credit financial and performance reports to OSBE. High schools should be required to provide dual credit financial reports to the institutions. These requirements should be reflected in Board Policy III.Y.

Management Response
OSBE Academic Affairs staff will respond to this issue as part of a dual credit review. This review is anticipated to be complete in early spring 2025 and will include proposed policy changes.

8. Territory

Observation
Increased direction is needed regarding offering dual credit courses outside institution geographic regions. IAAS analyzed course listings to determine where each institution was offering dual credit courses. For the most part, institutions offered dual credit courses within their general region. That is, Idaho State University and College of Eastern Idaho primarily offered courses in southeast Idaho. Boise State University and the College of Western Idaho primarily offered courses in southwest Idaho. The University of Idaho, Lewis-Clark State College, and North Idaho College primarily offered courses in north Idaho, and the College of Southern Idaho primarily offered courses in south Idaho. However, course

Detailed Audit Observations

listings showed the institutions offered courses outside of those general regions. For example, the University of Idaho offers dual credit courses at high schools in southwest Idaho. The College of Western Idaho offers courses in southeast Idaho (Pocatello, Soda Springs, Idaho Falls, and Blackfoot). More than half of the institutions offer courses at Renaissance High School, Rigby High School, and Rocky Mountain High School.
Board policy III.Z. excludes dual credit courses from service region restrictions, permitting institutions to offer dual credit courses outside their regions. This practice increases competition for instructors and could impede the ability of institutions to recruit high school instructors from within their region. Additionally, offering dual credit courses outside of a geographic region could impede the ability of an institution to perform in-person site visits, provide outreach to high school administrators, offer student advising, hold recruiting events, etc. Offering dual credit courses outside of institutional regions could provide more opportunities for students, especially for programs in which the institution specializes.

Recommendation
OSBE should work with the institutions to develop guidance for offering dual credit courses outside their geographic regions. Guidance could be reflected in Board Policy III.Y. Alternatively, to provide for increased adaptability, guidance could be included in a formalized agreement amongst the institutions.

Management Response
OSBE Academic Affairs staff will respond to this issue as part of a dual credit review. This review is anticipated to be complete in early spring 2025 and will include proposed policy changes.

9. <u>Systemwide Course Needs</u>

Observation
The institutions could be missing opportunities to use the dual credit program to meet systemwide demand for courses. Because of physical space limitations, availability of faculty, etc., the institutions are sometimes unable to provide sufficient course offerings to meet student demand which can delay academic progress for some students. Currently, dual credit course offerings are not based on potential course needs across the postsecondary system. Instead, most dual credit offerings depend on the initiative, interest, availability, and qualifications of high school instructors.

Recommendation
OSBE should assist the institutions in the identification of dual course offerings that could help meet course demand on individual campuses and across the system.

Management Response
OSBE Academic Affairs staff will respond to this issue as part of a dual credit review. This review is anticipated to be complete in early spring 2025 and will include proposed policy changes.

TAB	DESCRIPTION	ACTION
1	**IRSA – ARTIFICIAL INTELLIGENCE IN TEACHER PREPARATION**	Information Item

SUBJECT

Work Session: Artificial Intelligence in Teacher Preparation

REFERENCE

February 2024	The Board held an initial work session on generative artificial intelligence to learn about and discuss basic principles of this emerging technology and its applications in educational contexts.
October 2024	The Board held a second work session on generative artificial intelligence to learn about the impacts of this emerging technology on teaching and learning in higher education.

APPLICABLE STATUTE, RULE, OR POLICY

Not applicable

BACKGROUND/DISCUSSION

Generative artificial intelligence (AI) has had an outsized impact on all aspects of education. Teaching and learning have been disrupted as AI models continued to rapidly evolve and tools became increasingly accessible. At the same time, the complex ethical considerations surrounding the use of AI platforms have led to ongoing discussions about the responsible and transparent use of this emergent technology in educational settings.

Generative AI is revolutionizing the way courses are designed and delivered and is impacting learning across the educational spectrum. Teachers can leverage new tools to create more personalized learning experiences, with adaptive learning platforms that adjust content difficulty based on individual student performance. AI-generated content is being used to supplement course materials, providing up-to-date examples and case studies. However, challenges remain around supporting deep learning, encouraging academic integrity, and ensuring original thinking and creativity. Educator preparation programs at Idaho's public institutions are integrating AI instruction into their programs in flexible, adaptable strategies. Within these educator preparation programs, faculty have developed a variety of approaches to ensure that future teachers are effectively and ethically engaging AI with AI tools as part of their pedagogical skill set, recognizing that AI literacy will be crucial in future classrooms.

IMPACT

As AI continues to evolve, it is crucial for educational institutions to embrace its potential while carefully navigating its challenges. This work session provides an opportunity for Board members to learn more about AI in educator preparation programs and raise questions for further consideration.

ATTACHMENTS

Attachment 1 – GenAI Presentation

STAFF COMMENTS AND RECOMMENDATIONS

Board staff are leading and supporting the Statewide AI Alliance. This group engages key stakeholders from each institution in sharing strategies and information. The purpose of this work session is to update the Board on the current capacities and uses of AI in educator preparation programs and through professional development for in-service educators.

BOARD ACTION

This item is for informational purposes.

Artificial Intelligence in Teacher Preparation

Idaho State Board of Education

Work Session
April 16-17, 2025

Work session focus

How are preservice and inservice teachers being prepared for AI's impacts on teaching and learning? What are the challenges and opportunities?

Educator Preparation Program examples

CSI: integrate Khanmigo, an AI-powered teaching assistant, into key courses.

CEI: students use AI to refine their own work, create language accessible for different grades/ages, and for lesson plan ideas.

CWI: institution-wide exposure to Guardrailz AI, Educational Technology instructor is creating a guide for AI in the classroom

ISU: Integrate a number of AI platforms in a number of classes, both for use as preservice students and for instructional development.

CSI: AI use and ethics statement is integrated into every syllabus. AI instruction is embedded into educational technology course.

Preservice Snapshot – Michelle Satterfield, Boise State

BSU & Idaho Workforce Development Council's $262,671 grant provides professional development for In-service and Pre-service teachers:

Gen AI Tools for Educators teaches them:

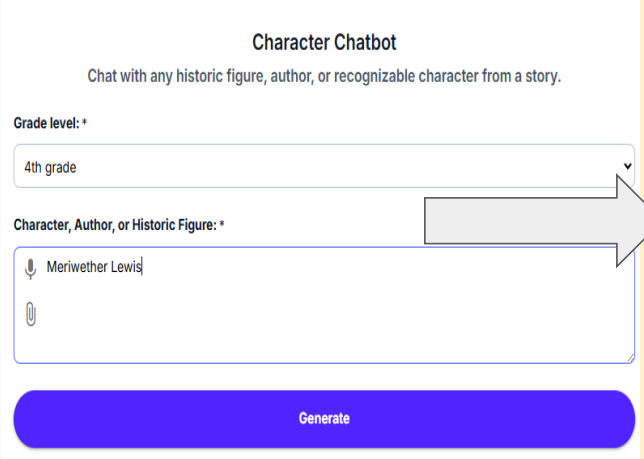
- Foundations of generative artificial intelligence
- Responsible use & Digital literacy
- Use AI to increase productivity & creativity
- To meet the needs of all learners through individual lesson planning
- Introduces them to AI pedagogy to develop more engaging curriculum for all their students

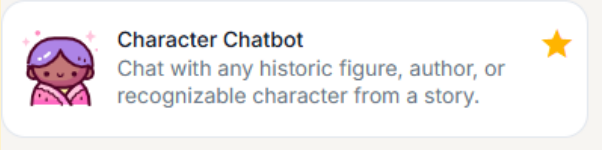
Inservice Overview – Leslie Younger, Idaho Department of Education

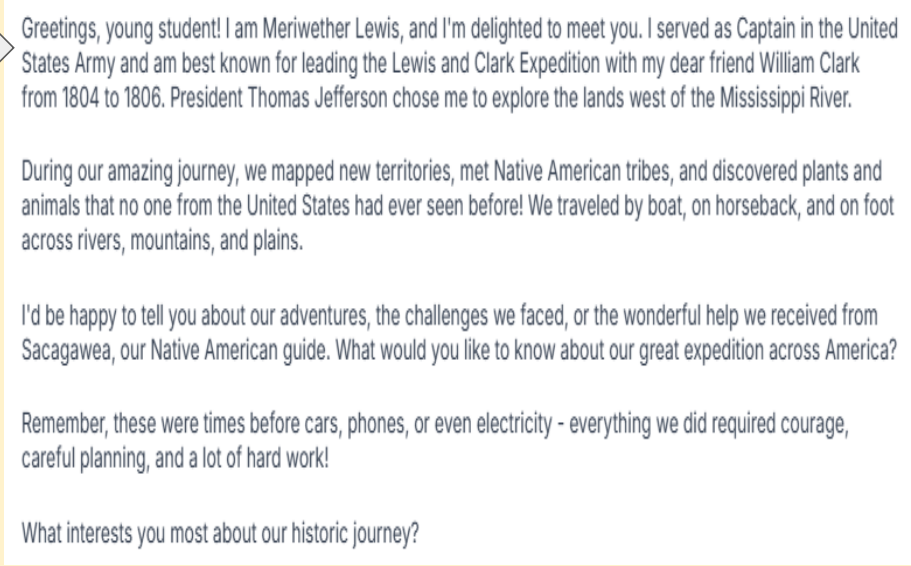
- Common questions, requests, and concerns from teachers and districts
- AI tools for schools and teachers presented at our Content and Curriculum Monthly Meetup in March 2025
- AI sessions for educators at statewide conferences for current teachers
  - Boise State Writing Project Educator Conference in CDA (Oct), Boise (March), Twin Falls, and Idaho Falls (June)
  - STEM Conference - July 30-Aug. 1 in Meridian
- Support for Digital Literacy

Inservice Snapshot – Personalized Learning Experiences

Sabrina Gary







Personalized Learning Experiences

Character Chatbot
Chat with any historic figure, author, or recognizable character from a story.

MAGIC SCHOOL FREE

What was the hardest part of your journey?

Ah, young friend, there were many difficult challenges during our expedition, but let me tell you about one of the toughest parts. Crossing the Rocky Mountains in September 1805 was truly a test of our strength and spirit!

The mountains were nothing like anything we'd seen before. Imagine climbing steep hills covered in snow, but these were much, much bigger! The air was so thin it made breathing difficult, and it was bitterly cold. Our horses could barely find places to step safely, and we had very little food. For days, we had to eat nothing but dried fish and a bit of dried meat, and some of our men even had to eat candles to survive!

The Shoshone Native Americans, including Sacagawea's own tribe, helped us tremendously during this time. They provided horses and showed us the best paths through the mountains. Without their help, I don't think we would have made it across.

We were used to traveling by boat on rivers, but in the mountains, we had to leave our boats behind and carry everything on our backs and horses. Some days we only traveled a few miles because the path was so difficult.

But do you know what kept us going? The thought that we were doing something important for our young country, mapping these lands so others could follow in our footsteps someday.

Would you like to hear about some of the amazing animals we discovered during our journey? Or perhaps about how we communicated with the Native American tribes we met?

Adjusting Content Difficulty

NEWSELA

Early British Colonies in America

By USHistory.org, adapted by Newsela staff on 03.28.17
Word Count **648**

Middle colonies

There were four middle colonies. These were Pennsylvania, New York, New Jersey and Delaware.

While New England was mostly settled by people from England, the middle colonies were different. People from England, Scotland, Ireland, Sweden, the Netherlands, Germany and France lived side by side. Algonquian and Iroquois Native Americans also lived in the middle colonies. So, too, did a large number of African slaves, at least during the early years.

Unlike New England, the middle colonies were home to many religious groups. Among them were Quakers, Mennonites, Lutherans, Dutch Reformed, Calvinists and Presbyterians.

New York and Philadelphia were the two main cities in the middle colonies. Both grew quickly in size. They gave rise to brilliant thinkers, such as Benjamin Franklin. An inventor and writer, Franklin became famous in both America and Europe.

In New England, the rocky soil made agriculture difficult. Things were different in the middle colonies where the soil was fertile. Many farms soon formed there. The wheat and corn they grew helped feed all the American colonies.

Adjusting Content Difficulty

Text Leveler
Take any text and adapt it for any grade level to fit a student's reading level / skills.

Text Leveler

Take any text and adapt it for any grade level to fit a student's reading level / skills.

Grade level: *

2nd grade

Original Text *

Middle colonies

There were four middle colonies. These were Pennsylvania
England was mostly settled by people from England, the m
Scotland, Ireland, Sweden, the Netherlands, Germany and
Native Americans also lived in the middle colonies. So, too,
during the early years. Unlike New England, the middle col
them were Quakers, Mennonites, Lutherans, Dutch Reform
Philadelphia were the two main cities in the middle colonies
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colonies where the soil was fertile. Many farms soon forme
feed all the American colonies.

Middle Colonies

There were four middle colonies. These were Pennsylvania, New York, New Jersey, and Delaware. While New England was mostly settled by people from England, the middle colonies were different. People from England, Scotland, Ireland, Sweden, the Netherlands, Germany, and France lived together. Algonquian and Iroquois Native Americans also lived in the middle colonies. Many African slaves also lived there, especially in the early years.

Unlike New England, the middle colonies had many different religious groups. Some of these groups were Quakers, Mennonites, Lutherans, Dutch Reformed, Calvinists, and Presbyterians. New York and Philadelphia were the two main cities in the middle colonies. Both cities grew quickly and became important places. They had great thinkers, like Benjamin Franklin. Franklin was an inventor and writer who became famous in America and Europe.

In New England, the rocky soil made farming hard. But in the middle colonies, the soil was good for farming. Many farms were started there. The wheat and corn they grew helped feed all the American colonies.

Feedback for All Kinds of Learners

MAGIC SCHOOL FREE

Text Proofreader

Take any text and have it proofread, correcting grammar, spelling, punctuation and adding clarity.

Original Text: *

won day i go to the store to by some buttr i could nut find the buttr so i askd somewon to hep me the person shod me the butter i paid and i let the store

xt Proofreader
ke any text and have it proofread,
rrecting grammar, spelling,...

Changes Suggested:

1. Spelling corrections:
   - "won" should be "one"
   - "buttr" should be "butter" (appears twice)
   - "nut" should be "not"
   - "askd" should be "asked"
   - "somewon" should be "someone"
   - "hep" should be "help"
   - "shod" should be "showed"
   - "let" should be "left"
2. Grammar and Punctuation:
   - Add a capital letter at the beginning of the sentence: "One"
   - Add periods at the end of complete thoughts
   - Add commas to separate ideas

Here's a breakdown of the punctuation needed:

- Add period after "butter"
- Add period after "butter" in second instance
- Add period after "help me"
- Add period at the end of the text

1. Word Choice:
   - "by" should be "buy"

Discussion:

What questions do you have about AI instruction and professional development for preservice and inservice educators? What would you like to learn next?

TAB	DESCRIPTION	ACTION
1	BAHR – INTERCOLLEGIATE ATHLETICS – FY 2024 REVENUE AND EXPENSE REPORTS	Information Item
2	BAHR – INTERCOLLEGIATE ATHLETICS – FY 2024-2025 COMPENSATION REPORTS	Information Item
3	BAHR – INTERCOLLEGIATE ATHLETICS – FY 2025 GENDER EQUITY REPORTS	Information Item
4	PPGA – UNIVERSITY OF IDAHO ANNUAL REPORT	Information Item
5	PPGA – IDAHO DIGITAL LEARNING ACADEMY ANNUAL REPORT	Information Item
6	PPGA – ACCOUNTABILITY OVERSIGHT COMMITTEE ANNUAL REPORT	Information Item

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SUBJECT

Intercollegiate Athletics Reports of Revenues and Expenses

REFERENCE

June 2016	Board directed that the universities' National Collegiate Athletics Association (NCAA) "Agreed Upon Procedures Reports" would be provided to the Board and would also serve as the revenues/expenses reporting template for Lewis-Clark State College.

APPLICABLE STATUTE, RULE OR POLICY

Idaho State Board of Education (Board) Governing Policies & Procedures, Section V.X.5.

BACKGROUND/DISCUSSION

Responsibility, management, control, and reporting requirements for athletics are detailed in Board Policy V.X. The college and universities are required to submit regular financial reports as specified by the Board office. For the universities, the revenue and expenses reported must reconcile to the NCAA "Agreed Upon Procedures Reports" that are prepared annually and reviewed by the Board's external auditor.

Board policy V.X. establishes limits on how much state appropriation (including appropriated spending authority for tuition and fees) each institution can expend for intercollegiate athletics. Increases to the limits are generally tied to changes to the appropriated funds (General Funds and tuition and fees), or through Board approval. The policy provides a mechanism for Chief Executive Officers to request Board approval for one-time or ongoing changes to the limits when justified on the basis of adding or expanding programs, investing in facility upgrades or repairs, meeting new federal or state regulatory compliance requirements, and/or meeting intercollegiate athletic association or conference requirements. The current policy allows the ability for institutions to increase the student athletic fees without regard to the general education appropriation.

IMPACT

The reports of Revenues and Expenses are presented for each institution for fiscal year 2024 in Attachments 1 through 4.

ATTACHMENTS

Attachment 1 - Boise State University
Attachment 2 - Idaho State University
Attachment 3 - University of Idaho
Attachment 4 - Lewis-Clark State College

STAFF COMMENTS AND RECOMMENDATIONS

The Athletics Reports show results for fiscal year 2024. It should be noted that state funds are critical to support the student athletes and athletic programs at the four institutions. Ticket sales, contributions, and program revenues are insufficient to enable the athletic programs to be fully self-supporting.

Representatives from all four (4) institutions will be available to respond to questions from Board members if necessary.

BOARD ACTION

This item is for informational purposes only.

BOISE STATE UNIVERSITY ATHLETIC DEPARTMENT
STATEMENT OF REVENUES AND EXPENSES
YEAR ENDED JUNE 30, 2024
(UNAUDITED)

	Football	Men's Basketball	Other Men's Sports	Women's Basketball	Women's Volleyball	Other Women's Sports	Nonprogram Specific	Totals
OPERATING REVENUES								
Ticket Sales	$ 5,912,384	$ 1,880,853	$ -	$ 59,674	$ 32,767	$ 108,344	$ -	$ 7,994,022
Student Fees	-	-	-	-	-	-	4,841,311	4,841,311
Direct Institutional Support	-	-	-	-	-	-	8,474,319	8,474,319
Direct Institutional Support (OST Waivers & Work Study)	1,545,793	195,214	389,144	266,899	197,434	1,084,522	57,119	3,736,125
Indirect Institutional Support	-	-	-	-	-	-	2,365,734	2,365,734
Indirect Institutional Support - Athletic Facilities Debt Service, Lease, and Rental Fees	-	-	-	-	-	-	1,300,000	1,300,000
Guarantees	1,500,000	76,816	960	-	6,500	14,540	-	1,598,816
Contributions	5,680,050	260,647	202,840	26,050	31,418	1,614,025	7,840,020	15,655,050
In Kind	409,306	115,445	-	-	-	-	-	524,751
Media Rights	4,257,358	944,508	-	-	-	-	-	5,201,866
NCAA Distributions	591,904	694,114	145,888	90,527	83,563	509,528	-	2,115,524
Conference Distributions	1,697,147	87,550	-	-	-	25,782	-	1,810,479
Program Novelty Parking Concession	466,472	150,401	-	1,584	998	4,237	-	623,692
Royalties Licensing Advertisement Sponsorship	5,579,044	1,223,165	92,008	58,927	46,925	237,356	209,385	7,446,810
Sport Camp Revenues	448,679	111,479	-	1,337	36,355	282,353	-	880,203
Athletics Restricted Endowment and Investment Income	-	-	-	-	-	-	841,170	841,170
Other Operating Revenue	1,381,612	1,820	95,541	1,820	3,581	282,074	265,838	2,032,286
Bowl Revenues	915,277	-	-	-	-	-	-	915,277
Total Operating Revenue	30,385,026	5,742,012	926,381	506,818	439,541	4,162,761	26,194,896	68,357,435

BOISE STATE UNIVERSITY ATHLETIC DEPARTMENT
STATEMENT OF REVENUES AND EXPENSES (CONTINUED)
YEAR ENDED JUNE 30, 2024
(UNAUDITED)

	Football	Men's Basketball	Other Men's Sports	Women's Basketball	Women's Volleyball	Other Women's Sports	Nonprogram Specific	Totals
OPERATING EXPENSES								
Athletic Student Aid	$ 2,826,022	$ 437,225	$ 735,645	$ 501,458	$ 397,468	$ 2,427,087	$ 155,632	$ 7,480,537
Athletic Student Aid (OST Waiver)	1,545,793	195,214	389,144	266,899	197,434	1,084,522	43,584	3,722,590
Guarantees	200,000	376,297	-	106,000	8,309	4,243	-	694,849
Coaching Salaries Benefits Bonuses	5,324,854	1,927,374	664,055	816,058	468,325	2,092,375	69,727	11,362,768
Support Staff Admin Compensation Benefits and Bonuses	2,617,334	220,559	40,121	118,232	13,501	263,141	9,788,318	13,061,206
Severance Payments	486,472	-	-	-	-	-	-	486,472
Recruiting	549,255	142,048	48,095	86,576	53,254	194,277	-	1,073,505
Team Travel	1,596,369	923,773	590,456	570,843	202,239	1,564,566	162,486	5,610,732
Sports equipment Uniforms supplies	779,905	123,706	177,860	46,785	54,796	403,111	209,391	1,795,554
Game Expenses	1,133,587	387,792	21,286	152,657	56,651	215,851	138,582	2,106,406
Fund Raising Marketing and Promotion	109,862	23,728	813	11,386	2,553	15,952	561,706	726,000
Sport Camp Expenses	343,851	71,625	-	1,337	9,406	30,362	-	456,581
Spirit Groups	-	-	-	-	-	-	328,400	328,400
Athletic Facilities Debt Service Leases and Rental Fees	2,571,119	-	115,707	-	-	387,366	258,531	3,332,723
Direct overhead and Admin Expenses	2,270,104	119,271	174,438	41,599	51,184	449,264	1,446,468	4,552,328
Indirect Institutional Support	-	-	-	-	-	-	2,365,734	2,365,734
Medical Expenses Insurance	17,864	9,170	31,226	3,736	-	27,867	827,160	917,023
Memberships and Dues	67,220	44,365	11,221	20,222	743	16,300	726,941	887,012
Student-Athlete Meals (non-travel)	909,342	103,150	19,328	29,155	23,947	110,333	146,358	1,341,613
Other Operating Expenses	985,371	191,024	96,653	93,385	60,659	298,871	573,687	2,299,650
Bowl Expenses	982,243	-	-	-	-	-	-	982,243
Bowl Expenses Coaching Compensation Bonus	-	-	-	-	-	-	-	-
Capital	1,355,471	27,050	53,265	27,050	-	1,154,000	156,677	2,773,513
Total Operating Expenses	26,672,038	5,323,371	3,169,313	2,893,378	1,600,469	10,739,488	17,959,382	68,357,439
EXCESS (DEFICIENCY) OF REVENUES OVER (UNDER) EXPENSE BEFORE CARRYFORWARD	3,712,988	418,641	(2,242,932)	(2,386,560)	(1,160,928)	(6,576,727)	8,235,514	(4.0)
CARRYFORWARD (SEE NOTE 7)	-	-	-	-	-	-	-	-
EXCESS (DEFICIENCY) OF REVENUES OVER (UNDER) EXPENSE AFTER CARRYFORWARD	$ 3,712,988	$ 418,641	$ (2,242,932)	$ (2,386,560)	$ (1,160,928)	$ (6,576,727)	$ 8,235,514	$ (4)

IDAHO STATE UNIVERSITY
ATHLETICS
6/30/2024

		MEN'S BASKETBALL	FOOTBALL	OTHER MEN'S SPORTS	WOMEN'S BASKETBALL	WOMEN'S VOLLEYBALL	OTHER WOMEN'S SPORTS	NON SPECIFIC	FINAL PROGRAM FY24	FINAL BALANCE FY23	BALANCE %CHANGE
REVENUE:											
1	Ticket Sales	57,741	265,432	12,787	21,117	7,792	23,272	3,285	391,426	366,239	6.88%
2	Direct State or Other Government Support	370,879	1,053,653	223,151	405,416	208,323	1,939,445	1,019,158	5,220,025	4,859,885	7.41%
3	Student Fees	-	-	-	-	-	-	1,967,419	1,967,419	1,835,362	7.20%
4	Direct Institutional Support	-	-	-	-	-	-	1,267,208	1,267,208	1,234,679	2.63%
5	Less-Transfers to Institution	-	-	-	-	-	-	-	-	-	0.00%
6	Indirect Institutional Support	-	77,291	15,287	-	-	17,644	213,142	323,364	213,703	51.31%
6A	Indirect Institutional Support - Athletic Facilities Debt Service,	-	-	-	-	-	-	129,720	129,720	54,900.00	136.28%
7	Guarantees	350,000	940,000	18,338	45,000	12,000	33,438	45,000	1,443,775	1,203,500	19.96%
8	Contributions	181,188	493,095	66,670	118,998	75,428	153,020	1,116,337	2,204,736	1,816,489	21.37%
9	In-Kind	33,077	73,944	15,560	45,209	26,220	87,406	263,072	544,489	430,041	26.61%
10	Compensation and Benefits Provided by a third party	-	-	-	-	-	-	-	-	-	0.00%
11	Media Rights	-	2,582	-	-	-	-	74,743	77,326	77,768	-0.57%
12	NCAA Distributions	-	-	-	-	-	-	787,967	787,967	800,349	-1.55%
13	Conference Distributions (Non Media or Bowl)	4,158	15,737	(705)	512	4	(5,042)	(1,172)	13,492	23,522	-42.64%
14	Program, Novelty, Parking and Concession Sales	-	-	287	-	-	907	5,815	7,008	21,998	-68.14%
15	Royalties, Licensing, Advertisement and Sponsorships	-	-	-	-	-	-	590,622	590,622	488,154	20.99%
16	Sports Camp Revenue	60,919	46,320	23,889	18,106	72,516	137,351	195,141	554,242	347,384	59.55%
17	Athletics Restricted Endowment and Investments Income	-	-	-	-	-	-	-	-	-	0.00%
18	Other Operating Revenue	-	-	408	-	-	408	133,942	134,758	203,262	-33.70%
19	Bowl Revenues	-	-	-	-	-	-	-	-	-	0.00%
	Total Operating Revenue	1,057,962	2,968,055	375,670	654,359	402,283	2,387,849	7,811,400	15,657,578	13,977,236	12.02%
OPERATING EXPENDITURES:											
20	Athletics Student Aid	263,502	1,180,697	232,039	325,238	230,351	999,216	103,706	3,334,749	3,286,716	1.46%
21	Guarantees	17,980	-	1,750	10,032	14,852	1,750	168	46,532	105,000	-55.68%
22	Related Entities	377,084	1,272,079	220,153	407,074	206,269	698,681	31,884	3,213,224	2,950,255	8.91%
23	Coaching Salaries, Benefits and Bonuses paid by Third Party	-	-	-	-	-	-	-	-	-	0.00%
24	Support Staff/Admin Compensation/Benefits/Bonues pd by Ui	17,781	46,658	5,777	961	13,386	39,416	1,294,844	1,418,823	1,364,355	3.99%
25	by Third Party	-	-	-	-	-	-	-	-	-	0.00%
26	Severance Payments	-	-	-	-	-	-	-	-	-	0.00%
27	Recruiting	43,111	154,596	12,289	47,243	23,590	65,147	42,720	388,695	399,856	-2.79%
28	Team Travel	316,979	654,997	147,899	197,253	132,145	582,396	78,125	2,109,794	1,904,827	10.76%
29	Sports Equipment, Uniforms and Supplies	31,774	360,532	53,124	39,943	34,429	166,665	477,454	1,163,921	905,392	28.55%
30	Game Expenses	133,130	87,093	11,530	111,812	26,477	50,619	127,383	548,045	352,786	55.35%
31	Fund Raising, Marketing and Promotion	4,559	5,600	100	4,602	4,520	8,977	54,975	83,333	44,781	86.09%
32	Sports Camp Expenses	45,032	48,722	15,433	8,491	64,011	102,380	185,554	469,624	378,388	24.11%
33	Spirit Groups	-	-	-	-	-	-	-	-	-	0.00%
34	Athletic Facilities Debt Service, Leases and Rental Fees	-	-	-	-	-	-	-	-	-	0.00%
35	Direct Overhead and Administrative Expenses	51,968	122,776	13,279	35,880	17,897	65,959	669,473	977,232	684,399	42.79%
36	Indirect Institutional Support	-	77,291	15,287	-	-	17,644	342,862	453,084	268,603	68.68%
37	Medical Expenses and Insurance	-	-	-	-	-	9	351,399	351,408	565,388	-37.85%
38	Memberships and Dues	10,273	-	600	1,550	5,131	3,728	70,626	91,908	83,369	10.24%
39	Student-Athlete Meals (non-travel)	20,974	269,951	10,919	27,202	9,580	24,846	49,631	413,103	263,066	57.03%
40	Other Operating Expenses	46,418	57,827	26,607	60,064	17,186	49,776	402,478	660,356	641,744	2.90%
41	Bowl Expenses	-	-	-	-	-	-	-	-	-	0.00%
	Total Operating Expenses	1,380,567	4,338,818	766,785	1,277,346	799,822	2,877,210	4,283,283	15,723,830	14,198,924	10.74%
	Net Increase/Deficit	(322,605)	(1,370,763)	(391,115)	(622,987)	(397,539)	(489,362)	3,528,117	(66,252)	(221,689)	70.11%
	VALUE OF NONRESIDENT FEE WAIVERS	191,100	799,195	152,767	267,540	219,652	422,350		2,052,604		
									17,776,434		
	TOTAL STATE APPROPRIATED	5,220,025									
								Increase/decrease	(66,252)		
	Athletic Limits set by State	6,431,400									

University of Idaho
Intercollegiate Athletics
Schedule of Revenue and Expenses
For the Year Ended June 30, 2024 (unaudited)

	Football	Men's Basketball	Other Men's Sports	Women's Basketball	Women's Volleyball	Other Women's Sports	Non-Program Specific	Grand Total
Operating Revenues								
Ticket Sales	$ 907,168	$ 80,848		$ 31,119	$ 6,837	$ 2,236	$ -	**$ 1,028,208**
Student Fees							1,911,241	**$ 1,911,241**
Direct Institutional Support	$ 2,101,514	$ 667,635	$ 483,927	$ 631,895	$ 434,063	$ 1,154,192	$ 4,518,032	
General Education Funds	$ 1,013,081	$ 352,335	$ 188,675	$ 299,550	$ 211,907	$ 479,268	$ 1,685,902	**$ 4,230,718**
Institutional Support Funds	$ 736,205	$ 284,349	$ 153,014	$ 242,237	$ 171,855	$ 388,683	$ 1,421,760	**$ 3,398,103**
Other Institutional Support (includes OST Waivers)	$ 352,228	$ 30,951	$ 142,238	$ 90,108	$ 50,301	$ 286,241	$ 1,410,370	**$ 2,362,437**
Indirect Institutional Support							$ 631,083	**$ 631,083**
Indirect Institutional Support - Athletic Facilities Debt Service, Lease & Rental Fees							$ 1,125,000	**$ 1,125,000**
Guarantees	$ 1,050,000	$ 251,000	$ 97,453	$ 30,000	$ 3,000	$ 10,120		**$ 1,441,573**
Contributions	$ 1,473,326	$ 159,132	$ 301,337	$ 171,162	$ 115,335	$ 729,649	$ 246,586	**$ 3,196,526**
In-Kind	$ 8,400	$ 4,200		$ 4,200			$ 8,400	**$ 25,200**
Compensation & Benefits Provided by 3rd Party	$ 125,000	$ 60,000	$ 8,000	$ 30,000		$ 16,500	$ 15,000	**$ 254,500**
Media Rights							$ 74,743	**$ 74,743**
NCAA Distributions	$ 77,428	$ 19,858	$ 61,637	$ 19,788	$ 18,080	$ 108,918	$ 573,850	**$ 879,559**
Conference Distributions							$ 21,817	**$ 21,817**
Program, Novelty, Parking & Concessions	$ 117,011	$ 4,385		$ 3,435				**$ 124,831**
Royalties, Licensing, Advertising & Sponsorships	$ 15,000					$ 1,250	$ 1,753,060	**$ 1,769,310**
Sports Camp Revenues	$ 281,971	$ 12,979						**$ 294,950**
Athletics Restricted Endowment & Investment Income	$ 263,047	$ 27,467	$ 51,124	$ 29,790	$ 1,140	$ 191,196	$ 84,565	**$ 648,330**
Other Operating Revenues	$ 1,298		$ 4,225			$ 3,913	$ 607,590	**$ 617,027**
Total Operating Revenues	**$ 6,421,164**	**$ 1,287,503**	**$ 1,007,703**	**$ 951,390**	**$ 578,455**	**$ 2,217,974**	**$ 9,659,727**	**$ 24,035,157**
Operating Expenses								
Athletic Student Aid	$ 2,116,220	$ 349,578	$ 738,744	$ 388,574	$ 295,843	$ 1,848,046	$ 174,183	**$ 5,911,187**
Guarantees		$ 10,500	$ 14,101	$ 6,500		$ 21,752		**$ 52,854**
Coaching Salaries, Benefits & Bonuses	$ 1,478,231	$ 540,142	$ 292,391	$ 453,590	$ 265,463	$ 735,592		**$ 3,765,409**
Coaching Salaries, Benefits & Bonuses Paid by 3rd Party	$ 125,000	$ 60,000	$ 8,000	$ 30,000		$ 16,500		**$ 239,500**
Support Staff/Admin Compensation Benefits & Bonuses	$ 131,450	$ 0	$ -	$ -	$ 338	$ 4,920	$ 4,049,007	**$ 4,185,714**
Support Staff/Admin Compensation Benefits & Bonuses Paid by 3rd Party							$ 15,000	**$ 15,000**
Severence Payments					$ 50,193			**$ 50,193**
Recruiting	$ 196,704	$ 76,868	$ 27,651	$ 56,629	$ 38,243	$ 93,598		**$ 489,693**
Team Travel	$ 1,240,902	$ 285,211	$ 284,006	$ 289,484	$ 128,272	$ 659,800	$ 5,185	**$ 2,892,860**
Sports Equipment, Uniforms & Supplies	$ 379,037	$ 36,804	$ 68,023	$ 38,422	$ 19,929	$ 119,032	$ 242,087	**$ 903,333**
Game Expenses	$ 275,416	$ 229,949	$ 23,529	$ 190,902	$ 72,042	$ 72,478		**$ 864,316**
Fund Raising, Marketing & Promotion							$ 334,907	**$ 334,907**
Sports Camp Expenses	$ 227,669	$ 4,470						**$ 232,139**
Spirit Groups							$ 2,500	**$ 2,500**
Athletic Facilities, Debt Service, Leases & Rental Fees							$ 1,125,000	**$ 1,125,000**
Direct Overhead & Administrative Expenses							$ 37,937	**$ 37,937**
Indirect Institutional Support							$ 631,083	**$ 631,083**
Medical Expenses & Insurance	$ 4,404	$ 80	$ 58	$ 2,427		$ 363	$ 419,807	**$ 427,139**
Memberships & Dues	$ 144	$ 185	$ 4,218		$ 669	$ 7,639	$ 71,057	**$ 83,912**
Student-Athlete Meals (non-travel)	$ 91,837	$ 6,121	$ 73	$ 6,254	$ 861	$ 3,280	$ 162,077	**$ 270,503**
Other Operating Expenses	$ 808,421	$ 83,930	$ 137,507	$ 43,412	$ 32,412	$ 74,936	$ 1,281,942	**$ 2,462,560**
Total Operating Expenses	**$ 7,075,434**	**$ 1,683,837**	**$ 1,598,302**	**$ 1,506,194**	**$ 904,265**	**$ 3,657,936**	**$ 8,551,771**	**$ 24,977,739**
Excess (Deficiency) of Revenues Over (Under) Expenses	**$ (654,270)**	**$ (396,334)**	**$ (590,599)**	**$ (554,804)**	**$ (325,810)**	**$ (1,439,962)**	**$ 1,107,955**	**$ (942,583)**
Other Reporting Items								
Total Athletics Related Debt							$ 41,020,000	**$ 41,020,000**
Total Institutional Debt							$ 124,775,000	**$ 124,775,000**

Lewis-Clark State College Intercollegiate Athletics Department
Statement of Revenues and Expenses
For the Year Ended June 30, 2024 (Unaudited)

	Baseball	Men's Basketball	Men's Golf	Men's Tennis	Men's XC	Men's Track	Women's Volleyball	Women's Basketball	Women's Golf	Women's Tennis	Women's XC	Women's Track	Women's Dance/Spirit	Non-Program Specific	Grand Total
Operating Revenues															
01 Ticket Sales	6,850	27,401					6,850	27,401							**68,502**
02 Student Fees														347,984	**347,984**
03 Direct State/Govt Support	269,672	139,883	34,351	23,258	38,747	38,759	157,153	137,616	34,351	23,260	38,751	45,928	13,294	840,153	**1,835,176**
04 Direct Institutional Support (excludes Out of State Waivers)														206,900	**206,900**
05 Direct Institutional Support (Out of State Waivers)	281,861	131,383	64,091	136,223	6,200	45,094	141,080	99,086	29,096	172,596	25,295	29,494	28,495	46,644	**1,236,638**
06 Indirect Institutional Support														145,992	**145,992**
07 Guarantees															**0**
08 Contributions														394,659	**394,659**
09 In-Kind	16,250	7,250					9,750	7,750							**41,000**
10 Compensation & Benefits Provided by 3rd Party															**0**
11 Media Rights														0	**0**
12 NCAA Distributions															**0**
13 Conference Distributions (Non-Media or Bowl)														1,260,089	**1,260,089**
14 Program, Novelty, Parking & Concessions															**0**
15 Royalties, Licensing, Advertising & Sponsorships															**0**
16 Sports Camp Revenues	17,451	35,022			2,243	4,858	30,699	18,398			2,243	4,858			**115,772**
17 Athletics Restricted Endowment & Investment Income															**0**
18 Other Operating Revenues															**0**
Total Operating Revenues	**592,084**	**340,939**	**98,442**	**159,481**	**47,190**	**88,711**	**345,532**	**290,251**	**63,447**	**195,856**	**66,289**	**80,280**	**41,789**	**3,242,421**	**5,652,712**
Operating Expenditures															
19 Athletic Student Aid	422,803	215,417	87,851	163,067	30,120	55,344	218,803	196,297	47,721	211,109	51,338	49,095	31,381	47,469	**1,827,815**
20 Guarantees	17,584	3,124	0	0	0	0	0	3,000	0	0	0	0	0	0	**23,708**
21 Coaching Salaries, Benefits & Bonuses	276,863	164,065	35,035	23,258	38,747	38,759	171,375	142,018	36,492	23,260	38,751	45,589	13,294		**1,047,506**
22 Coaching Salaries, Benefits & Bonuses Paid by 3rd Party															**0**
23 Support Staff/Admin Compensation Benefits & Bonuses														639,391	**639,391**
24 Support Staff/Admin Compensation Benefits & Bonuses Paid by 3rd Party															**0**
25 Recruiting	20,714	13,236	1,119	0	1,678	11,362	6,634	5,226	1,471	104	2,801	11,421	2,409	5,662	**83,837**
26 Team Travel	120,282	80,391	25,486	37,919	12,963	16,460	74,149	77,832	24,284	36,621	12,963	16,438	20,467	0	**556,255**
27 Sports Equipment, Uniforms & Supplies	38,385	49,038	6,695	3,001	18,116	20,547	20,242	27,549	7,598	2,984	21,926	18,952	8,776	41,698	**285,507**
28 Game Expenses	21,557	15,760	4,761	1,211	1,816	5,140	16,945	15,293	5,993	610	2,105	5,854	1,119	49,163	**147,326**
29 Fund Raising, Marketing & Promotion															**0**
30 Sports Camp Expenses	8,707	71,710			2,886	941	4,865	5,017			2,886	941		0	**97,953**
31 Spirit Groups															**0**
32 Athletic Facilities, Debt Service, Leases & Rental Fees															**0**
33 Direct Overhead & Administrative Expenses															**0**
34 Indirect Institutional Support	16,250	7,250	0	0	0	0	9,750	7,750	0	0	0	0	0	145,992	**186,992**
35 Medical Expenses & Insurance														18,657	**18,657**
36 Memberships & Dues															**0**
37 Other Operating Expenses	332	8,337	198	425	255	251	380	623	158	230	255	251	0	634,080	**645,775**
Total Operating Expenditures	**943,477**	**628,328**	**161,145**	**228,881**	**106,581**	**148,804**	**523,143**	**480,605**	**123,717**	**274,918**	**133,025**	**148,541**	**77,446**	**1,582,112**	**5,560,722**
Excess (Deficiency) of Revenues Over (Under) Expenses	**(351,393)**	**(287,389)**	**(62,703)**	**(69,400)**	**(59,391)**	**(60,093)**	**(177,611)**	**(190,354)**	**(60,270)**	**(79,062)**	**(66,736)**	**(68,261)**	**(35,657)**	**1,660,309**	**91,990**
Other Reporting Items															
38 Conference Realignment Expenses														0	0
39 Total Athletics Related Debt														0	0
40 Total Institutional Debt														3,571,285	3,571,285
41 Value of Athletics Dedicated Endowments														3,801,938	3,801,938
42 Value of Institutional Endowments														15,700,127	15,700,127

SUBJECT

Intercollegiate Athletics Employee Compensation Report

REFERENCE

April 2024 Board received FY 2023-24 athletics compensation reports

APPLICABLE STATUTE, RULE OR POLICY

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

BACKGROUND/ DISCUSSION

The attached reports show actual compensation figures for FY2024 and estimated compensation figures for FY2025. The sources of funding for athletic department positions vary widely. A number of the most highly paid coaching positions are funded entirely from program revenues.

IMPACT

The reports detail the contracted salary received by athletics administrators and coaches, including bonuses, supplemental compensation and perquisites, if applicable.

ATTACHMENTS

Attachment 1 – Boise State University	FY24 Actual
Attachment 2 – Boise State University	FY25 Estimate
Attachment 3 – Idaho State University	FY24 Actual
Attachment 4 – Idaho State University	FY25 Estimate
Attachment 5 – University of Idaho	FY24 Actual
Attachment 6 – University of Idaho	FY25 Estimate
Attachment 7 – Lewis-Clark State College	FY24 Actual
Attachment 8 – Lewis-Clark State College	FY25 Estimate

STAFF COMMENTS AND RECOMMENDATIONS

The Board has delegated, through Board Policy II.B., personnel management authority to the president of each institution, except for those responsibilities specifically retained by the Board. Board policy II.H. authorizes the president of an institution to enter into a contract for the services of a coach or athletic director with that institution for a term of up to three (3) years. A contract with a term (whether fixed or rolling) of more than three (3) years, or with a total annual compensation amount of $350,000 or higher, is subject to approval by the Board.

BOARD ACTION

This item is for informational purposes only.

Intercollegiate Athletics Compensation Report
Boise State University
FY24 Budgeted Base Salary and Actual Other Compensation

				Compensation				Contract Bonus			Perks				Funding		
PCN	Depart/Name/Title		Athletic FTE	Base Salary	Camps/ Clinics	Other	Equip Co	Academic Perform.	Winning Perform.	Post Season Other	Club Memb	Car	Other	Multi-Yr Contract	State Approp.	Program Revenue	All Other
	Athletic Administration																
1349	Michael Walsh	Assoc AD, Business Development & Innovation	1.00	96,762	-	-	2,000	-	-	-	No	No	No	No		96,762	2,000
1421	Patrick Walsh	Assistant AD, Athletic Media Relations (FB)	1.00	70,013		-	1,000	-	-	-	No	No	No	No		70,013	1,000
1523	Kathryn Chase	NCAA Compliance (Financial Aid)	1.00	59,717	-	-	-	-	-	-	No	No	No	No	59,717	-	-
1584	Jamie Pepper	Assistant Director, Sports Nutrition	1.00	62,005	-	-	500	-	-	-	No	No	No	No		62,005	500
1629	` David Dietrich	Assistant Director, Athletic Media Relations	1.00	46,051	-	780	500	-	-	-	No	No	No	No		46,831	500
1631	Vacant	Director, Sports Turf Operations	1.00	82,014	-	-	500	-	-	-	No	No	No	No		82,014	500
1647	Denilson Suarez	Assistant Director - Event Operations	1.00	46,051	-	500	500	-	-	-	No	No	No	No		46,551	500
1686	Kacey Huntington	Budget Analyst	1.00	60,060	3,000	-	500	-	-	-	No	No	No	No	60,060	-	3,500
1700	Heather Berry	Sr. Associate AD, HR Services & Chief of Staff	1.00	130,000	-	600	2,500	-	-	-	No	No	No	No		130,600	2,500
1701	Jeramiah Dickey	Executive Director, Athletics	1.00	432,411	-	-	4,000	10,000	10,000	30,000	Yes	Yes	No	Yes		482,411	4,000
1711	Marc Paul	Assoc AD Sports Performance Health & Wellness	1.00	107,411	-	-	2,000	-	-	-	No	No	No	No		107,411	2,000
1715	Tyler Smith	Director SPHW	1.00	78,125	-		750	-	-	-	No	No	No	No	78,125	-	750
1717	Christina Van Tol	Sr Associate AD, SWA	1.00	148,013	-	-	2,500	-	-	-	No	Yes	No	No	148,013	-	2,500
1724	Kelsey Messer	Head Cheer/Dance Coach	1.00	46,779	-	-	1,000	-	-	-	No	No	No	No		46,779	1,000
1725	Krysta Fryer	Assistant Athletic Trainer	1.00	52,058	1,032	-	500	-	-	-	No	No	No	No	-	52,058	1,532
1726	Bradley Kimble	Assistant AD, SPHW- Football	1.00	106,850	-	-	1,000	-	-	-	No	No	No	No		106,850	1,000
1727	Doug Link	Associate Director, Athletic Media Relations	1.00	56,264	-	300	500	-	-	-	No	No	No	No		56,564	500
1736	Cameron Howard	Director of Community & Fan Engagement	1.00	62,005	-	400	750	-	-	-	No	No	No	No		62,405	750
1739	Garrett Ton	Assistant AD, Facility Operations	1.00	79,643	-	3,000	1,000	-	-	-	No	No	No	No		82,643	1,000
1740	Craig Lawson	Assistant AD, Athletic Media Relations	1.00	69,909	-	480	-	-	-	-	No	No	No	No	-	70,389	-
1741	Christopher Nichol	Assistant AD, Academic Services	1.00	65,021	-	-	1,000	-	-	-	No	No	No	No	65,021	-	1,000
1743	Naomi Lam	Assistant Business Manager	1.00	53,019	1,500	-	500	-	-	-	No	No	No	No		53,019	2,000
1749	Matthew Schofield	Assistant Athletic Trainer	1.00	50,686	-	-	500	-	-	-	No	No	No	No		50,686	500
1751	Jordan Feeney	Assistant AD, Operations & Capital Projects	1.00	72,613	-	3,000	750	-	-	-	No	No	No	No		75,613	750
1753	Raul Ibarra	Assistant Director, Athletic Equipment Operations	1.00	53,102	-	900	500	-	-	-	No	No	No	No		54,002	500
1758	Lucas Johnson	Assistant Director, Sports Perf. Coach	1.00	46,280	-	5,000	-	-	-	-	No	No	No	No		51,280	-
1760	Taylor Harding	Assistant Athletic Trainer	1.00	52,058	400	-	500	-	-	-	No	No	No	No		52,058	900
1761	Lauren Sale	Associate Director, Sports Performance Coach	1.00	43,638	-	-	500	-	-	-	No	No	No	No		43,638	500
1763	Nathan Lowery	Associate Sports Info Director	1.00	52,894	-	-	500	-	-	-	No	No	No	No		52,894	500
1764	Justin LaChapelle	Assistant Director, IT Systems	1.00	63,440	-	-	500	-	-	-	No	No	No	No		63,440	500
1766	Robert Kautz	Assistant Director of Compliance	1.00	46,051	-	-	500	-	-	-	No	No	No	No		46,051	500
1767	Matthew Sterling	Assistant AD, Athletic Equipment Operations	1.00	69,326	-	-	1,000	-	-	-	No	No	No	No		69,326	1,000
1768	Michael (Alex) Bell	Director, Creative Services	1.00	59,592	-	-	750	-	-	-	No	No	No	No		59,592	750
1769	James Gerfen	Assistant Director, Ticket Operations & Data Analytic	1.00	52,520	-	700	500	-	-	-	No	No	No	No		53,220	500
1770	Daryn Colledge	Director of Development, Varsity B	1.00	53,934	-	-	500	-	-	-	No	No	No	No		53,934	500
1773	Brandon Voigt	Director, Athletic Training - Football	1.00	76,440	-	-	750	-	-	-	No	No	No	No		76,440	750
1776	Jordan Britton	Business Manager	1.00	65,000	3,500	500	750	-	-	-	No	No	No	No	65,000	500	4,250
1797	Hope Bowman	Assistant Director, Guest Services	1.00	46,051	-	-	500	-	-	-	No	No	No	No		46,051	500
1834	Colby Harms	Assistant Director, Graphic Design - Football	1.00	48,402	-	-	500	-	-	-	No	No	No	No		48,402	500
1941	Jarred Nelson	Associate Director, Sports Performance Coach	1.00	49,629	-	-	500	-	-	-	No	No	No	No		49,629	500
2403	Stephanie Donaldson	Director, Athletic Performance Psychology	1.00	112,029	-	-	1,000	-	-	-	No	No	No	No		112,029	1,000
3005	Sophia Kallas	Assistant Director, Development	1.00	46,051	-	-	1,000	-	-	-	No	No	No	No		46,051	1,000
3064	Dominic Shelden	Assistant AD, Creative Serivces	1.00	81,494	-	-	1,000	-	-	-	No	No	No	No		81,494	1,000
3110	Alissa Lauer	Academic Advisor	1.00	49,816	-	-	500	-	-	-	No	No	No	No		49,816	500
3125	Joshua Bender	Assistant AD, Marketing & Community Engagement	1.00	67,392	-	1,300	1,000	-	-	-	No	No	No	No		68,692	1,000
3132	Jennifer Bellomy	Assistant AD, Compliance	1.00	77,605	-	-	1,000	-	-	-	No	No	No	No		77,605	1,000
3145	Gabe Rosenvall	Associate AD, Student-Athlete Academic Services	1.00	101,150	-	-	2,000	-	-	-	No	No	No	No	101,150	-	2,000
3150	Vacant	Social Media Content Strategist	1.00	46,051	-	-	500	-	-	-	No	No	No	No		46,051	500
3167	Sara Swanson Whiles	Associate AD, Student-Athlete Development	1.00	80,018	-	-	2,000	-	-	-	No	No	No	No		80,018	2,000
3188	Jacob Howell	Director, Donor Relations & Events	1.00	58,053	-	-	750	-	-	-	No	No	No	No		58,053	750
3502	Andy Atkinson	Director, Ath Info & Digital Tech	1.00	85,738	-	-	1,000	-	-	-	No	No	No	No		85,738	1,000
3529	Jodie Faulk	Director of Compliance	1.00	53,768	-	-	750	-	-	-	No	No	No	No		53,768	750
3530	Tyler Whitmer	Assistant AD, SPHW - Olympic Sports Perform	1.00	82,888	-	-	1,500	-	-	-	No	No	No	No		82,888	1,500
3545	Chris Apenbrink	Assistant Director, Ticket Operations	1.00	50,502	-	300	500	-	-	-	No	No	No	No		50,802	500
3549	Nathan Burk	Sr. Associate AD, Compliance	1.00	130,000	-	15,000	2,500	-	-	-	No	No	No	No		145,000	2,500
3563	Eric Kile	Director, Student Athlete Learning Center	1.00	60,133	-	-	750	-	-	-	No	No	No	No	60,133	-	750
3805	Keita Shimada	Assistant AD, SPHW - Olympic Sports Medicine	1.00	82,888	-	-	1,000	-	-	-	No	No	No	No		82,888	1,000
3806	Abigail Bass	Associate Athletic Trainer	1.00	53,102	600	240	500	-	-	-	No	No	No	No		53,342	1,100
3950	Rene Barraza	Asst Manager, Athletic Events and Facilities	1.00	55,723	-	2,000	500	-	-	-	No	No	No	No		57,723	500
3970	Syringa Larson	Director of Stdnt-Ath Med Supprt Services	1.00	55,827	-	-	750	-	-	-	No	No	No	No		55,827	750
4030	Andrew Bondi	Director of Ticket Operations	1.00	58,053	-	1,500	750	-	-	-	No	No	No	No		59,553	750
4149	McKenna Drevno	Assistant Athletic Trainer - FB	1.00	52,352	2,060	-	500	-	-	-	No	No	No	No		52,352	2,560
4165	Dane Clark	Assistant Business Manager	1.00	50,003	500	-	500	-	-	-	No	No	No	No	50,003	-	1,000
4174	Cody Gougler	Sr. Associate AD, External Affairs	1.00	130,000	-	-	2,500	-	-	-	No	Yes	No	No		130,000	2,500
4185	Jake Mankin	Associate AD, Ticket Sales & Operations	1.00	105,019	-	750	2,000	-	-	-	No	No	No	No		105,769	2,000
4198	Jacob Isaacson	Assistant Director, Graphic Design	1.00	50,149	-	-	500	-	-	-	No	No	No	No		50,149	500
4201	Sarah Hastings	Academic Advisor	1.00	49,816	-	-	500	-	-	-	No	No	No	No		49,816	500
4202	Samantha Wade	Director, Sports Nutrition	1.00	76,190	-	-	1,000	-	-	-	No	No	No	No		76,190	1,000
4218	David Slemmer	Assistant Director, Events - SSC	1.00	46,051	-	500	250	-	-	-	No	No	No	No		46,551	250
4221	Chris Hall	Director, Guest Services	1.00	55,723	-	2,000	500	-	-	-	No	No	No	No		57,723	500
4242	Justin Rogers	Assistant AD, Ticket Sales & Service	1.00	85,010	-	-	1,000	-	-	-	No	No	No	No		85,010	1,000
4246	Cade White	Assistant Director, Development	1.00	46,051	-	-	500	-	-	-	No	No	No	No		46,051	500
4260	Daniel Calhoun	Assistant Director, Ticket Sales & Service	1.00	47,362	-	11,733	500	-	-	-	No	No	No	No		59,095	500
4268	Matty Richardson	Associate Athletic Trainer	1.00	54,558	1,420	-	750	-	-	-	No	No	No	No		54,558	2,170
4272	Laine Hinson	Assistant Director, Athletic Personnel Services	1.00	55,016	-	-	750	-	-	-	No	No	No	No		55,016	750
4279	Kelli Nooney	Director, Student-Athlete Development	1.00	57,200	-	-	500	-	-	-	No	No	No	No		57,200	500

Intercollegiate Athletics Compensation Report
Boise State University
FY24 Budgeted Base Salary and Actual Other Compensation

				Compensation				Contract Bonus			Perks				Funding		
PCN	Depart/Name/Title		Athletic FTE	Base Salary	Camps/ Clinics	Other	Equip Co	Academic Perform.	Winning Perform.	Post Season Other	Club Memb	Car	Other	Multi-Yr Contract	State Approp.	Program Revenue	All Other
4280	Alex Semadeni	Assistant Director, Athletic Media Relations	1.00	46,051	-	600	500	-	-	-	No	No	No	No		46,651	500
4281	Amanda DiEnno	Associate Athletic Trainer	1.00	53,102	2,700	600	500	-	-	-	No	No	No	No		53,702	3,200
4285	Allison Hevner	Director of Events, SSC	1.00	52,894	-	2,000	750	-	-	-	No	No	No	No		54,894	750
4297	Kasey Richardson	Multimedia Technical Support Specialist	1.00	55,016	-	-	-	-	-	-	No	No	No	No		55,016	-
4302	Melvin Perry	Assistant Director, Creative Services	1.00	48,298	-	-	500	-	-	-	No	No	No	No		48,298	500
4306	Eric Leitzinger	Asst Director, Ath Counseling & Performance Psycho	1.00	72,405	-	-	500	-	-	-	No	No	No	No		72,405	500
4318	Carlie Cappelen	Assistant Director, Events - SSC	1.00	46,051	-	500	250	-	-	-	No	No	No	No		46,551	250
4319	Lauren Hazel	Assistant Director, Graphic Design	1.00	48,402	-	-	500	-	-	-	No	No	No	No		48,402	500
4321	Suzanne Lavender	Assistant AD, Strategic Communications	1.00	67,184	-	-	500	-	-	-	No	No	No	No		67,184	500
4331	Alyssa Perk	Associate Director Marketing	1.00	47,195	-	-	500	-	-	-	No	No	No	No		47,195	500
4336	Allison Iverson	Assistant Director, Business Dev & Revenue Innovat	1.00	48,090	-	-	500	-	-	-	No	No	No	No		48,090	500
4369	Tyler Haak	Director, Creative Services	1.00	57,200	-	-	500	-	-	-	No	No	No	No		57,200	500
4386	Jonathan Palmer	Assistant Director, Creative Services	1.00	45,906	-	-	500	-	-	-	No	No	No	No		45,906	500
4396	Garrett Holle	Associate Athletic Trainer - FB	1.00	60,008	-	450	500	-	-	-	No	No	No	No		60,458	500
4411	Andrew Lillig	Assistant Director Marketing & Promotions	1.00	46,051	-	-	500	-	-	-	No	No	No	No		46,051	500
4418	Tellier Lundquist	Assistant Director, Ticket Sales & Service	1.00	46,051	-	5,980	500	-	-	-	No	No	No	No		52,031	500
4121	Jeremy Malnes	Director, Ticket Sales & Service	1.00	51,896	-	12,799	750	-	-	-	No	No	No	No		64,695	750
4427	Allie Lepori	Special Assistant to the Athletic Director	1.00	54,847	-	-	500	-	-	-	No	No	No	No	54,847	-	500
4440	Morgan Weber	Assistant Director, Compliance	1.00	46,051	-	180	500	-	-	-	No	No	No	No		46,231	500
4449	Vacant	Photographer	1.00	45,905	-	-	500	-	-	-	No	No	No	No		45,905	500
4903	Matthew Mayer	Sr. Assistant AD, Business Operations	1.00	82,014	1,000	1,000	1,500	-	-	-	No	No	No	No	82,014	1,000	2,500
4925	Katherine Dores	Assistant AD, Athletic Personnel Services	1.00	75,005	-	500	750	-	-	-	No	No	No	No		75,505	750
4935	Danica Tarabanovic	Assistant Athletic Trainer	1.00	50,656	-	-	500	-	-	-	No	No	No	No		50,656	500
	Men's Sports																
	Football																
1255	Derrick McMahen	Special Teams Quality Control	1.00	30,014	-	-	500	-	-	-	No	No	No	No		30,014	500
1704	Spencer Danielson	Head Coach	1.00	1,100,008	-	-	3,000	-	25,000	-	No	Yes	No	Yes		1,125,008	3,000
1705	Stacy Collins	Assistant Coach	1.00	350,002	1,000	-	2,500	5,500	-	-	No	Yes	No	Yes		355,502	3,500
1706	Bush Hamdan	Assistant Coach	1.00	460,013	1,000	-	2,500	10,000	25,000	-	No	Yes	No	Yes		495,013	3,500
1707	Jabril Frazer	Assistant Coach	1.00	140,005	1,000	-	2,000	3,000	9,600	-	No	Yes	No	Yes		152,605	3,000
1708	Erik Chinander	Defensive Coordinator	1.00	440,003	1,000	-	2,000	2,599	17,600	-	No	Yes	No	Yes		460,202	3,000
1728	Jonah Booth	Assistant Coach, FB Strength & Conditioning	1.00	35,006	-	-	500	-	-	-	No	No	No	No		35,006	500
1730	Kyle Young	Director of Recruiting Football	1.00	60,008	-	-	1,000	1,500	3,600	-	No	No	No	No		65,109	1,000
1752	Dale Holste	Assoc Dir, Athletic Equipment Operations	1.00	69,410	5,000	-	1,000	-	-	-	No	No	No	No		69,410	6,000
1757	Steven Schulte	Asst Director Athletic Equipment Operations	1.00	50,398	1,000	-	500	-	-	-	No	No	No	No		50,398	1,500
1772	Jaylan Reid	Assistant Coach, Strength & Conditioning/Football	1.00	90,002	-	-	500	-	-	-	No	No	No	No		90,002	500
1787	Louis Major	Director Football External Relations	1.00	90,002	5,000	-	1,000	4,500	7,200	-	No	Yes	No	No		101,702	6,000
1886	Lance Anderson	Offensive SR Analyst Football	1.00	24,960	-	-	500	-	-	-	No	No	No	No		24,960	500
1916	Charlotte Siegel	Assistant AD / Chief of Staff, Football	1.00	120,016	2,000	-	1,500	1,500	9,601	-	No	Yes	No	No		131,117	3,500
3103	James Montgomery	Assistant Coach	1.00	235,019	1,000	-	2,000	4,875	15,600	-	No	Yes	No	Yes		255,494	3,000
3109	Demario Warren	Assistant Coach	1.00	240,011	1,000	-	2,500	6,001	20,800	-	No	Yes	No	Yes		266,812	3,500
3134	Matthew Miller	Assistant Coach	1.00	215,010	2,000	-	2,000	8,250	15,600	-	No	Yes	No	Yes		238,860	4,000
3153	Ben Hilgart	Director, Sports Perf Coach FB	1.00	185,016	-	-	2,000	4,500	14,400	-	No	No	No	Yes		203,916	2,000
3160	Tyler Stockton	Assistant Coach	1.00	260,000	1,000	-	2,000	6,499	-	-	No	Yes	No	Yes		266,499	3,000
3162	Timothy Keane	Assistant Coach	1.00	260,000	1,000	-	2,000	6,499	18,802	-	No	Yes	No	Yes		285,301	3,000
3186	Nate Potter	Assistant Coach	1.00	260,000	1,000	-	2,000	6,800	18,802	-	No	Yes	No	Yes		285,602	3,000
4147	Brandon Jones	General Manager	1.00	110,000	-	-	-	2,295	3,301	-	No	No	No	No		115,596	-
4152	Vacant	Associate Director, Football Administration	1.00	60,008	1,000	-	1,000	-	-	-	No	No	No	No		60,008	2,000
4159	Marques White	Asst Dir Sports Performance Coach FB	1.00	70,013	1,000	-	500	-	-	-	No	No	No	No		70,013	1,500
4211	Keaton Davis	Football Operations Coordinator	1.00	46,051	-	-	500	-	-	-	No	No	No	No		46,051	500
4267	Dirk Koetter	Senior Football Analyst	1.00	24,960	-	-	500	-	-	-	No	No	No	No		24,960	500
4269	Steven Cooper	Offensive Analyst	1.00	40,019	2,000	-	500	-	-	-	No	No	No	No		40,019	2,500
4273	Ron Collins	Senior Football Analyst	1.00	24,960	-	-	500	-	-	-	No	No	No	No		24,960	500
4274	Tyler Rausa	Special Teams Coaching Asst.	1.00	35,006	500	-	500	-	-	-	No	No	No	No		35,006	1,000
4275	Brian Mullin	Defensive Coaching Assistant	1.00	24,960	2,000	-	500	-	-	-	No	No	No	No		24,960	2,500
4276	Parker Weber	Dir. FB Video/Technology	1.00	50,003	-	-	1,000	-	3,301	-	No	No	No	No		53,304	1,000
4284	Meredith (Butch) Henry	Athletic Operations Coordinator	1.00	42,910	-	-	-	-	-	-	No	No	No	No		42,910	-
5381	Andrew Avalos	Head Football Coach	1.00	781,253	-	-	-	-	-	-	No	No	No	Yes		781,253	-
	Basketball																
1710	Leon Rice	Head Coach	1.00	950,000	-	-	4,000	-	-	38,001	Yes	Yes	No	Yes		988,001	4,000
1712	Michael Burns	Assistant Coach	1.00	194,542	-	-	2,000	-	-	7,782	No	Yes	No	No		202,324	2,000
1714	Timothy Duryea	Assistant Coach	1.00	180,003	-	-	2,000	-	-	7,200	No	Yes	No	No		187,203	2,000
1745	David Moats	Director of Recruiting	1.00	84,011	10,471	-	2,000	-	-	3,360	No	No	No	No		87,372	12,471
3133	Roberto Bergerson	Assistant Coach	1.00	140,005	-	-	2,000	-	-	11,200	No	Yes	No	Yes		151,205	2,000
4254	Lexus Williams	Coaching Assistant	1.00	55,016	3,529	-	500	-	-	2,201	No	No	No	No		57,217	4,029
4305	Matthew Charles	Director of Operations	1.00	50,003	-	-	1,000	-	-	2,000	No	No	No	No		52,003	1,000
	Golf																
3566	David Trainor	Head Coach	1.00	85,010	-	-	4,000	-	-	-	Yes	Yes	No	Yes		85,010	4,000
1486	Joe Panzeri	Assistant Coach	1.00	24,960	-	-	2,000	-	-	-	No	No	No	No		24,960	2,000
	Tennis																
3151	Paluka Shields	Head Coach	1.00	90,002	-	-	4,000	4,001	5,601	-	No	Yes	No	Yes		99,604	4,000
3178	Daniel Hangstefer	Associate Head Coach	1.00	45,011	-	-	2,000	-	-	-	No	No	No	No		45,011	2,000
	Men/Women's Track & Field																
1400	Benjamin Wetli	Assoc Head CC & Asst Track and Field Coach	1.00	65,000	-	-	2,000	4,225	-	2,600	No	No	No	No		71,825	2,000
1719	Rachel McFarlane	Assistant Coach	1.00	44,429	-	-	2,000	2,888	-	1,777	No	No	No	No	44,429	4,665	2,000

Intercollegiate Athletics Compensation Report
Boise State University
FY24 Budgeted Base Salary and Actual Other Compensation

				Compensation				Contract Bonus			Perks				Funding		
PCN	Depart/Name/Title		Athletic FTE	Base Salary	Camps/ Clinics	Other	Equip Co	Academic Perform.	Winning Perform.	Post Season Other	Club Memb	Car	Other	Multi-Yr Contract	State Approp.	Program Revenue	All Other
1721	Travis Hartke	Assoc Head CC & Asst Track and Field Coach	1.00	65,437	-	-	2,500	4,253	-	2,617	No	No	No	No	65,437	6,871	2,500
2223	Corey Ihmels	Head Coach	1.00	165,002	-	-	4,000	6,500	600	2,500	No	Yes	No	Yes		174,602	4,000
3177	Gavin O'Neal	Assistant Coach	1.00	55,349	-	-	2,000	1,937	-	-	No	No	No	No	55,349	1,937	2,000
4041	Andrew Green	Assistant Coach	1.00	34,195	-	-	2,000	1,197	-	-	No	No	No	No		35,392	2,000
	Women's Sports																
	Basketball																
1720	Heather Sower	Assistant Coach	1.00	100,734	-	-	2,000	6,044	-	-	No	No	No	No	100,734	6,044	2,000
1744	Breelyn Blanding	Director of Operations	1.00	50,024	-	-	1,000	-	-	-	No	No	No	No	50,024	-	1,000
2226	Gordon Presnell	Head Coach	1.00	308,110	-	-	4,000	18,000	-	-	No	No	No	Yes	308,110	18,000	4,000
3129	Michael Petrino	Assistant Coach	1.00	99,923	-	-	2,000	5,995	-	-	No	No	No	No	99,923	5,995	2,000
3181	Cariann Ramirez	Assistant Coach	1.00	100,734	-	-	2,000	6,044	-	-	No	No	No	No	100,734	6,044	2,000
	Soccer																
1722	James Thomas	Head Coach	1.00	115,003	64,239	-	4,000	-	-	-	No	No	No	Yes	115,003	-	68,239
1723	Elizabeth Ruiz	Assistant Coach	1.00	43,950	40,479	-	2,000	-	-	-	No	No	No	No	43,950	-	42,479
1748	Max Weber	Associate Head Coach	1.00	52,790	55,000	-	2,500	-	-	-	No	No	No	No		52,790	57,500
	Volleyball																
1716	Shawn Garus	Head Coach	1.00	140,878	6,000	-	4,000	8,453	-	-	No	Yes	No	Yes	140,878	8,453	10,000
3130	Candy Murphy	Associate Head Coach	1.00	75,275	7,506	-	2,500	4,517	-	-	No	No	No	Yes	75,275	4,517	10,006
3176	Hayley Peterson	Assistant Coach	1.00	52,000	4,000	-	2,000	2,910	-	-	No	No	No	No	52,000	2,910	6,000
4282	Brindl Langley	Director of Operations	1.00	46,051	2,000	-	1,000	-	-	-	No	No	No	No	46,051	-	3,000
	Beach Volleyball																
1817	Allison Buck Voigt	Head Coach	1.00	65,000	-	-	4,000	2,751	-	-	No	No	No	Yes		67,751	4,000
4040	Alex Venardos	Assistant Coach	1.00	46,509	295	-	2,000	1,825	-	-	No	No	No	No		48,334	2,295
	Gymnastics																
3164	Patti Murphy	Assistant Coach	1.00	43,368	3,750	-	2,000	2,168	-	2,168	No	No	No	No	43,368	4,337	5,750
3174	Tina Bird	Head Coach	1.00	96,013	6,450	-	4,000	4,590	-	4,590	No	Yes	No	Yes	96,013	9,179	10,450
4047	Ivan Alexov	Associate Head Coach	1.00	82,410	5,200	-	2,500	3,870	-	3,870	No	No	No	Yes		90,149	7,700
1573	Lauren Drinane	Director of Operations	1.00	46,051	3,263	-	1,000			-	No	No	No	No		46,051	4,263
	Tennis																
3163	Sherman Beck Roghaar	Head Coach Womens Director	1.00	95,118	-	-	4,000	4,617	-	2,308	No	Yes	No	Yes	95,118	6,925	4,000
3179	Jordan Gobatie	Assistant Coach	1.00	54,080	-	-	2,000	-	-	-	No	No	No	No		54,080	2,000
	Golf																
3127	Kailin Downs	Head Coach	1.00	75,005	-	-	4,000	3,376	-	-	No	Yes	No	Yes	75,005	3,376	4,000
4334	Haleigh Krause	Assistant Coach	1.00	40,019	-	-	2,000	-	-	-	No	No	No	No	40,019	-	2,000
	Softball																
1696	Madison Zerr	Assistant Coach Softball	1.00	40,019	-	-	1,000	-	-	-	No	No	No	No	40,019	-	1,000
1737	Justin Shults	Head Coach	1.00	110,011	-	-	4,000	4,751	-	6,651	No	Yes	No	Yes	110,011	11,402	4,000
1738	Francis Strub	Assistant Coach	1.00	54,517	-	-	2,000	2,375	-	2,375	No	No	No	No	54,517	4,751	2,000
1747	Allison Walljasper	Assistant Coach	1.00	65,000	-	-	2,000	3,000	-	3,000	No	No	No	No	65,000	6,001	2,000
	Grand Totals		**175.00**	**17,158,512**	**260,394**	**76,092**	**224,000**	**194,607**	**224,409**	**136,202**					**2,741,051**	**15,048,770**	**484,394**

Intercollegiate Athletics Compensation Report
Boise State University
FY25 Est Base Salary and Other Compensation

				Compensation				Contract Bonus			Perks				Funding			Salary
PCN	Depart/Name/Title		Athletic FTE	Base Salary	Camps/ Clinics	Other	Equip Co	Academic Perform.	Winning Perform.	Post Season Other	Club Memb	Car	Other	Multi-Yr Contract	State Approp.	Program Revenue	All Other	Annualized Change
	Athletic Administration																	
1349	Chris Kutz	Associate Athletic Director, Strategic Communication	1.00	105,019	-	-	2,000	-	-	-	No	No	No	No		105,019	2,000	9%
1010	Macee Harris	Assistant Athletic Director	1.00	50,003	-	-	-	-	-	-	No	No	No	No		50,003	-	New
1421	Patrick Walsh	Assistant AD, Athletic Media Relations (FB)	1.00	70,013	-	-	1,000	-	-	-	No	No	No	No		70,013	1,000	0%
1523	Kathryn Chase	NCAA Compliance (Financial Aid)	1.00	61,508	-	-	-	-	-	-	No	No	No	No	61,508	-	-	3%
1584	Jamie Pepper	Assistant Director, Sports Nutrition	1.00	63,981	-	-	500	-	-	-	No	No	No	No		63,981	500	3%
1629	David Dietrich	Assistant Director, Athletic Media Relations	1.00	47,528	-	300	500	-	-	-	No	No	No	No		47,828	500	3%
1631	Jeremy Fairbanks	Director, Sports Turf Operations	1.00	82,014	-	-	500	-	-	-	No	No	No	No		82,014	500	0%
1647	Denilson Suarez	Assistant Director - Event Operations	1.00	47,382	-	500	500	-	-	-	No	No	No	No		47,882	500	3%
1662	Levi Stuart	Director of Operations, BOAS	1.00	47,320	-	-	500	-	-	-	No	No	No	No		47,320	500	New
1686	Kacey Huntington	Budget Analyst	1.00	61,984	-	-	500	-	-	-	No	No	No	No	61,984	-	500	3%
1700	Heather Berry	Sr. Associate AD, HR Services & Chief of Staff	1.00	134,118	-	600	2,500	-	-	-	No	No	No	No		134,718	2,500	3%
1701	Jeramiah Dickey	Executive Director, Athletics	1.00	465,000	-	204,000	4,000	35,000	20,000	70,000	Yes	Yes	No	Yes		794,000	4,000	8%
1711	Marc Paul	Assoc AD Sports Performance Health & Wellness	1.00	110,490	-	-	2,000	-	-	-	No	No	No	No		110,490	2,000	3%
1715	Tyler Smith	Director SPHW	1.00	78,125	-	-	750	-	-	-	No	No	No	No	78,125	-	750	0%
1717	Christina Van Tol	Sr Associate AD, SWA	1.00	152,630	-	-	2,500	-	-	-	No	Yes	No	No	152,630	-	2,500	3%
1724	Kelsey Messer	Head Cheer/Dance Coach	1.00	46,779	-	-	1,000	-	-	-	No	No	No	No		46,779	1,000	0%
1725	Krysta Fryer	Assistant Athletic Trainer	1.00	53,581	-	-	500	-	-	-	No	No	No	No	-	53,581	500	3%
1726	Garrett Holle	Assistant AD, SPHW- Football	1.00	100,610	-	-	1,000	-	-	-	No	No	No	No		100,610	1,000	-6%
1727	Doug Link	Associate Director, Athletic Media Relations	1.00	57,907	-	300	500	-	-	-	No	No	No	No		58,207	500	3%
1736	Cameron Howard	Director of Community & Fan Engagement	1.00	63,794	-	400	750	-	-	-	No	No	No	No		64,194	750	3%
1739	Garrett Ton	Assistant AD, Facility Operations	1.00	81,931	-	-	1,000	-	-	-	No	No	No	No		81,931	1,000	3%
1740	Craig Lawson	Assistant AD, Athletic Media Relations	1.00	72,134	-	-	-	-	-	-	No	No	No	No	-	72,134	-	3%
1741	Christopher Nichol	Assistant AD, Academic Services	1.00	66,706	-	-	1,000	-	-	-	No	No	No	No	66,706	-	1,000	3%
1743	Naomi Lam	Assistant Business Manager	1.00	54,704	-	-	500	-	-	-	No	No	No	No		54,704	500	3%
1749	Matthew Schofield	Assistant Athletic Trainer	1.00	52,146	-	-	500	-	-	-	No	No	No	No		52,146	500	3%
1751	Jordan Feeney	Assistant AD, Operations & Capital Projects	1.00	74,922	-	4,000	1,000	-	-	-	No	No	No	No		78,922	1,000	3%
1753	Raul Ibarra	Assistant Director, Athletic Equipment Operations	1.00	54,652	-	900	500	-	-	-	No	No	No	No		55,552	500	3%
1758	Lucas Johnson	Assistant Director, Sports Perf. Coach	1.00	55,016	-	-	750	-	-	-	No	No	No	No		55,016	750	19%
1760	Taylor Harding	Assistant Athletic Trainer	1.00	53,581	-	-	500	-	-	-	No	No	No	No		53,581	500	3%
1761	Justin Huynh	Associate Director, Sports Performance Coach	1.00	50,003	-	-	500	-	-	-	No	No	No	No		50,003	500	15%
1763	Jordan Beasley	Associate Sports Info Director	1.00	65,000	-	-	500	-	-	-	No	No	No	No		65,000	500	23%
1764	Justin LaChapelle	Assistant Director, IT Systems	1.00	65,458	-	-	750	-	-	-	No	No	No	No		65,458	750	3%
1767	Matthew Sterling	Assistant AD, Athletic Equipment Operations	1.00	71,406	-	-	1,000	-	-	-	No	No	No	No		71,406	1,000	3%
1768	Christpher Mitchell	Director, Creative Services	1.00	82,014	-	-	750	-	-	-	No	No	No	No		82,014	750	38%
1769	James Gerfen	Assistant Director, Ticket Operations & Data Analytics	1.00	54,038	-	700	-	-	-	-	No	No	No	No		54,738	-	3%
1770	Justin Roberts	Director of Development, Varsity B	1.00	47,320	-	-	500	-	-	-	No	No	No	No		47,320	500	-12%
1773	Brandon Voigt	Director, Athletic Training - Football	1.00	78,874	-	-	750	-	-	-	No	No	No	No		78,874	750	3%
1776	Jordan Britton	Business Manager	1.00	67,080	-	500	750	-	-	-	No	No	No	No	67,080	500	750	3%
1797	Hope Bowman	Assistant Director, Guest Services	1.00	47,320	-	500	500	-	-	-	No	No	No	No		47,820	500	3%
1834	Katie Macare	Assistant Director, Graphic Design	1.00	48,402	-	-	500	-	-	-	No	No	No	No		48,402	500	0%
1941	Rachel Phinney	Associate Director, Sports Performance Coach	1.00	47,008	-	-	500	-	-	-	No	No	No	No		47,008	500	-5%
2403	Stephanie Donaldson	Director, Athletic Performance Psychology	1.00	115,565	-	-	1,000	-	-	-	No	No	No	No		115,565	1,000	3%
3005	Sophia Kallas	Assistant Director, Events & Donor Relations	1.00	47,320	-	-	1,000	-	-	-	No	No	No	No		47,320	1,000	3%
3064	Kiersten Hart	Assistant Director, Creative Services (Post-Productio	1.00	48,610	-	-	1,000	-	-	-	No	No	No	No		48,610	1,000	-40%
3110	Alissa Lauer	Academic Advisor	1.00	51,251	-	-	500	-	-	-	No	No	No	No		51,251	500	3%
3125	Joshua Bender	Assistant AD, Marketing & Community Engagement	1.00	69,329	-	1,300	1,000	-	-	-	No	No	No	No		70,629	1,000	3%
3132	Jennifer Bellomy	Assistant AD, Compliance	1.00	79,851	-	-	1,000	-	-	-	No	No	No	No		79,851	1,000	3%
3145	Gabe Rosenvall	Associate AD, Student-Athlete Academic Services	1.00	104,042	-	-	2,000	-	-	-	No	No	No	No	104,042	-	2,000	3%
3167	Sara Swanson Whiles	Associate AD, Student-Athlete Development	1.00	82,326	-	-	2,000	-	-	-	No	No	No	No		82,326	2,000	3%
3188	Jacob Howell	Director, Donor Relations & Events	1.00	59,717	-	-	750	-	-	-	No	No	No	No		59,717	750	3%
3502	Andy Atkinson	Director, Ath Info & Digital Tech	1.00	87,901	-	-	1,000	-	-	-	No	No	No	No		87,901	1,000	3%
3529	Jodie Faulk	Director of Compliance	1.00	55,307	-	-	750	-	-	-	No	No	No	No		55,307	750	3%
3530	Tyler Whitmer	Assistant AD, SPHW - Olympic Sports Perform	1.00	92,893	-	-	1,500	-	-	-	No	No	No	No		92,893	1,500	12%
3545	Chris Apenbrink	Assistant Director, Ticket Operations	1.00	51,958	-	300	500	-	-	-	No	No	No	No		52,258	500	3%
3549	Nathan Burk	Sr. Associate AD, Compliance	1.00	134,118	-	5,000	2,500	-	-	-	No	No	No	No		139,118	2,500	3%
3563	Eric Kile	Director, Student Athlete Learning Center	1.00	61,859	-	-	750	-	-	-	No	No	No	No	61,859	-	750	3%
3805	Keita Shimada	Assistant AD, SPHW - Olympic Sports Medicine	1.00	92,893	-	-	1,500	-	-	-	No	No	No	No		92,893	1,500	12%
3806	Abigail Bass	Associate Athletic Trainer	1.00	54,642	-	600	500	-	-	-	No	No	No	No		55,242	500	3%
3950	Rene Barraza	Asst Manager, Athletic Events and Facilities	1.00	57,158	-	2,000	500	-	-	-	No	No	No	No		59,158	500	3%
3970	Syringa Larson	Director of Stdnt-Ath Med Supprt Services	1.00	57,429	-	-	750	-	-	-	No	No	No	No		57,429	750	3%
4030	Andrew Bondi	Director of Ticket Operations	1.00	59,720	-	1,500	750	-	-	-	No	No	No	No		61,220	750	3%
4149	McKenna Drevno	Assistant Athletic Trainer - FB	1.00	54,038	-	-	500	-	-	-	No	No	No	No		54,038	500	3%
4165	Dane Clark	Assistant Business Manager	1.00	51,314	-	-	500	-	-	-	No	No	No	No	51,314	-	500	3%
4174	Cody Gougler	Sr. Associate AD, External Affairs	1.00	134,118	-	-	2,500	-	-	-	No	Yes	No	No		134,118	2,500	3%
4185	Jake Mankin	Associate AD, Ticket Sales & Operations	1.00	108,035	-	750	2,000	-	-	-	No	No	No	No		108,785	2,000	3%
4198	Jacob Isaacson	Assistant Director, Graphic Design	1.00	51,605	-	-	500	-	-	-	No	No	No	No		51,605	500	3%
4201	Sarah Hastings	Academic Advisor	1.00	51,251	-	-	500	-	-	-	No	No	No	No		51,251	500	3%
4202	Samantha Wade	Director, Sports Nutrition	1.00	78,603	-	-	1,000	-	-	-	No	No	No	No		78,603	1,000	3%
4218	David Stemmer	Assistant Director, Events - SSC	1.00	47,320	-	500	500	-	-	-	No	No	No	No		47,820	500	3%
4221	Chris Hall	Director, Guest Services	1.00	57,158	-	4,000	500	-	-	-	No	No	No	No		61,158	500	3%
4242	Justin Rogers	Assistant AD, Ticket Sales & Service	1.00	87,443	-	-	1,000	-	-	-	No	No	No	No		87,443	1,000	3%
4246	Cade White	Assistant Director, Development	1.00	55,016	-	-	500	-	-	-	No	No	No	No		55,016	500	19%
4260	Daniel Calhoun	Assistant Director, Ticket Sales & Service	1.00	48,734	-	15,000	500	-	-	-	No	No	No	No		63,734	500	3%
4268	Matty Richardson	Associate Athletic Trainer	1.00	65,000	-	-	750	-	-	-	No	No	No	No		65,000	750	19%
4272	Laine Hinson	Assistant Director, Athletic Personnel Services	1.00	56,430	-	-	750	-	-	-	No	No	No	No		56,430	750	3%
4279	Kelli Nooney	Director, Student-Athlete Development	1.00	58,906	-	-	750	-	-	-	No	No	No	No		58,906	750	3%
4280	Alex Semadeni	Assistant Director, Athletic Media Relations	1.00	53,456	-	-	500	-	-	-	No	No	No	No		53,456	500	16%
4281	Amanda DiEnno	Associate Athletic Trainer	1.00	54,642	-	600	500	-	-	-	No	No	No	No		55,242	500	3%
4285	Allison Hevner	Director of Events, SSC	1.00	61,547	-	4,000	750	-	-	-	No	No	No	No		65,547	750	16%
4297	Kasey Richardson	Multimedia Technical Support Specialist	1.00	56,597	-	-	500	-	-	-	No	No	No	No		56,597	500	3%
4302	Melvin Perry	Assistant Director, Creative Services	1.00	48,298	-	-	500	-	-	-	No	No	No	No		48,298	500	0%
4306	Eric Leitzinger	Asst Director, Ath Counseling & Performance Psycho	1.00	74,485	-	-	500	-	-	-	No	No	No	No		74,485	500	3%

Intercollegiate Athletics Compensation Report
Boise State University
FY25 Est Base Salary and Other Compensation

				Compensation				Contract Bonus			Perks				Funding			Salary
PCN	Depart/Name/Title		Athletic FTE	Base Salary	Camps/ Clinics	Other	Equip Co	Academic Perform.	Winning Perform.	Post Season Other	Club Memb	Car	Other	Multi-Yr Contract	State Approp.	Program Revenue	All Other	Annualized Change
4318	Carlie Cappelen	Assistant Director, Events - SSC	1.00	47,320	-	500	500	-	-	-	No	No	No	No		47,820	500	3%
4457	Alexander Powell	Director, Graphic Design	1.00	56,014	-	-	500	-	-	-	No	No	No	No		56,014	500	New
4321	Suzanne Lavender	Assistant AD, Strategic Communications	1.00	69,326	-	-	500	-	-	-	No	No	No	No		69,326	500	3%
4331	Alyssa Perk	Associate Director Marketing	1.00	48,422	-	-	500	-	-	-	No	No	No	No		48,422	500	3%
4336	Allison Iverson	Assistant Director, Business Dev & Revenue Innovati	1.00	49,483	-	-	500	-	-	-	No	No	No	No		49,483	500	3%
4369	Tyler Haak	Director, Creative Services	1.00	58,906	-	-	500	-	-	-	No	No	No	No		58,906	500	3%
4386	Jonathan Palmer	Assistant Director, Creative Services	1.00	48,610	-	-	500	-	-	-	No	No	No	No		48,610	500	6%
4396	Michael Fanning	Associate Athletic Trainer - FB	1.00	50,003	-	-	500	-	-	-	No	No	No	No		50,003	500	-17%
4411	Andrew Lillig	Assistant Director Marketing & Promotions	1.00	47,320	-	-	500	-	-	-	No	No	No	No		47,320	500	3%
4418	Tellier Lundquist	Assistant Director, Ticket Sales & Service	1.00	47,320	-	15,000	500	-	-	-	No	No	No	No		62,320	500	3%
4121	Jeremy Malnes	Director, Ticket Sales & Service	1.00	53,456	-	15,000	750	-	-	-	No	No	No	No		68,456	750	3%
4427	Allie Lepori	Special Assistant to the Athletic Director	1.00	56,596	-	-	500	-	-	-	No	No	No	No	56,596	-	500	3%
4440	Morgan Weber	Assistant Director, Compliance	1.00	47,382	-	-	500	-	-	-	No	No	No	No		47,382	500	3%
4449	Vacant	Photographer	1.00	45,905	-	-	500	-	-	-	No	No	No	No		45,905	500	0%
4460	Colby Harms	Director, Strategic Communications & Brand Advanc	1.00	56,514	-	-	750	-	-	-	No	No	No	No		56,514	750	New
4474	Jack Kreuger	Assistant Directorm Sports Performance	1.00	45,011	-	-	500	-	-	-	No	No	No	No		45,011	500	New
4477	Alex Becerril	Assistant Director, Creative Services (Post-Productio	1.00	48,610	-	-	500	-	-	-	No	No	No	No		48,610	500	New
4903	Matthew Mayer	Sr. Assistant AD, Business Operations	1.00	84,614	-	1,000	1,500	-	-	-	No	No	No	No	84,614	1,000	1,500	3%
4925	Katherine Dores	Assistant AD, Athletic Personnel Services	1.00	77,397	-	500	750	-	-	-	No	No	No	No		77,897	750	3%
4935	Danica Tarabanovic	Assistant Athletic Trainer	1.00	52,146	-	-	500	-	-	-	No	No	No	No		52,146	500	3%
	Men's Sports																	
	Football																	
1255	Derrick McMahen	Special Teams Quality Control	1.00	30,014	3,000	-	500	-	-	-	No	No	No	No		30,014	3,500	0%
1704	Spencer Danielson	Head Coach	1.00	1,100,008	-	-	3,500	-	198,001	198,001	No	Yes	No	Yes		1,496,011	3,500	0%
1705	Stacy Collins	Assistant Coach	1.00	350,002	1,000	-	2,500	-	35,000	63,000	No	Yes	No	Yes		448,002	3,500	0%
1706	Dirk Koetter	Assistant Coach	1.00	460,013	-	-	2,500	-	46,001	82,802	No	Yes	No	Yes		588,816	2,500	0%
1707	Jabril Frazer	Assistant Coach	1.00	140,005	1,000	-	2,000	7,200	14,000	25,201	No	Yes	No	Yes		186,406	3,000	0%
1708	Erik Chinander	Defensive Coordinator	1.00	440,003	1,000	-	2,500	7,400	44,000	79,201	No	Yes	No	Yes		570,604	3,500	0%
1728	Jonah Booth	Assistant Coach, FB Strength & Conditioning	1.00	35,006	1,000	-	500	-	-	2,801	No	No	No	No		37,807	1,500	0%
1730	Kyle Young	Director of Recruiting Football	1.00	60,008	1,000	-	1,000	3,600	6,001	4,801	No	No	No	No		74,410	2,000	0%
1752	Dale Holste	Assoc Dir, Athletic Equipment Operations	1.00	71,178	5,000	-	1,000	-	-	5,694	No	No	No	No		76,872	6,000	3%
1757	Steven Schulte	Asst Director Athletic Equipment Operations	1.00	51,854	2,000	-	500	-	-	4,148	No	No	No	No		56,003	2,500	3%
1772	Jaylan Reid	Assistant Coach, Strength & Conditioning/Football	1.00	90,002	-	-	500	-	-	7,200	No	No	No	No		97,202	500	0%
1787	Louis Major	Director Football External Relations	1.00	90,002	12,000	-	1,000	5,400	9,000	16,200	No	Yes	No	No		120,602	13,000	0%
1886	Lance Anderson	Offensive SR Analyst Football	1.00	24,960	-	-	500	-	-	-	No	No	No	No		24,960	500	0%
1916	Charlotte Siegel	Assistant AD / Chief of Staff, Football	1.00	120,016	2,000	-	1,750	7,201	12,002	21,603	No	Yes	No	No		160,821	3,750	0%
3103	James Montgomery	Assistant Coach	1.00	235,019	1,000	-	2,000	9,400	23,502	42,303	No	Yes	No	Yes		310,225	3,000	0%
3109	Demario Warren	Assistant Coach	1.00	240,011	1,000	-	2,000	4,200	24,001	43,202	No	Yes	No	Yes		311,414	3,000	0%
3134	Matthew Miller	Assistant Coach	1.00	215,010	1,000	-	2,000	9,400	21,501	38,702	No	Yes	No	Yes		284,612	3,000	0%
3153	Ben Hilgart	Director, Sports Perf Coach FB	1.00	185,016	-	-	2,000	10,600	18,502	33,303	No	No	No	Yes		247,420	2,000	0%
3160	Tyler Stockton	Assistant Coach	1.00	260,000	1,000	-	2,000	-	26,000	46,800	No	Yes	No	Yes		332,800	3,000	0%
3162	Timothy Keane	Assistant Coach	1.00	260,000	1,000	-	2,000	6,198	26,000	46,800	No	Yes	No	Yes		338,998	3,000	0%
3186	Nate Potter	Assistant Coach	1.00	260,000	1,000	-	2,000	6,198	26,000	46,800	No	Yes	No	Yes		338,998	3,000	0%
4147	Brandon Jones	General Manager	1.00	110,011	-	-	1,750		11,001	19,802	No	No	No	No		140,814	1,750	0%
4159	Marques White	Asst Dir Sports Performance Coach FB	1.00	70,013	-	-	500	-	-	5,601	No	No	No	No		75,614	500	0%
4211	Keaton Davis	Football Operations Coordinator	1.00	47,320	2,000	-	500	-	-	3,786	No	No	No	No		51,106	2,500	3%
4267	Dirk Koetter	Senior Football Analyst	1.00	24,960	-	-	500	-	-	-	No	No	No	No		24,960	500	0%
4269	Steven Cooper	Offensive Analyst	1.00	40,019	2,000	-	500	-	-	1,500	No	No	No	No		41,519	2,500	0%
4273	Ron Collins	Senior Football Analyst	1.00	24,960	-	-	500	-	-	-	No	No	No	No		24,960	500	0%
4274	Tyler Rausa	Special Teams Coaching Asst.	1.00	45,011	2,000	-	500	-	-	1,500	No	No	No	No		46,511	2,500	29%
4275	Brian Mullin	Defensive Coaching Assistant	1.00	24,960	3,000	-	500	-	-	1,500	No	No	No	No		26,460	3,500	0%
4276	Parker Weber	Dir. FB Video/Technology	1.00	50,003	-	-	1,000	-	5,000	4,000	No	No	No	No		59,004	1,000	0%
4284	Meredith (Butch) Henry	Athletic Operations Coordinator	1.00	42,910	-	-	-	-	-	-	No	No	No	No		42,910	-	0%
4467	Bailey Hawkins	Assistant to Head Football Coach	1.00	46,051	-	-	500	-	-	1,500	No	No	No	No		47,551	500	New
5381	Andrew Avalos	Head Football Coach	1.00	793,525	-	-	-	-	-	-	No	No	No	Yes		793,525	-	2%
	Basketball																	
1710	Leon Rice	Head Coach	1.00	1,000,002	-	-	4,000	38,001	-	-	Yes	Yes	No	Yes		1,038,002	4,000	5%
1712	Michael Burns	Associate Head Coach	1.00	224,557	-	-	2,000	7,782	-	-	No	Yes	No	No		232,339	2,000	15%
1714	Timothy Duryea	Assistant Coach	1.00	198,016	-	-	2,000	7,200	-	-	No	Yes	No	No		205,216	2,000	10%
1745	David Moats	Director of Recruiting, MBB	1.00	100,027	6,699	-	2,000	3,360	-	-	No	No	No	No		103,388	8,699	19%
3133	Roberto Bergerson	Assistant Coach	1.00	156,021	-	-	2,000	5,600	-	-	No	Yes	No	Yes		161,621	2,000	11%
4254	Lexus Williams	Coaching Assistant	1.00	65,021	3,780	-	2,000	2,201	-	-	No	No	No	No		67,221	5,780	18%
4305	Matthew Charles	Director of Operations	1.00	60,008	6,699	-	1,000	2,000	-	-	No	No	No	No		62,008	7,699	20%
	Golf																	
3566	David Trainor	Head Coach	1.00	90,002	-	-	4,000	-	-	-	Yes	Yes	No	Yes		90,002	4,000	6%
1486	Joe Panzeri	Assistant Coach	1.00	24,960	-	-	2,000	-	-	-	No	No	No	No		24,960	2,000	0%
	Tennis																	
3151	Paluka Shields	Head Coach	1.00	95,014	-	-	4,000	4,500	6,300	-	No	Yes	No	Yes		105,815	4,000	6%
3178	Daniel Hangstefer	Associate Head Coach	1.00	50,003	-	-	2,000	2,251	3,151	-	No	No	No	No		55,405	2,000	11%
	Men/Women's Track & Field																	
1400	Mark Badowsky	Asst Head CC & Asst Track and Field Coach	1.00	72,175	-	-	2,000	-	-	2,887	No	No	No	No		75,062	2,000	11%
1719	Kelsey Betthauser	Asst Coach	1.00	60,008	-	-	500	-	-	2,400	No	No	No	No	60,008	2,400	500	35%
1721	Emma Wren	Assoc Head CC & Asst Track and Field Coach	1.00	72,218	-	-	2,500	-	-	2,889	No	No	No	No	72,218	2,889	2,500	10%
2223	Pat McCurry	Head Coach	1.00	105,019	-	-	4,000	-	-	4,201	No	Yes	No	Yes		109,220	4,000	-36%
4041	Andrew Green	Assistant Coach	1.00	60,008	-	-	2,000	1,026	-	2,400	No	No	No	No		63,434	2,000	75%
	Women's Sports																	
	Basketball																	
1720	Heather Sower	Assistant Coach	1.00	107,141	1,250	-	2,000	6,044	-	-	No	No	No	Yes	107,141	6,044	3,250	6%
1744	Breelyn Blanding	Director of Operations	1.00	60,029	1,750	-	1,000	3,001	-	-	No	No	No	No	60,029	3,001	2,750	20%

Intercollegiate Athletics Compensation Report
Boise State University
FY25 Est Base Salary and Other Compensation

				Compensation				Contract Bonus			Perks				Funding			Salary
PCN	Depart/Name/Title		Athletic FTE	Base Salary	Camps/ Clinics	Other	Equip Co	Academic Perform.	Winning Perform.	Post Season Other	Club Memb	Car	Other	Multi-Yr Contract	State Approp.	Program Revenue	All Other	Annualized Change
2226	Gordon Presnell	Head Coach	1.00	308,110	-	-	4,000	18,000	-	3,000	No	No	No	Yes	-	329,110	4,000	0%
3129	Michael Petrino	Assistant Coach	1.00	107,141	1,250	-	2,000	5,995	-	-	No	No	No	Yes	107,141	5,995	3,250	7%
3181	Cariann Ramirez	Assistant Coach	1.00	107,141	1,750	-	2,000	6,044	-	-	No	No	No	Yes	107,141	6,044	3,750	6%
4479	Jackie Robinson	Assistant Coach	1.00	42,016	-	-	2,000		-	-	No	No	No	No	42,016	-	2,000	New
	Soccer																	
1722	James Thomas	Head Coach	1.00	115,003	44,511	-	4,000	5,500	5,750	-	No	No	No	Yes	115,003	11,250	48,511	0%
1723	Elizabeth Ruiz	Assistant Coach	1.00	43,950	18,521	-	2,000	1,897	2,198	-	No	No	No	No	43,950	4,094	20,521	0%
1748	Max Weber	Associate Head Coach	1.00	52,790	25,000	-	2,500	2,640	2,640	-	No	No	No	No		58,069	27,500	0%
4480	Grace Hancock	Assistant Coach	1.00	34,008	-	-	-	-	-	-	No	No	No	No	34,008	-	-	New
	Volleyball																	
1716	Shawn Garus	Head Coach	1.00	140,878	8,489	-	4,000	8,453	-	-	No	Yes	No	Yes	140,878	8,453	12,489	0%
3130	Candy Murphy	Associate Head Coach	1.00	75,275	8,000	-	2,500	4,517	-	-	No	No	No	Yes	75,275	4,517	10,500	0%
3176	Hayley Peterson	Assistant Coach	1.00	52,000	8,000	-	2,000	3,120	-	-	No	No	No	No	52,000	3,120	10,000	0%
4282	Brindl Langley	Director of Operations	1.00	46,051	20,000	-	1,000	2,763	-	-	No	No	No	No	46,051	2,763	21,000	0%
	Beach Volleyball																	
1817	Allison Buck Voigt	Head Coach	1.00	68,266	530	-	2,000	3,250	-	-	No	No	No	Yes		71,516	2,530	5%
4040	Alex Venardos	Assistant Coach	1.00	50,003	950	-	2,000	2,325	-	-	No	No	No	No		52,329	2,950	8%
	Gymnastics																	
3164	Patti Murphy	Assistant Coach	1.00	43,368	2,000	-	2,000	2,168	-	2,168	No	No	No	No	43,368	4,337	4,000	0%
3174	Tina Bird	Head Coach	1.00	100,818	11,850	-	4,000	4,801	-	4,801	No	Yes	No	Yes	100,818	9,601	15,850	5%
4047	Ivan Alexov	Associate Head Coach	1.00	82,410	9,450	-	2,500	4,120	-	4,120	No	No	No	Yes		90,651	11,950	0%
1573	Hope Masiado	Director of Operations	1.00	47,320	3,600	-	1,000	-	-	-	No	No	No	No		47,320	4,600	3%
	Tennis																	
3163	Sherman Beck Roghaar	Head Coach/Director of Tennis	1.00	97,989	-	-	4,000	4,756	3,329	-	No	Yes	No	Yes	97,989	8,085	4,000	3%
3179	Errol Smith	Assistant Coach	1.00	54,080	-	-	2,000	2,704	-	-	No	No	No	No		56,784	2,000	0%
	Golf																	
3127	Kailin Downs	Head Coach	1.00	78,770	-	-	4,000	3,750	-	-	No	Yes	No	Yes	78,770	3,750	4,000	5%
4334	Haleigh Krause	Assistant Coach	1.00	40,019	-	-	2,000	2,001	-	-	No	No	No	No	40,019	2,001	2,000	0%
	Softball																	
1696	Terra McGowan	Assistant Coach	1.00	40,019	-	-	1,000	-	-	-	No	No	No	Yes	40,019	-	1,000	0%
1737	Justin Shults	Head Coach	1.00	120,016	-	-	4,000	-	-	-	No	Yes	No	No	-	120,016	4,000	9%
1738	Francis Strub	Assistant Coach	1.00	54,517	-	-	2,000	-	-	-	No	No	No	No	54,517	-	2,000	0%
1747	Allison Walljasper	Assistant Coach	1.00	65,000	-	-	2,000	-	-	-	No	No	No	No	65,000	-	2,000	0%
	Grand Totals		**179.00**	**17,802,798**	**228,080**	**280,250**	**227,750**	**283,568**	**588,881**	**946,618**					**2,429,816**	**17,472,299**	**455,830**	

Intercollegiate Athletics Compensation Report
Idaho State University
FY 2024 Actual Compensation

					Compensation				Contract Bonuses			Perks				Funding		
Depart/Name/Title				Athletic FTE	Base Salary**	Camps/ Clinics	Media	Equip Co & Other	Academic Perform.	Winning Perform..	Other	Club Mbership	Car	Other	Multi-Yr Contract	State Approp.	Program Revenue	All Other
Athletic Administration:																		
x	Pauline Thiros		Athletic Director	0.72	192,925				15,500	5,000	8,000	Yes	Yes		Yes	221,425		5,000
x	Robyn Sharp		Sr Assc AD Int Op&Sprt Prf/SWA	1.00	104,928										No	104,928		
x	Jonathan Match		Assoc AD Sports Info, Media Relations and	1.00	64,800										No			
x	Ryan Cheney		Asst Director for Sports & Game Ops	1.00	46,106										No	46,106		
x	Natalie Christensen		Registered Dietician	0.25	16,319										No		16,319	
x	Marilyn Anderton		Insurance Coordinator	0.50	21,539										No		21,539	
x	Brandon Stephens		Dir of Strength & Conditioning	1.00	72,759										No	52,392	17,231	
x	Brandon Rodewald		Asst Dir of Strength and Conditioning	1.00	60,724										No	3,383	54,511	
x	Caroline Lipka	A	Director of Sports Marketing	1.00	50,192										No		50,192	
x	Evan Bates	B	Director of Sports Marketing	0.06	2,836										No		2,836	
x	Thomas Renner	A	Athletic Equipment Manager	0.66	43,867										No	43,867		
x	Ryan Barker	B	Athletic Equipment Manager	0.34	19,395										No	19,395		
x	Spencer Salvesen		Senior Maint. Craftsman/Game Ops	0.50	17,761										No		17,761	
x	Melissa Dixon		Admin Assistant	1.00	38,907										No	38,907		
x	Becky Naber		Mgmt Assistant	1.00	55,039										No	55,039		
Men's Sports																		
Football																		
x	Cody Hawkins	A	Hd Coach	1.00	195,678								Yes		Yes	195,678		0
x	Jacob Thomas		Asst. Coach	1.00	70,046	900									No	53,207	16,839	900
x	Daniel Kuhn		Director of Football Ops	0.43	12,814										No		12,814	0
x	Jarrett Meeker		Video Coordinator	1.00	31,372	4,500									No	1,353	30,019	4,500
x	Devin Holiday		Asst Coach	1.00	41,027	2,400									No	41,027		2,400
x	Jeffrey Pitman	A	Asst. Coach	1.00	66,716								Yes		No	31,895	34,821	0
x	James Blevins		Asst. Coach	0.43	21,356										No	11,746	9,610	0
x	Jesse Thompson		Asst Coach	0.72	44,808										No	44,808		0
x	Danny Hawkins	B	Asst Coach	0.04	1,158										No	1,158		0
x	Kody Hensley	A	Asst Coach	0.71	27,355	8,500									No	27,355		8,500
x	Kolney Cassel	B	Asst Coach	0.44	17,921										No	17,921		0
x	Joshua Mondt	A	Asst Coach	0.56	19,519	900									No	19,519		900
x	Scott Thiessen		Asst Coach	1.00	60,038	900									No	60,038		900
x	John Hughes	B	Asst Coach	0.49	34,475										No	34,475		0
x	Mark Weber	A	Asst. Coach	0.50	37,212										No	37,212		0
x	Joshua Runda		Asst. Coach	1.00	85,056	900									No	85,056		900
x	Korey Rush	A	Asst. Coach	0.64	25,538	900									No	6,385	19,154	900
x	Cody Crawford	B	Asst Coach	0.32	11,314										No	3,233	8,082	0
x	Keith Price		Asst Coach	1.00	40,022	900									No	22,344	17,768	900
x	Nicholas Alaimalo		Asst. Coach	1.00	58,085	900									No	53,961	4,124	900
Basketball																		
x	Ryan Looney		Hd Coach	0.96	120,940	8,000					15,000		Yes		Yes	120,940	15,000	8,000
x	George Eustachy		Asst Coach	1.00	45,231	5,000									No			5,000
x	Cameron Clark	A	Asst Coach	0.74	31,177	5,000									No	30,226	951	5,000
x	Devin Kastrup	B	Asst Coach	0.13	6,356										No	5,176	1,180	0
x	Jose White		Asst Coach	1.00	61,985	5,000									No	61,985		
Tennis																		0
x	Oliver Good		Hd Coach	1.00	45,678				2,000						Yes	45,678	2,000	0

(A) = indicates previous coach / employee
(B) = indicates current coach / employee

Intercollegiate Athletics Compensation Report
Idaho State University
FY 2024 Actual Compensation

	Depart/Name/Title			Athletic FTE	Compensation: Base Salary**	Compensation: Camps/ Clinics	Compensation: Media	Compensation: Equip Co & Other	Contract Bonuses: Academic Perform.	Contract Bonuses: Winning Perform..	Contract Bonuses: Other	Perks: Club Mbership	Perks: Car	Perks: Other	Multi-Yr Contract	Funding: State Approp.	Funding: Program Revenue	Funding: All Other
	Track & Field																	
x	Hillary L. Merkley		Hd Coach	0.46	34,726	4,921							Yes		Yes	34,726		4,921
x	Drew Jones	A	Asst Coach	0.15	3,609	2,335									No	3,609		2,335
x	Marcia Mecklenberg	B	Asst Coach	0.43	20,498										No	20,498		
x	Joseph Silvers		Asst Coach	0.50	23,915	5,024									No	23,915		5,024
	Cross Country																	
x	Nathan Houle		Hd Coach	0.92	29,958	4,309									No	29,958		4,309
	Women's Sports																	
	Basketball																	
x	Seton Sobolewski		Hd Coach	0.96	135,075				8,000		10,000		Yes		Yes	135,075	18,000	0
x	Maiya Michel	A	Asst Coach	0.96	60,363	175									No	60,363		175
x	Jason Alvine	B	Asst Coach	0.08	3,493										No	3,493		0
x	Dora Goles		Asst Coach	1.00	43,414	2,913									No	43,414		2,913
x	Olivia Luu		Asst Coach	1.00	50,515	1,075									No	45,765	4,750	1,075
																		0
	Volleyball																	0
x	Sean Carter		Hd Coach	1.00	73,745	11,150			700						Yes	73,745	700	11,150
x	Chelsea Scott		Asst Coach	1.00	44,476	11,150									No	44,476		11,150
x	Elizabeth Field	B	Asst Coach	0.09	2,914										No	2,550	364	0
x	Andri Dewey	A	Asst Coach	0.87	27,260	4,500									No	27,260		4,500
	Tennis																	
x	Gretchen Maloney		Hd Coach	0.92	54,330					3,000					Yes	54,330	3,000	0
																		0
	Track & Field																	0
x	Hillary L. Merkley		Hd Coach	0.46	34,726				1,250				Yes		Yes	34,726	1,250	0
x	Drew Jones	A	Asst Coach	0.15	3,609										No	3,609	0	0
x	Marcia Mecklenberg	B		0.67	20,498										No	20,498		
x	Joseph Silvers		Asst Coach	0.50	23,915										No	23,915		0
	Golf																	
x	Todd Loveland		Hd Coach	1.00	44,685										Yes	25,841	18,844	0
																		0
	Cross Country																	0
x	Nathan Houle		Hd Coach	0.92	29,958										No	29,958		0
																		0
	Soccer																	0
x	Dustin Downey		Hd Coach	1.00	70,306										Yes	70,306	0	0
x	Jack Curtin		Asst Coach	0.52	24,182										No	24,182	0	0
x	Mark Nerio		Asst Coach	1.00	31,521	6,642									No	31,521		6,642
	Softball																	
x	Andrew Rich		Hd Coach	1.00	78,045	2,000				5,238			Yes		Yes	71,090	6,955	2,000
x	Kelsey Broadus		Asst Coach	1.00	35,906	2,800									No	35,906		2,800
x	Rebekah Cervantes		Asst Coach	1.00	48,018	2,800									No	48,018		2,800
	Totals			49.67	3,074,634	106,494	0	0	27,450	13,238	33,000					2,620,565	406,614	106,494

(A) = indicates previous coach / employee
(B) = indicates current coach / employee

Intercollegiate Athletics Compensation Report
Idaho State University
FY 2024 Actual Compensation

		Compensation				Contract Bonuses			Perks				Funding		
Depart/Name/Title	Athletic FTE	Base Salary**	Camps/ Clinics	Media	Equip Co & Other	Academic Perform.	Winning Perform..	Other	Club Mbership	Car	Other	Multi-Yr Contract	State Approp.	Program Revenue	All Other

(*) These coaches receive pay for their participation in off-campus clinics or events.
These earnings are not reflected in the Regular Salary payroll costs for Idaho State University.

If a coach has an agreement with an apparel company, cash payments (payroll) should be reported as compensation. Report the value of of clothes and equipment that you know coaches receive in the Perks--Other column. Payments from the foundation should be reported in the other column. Indicate "Yes" or "No" if department employees have an assigned car. If there has been turnover in a position, the FTE should reflect the percent of time employed.

Intercollegiate Athletics Compensation Report
Idaho State University
FY 2025 Estimated Compensation

	Depart/Name/Title			Athletic FTE	Compensation: Base Salary	Compensation: Camps/ Clinics	Compensation: Media	Compensation: Equip Co & Other	Contract Bonus: Academic Perform.	Contract Bonus: Winning Perform.	Contract Bonus: Other	Perks: Club Mbership	Perks: Car	Perks: Other	Multi-Yr Contract	Funding: State Approp.	Funding: Program Revenue	Funding: All Other	Base Salary Annualized Change**
	Athletic Administration:																		
x	Pauline Thiros		Athletic Director	0.72	198,527								Yes		Yes	198,527			3%
x	Heather Cairns		Assoc AD for Internal Ops/SWA	0.78	59,942										No	59,942			New
x	Jonathan Match		Assoc AD Sports Info, Media Relations and C	1.00	66,707										No	66,707			3%
x	Ryan Cheney		Asst Director Media Relations	1.00	48,984										No	48,984			6%
x	Natalie Christensen		Registered Dietician	0.25	17,194										No		17,194		5%
x	Marilyn Anderton		Insurance Coordinator	0.50	23,899										No		23,899		11%
x	Brandon Stephens		Assoc AD of Sports Performance and Wellne	1.00	76,282										No	76,282			5%
x	Evan Bates		Director of Sports Marketing	1.00	49,490										No		49,490		0%
x	Ryan Barker		Athletic Equipment Manager	1.00	56,560										No	56,560			0%
x	Spencer Salvesen		Senior Maint. Craftsman/Game Ops	0.50	18,096										No		18,096		2%
x	Melissa Dixon		Admin Assistant	1.00	40,102										No	40,102			3%
x	Becky Naber		Mgmt Assistant	1.00	57,035										No	57,035			4%
x	Brandon Rodewald		Director of Olympis Sports Perf.	1.00	64,248										No	64,248			6%
x	Jonathan LeGrand		Asst Sports Performace Coach	0.48	16,692											16,692			New
x	Trystan Blanco		Athletic Equipment Ops Asst.	0.40	15,246											15,246			New
x	Dustin Enslinger		Assoc. Athletic Dir. For Sports Med	1.00	81,313											81,313			New
x	Owen Billin		Asst Athletic Trainer	1.00	47,325											47,325			New
x	Jolyn Garcia		Asst Athletic Trainer	1.00	48,477											48,477			New
x	Karen Stone		Asst Athletic Trainer	1.00	49,490											49,490			New
x	Ross Thorpe		Asst Athletic Trainer	1.00	48,483											48,483			New
x	Kylee Kincaid		Asst Athletic Trainer	1.00	47,325											47,325			New
x	Anna Geyer	A	Athletic Academic Advisor	0.33	15,986											15,986			New
x	Alexis Stapleton	B	Athletic Academic Advisor	0.48	22,752											22,752			New
x	Rebekah Cervantes		Athletic Academic Advisor	0.58	27,302											27,302			-1%
x	Brad Puckett	A	Assoc Director of Academic Services	0.25	13,731											13,731			New
x	Pepper Kaneko	B	Interim Assoc Director of Academic Serv.	1.00	49,054											49,054			New
x	Jami Eborn		Athletic Academic Advisor	1.00	48,477											48,477			New
x	Blaise Burns		Asst Athletic Compliance Officer	1.00	47,986											47,986			New
	Men's Sports																		
	Football																		
x	Cody Hawkins		Hd Coach	0.91	202,020								Yes		Yes	202,020			13%
x	Keith Price		Asst Coach	1.00	60,000										No	41,838	18,162		50%
x	Jacob Thomas		Asst Coach	1.00	72,380										No	54,980	17,400		3%
x	James Blevins		Asst Coach	1.00	65,000										No	42,276	22,724		30%
x	Devin Holiday		Asst Coach	1.00	42,155										No	42,155			3%
x	Joshua Runda	A	Asst Coach	0.56	49,016								Yes		No	49,016			3%
x	Grant Duff	B	Asst Coach	0.46	50,865										No	36,623	14,242		New
x	Danny Hawkins		Asst Coach	0.75	20,200										No	20,200			0%
x	Cody Crawford	A	Asst Coach	0.56	19,714								Yes		No	19,714			0%
x	Ricky Aliifua	B	Asst Coach	0.48	23,810										No	23,810			New
x	John Hughes		Asst Coach	1.00	70,700										No	70,700			1%
x	Scott Theissen		Asst Coach	1.00	61,980										No	61,980			New
x	Kolney Cassel		Asst Coach	0.47	19,193										No	19,193			1%
x	Samson Anguay	B	Asst Coach	0.44	14,469										No	14,469			New
x	Nicholas Alaimalo	A	Asst Coach	0.54	32,197										No	28,075	4,122		3%
x	Jeff Pitman		Asst Coach	1.00	85,000										No	38,514	46,487		New
x	Jarrett Meeker		Director of Football Ops	1.00	49,582										No	29,010	20,572		58%
x	Daniel Kuhn	A	Asst Coach/DFO	0.56	16,898										no		16,898		1%
x	Robert Jay	B	Asst Coach	0.52	34,789										No		34,789		New

Intercollegiate Athletics Compensation Report
Idaho State University
FY 2025 Estimated Compensation

	Depart/Name/Title		Athletic FTE	Compensation: Base Salary	Compensation: Camps/ Clinics	Compensation: Media	Compensation: Equip Co & Other	Contract Bonus: Academic Perform.	Contract Bonus: Winning Perform.	Contract Bonus: Other	Perks: Club Mbership	Perks: Car	Perks: Other	Multi-Yr Contract	Funding: State Approp.	Funding: Program Revenue	Funding: All Other	Base Salary Annualized Change**
	Basketball																	
x	Ryan Looney	Hd Coach	0.96	124,852								Yes		Yes	124,852			3%
x	Devin Kastrup	Asst Coach	1.00	50,500										No	41,127	9,373		0%
x	Stuart Engen	Asst Coach	1.00	48,000										No	48,000			New
x	Jose White	Asst Coach	1.00	64,108										No	64,108		0	3%
	Tennis																	
x	Oliver Good	Hd Coach	1.00	47,023										Yeas	47,023			3%

(A) = indicates previous coach / employee
(B) = indicates current coach / employee

Intercollegiate Athletics Compensation Report
Idaho State University
FY 2025 Estimated Compensation

	Depart/Name/Title		Athletic FTE	Compensation: Base Salary	Compensation: Camps/ Clinics	Compensation: Media	Compensation: Equip Co & Other	Contract Bonus: Academic Perform.	Contract Bonus: Winning Perform.	Contract Bonus: Other	Perks: Club Mbership	Perks: Car	Perks: Other	Multi-Yr Contract	Funding: State Approp.	Funding: Program Revenue	Funding: All Other	Base Salary Annualized Change**
	Track & Field																	
x	Hillary L. Merkley	Hd Coach	0.45	36,400								Yes		Yes	36,400			5%
x	Joseph Silvers	Asst Track & Field Coach	0.50	26,765										No	26,765			12%
x	Marcia Mecklenberg	Asst Track & Field Coach	0.50	24,265										No	24,265			2%
	Cross Country																	
x	Zachary Kughn	Hd Coach	0.50	27,265										No	27,265			New
	Women's Sports																	
	Basketball																	
x	Seton Sobolewski	Hd Coach	0.96	144,474								Yes		Yes	144,474			7%
x	Jason Alvine	Asst Coach	1.00	45,749										No	45,749			1%
x	Dora Goles	Asst Coach	1.00	49,296										No	49,296			14%
x	Patrick Bowlin	Asst Coach	1.00	60,600										No	60,600			New
	Volleyball																	
x	Sean Carter	Hd Coach	1.00	82,810								Yes		Yes	82,810			12%
x	Chelsea Scott	Asst Coach	1.00	55,000										No	55,000			24%
x	Elizabeth Field	Asst Coach	1.00	36,360										No	31,815	4,545		10%
	Tennis											No						
x	Gretchen Maloney	Hd Coach	0.92	55,875										Yes	55,875			3%
	Track & Field																	
x	Hillary L. Merkley	Hd Coach	0.45	36,400								Yes		Yes	36,400			5%
x	Joseph Silvers	Asst Track & Field Coach	0.50	26,765										No	26,765			12%
x	Marcia Mecklenberg	Asst Track & Field Coach	0.50	24,265											24,265			2%
	Golf																	
x	Todd Loveland	Hd Coach	1.00	46,043										Yes	26,627	19,416		3%
	Cross Country																	
x	Zachary Kughn	Hd Coach	0.50	27,265										No	27,265			New
	Soccer																	
x	Dustin Downey	Hd Coach	1.00	72,374								Yes		Yes	72,374			3%
x	Jack Curtin	Asst Coach	0.40	18,404										No	18,404			0%
x	Mark Nerio	Asst Coach	1.00	35,000										No	35,000			11%
	Softball																	
x	Andrew Rich	Hd Coach	1.00	80,340								Yes		Yes	73,109	7,231		3%
x	Karlee Johnson	Asst Coach	1.00	32,000										No	32,000			New
x	Kelsey Broadus	Asst Coach	1.00	40,000										No	40,000			11%
	Grand Total		59.64	3,764,871	0	0	0	0	0	0					3,420,232	344,640	0	

(A) = indicates previous coach / employee
(B) = indicates current coach / employee

Intercollegiate Athletics Compensation Report
Idaho State University
FY 2025 Estimated Compensation

		Compensation				Contract Bonus			Perks				Funding			
Depart/Name/Title	Athletic FTE	Base Salary	Camps/ Clinics	Media	Equip Co & Other	Academic Perform.	Winning Perform.	Other	Club Mbership	Car	Other	Multi-Yr Contract	State Approp.	Program Revenue	All Other	Base Salary Annualized Change**

(*) These coaches receive pay for their participation in off-campus clinics or events.
These earnings are not reflected in the Regular Salary payroll costs for Idaho State University.

If a coach has an agreement with an apparel company, cash payments (payroll) should be reported as compensation. Report the value of of clothes and equipment that you know coaches receive in the Perks--Other column. Payments from the foundation should be reported in the other column. Indicate "Yes" or "No" if department employees have an assigned car. If there has been turnover in a position, the FTE should reflect the percent of time employed.

Intercollegiate Athletics Compensation Report
University of Idaho
FY2024 Actual Compensation

Depart/PCN	Name/Title		Athletic FTE	Compensation: Base Salary	Compensation: Camps/ Clinics	Compensation: Media	Compensation: Equip Co & Other	Contract Bonus: Academic Perform	Contract Bonus: Winning Perform.	Contract Bonus: Other	Other: Club Memb.	Other: Car	Other: Other	Other: Multi-Yr Contract	Funding: State Approp.	Funding: Program Revenue	Funding: All Other	Comments
Athletic Administration															GED			
8475	Gawlik, Terry	Athletic Director	1.00	213,475		15,000		10,000		9,457		yes+		yes	223,475	15,000		
8480	Haldeman, Garrett	Assoc AD, Business	1.00	97,311												97,311		
8651	Vacant	Asst Business Mgr	0.00	0														
8482	McIlraith, Sean	Administrative Coordinator	1.00	57,239												57,239		
8691	Vacant	Administrative Coordinator	0.00	0														
8490	Grove, John	Asst AD, Equipment	1.00	56,594	1,900											56,594	1,900	
8491	Peeler, Jarrett	Asst Equip Mgr	1.00	65,383												65,383		
8492	Winchell, Dakota	Director of Video & Technology	1.00	62,644			4,500 ^^									67,144		
8636	Kellogg, Zachary	Asst Video Svcs Coord	1.00	45,906												45,906		
8484	Pathomsiri, Nawanont	Multimedia Content Coord	1.00	59,103												59,103		
6534	Cutting, Kyle	Director of Marketing & Graphic	0.00	11,309												11,309		Title change
8494	Cutting, Kyle	Asst Dir Marketing	1.00	35,304												35,304		Title change
8559	McCrea, Colton	Dir Communications	1.00	49,372												49,372		
8495	Rolli, Jordyn	Asst Dir Communications	1.00	45,936												45,936		
8504	Hewlett, Carmen	Hd Trainer	1.00	64,526			1,245 ^^									65,771		New Hire
8693	Walsh, Christopher	Director of Sports Performance	1.00	91,557	1,500											91,557	1,500	
8500	Kuribayashi, Natsumi	Asst Trainer	1.00	45,994	1,900										45,994	-	1,900	
8650	Malinich, Clayton	Asst Trainer	1.00	54,006	1,800										54,006	-	1,800	
8660	Johnson, Kassandra	Asst Trainer	1.00	49,543	1,000											49,543	1,000	
8483	Asplund, Stacy	Student Insurance Coord	1.00	39,476											39,476	-		
8689	Heim, Caleb	Head Strength Coach	1.00	70,593	1,900											70,593	1,900	
8687	Rinzel, Jack	Asst Strength	1.00	45,936	400											45,936	400	
8688	Mikulecky, Brandon	Assoc Strength	1.00	49,585												49,585		
8630	Mooney, Timothy	Assoc AD/External Ops	1.00	129,852								yes				129,852		
6534	Martin, Matthew	Assoc AD/Revenue Gen	0.00	16,857											16,857			Resigned, Position not filled currently
8644	Anderson, Eric	Admin Coor, Fundraising	1.00	47,023												47,023		
8692	Wolcott, Jerek	Asst AD, Mrktg & Fan Engagmt	1.00	72,007												72,007		
6379	Metzger, Lyn	Director of Ticket Ops	1.00	52,081												52,081		
6376	Floyd, Logan	Asst Dir Ticket Ops	1.00	36,878			1,845 ^^									38,722		
6376	Graham, Ty	Asst Dir Ticket Ops	0.00	5,784												5,784		Resigned
8690	Silflow, Shelby	Director of Trademark & Licensir	1.00	70,593												70,593		New Hire
6179	Grove, Sara	Learning Spec	0.05	2,120 *												2,120		
Men's Sports																		
Men's Football																		
8550	Petrino, Paul	Hd Coach	0.00	4,589										yes		4,589		Contract ended
8592	James (JD) Johnson	Asst AD, Football Ops	1.00	51,504	3,100							yes			51,504	-	3,100	
5632	Eck, Jason	Hd Coach	1.00	175,011		125,000		10,000	15,000						200,011	125,000		
3682	Asuega, Kapono	Assistant	0.00	31,902	6,000										31,902	-	6,000	Non-renewed at conclusion of season
3121	Aurich, Robert	Assistant	0.00	63,355	4,500										63,355	-	4,500	resigned at conclusion of season
2979	Booth, Cody	Assistant	1.00	81,323	4,500										81,323	-	4,500	

Intercollegiate Athletics Compensation Report
University of Idaho
FY2024 Actual Compensation

Depart/PCN/Name/Title		Athletic FTE	Compensation: Base Salary	Compensation: Camps/ Clinics	Compensation: Media	Compensation: Equip Co & Other	Contract Bonus: Academic Perform	Contract Bonus: Winning Perform.	Contract Bonus: Other	Other: Club Memb.	Other: Car	Other: Other	Other: Multi-Yr Contract	Funding: State Approp.	Funding: Program Revenue	Funding: All Other	Comments
3000 Ford, Thomas	Assistant	0.00	40,800	9,200										40,800	-	9,200	resigned at conclusion of season
3182 Franks, Stanley	Assistant	1.00	79,006	4,500										79,006	-	4,500	
3126 Linehan, Matthew	Assistant	1.00	46,980	4,500										46,980	-	4,500	
3700 Lose, David	Assistant	1.00	55,466	4,500										55,466	-	4,500	resigned at conclusion of season
2995 Schleusner, Luke	Assistant	1.00	120,938	4,500										120,938	-	4,500	
2946 Sutton, Tyler	Assistant	1.00	63,931	6,500										63,931	-	6,500	
3702 Jay, Robert	Assistant	1.00	78,889	4,500		7,500 ^^								78,889	7,500	4,500	
3000 Cooper, Deontae	Assistant	1.00	21,160											21,160	-		New Hire
3700 Fangupo, Hebron	Assistant	1.00	17,539											17,539	-		New Hire
3682 Hughes, William	Assistant	1.00	22,696			5,900 ^^								22,696	5,900		New Hire
3121 Jackson, Daniel	Assistant	1.00	51,097			12,300 ^^								51,097	12,300		New Hire
Men's Basketball																	
8571 Pribble, Alex	Head Coach	1.00	130,000		60,000						yes		Yes	130,000	60,000		
8560 Dunham, David	Assistant	1.00	56,250											56,250			
8570 Jones, Matthew	Assistant	1.00	55,016			4,466 ^^								55,016			
8572 Laird, Brandon	Assistant	1.00	80,018			8,000 ^^								80,018	8,000		
8553 Ellis, Adam	Assistant	1.00	46,072			4,600 ^^									46,072		New Hire
8572 Marrion, Timothy	Assistant	0.00	2,747											2,747			resigned
Men's Track & XC																	
8580 Cawley, Tim	Dir. of T&F	0.50	36,232		4,000		2,000							38,232	4,000		
8530 Floeck, Travis	Assistant	0.50	25,968											25,968	-		
8581 Fiebelkorn, Jeffrey	Assistant	0.50	22,968											22,968			
8635 Betthauser, Kelsey	Assistant	0.50	22,968											22,968	-		
Men's Golf																	
8591 Nuhn, David	Hd Coach	1.00	47,318		2,000		1,000						Yes	48,318	2,000		
Men's Tennis																	
8515 Grossbaum, Raleigh	Hd Coach	1.00	37,851			4,800 ^^								37,851	4,800		New Hire
8515 Hangstefer, Daniel	Hd Coach	0.00	6,731											6,731	-		Resigned
Women's Sports																	
Women's Basketball																	
8520 Newlee, Jon	Hd Coach	1.00	131,706										yes		131,706		Still on contract
8557 Eighmey, Carrie	Hd Coach	1.00	107,091		30,000	13,064 ^^							yes	107,091	43,064		
8521 Eighmey, Devin	Assistant	1.00	41,465											41,465	-		
8523 Muscatell, Drew	Assistant	1.00	60,008											60,008	-	0	
8522 Moreira, Arthur	Assistant	1.00	64,627											64,627	-		New Classification for PCN
8552 Morris, Bailey	Assistant	1.00	41,465			3,908 ^^									41,465		New Hire
Women's Track & XC																	
8580 Cawley, Tim	Dir. of T&F	0.50	36,232		4,000		1,750							37,982	4,000		
8530 Floeck, Travis	Assistant	0.50	25,968											25,968	-		
8581 Fiebelkorn, Jeffrey	Assistant	0.50	22,968											22,968			

Intercollegiate Athletics Compensation Report
University of Idaho
FY2024 Actual Compensation

				Compensation			Contract Bonus			Other					Funding		
Depart/PCN/Name/Title		Athletic FTE	Base Salary	Camps/ Clinics	Media	Equip Co & Other	Academic Perform	Winning Perform.	Other	Club Memb.	Car	Other	Multi-Yr Contract	State Approp.	Program Revenue	All Other	Comments
8635 Betthauser, Kelsey	Assistant	0.50	22,968											22,968	-		
Women's Volleyball																	
8540 Gonzalez, Andre	Hd Coach	1.00	140,195				1,500						yes	141,695	-		part of salary was severence pay
5811 Kriskova, Romana	Assistant	1.00	53,356			3,355 ^^								53,356			
5828 Logan, Maria	Assistant	1.00	41,642											41,642			
Women's Soccer																	
8517 Clevenger, Jeremy	Hd Coach	1.00	67,018				1,500	5,000					yes	73,518	-		
8518 Ozmun, Neal	Assistant	1.00	47,642					1,000						48,642	-		
5020 Heidelberger, Ashley	Assistant	1.00	13,113			4,600 ^^								13,113	4,600		New Hire
5020 Kroger, Madison M.	Assistant	0.00	6,243											1,636	4,607		resigned
Women's Golf																	
8590 Young, Stephanie	Hd Coach	1.00	62,888				1,000						Yes	63,888	-		
Women's Tennis																	
8673 Louwers, Sanne	Hd Coach	1.00	46,010				750						Yes	46,760	-		
Women's Swimming																	
8671 Mark Sowa	Hd Coach	1.00	70,283		7,500		1,000						yes	71,283	7,500		
8672 McCafferty, Morgan	Assistant	1.00	45,050											45,050			
8531 Southerland, James	Assistant	1.00	37,919											37,919			
Grand Totals		**67.05**	**4,506,166**	**66,700**	**247,500**	**80,083**	**30,500**	**21,000**	**9,457**					**2,955,050**	**1,913,870**	**66,700**	

^^ employee moving reimbursement (now runs through payroll)

Intercollegiate Athletics Compensation Report
University of Idaho
FY2025 Estimated Compensation

				Compensation				Contract Bonus			Other				Funding			Base Salary	
Depart/PCN/Name/Title			Athletic FTE	Base Salary	Camps/ Clinics	Media	Equip Co & Other	Academic Perform	Winning Perform.	Other	Club Memb.	Car	Other	Multi-Yr Contract	State Approp.	Program Revenue	All Other	Annualized Change	Comments
Athletic Administration															GED				
8475	Gawlik, Terry	Athletic Director	1.00	250,016		15,000		10,000				yes+		yes	260,016	15,000		17%	
8480	Haldeman, Garrett	Assoc AD, Business	1.00	98,509												98,509		1%	
8651	Crossland, Erika	Asst Business Mgr	1.00	60,008												60,008			New Hire
8482	McIlraith, Sean	Administrative Coordinator	1.00	57,990												57,990		8%	
8490	Grove, John	Asst AD, Equipment	0.00	6,810												6,810			No longer with UI
8490	Peeler, Jarrett	Asst AD, Equipment	1.00	50,003												50,003		-12%	New position
8491	Davis, Luke	Asst Equip Mgr	1.00	36,400												36,400		-10%	New Hire
8491	Peeler, Jarrett	Asst Equip Mgr	0.00	24,911												24,911			elevated to new position
8492	Winchell, Dakota	Director of Video & Technology	1.00	52,987												52,987		16%	No longer with UI
8636	Peterson, Ben	Asst Video Svcs Coord	1.00	47,424												47,424		-12%	
8484	Pathomsiri, Nawanont	Multimedia Content Coord	1.00	45,947												45,947		6%	
6534	Cutting, Kyle	Director of Marketing & Graphic	1.00	25,633												25,633			No longer with UI
8559	Christensen, Austin	Dir Communications	1.00	60,008												60,008		21%	New Hire
8559	McCrea, Colton	Dir Communications	0.00	24,758												24,758			No longer with UI
8495	Rolli, Jordyn	Asst Dir Communications	0.00	7,478												7,478			No longer with UI
8495	Keintz, Colton	Asst Dir Communications	1.00	47,424												47,424		-4%	New Hire
8504	Hewlett, Carmen	Hd Trainer	0.00	41,045	860											41,045	860		No longer with UI
8693	Walsh, Christopher	Director of Sports Performance	1.00	90,917	1,800											90,917	1,800	1%	
8500	Kuribayashi, Natsumi	Asst Trainer	1.00	47,424	2,700										47,424	-	2,700	3%	
8650	Malinich, Clayton	Asst Trainer	1.00	56,763	2,200										56,763	-	2,200	5%	
8660	Johnson, Kassandra	Asst Trainer	1.00	51,584												51,584		4%	
8483	Asplund, Stacy	Student Insurance Coord	1.00	42,245											42,245	-		7%	
8554	Hoffman, Francine	Asst AD/Performance Nutrition	1.00	70,013															New Hire
8689	Heim, Caleb	Head Strength Coach	0.00	44,407	4,100											44,407	4,100		No longer with UI
8689	Cooper, Jamel	Head Strength Coach	1.00	75,005												75,005		6%	New Hire
8687	Rinzel, Jack	Asst Strength	0.00	8,156												8,156			No longer with UI
8688	Mikulecky, Brandon	Assoc Strength	1.00	50,107												50,107		1%	
8630	Mooney, Timothy	Assoc AD/External Ops	1.00	131,186								yes				131,186		1%	
8644	Anderson, Eric	Admin Coor, Fundraising	1.00	46,509												46,509		11%	
8692	Wolcott, Jerek	Asst AD, Mrktg & Fan Engagmt	1.00	72,758												72,758		1%	
6379	Metzger, Lyn	Director of Ticket Ops	1.00	52,645												52,645		1%	
6376	Floyd, Logan	Asst Dir Ticket Ops	1.00	43,451												43,451		6%	
8690	Silflow, Shelby	Director of Trademark & Licensi	1.00	73,840												73,840		5%	New Hire
6179	Grove, Sara	Learning Spec	0.05	2,250	*											2,250		7%	
Men's Sports																			
Men's Football																			
8592	James (JD) Johnson	Asst AD, Football Ops	1.00	55,994	6,350							yes			55,994	-	6,350	8%	
5632	Eck, Jason	Hd Coach	0.00	90,871				10,000							100,871	-			No longer with UI
5632	Ford, Thomas	Hd Coach	1.00	175,011		200,000									175,011	200,000		0%	New Hire
2979	Booth, Cody	Assistant	0.00	44,477	6,442										44,477	-	6,442		No longer with UI
2979	Dennison, Courtney	Assistant	1.00	120,016											120,016	-		48%	New Hire
3182	Franks, Stanley	Assistant	0.00	40,405	6,600										40,405	-	6,600		No longer with UI, PCN not in use
3126	Linehan, Matthew	Assistant	1.00	95,014	9,600										95,014	-	9,600	106%	

Intercollegiate Athletics Compensation Report
University of Idaho
FY2025 Estimated Compensation

Depart/PCN/Name/Title		Athletic FTE	Compensation: Base Salary	Compensation: Camps/ Clinics	Compensation: Media	Compensation: Equip Co & Other	Contract Bonus: Academic Perform	Contract Bonus: Winning Perform.	Contract Bonus: Other	Other: Club Memb.	Other: Car	Other: Other	Other: Multi-Yr Contract	Funding: State Approp.	Funding: Program Revenue	Funding: All Other	Base Salary Annualized Change	Comments
2995 Schleusner, Luke	Assistant	0.00	66,710	6,496										66,710	-	6,496		No longer with UI
2995 Fendall, Neil	Assistant	1.00	70,013											70,013	-		-42%	New Hire
2946 Sutton, Tyler	Assistant	0.00	40,627	10,600										40,627	-	10,600		No longer with UI, PCN not in use
3702 Jay, Robert	Assistant	0.00	42,971	8,600										42,971	-	8,600		No longer with UI
3702 Endsley, Loren	Assistant	1.00	75,005											75,005	-		0%	New Hire
3000 Cooper, Deontae	Assistant	0.00	32,375	6,350										32,375	-	6,350		No longer with UI, PCN not in use
3700 Fangupo, Hebron	Assistant	0.00	43,556	5,100										43,556	-	5,100		No longer with UI
3700 Finau, Tevita	Assistant	1.00	65,000											65,000	-		-14%	New Hire
3682 Hughes, William	Assistant	0.00	40,853	6,350										40,853	-	6,350		No longer with UI, PCN not in use
3121 Jackson, Daniel	Assistant	0.00	68,602	6,112										68,602	-	6,112		No longer with UI
3121 Dunbar, Lance	Assistant	1.00	55,016											55,016	-		-53%	New Hire
8494 Cross, Sheldon	Assistant	1.00	75,005											75,005	-			New Hire, New PCN
8555 Paopao, Tyler	Assistant	1.00	70,013											70,013	-			New Hire, New PCN
8556 Decoud, Treston	Assistant	1.00	55,016											55,016	-			New Hire, New PCN
8558 Roberts, Avery	Assistant	1.00	60,008											60,008	-			New Hire, New PCN
Men's Basketball																		
8571 Pribble, Alex	Head Coach	1.00	131,310		60,000		2,000				yes			133,310	60,000		1%	
8560 Sanders-Frison, Markl	Assistant	1.00	60,008	750										60,008		750	-8%	
8570 Jones, Matthew	Assistant	1.00	58,011	1,500										58,011		1,500	5%	
8572 Laird, Brandon	Assistant	1.00	83,013	1,500										83,013	-	1,500	4%	
8553 Ellis, Adam	Assistant	1.00	48,755	1,500											48,755	1,500	6%	
Men's Track & XC																		
8580 Cawley, Tim	Dir. of T&F	0.00	6,322											6,322	-			No longer with UI
8580 Hellman, Tracy	Dir. of T&F	0.50	35,006		4,000									35,006	4,000		-3%	New Hire
8530 Floeck, Travis	Assistant	0.00	3,320											3,320	-			No longer with UI
8581 Fiebelkorn, Jeffrey	Assistant	0.50	23,712			2,500								23,712			3%	
8635 Betthauser, Kelsey	Assistant	0.00	532											532	-			No longer with UI
8541 Gamble, Bradley	Assistant	0.50	27,508											27,508	-			New Hire
Men's Golf																		
8591 Nuhn, David	Hd Coach	1.00	55,016		4,000									55,016	4,000		16%	
Men's Tennis																		
8515 Grossbaum, Raleigh	Hd Coach	1.00	48,506		2,000		1,000							49,506	2,000		1%	
Women's Sports																		
Women's Basketball																		
8520 Newlee, Jon	Hd Coach	1.00	131,706										yes		131,706		0%	
8557 Moreira, Arthur	Hd Coach	1.00	100,006										yes	100,006	-		-17%	New Position
8521 Foster, Lindsey	Assistant	1.00	60,008											60,008	-		30%	
8523 Muscatell, Drew	Assistant	0.00	13,964											13,964	-	0		
8523 Rosario, Denise	Assistant	1.00	47,424											47,424	-	0	-21%	New Hire
8522 Moreira, Arthur	Assistant	0.00	2,693											2,693	-			New Classification for PCN
8522 Muscatell, Drew	Associate	1.00	72,509											72,509	-		4%	New Classification for PCN
8552 Saich, Derek	Assistant	1.00	47,424												47,424		3%	New Hire
Women's Track & XC																		

Intercollegiate Athletics Compensation Report
University of Idaho
FY2025 Estimated Compensation

			Compensation				Contract Bonus			Other				Funding			Base Salary	
Depart/PCN/Name/Title		Athletic FTE	Base Salary	Camps/ Clinics	Media	Equip Co & Other	Academic Perform	Winning Perform.	Other	Club Memb.	Car	Other	Multi-Yr Contract	State Approp.	Program Revenue	All Other	Annualized Change	Comments
8580 Cawley, Tim	Dir. of T&F	0.00	6,322											6,322	-			No longer at UI
8580 Hellman, Tracy	Dir. of T&F	0.50	35,006		4,000									35,006	4,000		-3%	New Hire
8530 Floeck, Travis	Assistant	0.00	3,320											3,320	-			No longer at UI
8581 Fiebelkorn, Jeffrey	Assistant	0.50	23,712											23,712			3%	
8635 Betthauser, Kelsey	Assistant	0.00	532											532	-			No longer at UI
8541 Gamble, Bradley	Assistant	0.50	27,508											27,508	-		19%	New Hire
Women's Volleyball																		
8540 Kriskova, Romana	Hd Coach	1.00	80,018										yes	80,018	-		-11%	New Position
5811 Kriskova, Romana	Assistant	0.00	48,859											48,859			6%	
5828 Kasun, Benjamin	Assistant	1.00	50,003											50,003			9%	
Women's Soccer																		
8517 Clevenger, Jeremy	Hd Coach	1.00	75,005		5,000	1,500							yes	75,005	6,500		12%	
8518 Ozmun, Neal	Assistant	1.00	49,005											49,005	-		4%	
5020 Heidelberger, Ashley	Assistant	1.00	47,424											47,424	-		3%	New Hire
Women's Golf																		
8590 Young, Stephanie	Hd Coach	1.00	63,648		2,000		1,000							64,648	-		1%	
Women's Tennis																		
8673 Louwers, Sanne	Hd Coach	1.00	48,506		2,500		1,000							49,506	2,500		5%	
Women's Swimming																		
8671 Mark Sowa	Hd Coach	1.00	70,283		7,500		1,500						yes	71,783	7,500		0%	
8672 Levy, Elizabeth	Assistant	1.00	47,424											47,424	3,812		3%	
8531 Wei Wei	Asst Diving Coach	1.00	47,424											47,424	3,812		25%	New Hire
Grand Totals		**64.05**	**5,159,920**	**95,510**	**306,000**	**4,000**	**26,500**	**0**	**0**					**3,458,373**	**1,971,158**	**95,510**		

Intercollegiate Athletics Compensation Report
Lewis-Clark State College
FY2024 Actual Compensation

Depart/Name/Title		FTE	Compensation: Base Salary	Compensation: Camps/ Clinics	Compensation: Media	Compensation: Equip Co & Other	Contract Bonus: Grad Rate	Contract Bonus: Winning Perform.	Contract Bonus: Other	Other: Club Memb.	Other: Car	Other: Multi-Yr Contract	All Compensation: State Approp.	All Compensation: Program Revenue	All Compensation: All Other	Base Salary Annualized Change
Athletic Administration																
Brooke Henze	Director, Athletics	1.00	101,114			10,000				No	No	No	104,229		10,385	4.00%
George Laughlin	Director, Facilities & Operations	1.00	46,052			1,000				No	No	No	46,052		1,000	5.18%
Tracy Collins	Trainer	1.00	61,032			650				No	No	No	61,032		650	4.50%
Taryn Cadez-Schmidt	Asst. Athletic Trainer	1.00	48,133			750				No	No	No	48,133		750	4.50%
Kristina Keener	Business Manager	1.00	52,008			1,000				No	No	No	52,008		1,000	4.00%
Alisha Alexander	Asst. Athletic Director - Sports Information & Media	1.00	54,000			1,000				No	No	No	54,000		1,000	12.80%
Samantha Malinich	Administrative Coordinator	1.00	46,052			1,000				No	No	No	46,052		1,000	8.36%
Austin Crain (Old)	Asst. Athletic Trainer	1.00	48,771			750				No	No	No	48,771		750	0.00%
Ty Graham (New)	Assistant Athletic Director	1.00	48,409			1,000				No	No	No	48,409		1,000	New
Men's Sports																
Basketball																
Austin Johnson	Head Coach	1.00	71,179						500	No	Yes	No	73,179			4.50%
Calab Johnson (New)	Asst. Coach	1.00	44,081							No	No	No	24,685		19,396	New
Tobin Karlberg (New)	Asst. Coach	0.22	9,500	1,606						No	No	No		1,606	9,500	0.00%
Wallace Ungwiluk (New)	Asst. Coach	0.26	9,500							No	No	No			9,500	0.00%
Baseball																
Jake Taylor	Head Coach	1.00	82,570						1,000	No	Yes	No	83,570			4.50%
William Silvestri	Asst. Coach	1.00	47,218							No	No	No	47,218			4.00%
Allen Balmer	Asst. Coach	1.00	59,916	950						No	No	No	59,916	950		4.00%
Anthony Balderas	Asst. Coach	0.10		4,500						No	No	No		4,500		0.00%
Cross-Country																
Mike Collins	Head Coach	0.25	17,048						500	No	No	No	17,548			4.50%
Kurtis Bonner (New)	Interim Asst. Coach	0.25	9,963							No	No	No	9,963			New
Track																
Mike Collins	Head Coach	0.25	17,048					250	750	No	No	No	18,048			4.50%
Kurtis Bonner (New)	Interim Asst. Coach	0.25	9,963							No	No	No	9,963			New
Tennis																
Kai Fong	Head Coach	0.50	34,961						500	No	No	No	35,461			4.50%
Ryan LaPlante	Asst. Coach	0.50	23,026							No	No	No	23,026			4.88%
Golf																
Zach Anderson	Head Coach	0.50	23,026							No	No	No	23,026			0.00%
Gordon Greg (New)	Asst. Coach	0.02	1,250							No	No	No	1,250			New

Intercollegiate Athletics Compensation Report
Lewis-Clark State College
FY2024 Actual Compensation
Page 2

Depart/Name/Title		FTE	Compensation: Base Salary	Compensation: Camps/ Clinics	Compensation: Media	Compensation: Equip Co & Other	Contract Bonus: Grad Rate	Contract Bonus: Winning Perform.	Contract Bonus: Other	Perks: Club Memb.	Perks: Car	Perks: Multi-Yr Contract	All Compensation: State Approp.	All Compensation: Program Revenue	All Compensation: All Other	Base Salary Annualized Change
Women's Sports																
Basketball																
Caelyn Orlandi (New)	Head Coach	1.00	60,000							No	Yes	No	60,000			6.50%
Brian Orr (Old)	Head Coach	1.00	10,633	2,340						No	No	No	10,633		2,340	0.00%
Cali Moscrip (New)	Asst. Coach	1.00	43,882							No	No	No	43,882			New
Maddilynne Jackson(New)	Manager	0.05							2,228	No	No	No			2,228	New
Cross-Country																
Mike Collins	Head Coach	0.25	17,048						500	No	No	No	17,548			4.50%
Kurtis Bonner (New)	Interim Asst. Coach	0.25	9,963							No	No	No	9,963			New
Dance																
Christa Davis (New)	Interim Head Coach	0.22	10,000							No	No	No		10,000		50.00%
Track																
Mike Collins	Head Coach	0.25	17,048					250	750	No	No	No	18,048			4.50%
Kurtis Bonner (New)	Interim Asst. Coach	0.25	9,963							No	No	No	9,963			New
Jacob Whittaker	Asst. Coach	0.19	9,000							No	No	No	0	9,000		50.00%
Matthew Kelley	Pole Vault Asst.	0.07	3,285							No	No	No		3,285		-4.70%
Volleyball																
Katie Palmer (New)	Head Coach	1.00	62,400							No	Yes	No	62,400			4.00%
Shaun Pohlman (Old)	Head Coach	1.00	8,668							No	No	No	8,668			
Shann Mack (New)	Asst. Coach	1.00	46,052	10,000						No	No	No	46,052	10,000		New
Tennis																
Kai Fong	Head Coach	0.50	34,961							No	No	No	34,961			4.50%
Ryan LaPlante	Asst. Coach	0.50	23,026							No	No	No	23,026			4.88%
Golf																
Zach Anderson	Head Coach	0.50	23,026							No	No	No	23,026			0.00%
Gordon Greg (New)	Asst. Coach	0.02	1,250							No	No	No	1,250			New
	GRAND TOTAL	26.15	1,356,024	19,396	0	17,150	0	500	6,728				1,304,958	39,341	60,499	

Intercollegiate Athletics Compensation Report
Lewis-Clark State College
FY2025 Estimated Compensation

Depart/Name/Title		FTE	Compensation: Base Salary	Compensation: Camps/ Clinics	Compensation: Media	Compensation: Equip Co & Other	Contract Bonus: Grad Rate	Contract Bonus: Winning Perform.	Contract Bonus: Other	Other: Club Memb.	Other: Car	Other: Multi-Yr Contract	All Compensation: State Approp.	All Compensation: Program Revenue	All Compensation: All Other	Base Salary Annualized Change
Athletic Administration																
Ronald Palmer (New)	Director, Athletics	1.00	90,882							No	No	No	90,882			New
Brooke Henze(Old)	Director, Athletics	1.00	20,157						3,500	No	No	No	23,657			
George Laughlin	Director, Facilities & Operations	1.00	47,325							No	No	No	47,325			2.70%
Tracy Collins	Trainer	1.00	63,597							No	No	No	63,597			4.20%
Taryn Cadez-Schmidt	Asst. Athletic Trainer	1.00	50,155							No	No	No	50,155			4.20%
Kristina Keener	Business Manager	1.00	53,778							No	No	No	53,778			3.40%
Alisha Alexander	Asst. Athletic Director - Sports Information & Media	1.00	56,268							No	No	No	56,268			4.20%
Samantha Malinich	Administrative Coordinator	1.00	47,618							No	No	No	47,618			3.40%
Kylie Anderson (New)	Asst. Athletic Trainer	1.00	36,404							No	No	No	36,404			New
Raymond Pedrina (New)	Assistant Athletic Director	1.00	24,000							No	No	No	24,000			New
Clay Robinson (New)	Faculty Athletic Representation	0.21							10,000	No	No	No			10,000	New
Men's Sports																
Basketball																
Austin Johnson	Head Coach	1.00	73,600	7,000				1,500		No	Yes	No	75,100	7,000		3.40%
Calab Johnson	Asst. Coach	1.00	48,006	670						No	No	No	31,204	670	16,802	4.20%
Kevin Warren (New)	Asst. Coach	0.42	20,004							No	No	No		20,004		New
Baseball																
Jake Taylor	Head Coach	1.00	86,038					1,500		No	Yes	No	87,538			4.20%
William Silvestri	Asst. Coach	1.00	48,824							No	No	No	48,824			3.40%
Allen Balmer	Asst. Coach	1.00	61,955							No	No	No	61,955			3.40%
Cross-Country																
Mike Collins	Head Coach	0.25	17,628					500	250	No	No	No	18,378			3.40%
Jonathan Matsumura (New)	Asst. Coach	0.25	8,330							No	No	No				New
Track																
Mike Collins	Head Coach	0.25	17,628	750				750	250	No	No	No	18,628	750		3.40%
Jonathan Matsumura (New)	Asst. Coach	0.25	8,330							No	No	No	8,330			New
Kurtis Bonner	Asst. Coach	0.02		750						No	No	No		750		0.00%
Tennis																
Kai Fong	Head Coach	0.50	36,429						500	No	No	No	36,929			4.10%
Bonolo Arroyo Valenzuela (New)	Asst. Coach	0.50	10,925							No	No	No	10,925			New
Golf																
Zach Anderson	Head Coach	0.50	27,848							No	No	No	27,848			20.90%
Gordon Greg	Asst. Coach	0.02	1,250							No	No	No	1,250			0.00%

Intercollegiate Athletics Compensation Report
Lewis-Clark State College
FY2025 Estimated Compensation
Page 2

Depart/Name/Title		FTE	Compensation: Base Salary	Compensation: Camps/ Clinics	Compensation: Media	Compensation: Equip Co & Other	Contract Bonus: Grad Rate	Contract Bonus: Winning Perform.	Contract Bonus: Other	Perks: Club Memb.	Perks: Car	Perks: Multi-Yr Contract	All Compensation: State Approp.	All Compensation: Program Revenue	All Compensation: All Other	Base Salary Annualized Change
Women's Sports																
Basketball																
Caelyn Orlandi	Head Coach	1.00	61,440	20,000						No	Yes	No	61,440	20,000		2.40%
Cali Moore (Moscrip FY24)	Asst. Coach	1.00	47,325	670						No	No	No	47,325	670		7.80%
Cross-Country																
Mike Collins	Head Coach	0.25	17,628	750				500	250	No	No	No	18,378	750		3.40%
Jonathan Matsumura (New)	Asst. Coach	0.25	8,330							No	No	No	8,330			New
Kurtis Bonner	Interim Asst. Coach	0.02		750						No	No	No		750		0.00%
Dance																
Sydnee Soderberg (New)	Interim Head Coach	0.75	32,454							No	No	No	32,454			New
Taylor Offerdahl-Church	Asst. Coach	0.21	10,000							No	No	No	10,000			New
Track																
Mike Collins	Head Coach	0.25	17,628					750	250	No	No	No	18,628			3.40%
Jonathan Matsumura (New)	Asst. Coach	0.25	8,330							No	No	No	8,330			New
Kurtis Bonner (New)	Asst. Coach	0.02	16,000	750						No	No	No		16,000		New
Jacob Whittaker	Asst. Coach	0.23	11,000	1,500						No	No	No		12,500		22.00%
Volleyball																
Katie Palmer	Head Coach	1.00	63,898							No	Yes	No	63,898			2.40%
Nick Bogar (New)	Asst. Coach	1.00	19,847							No	No	No	19,847			New
Shann Mack (Old)	Asst. Coach	1.00	26,502							No	No	No	26,502			0.00%
Tennis																
Kai Fong	Head Coach	0.50	36,429							No	No	No	36,429			4.10%
Bonolo Arroyo Valenzuela	Asst. Coach	0.50	10,925										10,925			New
Golf																
Zach Anderson	Head Coach	0.50	27,848							No	No	No	27,848			20.90%
Gordon Greg	Asst. Coach	0.02	1,250							No	No	No	1,250			0.00%
	GRAND TOTAL	26.92	1,373,814	33,590	0	0	0	5,500	15,000				1,312,177	79,844	26,802	

SUBJECT

Athletics Gender Equity Reports

REFERENCE

June 2016 Board adopted the reports required by the institutions' federal regulatory body regarding compliance with Title IX in athletics programs, along with summaries of such reports, as the method to report to the Board on gender equity.

APPLICABLE STATUTE, RULE, OR POLICY

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

BACKGROUND/DISCUSSION

Title IX of the Education Amendments of 1972 is the federal legislation that bans gender discrimination in schools, whether in academics or athletics. Title IX states: "No person in the United States shall, on the basis of sex, be excluded from participation in, be denied the benefits of, or be subjected to discrimination under any education program or activity receiving Federal financial assistance …." (20 U.S.C. § 1681(a)). Relative to intercollegiate athletics, the Office for Civil Rights considers three broad areas in determining whether or not an institution is meeting its Title IX obligations. The three areas address equity in athletic participation opportunities, athletically related financial aid and other program benefits, supports and services.

In 1996 the US Department of Education's Office for Civil Rights (OCR) issued a "Clarification of Intercollegiate Athletics Policy Guidance" This guidance addressed the three broad areas of Title IX compliance and made clear that relative to area 1 regarding participation opportunities, any of the 3 prongs may be used to demonstrate compliance.[1]

First, the selection of sports and the level of competition must accommodate the students' interests and abilities, using one of the three prongs listed below. Institutions may demonstrate they are meeting Title IX obligations using any of the three prongs.

1. Participation opportunities for male and female students are provided in numbers **substantially proportionate** to their respective enrollments.
2. Where the members of one gender have been and are underrepresented among intercollegiate athletes, whether the institution can show a **history** and **continuing practice of program expansion**, which is demonstrably responsive to the developing interests, and abilities of that gender.
3. Where the members of one gender are underrepresented among intercollegiate athletes and the institution cannot show a continuing practice of program expansion, whether it can be demonstrated that the interests

[1] See: https://www2.ed.gov/about/offices/list/ocr/docs/title9-qa-20100420.html

and abilities of the members of that gender have been **fully and effectively accommodated** by the present program.

Second, athletic-related financial assistance must be substantially proportionate to the ratio of male and female athletes. Institutions within 1% variance are considered compliant.

Third, benefits, opportunities, and treatments afforded sports participants are to be equivalent, but not necessarily identical, including equipment and supplies, scheduling of games and practices, travel expenses, availability and compensation of coaches, quality of facilities, medical services, housing, dining, and recruitment.

Overall, compliance is determined based on a program-wide consideration, and, not on a sport-by-sport comparison.

Idaho State Board of Education (Board) Policy V.X.4.c. requires the four-year institutions to provide gender equity reports for review by the Board. The reports include a narrative discussion of gender equity-related issues along with a summary table, which distills data from the detailed gender equity report provided annually by each institution to the U.S. Department of Education.

IMPACT

The attached summary worksheets show the institutions' enrollment, financial aid, and participants by gender. The worksheets also show the actual revenues and expenses for the most current completed fiscal year by sport, as well as overall operating (Game Day) expenses, number of participants, and operating expenses per participant. Finally, the worksheets provide information on average salaries of coaches and the count of coaches per sport by gender.

ATTACHMENTS

Attachment 1 - BSU Gender Equity Narrative
Attachment 2 - BSU Gender Equity Worksheet
Attachment 3 - ISU Gender Equity Narrative
Attachment 4 - ISU Gender Equity Worksheet
Attachment 5 - UI Gender Equity Narrative
Attachment 6 - UI Gender Equity Worksheet
Attachment 7 - LCSC Gender Equity Narrative
Attachment 8 - LCSC Gender Equity Worksheet

STAFF COMMENTS AND RECOMMENDATIONS

Significant information on gender equity aspects of athletic operations at the individual institutions is included in the attached narrative documents. The actual detailed "Equity in Athletics Data Analysis (EADA)" reports are also available for review and analysis by the public on the U.S. Department of Education website at https://ope.ed.gov/athletics/. This site also provides tools to download EADA

reports for any NCAA or NAIA institution and to compare groups of institutions and review trends.

In their narratives, the institutions reported the status of compliance across the areas of Title IX.

Representatives from the four affected institutions will be available in the event that Board members have questions on specific areas related to Gender Equity reports or on the institutions' efforts related to achieving/maintaining equity.

BOARD ACTION

This item is for informational purposes only.

BOISE STATE UNIVERSITY GENDER EQUITY NARRATIVE

Boise State University is committed to supporting its student-athletes academically and athletically and complying with Title IX of the Education Amendments of 1972 (Title IX). Boise State monitors compliance with Title IX internally and through periodic external reviews from qualified consultants. These reviews provide recommendations intended to help achieve compliance in areas where gender differences may currently exist and help maintain compliance in areas where gender differences may be developing.

Last year, Boise State University utilized the comprehensive review of the intercollegiate athletic program completed in the 2021-2022 school year to strategize, develop policy, and guide budget decisions affecting rates of participation, financial aid awarded and enhancement of program areas.

Accommodation of Interests and Abilities (Participation)

**Note that institutions must meet one of the three prongs to achieve compliance with the accommodation of interests and abilities test.*

Prong 1: Proportionality
Factors: Participation Opportunities
Summary: In 2023-24, women made up 56.2 percent of undergraduate enrollment and 53.6 percent of the athletic participants, meaning Boise State did not meet the proportionality test in FY24. However, Boise State made progress towards compliance by increasing the percentage of women participants by 2.5 percent over last year's percentage of 51.1% female athletic participants.

Prong 2: History and Continuing Practice of Program Expansion
Factors: Additional Opportunities

Summary: Boise State does not meet test two (program expansion for the underrepresented sex). A net of four women's teams have been added since the 1970s.

Prong 3: Underrepresented gender are fully and effectively accommodated by present program
Factors: Sufficient Interest, Ability, and Competition

Summary: Boise State cannot conclusively conclude one way or another that it meets (or does not meet) test three (full accommodation of the underrepresented sex), as sufficient interest, ability, and competition appear likely (according to the comprehensive review completed in 2021-22) for women's lacrosse, swimming, and water polo, which Boise State does not currently offer. To supplement the previously completed comprehensive review and to be able to analyze compliance with this prong thoroughly, the university is going to begin surveying current and prospective students as well as coaches to gain additional data points specifically targeted at ability and interest.

Action: The university is in the process of making changes to meet test one (proportionality), as it has done for nine out of the last fourteen academic years. The net addition of a minimum of 6 opportunities for women in the next academic year will allow the program to match current undergraduate enrollment rates with athletic participation under the OCR's evaluation of the "how close is close enough" principle. Considering the potential upcoming roster limitations of the House Settlement, this could be achieved through continued monitoring of existing participation, responsible department-wide roster management to ensure equitable participation opportunities on existing teams for female student-athletes and the evaluation of the addition of another women's sport program. The university will begin surveying prospective and current students about additional program expansions to see if sufficient interest and ability exist on campus or if the university is already sufficiently representing the underrepresented gender. Lastly, the university

will reconvene its committee that reviews gender equity issues, particularly in light of current litigation and the potential of the House settlement.

Athletic Financial Assistance

Summary: An analysis of athletic financial aid in FY24 shows that women were awarded scholarships at a rate of 7.01% less than their rate of participation, exceeding the 1% variance for presumed compliance. This is an increase over the FY23 variance of 4.6 percentage points. It is noteworthy that athletic aid awarded to medically retired student-athletes is accounted for under Title IX, which is an uncontrolled expense and can vary from year to year. In FY24, almost $100,000 was awarded in medical scholarships to male student-athletes, while under $15,000 was awarded to females.

Action: Absent extenuating circumstances, Athletics will continue to fully award female athletic scholarships during the academic school year. Emphasis will be placed on providing adequate resources for all women's equivalency sports to be able to recruit and fully award allowable scholarships. The department is also researching compliance options under the proposed House Settlement.

Other Athletic Benefits and Opportunities

Summary: Boise State has engaged in a comprehensive analysis and prioritization plan to address areas where gender disparities exist in the 11 other areas of athletic benefits and opportunities.

In the area of practice, competition and locker room facilities, many of the previously identified disparities are being addressed. The softball infield was completely renovated and the competition soccer pitch is scheduled to be renovated during spring 2025.

Additionally, new lockers were added to the beach volleyball, women's soccer, women's track and cross country, and women's golf team locker rooms. Facility updates were made to the ceilings, lighting, branding, carpeting, and floor coverings. In the BOAS facility, new carpeting was installed in both the women's soccer and women's tennis teams' rooms as well as new lighting, carpeting, and chairs.

To improve concerns in the areas of coaching and medical services, the department provided a 5-year contract extension to the WBB head coach, and added three assistant WBB coaches and one beach volleyball coach to 2-year contracts. The graduate assistant for gymnastics was promoted to a full-time role, and an additional full-time assistant coach was hired for the softball program. Lastly, an additional certified athletic trainer was hired for gymnastics, which will provide greater coverage for the team because of lessened administrative responsibilities for that position.

In the areas of housing/per diem and equipment/supplies, the rate for per diem during term breaks was standardized among all teams, the travel budget for WBB was increased to allow for more charter flights. The equipment process was standardized, creating greater consistency across sports.

ATTACHMENT 2

Boise State University
Equity in Athletics Disclosure Act (EADA) Report
Report on Athletic Program Participation Rates and Financial Support Data
July 1, 2023 through June 30, 2024

University Enrollment

Gender	Full-Time Undergraduates Number	Full-Time Undergraduates Percent
Male Students	5,952	44%
Female Students	7,637	56%
Totals	**13,589**	**100%**

Athletic Student Aid & Recruiting

Team Gender	Athletically Related Student Aid Amount	Athletically Related Student Aid Percent	Recruiting Expenses Amount
Men's Teams	$ 6,129,043	56%	$ 714,812
Women's Teams	$ 4,861,302	44%	$ 251,548
Totals for All Teams	$ 10,990,345	**100%**	$ 966,360

Athletic Participation

Sport	Number of Participants: Men's Teams	Number of Participants: Women's Teams	Number of Participants Participating on a Second Team: Men's Teams	Number of Participants Participating on a Second Team: Women's Teams	Number of Participants Participating on a Third Team: Men's Teams	Number of Participants Participating on a Third Team: Women's Teams
Basketball	17	21	0	0	0	0
Beach Volleyball	0	19	0	0	0	0
Cross Country	18	22	0	1	18	20
Football	114	0	0	0	0	0
Golf	10	10	0	0	0	0
Gymnastics	0	19	0	0	0	0
Soccer	0	37	0	0	0	0
Softball	0	28	0	0	0	0
Tennis	11	12	0	0	0	0
Track, Indoor	26	38	8	18	18	19
Track, Outdoor	26	36	8	17	18	19
Volleyball	0	19	0	3	0	0
Total Participants	**222**	**261**	**16**	**39**	**54**	**58**
Participant Proportion	**45.96%**	**54.04%**				
Unduplicated Count of Participants	**178**	**203**				

ATTACHMENT 2

Total Revenues & Expenses

Varsity Teams	Total Revenues			Total Expenses			Revenues minus Expenses		
	Men's	Women's	Totals	Men's	Women's	Totals	Men's	Women's	Totals
Basketball	$ 5,714,962	$ 2,824,728	$ 8,539,690	$ 5,177,049	$ 2,824,728	$ 8,001,777	$ 537,913	$ -	$ 537,913
Beach Volleyball	$ -	$ 887,340	$ 887,340	$ -	$ 887,340	$ 887,340	$ -	$ -	$ -
Football	$ 26,458,436	$ -	$ 26,458,436	$ 20,475,343	$ -	$ 20,475,343	$ 5,983,093	$ -	$ 5,983,093
Golf	$ 201,510	$ 629,969	$ 831,479	$ 613,456	$ 629,969	$ 1,243,425	$ (411,946)	$ -	$ (411,946)
Gymnastics	$ -	$ 1,414,982	$ 1,414,982	$ -	$ 1,414,982	$ 1,414,982	$ -	$ -	$ -
Soccer	$ -	$ 1,697,255	$ 1,697,255	$ -	$ 1,697,255	$ 1,697,255	$ -	$ -	$ -
Softball	$ -	$ 1,579,661	$ 1,579,661	$ -	$ 1,579,661	$ 1,579,661	$ -	$ -	$ -
Tennis	$ 206,570	$ 898,993	$ 1,105,563	$ 741,312	$ 898,993	$ 1,640,305	$ (534,742)	$ -	$ (534,742)
Track	$ 349,330	$ 1,627,093	$ 1,976,423	$ 1,471,134	$ 1,627,093	$ 3,098,227	$ (1,121,804)	$ -	$ (1,121,804)
Volleyball	$ -	$ 1,549,285	$ 1,549,285	$ -	$ 1,549,285	$ 1,549,285	$ -	$ -	$ -
Totals for All Teams	**$ 32,930,808**	**$ 13,109,306**	**$ 46,040,114**	**$ 28,478,294**	**$ 13,109,306**	**$ 41,587,600**	**$ 4,452,514**	**$ -**	**$ 4,452,514**
Not Allocated by Gender/Sport			$ 18,297,865			$ 16,639,646			$ 1,658,219
Grand Totals for Athletics			**$ 64,337,979**			**$ 58,227,246**			**$ 6,110,733**
Totals for All Sports Except Football & Basketball	$ 757,410	$ 10,284,578	$ 11,041,988	$ 2,825,902	$ 10,284,578	$ 13,110,480	$ (2,068,492)	$ -	$ (2,068,492)

Operating (Game Day) Expenses

Varsity Teams	Operating (Game Day) Expenses			Number of Participants			Operating Expenses per Participant		
	Men's	Women's	Totals	Men's	Women's	Totals	Men's	Women's	Totals
Basketball	$ 1,228,080	$ 743,529	$ 1,971,609	17	21	38	$ 72,240	$ 35,406	$ 107,646
Beach Volleyball	$ -	$ 310,668	$ 310,668	0	19	19	$ -	$ 16,351	$ 16,351
Football	$ 2,524,373	$ -	$ 2,524,373	114	0	114	$ 22,144	$ -	$ 22,144
Golf	$ 184,741	$ 157,046	$ 341,787	10	10	20	$ 18,474	$ 15,705	$ 34,179
Gymnastics	$ -	$ 254,368	$ 254,368	0	19	19	$ -	$ 13,388	$ 13,388
Soccer	$ -	$ 319,857	$ 319,857	0	37	37	$ -	$ 8,645	$ 8,645
Softball	$ -	$ 408,331	$ 408,331	0	28	28	$ -	$ 14,583	$ 14,583
Tennis	$ 217,450	$ 208,444	$ 425,894	11	12	23	$ 19,768	$ 17,370	$ 37,139
Track	$ 384,910	$ 416,986	$ 801,896	70	96	166	$ 5,499	$ 4,344	$ 9,842
Volleyball	$ -	$ 287,435	$ 287,435	0	19	19	$ -	$ 15,128	$ 15,128
Totals for All Teams	**$ 4,539,554**	**$ 3,106,664**	**$ 7,646,218**	**222**	**261**	**483**	**$ 20,448**	**$ 11,903**	**$ 15,831**
Totals for All Sports Except Football & Basketball	$ 787,101	$ 2,363,135	$ 3,150,236	91	240	331	$ 43,741	$ 105,513	$ 149,254

ATTACHMENT 2

Average Coaching Salaries

Description/Explanation	Head Coaches		Assistant Coaches	
	Men's Teams	Women's Teams	Men's Teams	Women's Teams
Average Annual Institutonal Salary per Coach	$ 591,157	$ 136,385	$175,983	$59,987
Number of Coaches Used to Calculate Average	5	9	28	27
Average Annual Insitutional Salary per Full-Time Equivalent (FTE)	$ 659,773	$144,068	$ 200,850	$67,717
Full-Time Equivalents (FTEs) Used to Calculate Average	4.48	8.52	18.40	18.60

Counts of Head Coaches

Varsity Teams	Male Head Coaches				Female Head Coaches				Total Head Coaches
	Assigned Full-Time	Assigned Part Time	Full-Time Employee	Part-Time/ Volunteer	Assigned Full-Time	Assigned Part Time	Full-Time Employee	Part-Time/ Volunteer	
Men's Varsity Teams									
Basketball	1		1						**1**
Football	1		1						**1**
Golf	1		1						**1**
Tennis	1		1						**1**
Track & Field & Cross Country		1	1						**1**
Totals for Men's Teams	**4**	**1**	**5**	**0**	**0**	**0**	**0**	**0**	**5**
Women's Varsity Teams									
Basketball	1		1						**1**
Beach Volleyball					1		1		**1**
Golf					1		1		**1**
Gymnastics					1		1		**1**
Soccer	1		1						**1**
Softball	1		1						**1**
Tennis	1		1						**1**
Track & Field & Cross Country		1	1						**1**
Volleyball	1		1						**1**
Totals for Women's Teams	**5**	**1**	**6**	**0**	**3**	**0**	**3**	**0**	**9**

ATTACHMENT 2

Counts of Assistant Coaches

Varsity Teams	Male Assistant Coaches				Female Assistant Coaches				Total Assistant Coaches
	Assigned to Team Full-Time	Assigned to a team Part Time	Full-Time Employee	Part-Time/ Volunteer	Assigned to Team Full-Time	Assigned to a team Part Time	Full-Time Employee	Part-Time/ Volunteer	
Men's Varsity Teams									
Basketball	4		4						**4**
Football	10	4	10	4					**14**
Golf	1		1						**1**
Tennis	1	1	1	1					**2**
Track & Field & Cross Country		5	4	1	1	1	1	1	**7**
Totals for Men's Teams	**16**	**10**	**20**	**6**	**1**	**1**	**1**	**1**	**28**
Women's Varsity Teams									
Basketball	1		1		3		3		**4**
Beach Volleyball	1		1			1		1	**2**
Golf						1		1	**1**
Gymnastics	1		1		1	1	1	1	**3**
Soccer	1		1		2		2		**3**
Softball					3		3		**3**
Tennis	1		1			1		1	**2**
Track & Field & Cross Country		4	4		1	1	1	1	**6**
Volleyball					3		3		**3**
Totals for Women's Teams	**5**	**4**	**9**	**0**	**13**	**5**	**13**	**5**	**27**

Idaho State University

Idaho State University Gender Equity Narrative
February 2025

Idaho State University and the Department of Athletics are committed to providing quality opportunities and experiences to all student-athletes, and complying with Title IX of the Education Amendments of 1972.

In order to inform its long and short-term efforts, Idaho State University executed an internal review of Title IX compliance relative to gender equity in 2018. The Office of General Counsel commissioned a comprehensive external gender equity review, the results of which were delivered early in 2019. This review was followed by 9 months of work by a Gender Equity Committee, with representation from across campus, to develop a Five Year Gender Equity Plan. The resulting plan has guided our efforts, and while implementation of some facets of that plan were interrupted by COVID-19, robust efforts toward implementation continued as we recovered fiscally from the pandemic. In 2024, under the direction of the ISU FAR, we underwent a comprehensive review of progress against the Five Year Gender Equity Plan. The resulting updated plan presented recommendations to continue forward progress. This narrative will outline the most recent steps forward, and provide a snapshot of the current status of compliance.

Prong I of Title IX - Participation Proportionate to Enrollment

The 2023-24 Idaho State University Enrollment ratio of males to females was 41% : 59%, a ratio which continues to reflect growing female enrollment at Idaho State University, as well as national trends in higher education. The ratio of males to females participating in ISU Athletics was 48% : 52%.

The 48% : 52% based on raw EADA data fails to meet the exact proportion of women to men represented in enrollment by 7%, which represents a small amount of progress from the 8% recorded the prior year. The actual evaluation by OCR would differ from this raw data. Guidelines presented at ATIXA Gender Equity Compliance Training, which the ISU Athletics Compliance Officer and the FAR attended in 2023, suggested that an OCR evaluation of compliance on campus would involve a significant number of factors, including the removal of students on the roster who did not have the opportunity to participate in any competition due to injury, hardship, redshirt, or other circumstance. Further, the OCR takes into consideration the other prongs of compliance, performance against an institutional gender equity plan, non-discriminatory reasons for differences in ratios, and other factors considered in a case by case evaluation. Idaho State Athletics continues to make good faith efforts to become "substantially proportionate" and we are actively incorporating Title IX at the institutional level in

the spirit the law expects. Since this writing last year, Idaho State has come 1% closer to meeting proportionality.

While annual participation ratios remain relatively constant, the ever-growing proportion of women to men in Idaho State University's enrollment continues to make achieving precise compliance with the proportionality prong of Title IX challenging. While efforts have been made to expand the rosters of women's teams, ISU Athletics is mindful that the true goal is meaningful expansion and meaningful opportunities. The needed (at this writing) 29 opportunities are too great to achieve through individual team roster expansion. Ultimately, the University must add a women's sport to fully comply according to proportionality. Doing so will require Idaho State Board of Education support, and would be best served through a collaborative effort among Idaho institutions and Big Sky Conference member institutions. Further, a sustainable budget would most certainly require some level of appropriated and legislative support.

The department will continue to work to offer increased female participation by adding a modest number of opportunities to rosters of existing women's teams as feasible, and at the discretion of the respective head coach. The use of roster limits for men's teams has not proven effective, and ISU has chosen to focus resources and efforts to expanding women's rosters and exploring the addition of a women's sport.

Prong II of Title IX - History and Continuing Practice of Program Expansion for the Underrepresented Sex

Idaho State University currently offers 15 NCAA Division I teams, six teams for men and nine teams for women. Aside from expanding rosters of current women's teams, ISU has not added a women's sport in more than five years. In order to demonstrate a significant expansion of opportunities, Idaho State University will need to explore adding a women's sport in the future. This will become possible at such times as institutional funding and the State Athletics Funding Cap are sufficient to include a base personnel and operating budget for an additional sport. Such future funding will need to be accompanied by significant private philanthropic support.

At this time, and at the direction of President Robert Wagner, Idaho State University is formally exploring the introduction of a women's wrestling program as an NCAA Division I sport. This presents an exciting opportunity to enhance our athletic program, align with national trends, and provide new opportunities for student-athletes. On January 16, 2025, Division I schools within the NCAA voted in favor of adding women's wrestling as a championship sport. A total of 93 schools have signaled their intent to sponsor women's wrestling programs in 2024-2025.
The AD, FAR, SWA, and ADID are developing a proposal outlining the rationale, feasibility, and strategic plan for adding women's wrestling, focusing on potential participants, budget considerations, potential competitors, interest among student-athletes, and facility requirements.

Prong III of Title IX - Full and Effective Accommodation of the Interests/Abilities of Underrepresented Sex

A survey was conducted by the previous FAR and the Athletics Advisory Board (AAB) in 2019 to gather data regarding the level of interest and ability with regard to potential women's sport additions. The most recent survey targeted all current full-time students at Idaho State University, and identified (1) swimming, (2) rugby, and (3) beach volleyball as having the most significant interest.

The determination of whether women are fully and effectively accommodated by the present program includes determining whether there is sufficient interest and ability among women for a viable team not currently offered in the intercollegiate program. The Director of Athletics has been approached by some constituents who advocate for the addition of wrestling, which is now offered at Idaho High Schools, including a State Championship in Women's Wrestling. In 2022, the first-ever sanctioned girl's wrestling state championship was held. According to Shena Smith from the the *News Examiner*, there has been a 102% increase in girls wrestling participation over the past two years and is the fastest growing sport in Idaho and the nation. Grace High School's Black Canyon Brawl tournament had 105 female wrestlers from 15 high schools. For the 24-25 season, 881 girls are certified wrestlers in the state. For these reasons, Idaho State University is formally exploring women's wrestling for expansion of opportunities for women.

Financial Aid

Idaho State University fully funds the NCAA maximum level of scholarships in each sport it sponsors. In 2023-24, $2,819,301 or 53% of financial aid was distributed to male student-athletes, representing an increase of only $2,899 overall to financial aid for males. For females the 2023-24 financial aid jumped $101,579 to $2,464,347 or 47%. As demonstrated on the chart below, ISU is meeting current NCAA maximums for all sports.

NCAA Scholarship Limits for Big Sky Conference Core Sports					
MEN			WOMEN		
SPORT	NCAA LIMIT	ISU FUNDING	SPORT	NCAA LIMIT	ISU FUNDING
Football	63	63	Softball	12	12
TF/Cross	12.6	12.6	TF/Cross	18	18
Basketball	13	13	Basketball	15	15
Tennis	4.5	4.5	Tennis	8	8
			Volleyball	12	12
			Golf	6	6
			Soccer	14	14
TOTAL	**93.1**	**93.1**	**TOTAL**	**85**	**85**

Efforts are made to ensure the NCAA maximums are awarded in all women's sports, but fluctuations occur in rosters with early graduations, transfers, and recruiting gaps. The practice of allowing unutilized scholarship funds within a program to be spent to fund other areas of that program was discontinued in 2018, eliminating an unintended incentive to "save" scholarship funds in order to supplement other budgetary needs in women's programs.

It is important to note that the provisions of the *House Settlement* will amend roster limits and potentially redistribute athletics financial aid. As Idaho State University embarks on that process, maintaining balance with regard to Title IX will be a priority of the transition.

Equitable Treatment and Quality of Experience Within Programs

Providing a quality experience to all student-athletes is a priority for the Department of Athletics. While the long term goal is to achieve proportionality, the short term goal is always to provide an equal and quality experience for Bengal student-athletes across genders. We feel strongly that we must invest properly in existing opportunities prior to creating additional opportunities as this could diminish the overall quality of all programs. Ensuring equitable, high quality experiences for all student-athletes, and addressing specifically identified deficiencies in women's programs, has been the focus of program reallocations and investments over a period of years.

A zero-based budget process has guided the appropriate allocation of resources to address areas of inequity. Improvements have been funded through (1) reallocations of existing funding, (2) student fee revenue, and (3) fundraising and sponsorship increases.

In 2024, under the direction of the FAR, a committee including professionals from across campus conducted a comprehensive review of progress against the Five Year Gender Equity Plan. The following Commendations were noted:

Commendation #1 - Facility Upgrades: Upgrades to Davis Field, the ICCU Dome, Reed Gym, and Miller Ranch Field allow for more competitions and safer playing spaces, particularly for women's sports teams. There have also been significant improvements with locker room space and the addition of a golf simulator for the women's golf team.

Commendation #2 - Academic Support Services & Tutoring: Student-athletes receive excellent academic support and tutoring that benefits all student-athletes. In the past three years, two learning specialists have been added to further benefit student-athletes maintaining their eligibility and achieving their academic goals.

Commendation #3 - Campus Partnerships: The Athletics Department has strategically enhanced their relationships with campus units to improve medical and mental health services. Furthermore, the addition of an Athletics Diversity and Inclusion Designee (ADID) provides important student-athlete support and programming through ISU's Gender Equity Resource Center has increased over the last three years.

Commendation #4 - Funding Reallocation and Expanded Staffing: Team budgets have been adjusted to address equipment needs and significant progress has been made to increase coaching staffs. Women's golf now has a full-time coach and the women's tennis head coach is now on a 12-month contract. These items impact student-athletes directly and have addressed some key recommendations from the original plan.

Commendation #5 - Full Funding for Equivalency Sports: The Athletics Department now supports full funding for equivalency sports, which allows soccer, softball, and track and field coaches to increase scholarship allocations to the full equivalency for women regardless of resident or non-resident tuition.

The following are initiatives and elements which have been added to positively impact the equitable experience of all student-athletes since the last report, and which have been informed by recommendations from the Third Year Review of the Five Year Gender Equity Plan.

INITIATIVE		FUNDING VEHICLE
Added one FTE Strength Coach to better provide for oversight and instruction of Olympic Sports.	$40,000	Fundraising
Completed a renovation of and installed new equipment to the Jared Allen Strength and Conditioning Center to better accommodate all team schedules equitably.	$460,000	Fundraising
Added a second Learning Specialist, as the first addition was able to accommodate primarily football needs (90% of her time). The additional specialist is accommodating the remaining needs across sports and funding is available to add more hours to meet needs.	$20,800	Fundraising
Installed artificial turf at Miller Ranch Stadium to address the significant negative impact of weather on the opportunity of women's softball players to train and compete.	$600,000	Fundraising
Addition of a football strength and conditioning GA to help address the needs of that program and allow the existing strength staff to devote additional time to other programs.	$20,000	Reallocation (50%) Fundraising (50%)
Installed a putting green to the golf simulator practice facility to mitigate the impact of weather on the ability of the women's golf team to train.	$16,000	Fundraising
Will host the first annual Direct Communications Collegiate Softball Tournament to expand home schedule opportunities for women's softball.	$15,000	Reallocation
Expanded the women's softball travel budget to allow the team to achieve the maximum number of NCAA allowed competitions	$30,000	Fundraising
Hosted a women's volleyball tournament to support achievement of the maximum number of NCAA allowed competitions, and to mitigate missed fall classes early in the semester for women's volleyball.	$20,000	Fundraising (50%) Reallocation (50%)
Funded post season NIVT appearance for women's volleyball.	$20,000	Fundraising (10%) Reallocation (40%) NIVT Revenue (50%)
Completed a foreign tour (France) for Women's Basketball	$85,000	Fundraising
Completed a foreign tour (Germany) for Women's Soccer	$150,000	Fundraising (40%) Camp Revenue (40%) Self Funded (20%)
Expanded TFX travel budget to ensure adequate competition opportunities and appropriate accommodations.	$80,000	Fundraising
Added one FTE assistant coach for Track & Field	$40,000	Fundraising (50%) Reallocation (50%)
Added one FTE assistant director of equipment operations to better serve Olympic Sports.	$50,000	Reallocation(50%)
Implemented emergency funding to allow coaches to utilize charter	$15,000	Reallocation

buses or stay additional nights to address travel safety outside of customary team travel budgets.		
Implementing a new equipment inventory system to oversee equitable equipment distribution.		Budget Neutral
Conducted a full audit of all team web-page bios and completed a comprehensive update.		Budget Neutral
Collaborating on a strategy and proposal to add a women's sport.	TBD	TBD
Secured $100,000 annual gift to provide Cost of Attendance and provide for additional needs such as game guarantees, travel, and gear for women's sports.	$100,000	Fundraising

Idaho State Athletics continues to collaborate with the FAR to evaluate progress against the Third Year Review, and to accept formal recommendations for adjustments and additions. We continue to monitor progress and actively work towards full compliance. Recommendations for roster limits are currently being evaluated and remain in flux as we await the Big Sky Conference requirements which will result from the *House Settlement*.

Idaho State University and the Department of Athletics remain committed to providing quality opportunities and experiences to all student-athletes, and complying with Title IX of the Education Amendments of 1972.

Idaho State University
Equity in Athletics Disclosure Act (EADA) Report
Report on Athletic Program Participation Rates and Financial Support Data
July 1, 2023 through June 30, 2024

University Enrollment

Gender	Full-Time Undergraduates	
	Number	Percent
Male Students	2,359	40.9%
Female Students	3,411	59.1%
Totals	**5,770**	**100%**

Athletic Student Aid & Recruiting

Team Gender	Athletically Related Student Aid		Recruiting Expenses
	Amount	Percent	Amount
Men's Teams	$ 2,819,301	53%	$ 209,996
Women's Teams	2,464,347	47%	135,980
Totals for All Teams	**$ 5,283,647**	**100%**	**$ 345,976**

Athletic Participation

Varsity Teams	Number of Participants			Number Participating on a Second Team		Number Participating on a Third Team	
	Men's	Women's	Total	Men's	Women's	Men's	Women's
Basketball	17	14	31				
Football	109		109				
Golf		8	8				
Soccer		35	35		2		
Softball		25	25				
Tennis	8	8	16				
Track & Field (Indoor)	33	55	88	32	53	13	15
Track & Field (Outdoor)	32	53	85	32	53	13	15
Cross Country	13	15	28	13	15	13	15
Volleyball		16	16				
Total Participants	**212**	**229**	**441**	**77**	**123**	**39**	**45**
Percentage of Total	**48%**	**52%**	**100%**				
Unduplicated Count	**167**	**169**					

Total Revenues & Expenses

Varsity Teams	Total Revenues			Total Expenses			Revenues minus Expenses		
	Men's	Women's	Totals	Men's	Women's	Totals	Men's	Women's	Totals
Basketball	$1,571,667	$1,544,886	$ 3,116,552	$1,571,667	$1,544,886	$ 3,116,552	$ -	$ -	$ -
Football	$5,138,013		$ 5,138,013	$5,138,013		$ 5,138,013	0		$ -
Golf		$269,446	$ 269,446		$269,446	$ 269,446		0	$ -
Soccer		$764,643	$ 764,643		$764,643	$ 764,643		0	$ -
Softball		$808,478	$ 808,478		$808,478	$ 808,478		0	$ -
Tennis	$204,585	$286,922	$ 491,507	$204,585	$286,922	$ 491,507	0	0	$ -
Track & Field & Cross Country	$562,185	$747,706	$ 1,309,891	$562,185	$747,706	$ 1,309,891	0	0	$ -
Volleyball		$1,019,474	$ 1,019,474		$1,019,474	$ 1,019,474		0	$ -
Totals for All Teams	**$7,476,450**	**$ 5,441,555**	$ 12,918,004	**$7,476,450**	**$5,441,555**	$ 12,918,004	**$ -**	**$ -**	$ -
Not Allocated by Gender/Sport			4,283,283			4,283,283			$ -
Grand Totals for Athletics			**$ 17,201,287**			**$ 17,201,287**			$ -
Totals for All Sports Except Football & Basketball			$ 8,946,722			$ 8,946,722			$ -

Operating (Game Day) Expenses
(includes lodging, meals, transportation, uniforms, equipment, event costs & officials)

Varsity Teams	Operating (Game Day) Expenses			Number of Participants			Operating Expenses per Participant		
	Men's	Women's	Totals	Men's	Women's	Totals	Men's	Women's	Totals
Basketball	$ 481,883	$ 349,007	$ 830,890	17	14	31	$ 28,346	$ 24,929	$ 26,802.91
Football	$ 1,102,621		$ 1,102,621	109		109	$ 10,116		$ 10,115.79
Golf		$ 84,735	$ 84,735		8	8		10,592	$ 10,591.86
Soccer		$ 215,081	$ 215,081		35	35		6,145	$ 6,145.18
Softball		$ 292,554	$ 292,554		25	25		11,702	$ 11,702.17
Tennis	$ 65,896	$ 50,770	$ 116,666	8	8	16	8,237	6,346	$ 7,291.63
Track & Field & Cross Country	$ 146,610	$ 156,540	$ 303,150	78	123	201	1,880	1,273	$ 1,508.21
Volleyball		$ 193,051	$ 193,051		16	16		12,066	$ 12,065.67
Totals for All Teams	**$ 1,797,010**	**$ 1,341,739**	**$ 3,138,749**	**212**	**229**	**441**	**$8,476**	**$5,859**	**$7,117**
Totals for All Sports Except Football & Basketball			$ 1,205,238			301			$ 4,004

Average Coaching Salaries

Description/Explanation	Head Coaches		Assistant Coaches	
	Men's Teams	Women's Teams	Men's Teams	Women's Teams
Average Annual Institutional Salary per Coach	$ 88,596	$ 67,550	$ 51,078	$ 37,144
Number of Head Coaches Used to Calculate Average	5	8	18	12
Average Annual Institutional Salary per Full-Time Equivalent (FTE)	$ 110,745	$ 78,890	$ 50,378	$ 42,654
Full-Time Equivalents (FTEs) Used to Calculate Average	4.00	6.85	18.25	10.45

Counts of Head Coaches

Varsity Teams	Male Head Coaches				Female Head Coaches				Total Head Coaches
	Assigned Full-Time	Assigned Part Time	Full-Time Employee	Part-Time/ Volunteer	Assigned Full-Time	Assigned Part Time	Full-Time Employee	Part-Time/ Volunteer	
Men's Varsity Teams									
Basketball	1		1						**1**
Football	1		1						**1**
Tennis	1		1						**1**
Track & Field & Cross Country		1	1			1	1		**2**
Totals for Men's Teams	**3**	**1**	**4**	**0**	**0**	**1**	**1**	**0**	**5**
Women's Varsity Teams									
Basketball	1		1						**1**
Golf	1		1						**1**
Soccer	1		1						**1**
Softball	1		1						**1**
Tennis					1		1		**1**
Track & Field & Cross Country		1	1			1	1		**2**
Volleyball	1		1						**1**
Totals for Women's Teams	**5**	**1**	**6**	**0**	**1**	**1**	**2**	**0**	**8**

Counts of Assistant Coaches

Varsity Teams	Male Assistant Coaches				Female Assistant Coaches				Total Assistant Coaches
	Assigned Full-Time	Assigned Part Time	Full-Time Employee	Part-Time/ Volunteer	Assigned Full-Time	Assigned Part Time	Full-Time Employee	Part-Time/ Volunteer	
Men's Varsity Teams									
Basketball	3	1	3	1					**4**
Football	14		13	1					**14**
Tennis									**0**
Track & Field & Cross Country		1	1			1	1		**2**
Totals for Men's Teams	**17**	**2**	**17**	**2**	**0**	**1**	**1**	**0**	**20**
Women's Varsity Teams									
Basketball	1		1		2		2		**3**
Golf						1		1	**1**
Soccer	1		1						**1**
Softball					2		2		**2**
Tennis						1		1	**1**
Track & Field & Cross Country		1	1			1	1		**2**
Volleyball					2	1	2	1	**3**
Totals for Women's Teams	**2**	**1**	**3**	**0**	**6**	**4**	**7**	**3**	**13**

University of Idaho Gender Equity Narrative 3/06/2025

The University of Idaho Athletic Department is committed to gender equity in all facets as directed by the Title IX Statute of 1972. Further, Title IX protocol is followed simply because we believe in its fundamental principle. The Office of Civil Rights issued an Intercollegiate Athletics Policy Interpretation in 1979 which is the major source for specific requirements of all NCAA athletic programs and identifies three program components that are listed below. As a civil rights law, two basic provisions are to be followed: equal access to programs and equal treatment once in the program. We incorporate these principles and policies into our daily routine to strive to meet the requirements.

Equal access will be addressed by the accommodation of interest and abilities in Section 1 *Participation Opportunities*. Section II will outline *Financial Aid*. The last section, *Athletic Benefits and Opportunities*, will include, but is not limited to, the areas of equipment, travel, scheduling of contests and practices, salaries, facilities, medical and training facilities and services, recovery options, and academic support.

Athletics' Senior Leadership staff members are designated as specific sport administrators. They continually monitor each of the sections mentioned above and implement policy or procedural changes when needed. All the program component areas-participation, financial aid, and athletic benefits are also monitored by staff. Student-athletes continue to be actively involved in the process per NCAA rules. A systematic approach of utilizing a three-year snapshot was implemented in Spring of 2020 and will continue to be utilized going forward for comparable data.

I. *Participation Opportunities*

2021-22 undergraduate enrollment percentages:	Male-49.0%	Female-51.0 %
Athletic participation:	Male-52.3%	Female-47.7%
2022-23 undergraduate enrollment percentages:	Male-49.9%	Female-50.1%
Athletic participation:	Male-53.2%	Female- 46.8%
2023-24 undergraduate Fall enrollment percentages:	Male-50%	Female-50%
Athletic participation:	Male -53.2%	Female-46.8%
2024-25 undergraduate Fall enrollment percentages:	Male-51%	Female-49%
Athletic participation:	Male -TBA	Female-TBA

Roster management as it relates to the proportionality gap has continued to be a primary point of emphasis within the department. Like the previous three reporting periods, additional eligibility opportunities created by NCAA COVID-19 eligibility extensions continue to impact roster management statistics, as it is more common for male student-athletes to utilize their additional year of COVID-19 eligibility further delaying roster management decisions. Moving forward, the 2025-26 school year is

expected to be the final year effected by the COVID-19 eligibility extension and we are expecting that the proceeding years will begin to reflect a more steady gender equity balance. The Senior Leadership group continues to meet on a weekly basis where current and forecasted roster numbers, scholarship allocations, and squad sizes are routinely discussed. While coaches are provided with the autonomy to both recruit and manage their respective roster in order to build and sustain a successful program, they are given a formulated roster target number that factors into the department's overall gender equity goal. While we continue to strive for gender equity across the board, campus enrollment numbers and percentages fluctuate annually posing a challenge when it comes to forecasting roster management decisions. Another current uncertainty facing our department is the yet-to-be-determined outcome of the NCAA House Settlement which could significantly affect roster counts within our programs. While we do not anticipate these effects to take place in the upcoming year, changes related to roster sizes and limitations may be headed our way soon potentially impacting some of our equivalency sports, e.g., Swim/Dive and Women's Soccer which have historically carried larger roster sizes that have helped to offset the roster equity gap created by Football. Despite the uncertainty surrounding the NCAA House Settlement we will continue to focus and prioritize our goals in providing equitable opportunities for all student-athletes at the University of Idaho.

II. Financial Aid

All coaches and sport programs at the University of Idaho are given the opportunity to offer the NCAA maximum scholarship limits of their respective sport. The actual scholarship dollars vary due to in-state and out-of-state tuition rates. There are no limits placed upon the sport regarding the location of where the student comes from and what they can offer up to a full scholarship. This allows our coaches to recruit across the state, nation, and internationally, which is critical to maintaining diversity in our programs and on campus. With this philosophy in place and the campus gender percentage fluctuation in enrollment, it is difficult, if not impossible, to be compliant with financial aid awards exactly matching campus enrollment participation percentages. Another challenge is that not all coaches award the full number of allotted scholarships, even though they are allowed the opportunity to do so. This occurs for various reasons, most frequently due to balancing out the number of incoming recruiting classes. However, coaches are strongly encouraged to use all available scholarship allotments, particularly for our female sport programs. In 2024 the Big Sky Conference mandated that each member institution must distribute 10% of Cost of Attendance, which provides additional financial aid opportunities to student-athletes. In response to this new requirement our Senior Leadership staff devised a plan to allow coaches access to distribute the Cost of Attendance allotment totaling $104,242 equitably between select male and female programs.

A summer school aid policy remains in place to ensure equitable gender access to designated female and male sports and to correct eligibility issues. Certain sports, such as Football and Men's and Women's Basketball can utilize the summer period to train their teams with coaching staff and/or strength coaches present. The other sports offered at UI have NCAA restrictions that do not allow this practice opportunity with staff members present, unless there is a safety exemption. This opportunity skews the amount of

summer aid offered as football has the largest NCAA scholarship limit of 63 and no other female sport has such a high number of scholarship opportunities. Our two largest roster count women's sports do not have summer access opportunities, which in theory could help offset the cost of funding football scholarship awards if the access to workouts were granted. Discussions are ongoing at the NCAA level regarding increased summer access opportunities for additional sports, but for now these changes have yet to be approved. We will continue to provide summer school opportunities for the programs that are allowed summer access and remain hopeful that increased summer access opportunities will be a reality in the near future.

As noted in the EADA report, the Student Aid dollars awarded were:
2021-2022 57% males and 43% females
2022-2023 57% males and 43% females
2023-2024 56% males and 44% females

III. Athletic Benefits and Opportunities

Processes have been implemented to develop budgets and to regularly review the incurred spending. This has led to ensuring sport sponsorship support and equitable support of programs. Reviews of spending, contract evaluation, and benchmarking with conference members are continually being analyzed. Regularly reviewing these processes and evaluating their implementation will ensure equitable policies and procedures are in place.

The Athletic Department continues to hold a weekly scheduling meeting to ensure all sports have equal access to facilities for practice and competition. Recent additions within the department include several support staff hirings over the past year. Most notably the department developed and implemented a Performance Nutrition program, hiring a full-time registered dietician specializing in sport nutrition along with an additional registered dietician fellowship position. Another valuable addition has been the recent appointment of an Athletics specific Mental Health counselor who provides clinical counseling services to all student-athletes. All three of these positions support our goal of providing valuable and much-needed student-athlete support equitably across all our programs.

IV. Conclusion

As stated earlier, a three-year rolling report was created to monitor all areas of Title IX and track not only overall progress, but also specific nuances. This annual report will also track trends and keep record of substantial differences between genders. Our Gender Equity review committee is in place and will continue to monitor these trends and accomplishments.

University of Idaho
Equity in Athletics Disclosure Act (EADA) Report
Report on Athletic Program Participation Rates and Financial Support Data
July 1, 2023 through June 30, 2024

University Enrollment

Gender	Full-Time Undergraduates	
	Number	Percent
Male Students	3,430	50.0%
Female Students	3,434	50.0%
Totals	**6,864**	**100.0%**

Athletic Student Aid & Recruiting

Team Gender	Athletically Related Student Aid		Recruiting Expenses
	Amount	Percent	Amount
Men's Teams	$3,204,541	56%	$301,223
Women's Teams	$2,522,845	44%	$188,470
Totals for All Teams	**$5,727,386**	**100%**	**$489,693**

Athletic Participation

Varsity Teams	Number of Participants			Number Participating on a Second Team		Number Participating on a Third Team	
	Men's	Women's	Total	Men's	Women's	Men's	Women's
Basketball	15	13	28				
Football	111		111				
Golf	9	6	15				
Soccer		31	31				
Swimming & Diving		39	39				
Tennis	8	9	17				
Track & Field (Indoor)	32	32	64	32	29	10	9
Track & Field (Outdoor)	33	35	68	32	31	10	9
Cross Country	11	10	21	10	10	10	10
Volleyball		18	18				
Total Participants	**219**	**193**	**412**	**74**	**70**	**30**	**28**
Percentage of Total	**53.2%**	**46.8%**	**100%**				
Unduplicated Count	**175**	**148**	**323**				

University of Idaho
Equity in Athletics Disclosure Act (EADA) Report

Total Revenues & Expenses

Varsity Teams	Total Revenues			Total Expenses			Revenues minus Expenses		
	Men's	Women's	Totals	Men's	Women's	Totals	Men's	Women's	Totals
Basketball	$ 1,683,837	$ 1,507,365	$ 3,191,203	$ 1,683,837	$ 1,507,365	$ 3,191,203	$ -	$ -	$ -
Football	$ 6,804,775		6,804,775	6,804,775		6,804,775	-		-
Golf	$ 458,005	$ 339,001	797,006	458,005	339,001	797,006	-	-	-
Soccer		$ 966,654	966,654		966,654	966,654		-	-
Swimming & Diving		$ 892,049	892,049		892,049	892,049		-	-
Tennis	$ 366,518	$ 431,592	798,110	366,518	431,592	798,110	-	-	-
Track & Field & Cross Country	$ 773,779	$ 1,028,640	1,802,419	773,779	1,028,640	1,802,419	-	-	-
Volleyball		$ 904,265	904,265		904,265	904,265		-	-
Totals for All Teams	**$ 10,086,914**	**$ 6,069,566**	**$ 16,156,480**	**$ 10,086,914**	**$ 6,069,566**	**$ 16,156,480**	**$ -**	**$ -**	**$ -**
Not Allocated by Gender/Sport			7,956,345			7,956,345			-
Grand Totals for Athletics			**$ 24,112,825**			**$ 24,112,825**			**$ -**
Totals for All Sports Except Football & Basketball	$ 1,598,302	$ 4,562,201	$ 6,160,502	$ 1,598,302	$ 4,562,201	$ 6,160,502	$ -	$ -	$ -

Operating (Game Day) Expenses
(includes lodging, meals, transportation, uniforms, equipment, event costs & officials)

Varsity Teams	Operating (Game Day) Expenses			Number of Participants			Operating Expenses per Participant		
	Men's	Women's	Totals	Men's	Women's	Totals	Men's	Women's	Totals
Basketball	$ 552,209	$ 519,788	$ 1,071,996	15	13	28	$ 36,814	$ 39,984	$ 38,286
Football	1,954,514		1,954,514	111		111	17,608		17,608
Golf	97,929	82,319	180,249	9	6	15	10,881	13,720	12,017
Soccer		291,762	291,762		31	31		9,412	9,412
Swimming & Diving		180,675	180,675		39	39		4,633	4,633
Tennis	105,979	126,054	232,032	8	9	17	13,247	14,006	13,649
Track & Field & Cross Country	172,393	172,005	344,398	76	77	153	2,268	2,234	2,251
Volleyball		222,200	222,200		18	18		12,344	12,344
Totals for All Teams	**$ 2,883,024**	**$ 1,594,803**	**$ 4,477,827**	**219**	**193**	**412**	**$ 13,164**	**$ 8,263**	**$ 10,869**
Totals for All Sports Except Football & Basketball	$376,301	$1,075,015	$1,451,316	93	180	273	$4,046	$5,972	$5,316

University of Idaho
Equity in Athletics Disclosure Act (EADA) Report

Average Coaching Salaries

Description/Explanation	Head Coaches		Assistant Coaches	
	Men's Teams	Women's Teams	Men's Teams	Women's Teams
Average Annual Institutional Salary per Coach	**$95,335**	**$79,614**	**$69,381**	**$41,330**
Number of Head Coaches Used to Calculate Average	**5**	**7**	**17**	**13**
Average Annual Institutional Salary per Full-Time Equivalent (FTE)	**$105,927**	**$85,739**	**$76,095**	**$49,981**
Full-Time Equivalents (FTEs) Used to Calculate Average	**4.50**	**6.50**	**15.50**	**10.75**

Counts of Head Coaches

Varsity Teams	Male Head Coaches				Female Head Coaches				Total Head Coaches
	Assigned Full-Time	Assigned Part Time	Full-Time Employee	Part-Time/ Volunteer	Assigned Full-Time	Assigned Part Time	Full-Time Employee	Part-Time/ Volunteer	
Men's Varsity Teams									
Basketball	1		1						**1**
Football	1		1						**1**
Golf	1		1						**1**
Tennis	1		1						**1**
Track & Field & Cross Country		1	1						**1**
Totals for Men's Teams	**4**	**1**	**5**	**0**	**0**	**0**	**0**	**0**	**5**
Women's Varsity Teams									
Basketball					1		1		**1**
Golf					1		1		**1**
Soccer	1		1						**1**
Swimming & Diving	1		1						**1**
Tennis					1		1		**1**
Track & Field & Cross Country		1	1						**1**
Volleyball	1		1						**1**
Totals for Women's Teams	**3**	**1**	**4**	**0**	**3**	**0**	**3**	**0**	**7**

University of Idaho
Equity in Athletics Disclosure Act (EADA) Report

Counts of Assistant Coaches

Varsity Teams	Male Assistant Coaches				Female Assistant Coaches				Total Assistant Coaches
	Assigned Full-Time	Assigned Part Time	Full-Time Employee	Part-Time/ Volunteer	Assigned Full-Time	Assigned Part Time	Full-Time Employee	Part-Time/ Volunteer	
Men's Varsity Teams									
Basketball	4	1	4	1					**5**
Football	10	4	10	4					**14**
Golf									**0**
Tennis		2		2					**2**
Track & Field & Cross Country		5	2	3		2	1	1	**7**
Totals for Men's Teams	**14**	**12**	**16**	**10**	**0**	**2**	**1**	**1**	**28**
Women's Varsity Teams									
Basketball	3		3		1		1		**4**
Golf									**0**
Soccer	1		1		1		1		**2**
Swimming & Diving	1		1		1	1	1	1	**3**
Tennis		1		1					**1**
Track & Field & Cross Country		4	2	2		2	1	1	**6**
Volleyball					2		2		**2**
Totals for Women's Teams	**5**	**5**	**7**	**3**	**5**	**3**	**6**	**2**	**18**

Gender Equity – Narrative
Lewis-Clark State College

I. Participation Opportunities: Compliance for this component means meeting one test of the three-part test for participation opportunities. LCSC does not currently meet these criteria.

A. Proportionate to enrollment
Title IX compliance is assessed relative to interest and abilities, athletic financial aid and other program areas. Relative to interest and abilities and prong #1 of the 3-prong test, substantial proportionality, in FY24, athletic participation was 55% male to 45% female. LC State's fulltime undergraduate enrollment in FY24 was 38% male and 62% female. This results in a 17% overrepresentation of male student-athletes. Prongs 2 and 3 look at the history and continuing practice of program expansion for the under-represented sex and full and effective accommodation of expressed interest and abilities of the under-represented sex. With these aspects of compliance in mind, LC State's 2-part Title IX Compliance Plan was accepted and approved by the SBOE in the spring of 2019. Part 1 of the Plan involved expanding and maximizing women's sport roster capacities, which started in the fall of 2019. Part 2 involved the addition of a women's intercollegiate sport, dance, effective fall 2023. Additionally, LC State added women's intercollegiate cheer, effective fall 2024.

In order to achieve the roster goals in Part 1, coaching personnel, operating budgets and student-athlete scholarship dollars needed to be increased. In FY 2020, a total of 2.62 FTE was spread across three coaching positions, in essence moving the head women's and men's golf coach to full-time, and the assistant volleyball and assistant women's basketball coach from part-time to full-time, inclusive of fringe and benefits. In addition, a concerted effort to increase scholarship funding (through the Warrior Athletic Association and LC State Foundation) for athlete recruitment is continuing. In response to these efforts LC State's overall women's sport roster increased from123 in 20/21 to 140 in 21/22. There was a slight decrease to 134 for 22/23. Women's sport rosters then held constant at 135 for 23/24. Currently, the women's sport roster is at 121 for 24/25. This decline is concerning, and likely, at least in part, related to pandemic-associated enrollment and sport participation declines nationwide.

Even with LC State's fiscal conservatism in FY2024 funding streams to support continued Plan progress has moved forward. Specifically, (a) Warrior Athletic Association fundraising, in essence, taxed themselves 5% on dollars raised. These dollars are to be allocated, under the direction of the Director of Athletics, to support operating expenses (OE) associated with expanded sport rosters; (b) proceeds from the Hospitality area (sales and sponsorship) during the NAIA World Series, go towards women's sport expansion associated with the Title IX plan; and (c) revenue captured in response to reduced travel expenses with the move from the Frontier to Cascade conference has been directed toward Plan OE (e.g., increased travel costs to accommodate expanded rosters).

B. Demonstrate continuing program expansion
Part 1 of the Plan is the cornerstone of ongoing demonstration of a continuing practice of program expansion. Because of the pandemic "interruption" the timeline for this part of the plan has been extended and will be ongoing. Part 2 of the LC State's Title IX Compliance Plan involved the addition of a women's sport. As stated, dance was added effective fall 2023; and cheer fall 2024. Considerations for adding women's soccer are on hold at this

time (largely due to facility limitations). The NAIA recognizes competitive dance and competitive cheer as collegiate sports. While LC's athletic conference, the Cascade Collegiate Conference (CCC) does not yet sponsor competitive dance or cheer as a conference sport, we are able to find competitive competitions regionally (i.e., Montana) and throughout the Midwest which allows us to have multiple competitions packaged within a single travel weekend. LC State has demonstrated interest in dance and cheer and existing facilities that can accommodate practice and performances.

C. Fully accommodate the interest and abilities of the underrepresented gender
Relative to Title IX compliance, given its athletics history and tradition, LC State's compliance efforts are focused on growing women's sport participation, while holding men's sport participation relatively constant. Part 1 of the Plan has resulted in a net gain of 12 women's sport participants since FY2021, which translates to 45% women's sport participation. Part 2 included the addition of a women's sport. LC State officially implemented Dance beginning with the fall 2023 semester. The initial roster size was 9 participants, with a potential to grow to 20 participants within 3 years of sport launch. This sport addition would translate to 51% - 49% women's sport participation with a roster size of 20. Cheer was officially implemented fall 2024. The initial roster size was 5 participants, with a potential to grow to 20 participants within 3 years of sport launch. This sport addition would translate to 50% - 50% women's sport participation with a roster size of 20. Re-evaluation of substantial proportionality, which is a moving target pending enrollment trends, will need to be ongoing and will dictate next steps (e.g., plan part 3?). Note, to further guide assessment of this aspect of Title IX compliance, as of Fall 2020, LC State added sport participation specific questions to its annual student survey. These questions and the sport participation interest and abilities information the survey reflects are used to help guide LC State's Title IX considerations and obligations.

II. Financial Aid: The Financial Assistance requirement of Title IX, requiring assistance to be substantially proportionate to the ratio of male and female athletes, is currently tilted toward females. Athletic student aid totals (allocation of actual resources in FY24) were 54.7% to males and 45.3% to females in comparison to the unduplicated participation rate of 55.9% males to 44.1% females. This results in a 1.2% proportional advantage for females. The recruitment efforts identified in the previous section will assist in progressing towards compliance by increasing female participation.

III. Equal Treatment of Programs: The benefits, opportunities, and treatments afforded sports participants are equivalent. LC State is compliant with the Equal Treatment of Programs requirement of Title IX. The LC State Athletics Department has adopted an intercollegiate athletics manual, with standardized policies and procedures that helps ensure ongoing compliance in this area.

Lewis-Clark State College
Equity in Athletics Disclosure Act (EADA) Report
July 1, 2023 through June 30, 2024

University Enrollment

Gender	Full-Time Undergraduates	
	Number	Percent
Male Students	688	38%
Female Students	1,139	62%
Totals	**1,827**	**100%**

Athletic Student Aid & Recruiting

Team Gender	Athletically Related Student Aid		Recruiting Expenses
	Amount	Percent	Amount
Men's Teams	$1,000,249	54.75%	$9,171
Women's Teams	826,741	45.25%	6,601
Totals for All Teams	**$1,826,990**	**100%**	**$15,772**

Athletic Participation

Varsity Teams	Number of Participants			Number Participating on a Second Team		Number Participating on a Third Team	
	Men's	Women's	Total	Men's	Women's	Men's	Women's
Baseball	44		44				
Basketball	17	14	31				
Golf	9	6	15				
Tennis	17	17	34				
Track & Field (Indoor)	29	30	59	29	26	15	14
Track & Field (Outdoor)	31	22	53	29	22	15	14
Cross Country	17	17	34	15	16	15	12
Volleyball		18	18		2		2
Dance/Spirit		11	11				
Total Participants	**164**	**135**	**299**	**73**	**66**	**45**	**42**
Percentage of Total	**55%**	**45%**	**100%**				
Unduplicated Count	**118**	**93**	**211**				

Lewis-Clark State College
Equity in Athletics Disclosure Act (EADA) Report
Total Revenues & Expenses

Varsity Teams	Total Revenues			Total Expenses			Revenues minus Expenses		
	Men's	Women's	Totals	Men's	Women's	Totals	Men's	Women's	Totals
Baseball	$911,328		$911,328	$911,328		$911,328	$0		$0
Basketball	525,188	463,437	988,625	525,188	463,437	988,625	0	0	0
Golf	161,144	123,716	284,860	161,144	123,716	284,860	0	0	0
Tennis	228,882	274,917	503,799	228,882	274,917	503,799	0	0	0
Track & Field (Indoor)	59,145	61,668	120,813	59,145	61,668	120,813	0	0	0
Track & Field (Outdoor)	88,717	92,502	181,219	88,717	92,502	181,219	0	0	0
Cross Country	103,696	130,139	233,835	103,696	130,139	233,835	0	0	0
Volleyball		494,306	494,306		494,306	494,306		0	0
Dance/Spirit		77,445	77,445		77,445	77,445		0	0
Totals for All Teams	**$2,078,100**	**$1,718,130**	**$3,796,230**	**$2,078,100**	**$1,718,130**	**$3,796,230**	**$0**	**$0**	**$0**
Not Allocated by Gender/Sport			831,168			827,323			3,845
Grand Totals for Athletics	**$2,078,100**	**$1,718,130**	**$4,627,398**	**$2,078,100**	**$1,718,130**	**$4,623,553**	**$0**	**$0**	**$3,845**
Totals for All Sports Except Baseball & Basketball	$641,584	$1,254,693	$1,896,277	$641,584	$1,254,693	$1,896,277	$0	$0	$0

Operating (Game Day) Expenses
(includes lodging, meals, transportation, uniforms, equipment, event costs & officials)

Varsity Teams	Operating (Game Day) Expenses			Number of Participants			Operating Expenses per Participant		
	Men's	Women's	Totals	Men's	Women's	Totals	Men's	Women's	Totals
Baseball	$164,068		$164,068	44		44	$3,729		$3,729
Basketball	124,991	104,542	229,533	17	14	31	7,352	$7,467	7,404
Golf	27,763	27,575	55,338	9	6	15	3,085	4,596	3,689
Tennis	39,824	38,419	78,243	17	17	34	2,343	2,260	2,301
Track & Field (Indoor)	10,125	9,628	19,753	29	30	59	349	321	335
Track & Field (Outdoor)	15,187	14,441	29,628	31	22	53	490	656	559
Cross Country	19,174	19,490	38,664	17	17	34	1,128	1,146	1,137
Volleyball		97,387	97,387		18	18		5,410	5,410
Dance/Spirit		27,659	27,659		11	11		2,514	2,514
Totals for All Teams	**$401,132**	**$339,141**	**$740,273**	**164**	**135**	**299**	**$2,446**	**$2,512**	**$2,476**
Totals for All Sports Except Baseball & Basketball	$112,073	$234,599	$346,672	103	121	224	$1,088	$1,939	$1,548

Lewis-Clark State College
Equity in Athletics Disclosure Act (EADA) Report
Average Coaching Salaries

Description/Explanation	Head Coaches		Assistant Coaches	
	Men's Teams	Women's Teams	Men's Teams	Women's Teams
Average Annual Institutional Salary per Coach	**$33,529**	**$28,782**	**$18,120**	**$10,102**
Number of Head Coaches Used to Calculate Average	**7**	**8**	**10**	**11**
Number of Volunteer Coaching Positions	**0**	**0**	**6**	**5**
Average Annual Insitutional Salary per Full-Time Equivalent (FTE)	**$74,746**	**$68,529**	**$44,521**	**$42,904**
Full-Time Equivalents (FTEs) Used to Calculate Average	**3.14**	**3.36**	**4.07**	**2.59**

Counts of Head Coaches

Varsity Teams	Male Head Coaches				Female Head Coaches				Total Head Coaches
	Assigned Full-Time	Assigned Part Time	Full-Time Employee	Part-Time/ Volunteer	Assigned Full-Time	Assigned Part Time	Full-Time Employee	Part-Time/ Volunteer	
Men's Varsity Teams									
Baseball	1		1						**1**
Basketball	1		1						**1**
Golf		1	1						**1**
Tennis		1	1						**1**
Track & Field (Indoor)		1	1						**1**
Track & Field (Outdoor)		1	1						**1**
Cross Country		1	1						**1**
Totals for Men's Teams	**2**	**5**	**7**	**0**	**0**	**0**	**0**	**0**	**7**
Women's Varsity Teams									
Basketball					1		1		**1**
Golf		1	1						**1**
Tennis		1	1						**1**
Track & Field (Indoor)		1	1						**1**
Track & Field (Outdoor)		1	1						**1**
Cross Country		1	1						**1**
Volleyball					1		1		**1**
Dance/Spirit						1	1		**1**
Totals for Women's Teams	**0**	**5**	**5**	**0**	**2**	**1**	**3**	**0**	**8**

Lewis-Clark State College
Equity in Athletics Disclosure Act (EADA) Report
Counts of Assistant Coaches

Varsity Teams	Male Assistant Coaches				Female Assistant Coaches				Total Assistant Coaches
	Assigned Full-Time	Assigned Part Time	Full-Time Employee	Part-Time/ Volunteer	Assigned Full-Time	Assigned Part Time	Full-Time Employee	Part-Time/ Volunteer	
Men's Varsity Teams									
Baseball	2	2	2	2					**4**
Basketball		3	1	2					**3**
Golf		1		1					**1**
Tennis		2	1	1		1		1	**3**
Track & Field (Indoor)		2	1	1					**2**
Track & Field (Outdoor)		2	1	1					**2**
Cross Country		1	1						**1**
Totals for Men's Teams	**2**	**13**	**7**	**8**	**0**	**1**	**0**	**1**	**16**
Women's Varsity Teams									
Basketball						2	1	1	**2**
Golf		1		1					**1**
Tennis		2	1	1		1		1	**3**
Track & Field (Indoor)		4	1	3					**4**
Track & Field (Outdoor)		4	1	3					**4**
Cross Country		1	1						**1**
Volleyball		1	1						**1**
Dance/Spirit									**0**
Totals for Women's Teams	**0**	**13**	**5**	**8**	**0**	**3**	**1**	**2**	**16**

University of Idaho

ANNUAL REPORT
April 2025

CARNEGIE 1 CLASSIFIED UNIVERSITY

The highest tier of research in the nation.

The University of Idaho's 2025-2030 strategic plan is in development and expected to be completed this summer, pending board approval. Through extensive input from students, faculty, staff, alumni, industry leaders, and state officials, the plan will focus on evolving educational models for all learners, advancing research, strengthening workforce collaboration, and enhancing operational excellence.

As we finalize this new roadmap, we continue to execute on our strategic priorities centered on student success (access, enrollment, persistence and the student experience) earning R1 research designation (recently achieved) and telling our story. The U of I remains committed to innovation and excellence to ensure a lasting impact for Idaho and beyond.

Among the initiatives aimed at boosting student success is our Vandal Gateway program. It aims to improve access for students who may have experienced medical, family or other types of tragedies that impacted their academic achievement. The program provides structured tools and programs to those students that otherwise would not qualify for entry into the U of I. Our enrollments have significantly increased over the past eight semesters, our focus on improving math persistence has paid dividends, and students often tell us that the campus experience exceeds their expectations.

Our Vandal Finish program has also awarded hundreds of associate degrees to former students that completed enough credits for such a degree but left the university before finishing their bachelor's degree.

Early in 2025, the University of Idaho achieved a historic milestone, becoming the first institution in the state to earn designation as an R1 research university.

While this distinction is a testament to our wide-ranging research enterprise, it also speaks to our role as a leader in education and innovation in Idaho and the nation. Earning R1 classification elevates not only our research endeavors, but also our other strategic pillars – student success and telling our story.

The research the U of I does directly benefits the state of Idaho by working on pressing problems to improve outcomes for cybersecurity, nuclear science, semiconductor and microelectronics industries, as well as those related to natural resources and agriculture.

More than half of undergraduate students participate in research activities at the U of I, offering them unique hands-on experiences that make them more competitive in the job market. This classification will expand that impact. Access to research opportunities produces graduates who are more ready to make a difference in the Idaho workplace.

R1 status enhances the university's reputation locally, nationally and internationally and positively influences college rankings, which can increase enrollment and funding opportunities.

The impact of R1 status extends far beyond the university's campus. States with R1 institutions gain a competitive edge, attracting businesses and industries that value research and innovation. Given the U of I's land-grant mission and statewide presence, this, in turn, creates jobs, boosts the economy and enhances the state's reputation as a hub for progress and discovery. We're proud to serve the state of Idaho and our status as an R1 institution only enhances our ability to produce research that matters.

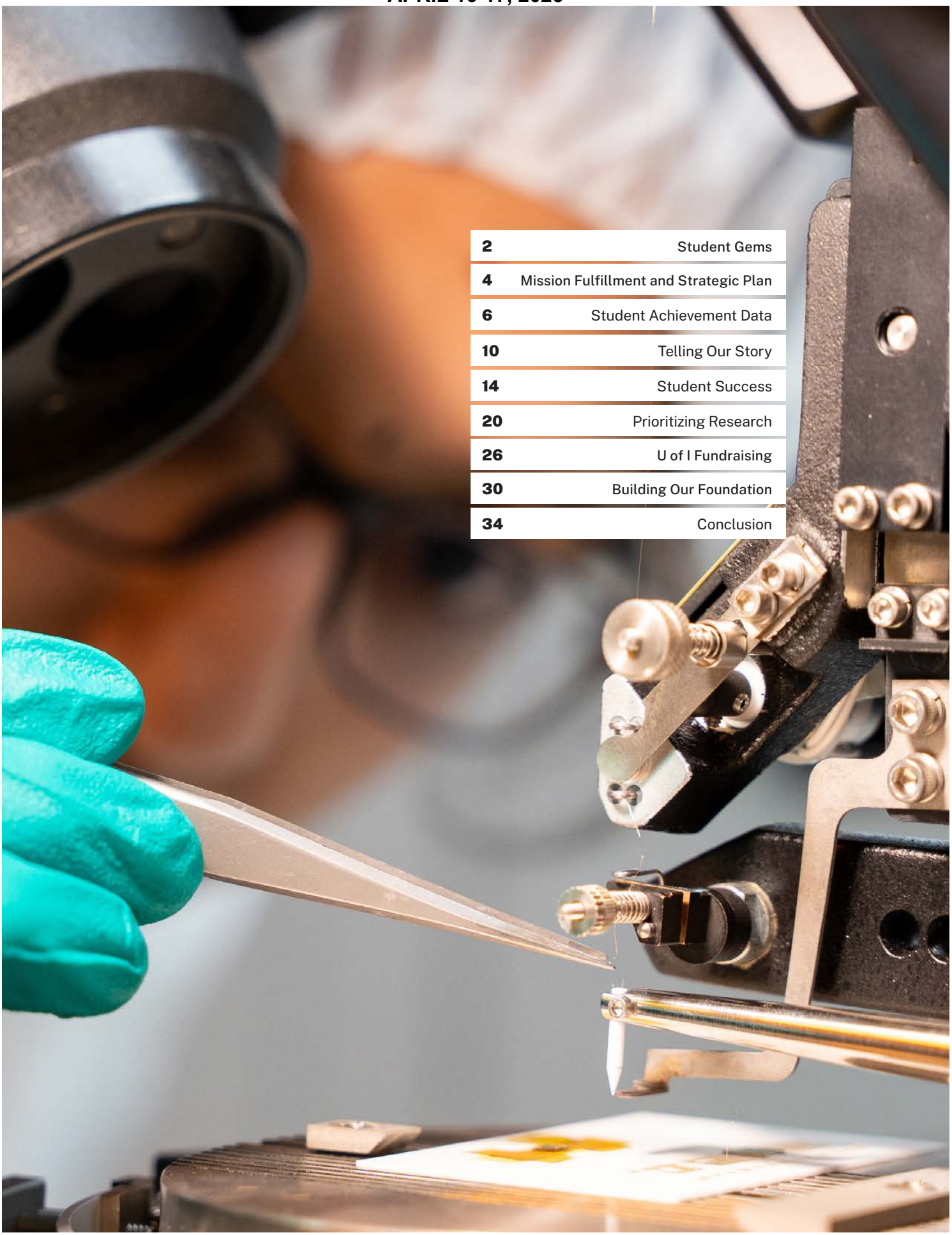
We continue to tell the story of how the U of I of I adds value to the state of Idaho. We outperform our regional peers in earned media, placing our faculty as subject matter experts to comment on the news of the day or to discuss groundbreaking research conducted at the U of I. In 2024, the U of I earned 50% of all share of voice – a key earned media metric — compared to all other Idaho colleges and universities.

We also excel at reaching our potential students. According to Rivals IQ we ranked No. 11 in the country for social media engagement last year. We deliver an award-winning welcome packet to admitted students and some of the most effective digital marketing in the country. We also launched our dinner table conversation ad to reach parents and other stakeholders that may not utilize social media to a great extent. The ad is focused on explaining what our students are learning and how it helps Idaho.

We appreciate the support of our regents over these past few years. Our success is directly tied to your advice, counsel and advocating on our behalf. We're committed to continue serving our students and advancing research solutions to better our state and our nation.

C. Scott Green

President Scott Green



2	Student Gems
4	Mission Fulfillment and Strategic Plan
6	Student Achievement Data
10	Telling Our Story
14	Student Success
20	Prioritizing Research
26	U of I Fundraising
30	Building Our Foundation
34	Conclusion

student GEMS

$100M IN GRANTS

for biomedical research – through INBRE – has been distributed through U of I to students and faculty at public and private colleges and universities in Idaho in the last 25 years.

75,000

Idaho youth took part in 4-H activities delivered through UI Extension last year, gaining leadership and life skills.

Of the 310 public colleges and universities in the West, with a total enrollment of more than 3.2 million students, University of Idaho is:

BEST COLLEGES U.S. News & WORLD REPORT BEST VALUE SCHOOLS 2025

NO.1 BEST VALUE

Public University in the **West**

– U.S. NEWS & WORLD REPORT

For THE FIFTH year in a row

54 U OF I RESEARCHERS

are top in their field according to Stanford/Elsevier — more than all other Idaho research institutions and Idaho National Lab combined.

Idaho youth were introduced to hands-on science learning at the McCall Outdoor Science School in the last year.

in research expenditures last year, more than all other Idaho research institutions combined.

93 U OF I
MEDICAL STUDENTS

experienced rural medicine through the Rural Underserved Opportunities Program in the past five years.

30
MILITARY OFFICERS,
on average, are commissioned each year at U of I to help defend our nation.

U of I welcomed the largest freshman class in its history in Fall 2024, with

2,025

first time students, an 8.3% increase from Fall 2023.

MISSION FULFILLMENT AND STRATEGIC PLAN

In 2019, we took a fresh look at the university's progress on the 10-year strategic plan (2016-2025) and its strength to drive mission fulfillment. Facing a budget deficit and enrollment challenges, the university created a sustainable financial model to guide future university decisions. The result was the Vandal Hybrid Financial Model, developed using four guiding principles:

- Mission alignment
- Transparency
- Agility and adaptability
- Incentive Based.

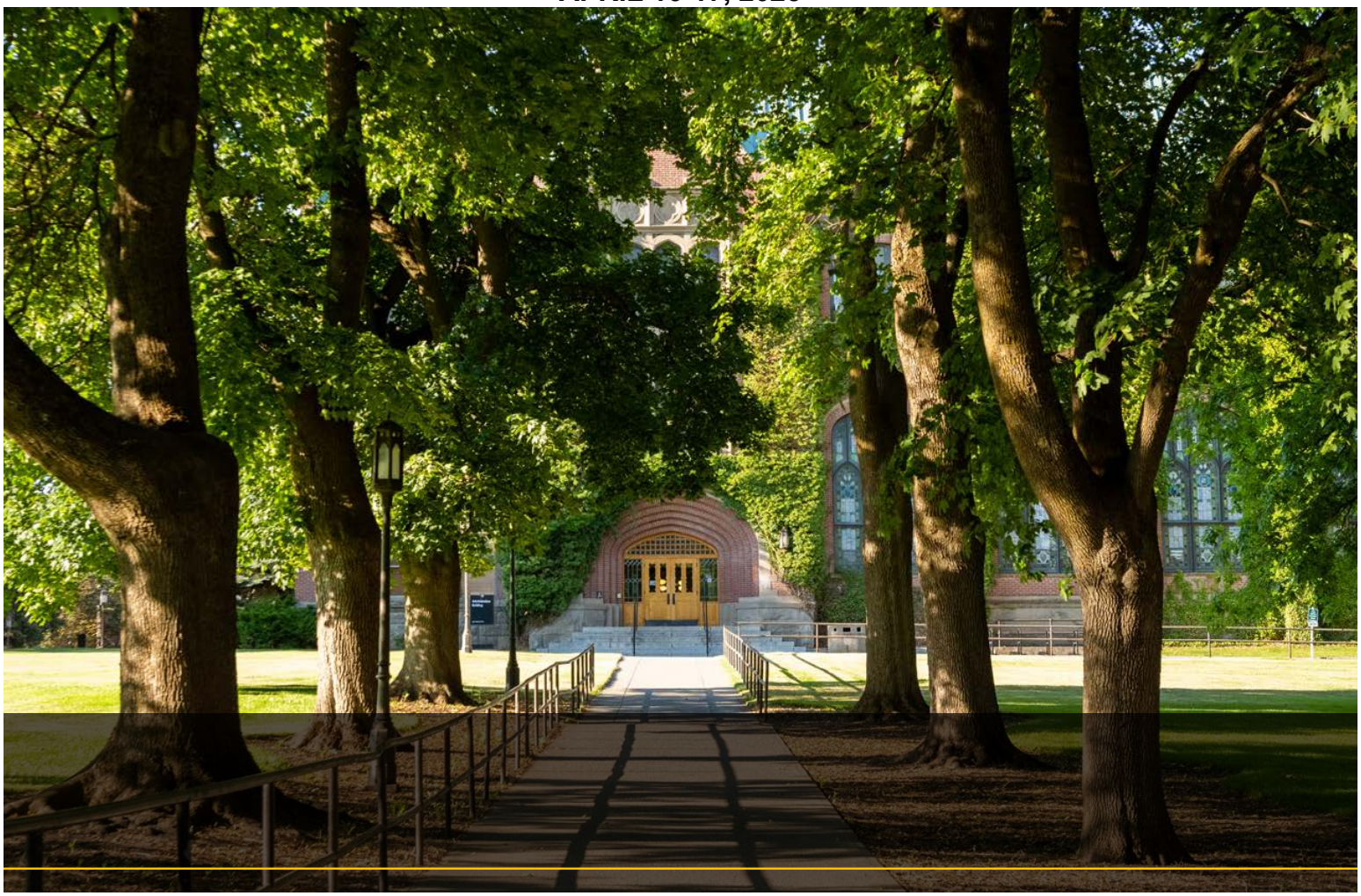
The model drives our successful financial stability and future program development. We continue to use the model to reallocate current year funds and award new revenues based on the guiding principles above.

Under President Green's leadership, three strategic initiatives or pillars were identified in 2020 as the foundation for mission fulfillment:

1. Supporting student success
2. Prioritizing research
3. Telling the story of our institution

To chart the university's next phase of growth, Huron Consulting Group was engaged in Fall 2024 to facilitate the development of the 2025-2030 strategic plan. This new plan will articulate a bold, shared vision anchored in four to five transformative pillars.

As of this report, the university has gathered data, assessed the higher education landscape, and fostered a shared understanding of the U of I's position through interviews, focus groups and surveys involving students, faculty, staff, alumni, industry leaders, the Idaho Board of Regents and elected officials.



Through an iterative process that is ongoing, five potential pillars have emerged. Each pillar is aimed at strengthening the university's impact:

- Transforming the student experience to drive success
- Evolving educational models to meet learners' needs
- Advancing research that benefits Idaho and our industries
- Strengthening collaboration to prepare Idaho's workforce
- Enhancing operational excellence to support students, faculty, and staff.

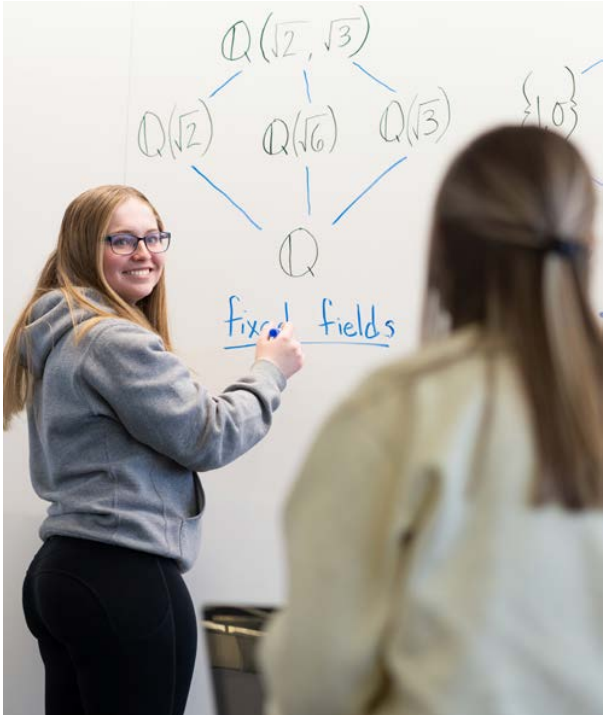
The university is currently identifying initiatives within each pillar to drive progress toward our goals, ensuring a strategic, forward-looking approach to mission fulfillment and institutional success.

STUDENT ACHIEVEMENT DATA

Math 143 redesign

Prior to Spring 2023, Math 143 used an emporium model of instruction, where student learning was achieved not in classroom sessions, but in required computer lab time with the assistance of tutors. While this had been effective in the past, recent increased D, F and withdrawal rates had an outsized impact on retention and graduation rates.

Starting in Spring 2023, more instructional emphasis was placed in the classroom, implementing a hybrid model (some class instruction replacing and thus decreasing lab time) until full classroom instruction (150 minutes/week) could be implemented in Fall 2024. To accompany this transition, the faculty participated in pedagogical training focused on active learning. In order to assist implementation by the instructors, new class activities were designed around the principles of active learning. New assessments and

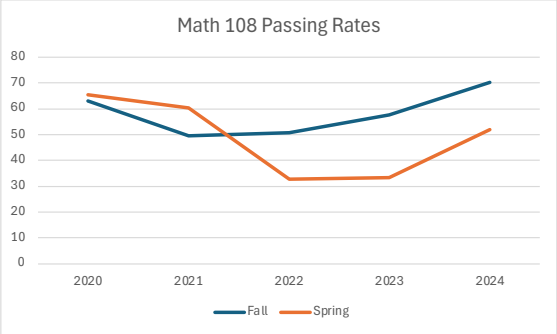


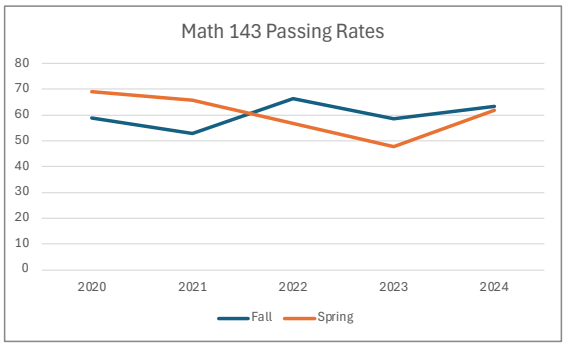
assessment procedures were designed to more carefully monitor student progress, give formative feedback to students, and raise our standards to include conceptual reasoning questions. Finally, decreased class sizes provided the opportunity to restructure course policies to be more student and learning focused.

As shown in the graph below, we have seen improvements in passing rates as we have changed our pedagogy and procedures in Math 143. We are continuing to work on improving the curriculum of the course to better align with educational research on Calculus preparation, the Idaho Content Standards in Mathematics, and the General Education Mathematical Ways of Knowing.

A student who failed Math 143 under the emporium model and is now successfully passing the in-class model:

"The class is now more individual. Both the instruction and the group thinking is beneficial. The other way was a lot of teaching yourself, whereas this is learning together."





Sustainable Solutions Certificate

Newly available to all undergraduate Vandals, the Sustainability Certificate includes a range of courses across many disciplines and provides students with an essential credential for future employment. LinkedIn found that job postings around the world requiring at least one green skill jumped by 22.4% from 2022 to 2023 while the share of workers who have held a green job or list at least one green skill on their LinkedIn profile increased by only 12.3%.

The certificate also caters to the 71% of U of I students who say that sustainability is important to them and the 91% of Vandals who say that the environment is important to them (an 8% increase since 2023).

Students who complete the certificate are better prepared to contribute to an informed citizenry that is creating sustainable solutions for Idaho and beyond. The Sustainability Certificate currently enrolls students from five colleges.

Undergraduate Research Certificate

The University of Idaho's Undergraduate Research Certificate is a transformative opportunity for students to engage in meaningful, hands-on research while gaining a competitive edge in their academic and professional journeys. This program provides structured support, mentorship, and recognition for students who actively contribute to the university's research mission, reinforcing U of I's prestigious Carnegie R1 designation.

The structured nature of the certificate helps demystify the research process, empowering students to see themselves as scholars and active contributors to their fields. Research engagement has been shown to increase student retention and degree completion rates by fostering a sense of belonging, strengthening academic motivation, and providing direct faculty mentorship.

Students pursuing the Undergraduate Research Certificate gain access to invaluable academic opportunities integral to success in graduate education and highly valued by industry partners who require their workforce to think critically.

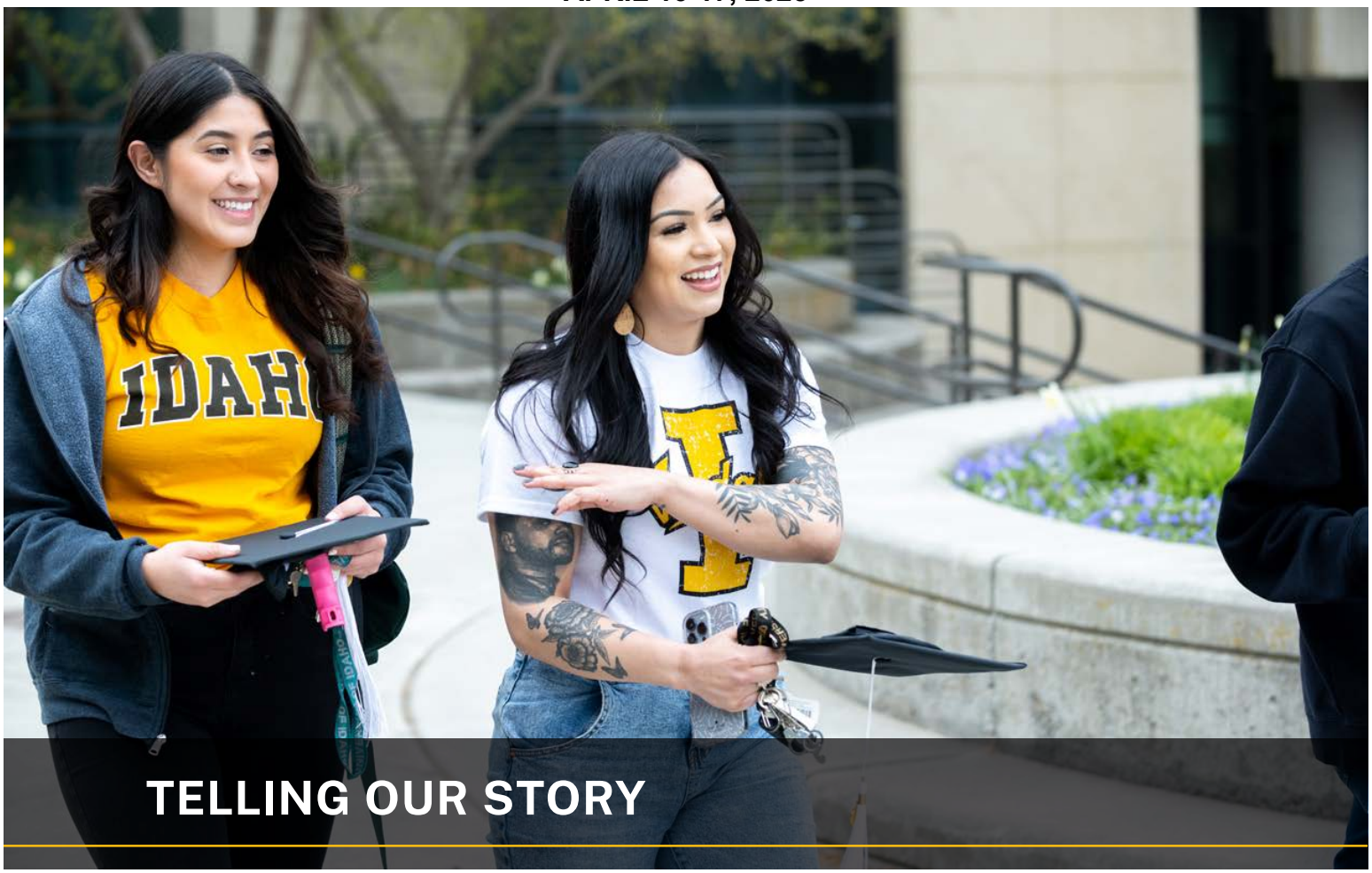
Vandal Finish

The College of Letters, Arts and Social Sciences created the Vandal Finish program for those former students who left after two years, but did not get their degree because we did not offer two-year associate degrees. Vandal Finish helps these students qualify for an associate degree or complete their original degree. In less than 12 months, 340 former students can now add a college degree to their resumes.

Vandal Student-Athletes

Our University of Idaho student-athletes continue to excel both in competition and in the classroom. In 2024, they set a new athletic department record with an average GPA of 3.52, and 104 student-athletes posted a perfect 4.0 GPA.

Vandal athletics strengthens alumni connections and enhances the U of I's national visibility. Our student-athletes not only compete at the highest levels but also achieve remarkable academic success, representing the university with pride.



TELLING OUR STORY

Best Value Public University in the West

#1

BEST COLLEGES
U.S. News & WORLD REPORT
NATIONAL UNIVERSITIES
PUBLIC
2025

Ranked #1 Best Value Public University in the West
(5 YEARS IN A ROW)

– U.S. News & World Report (2024)

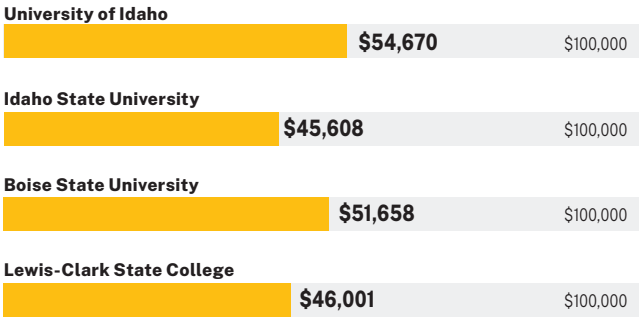
#2 Nationally

(Only behind UNC Chapel Hill)

Median Earnings

4-Year Schools

U.S. Department of Education Score Card
National 4-Year Midpoint $53,747



TOP 6%

U of I's ranking among all public universities on the Top Public School list ahead of regional land-grant peers in Washington, Montana, Wyoming, Utah and Nevada.

Record-Setting Freshman Class

Freshman Class
2,025
STUDENTS
(8.3% increase)

Overall Enrollment **12,286**
(3.7% increase)

Idaho Resident Undergraduate Enrollment **+4.9%**

DOCTORAL GROWTH
+10% *(most in U of I history)*

GRADUATE STUDENT GROWTH **+4.2%**

COLLEGE OF LAW
+7.9%
(457 students)

Economic Impact Across Idaho

2.78 Billion
Total Economic Output

CONTRIBUTION TO IDAHO'S ECONOMY
1.58 Billion
IN ADDED GROSS STATE PRODUCT

JOBS SUPPORTED
30,316

State and Local Taxes Contributed
131.1 Million

Alumni Impact

140,525
degrees awarded since U of I s founding

115,000+ Alumni
46.8% live in Idaho

University of Idaho 11

Vandals 11th in Nation for Social Media Engagement

Ranked

#11 Nationally

in 2024 (Rival IQ Social Media Engagement Report)

OUTPERFORMED

University of Georgia, Georgia Tech, Marquette

Idaho is Idaho Campaign

Meta (Facebook & Instagram)

1M+ Impressions
375K+ Engagements

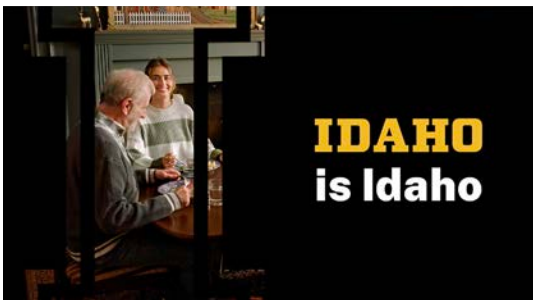
YouTube

2.48M Impressions
Nearly 1M Engagements
80% Completion Rate

TV Advertising

60-70 airings per week in Boise, Twin Falls, and Idaho Falls
Aired during NFL Playoffs, Super Bowl pregame, Daytona 500, Grammys, The Bachelor, and CFB National Championship

Reaching Idahoans where they watch!



Campus Visits: A Key Enrollment Driver

4,793

TOTAL VISITORS

Campus Tours

341 daily tours
10 Saturday tours
8 holiday tours

Group Tours

34 group visits
722 prospective students

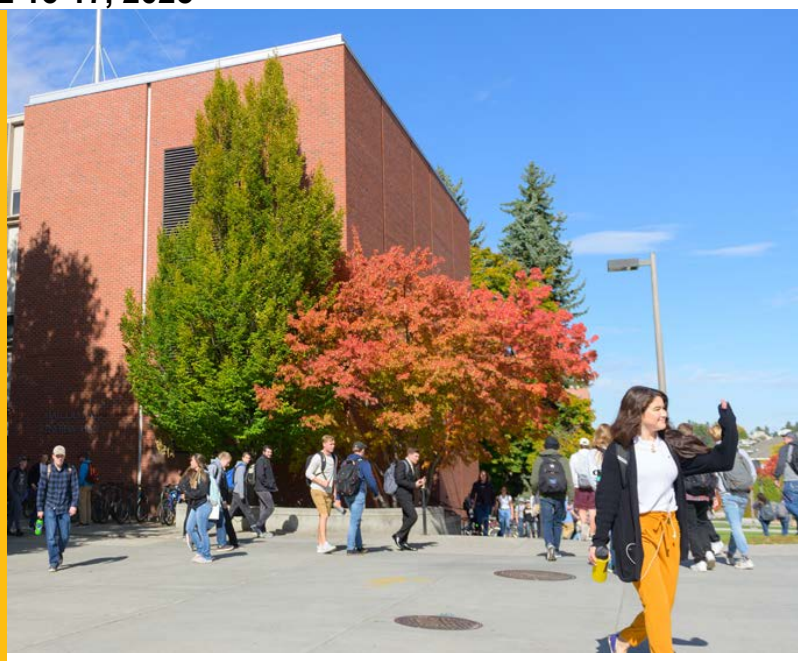
Special Events

12 major events
(excluding college-specific)

8,254 guests hosted

39,703

OUTREACH CALLS MADE TO PROSPECTIVE STUDENTS AND FAMILIES!



ZeeMee Growth and Success

Fall 2025 ZeeMee community grew
63% to **3,519 students!**

40% **of 2024 incoming class used ZeeMee**

ZeeMee is a social engagement platform designed to connect prospective and admitted students, providing a dedicated space for students to build community, ask questions, and begin forming relationships prior to arriving on campus.

Awarded **"ZeeMee's Most Creative and Unique Live Events"** and **"ZeeMee's Most Live Events Hosted."**

A game-changer for student engagement!

University of Idaho

STUDENT SUCCESS

Vandal Healing Garden built as a lesson and legacy

The Vandal Healing Garden and Memorial, a space dedicated to remembering former students who died while attending U of I, was dedicated in Fall 2024 after a year of planning, design and construction by College of Art and Architecture Design-Build and Landscape Architecture students.

Next to the Physical Education Building (PEB), a looping concrete walkway lined with bright flowers and green trees leads visitors to a large steel memorial pavilion next to alcoves with wooden candleholders.

Students began designing the garden in Fall 2023, taking input and hosting ideation events. That vision came to fruition in Summer 2024, when other students spent the summer working for free to ensure the installation was complete by the start of the fall semester.

“We focused on the senses we use while experiencing a garden, especially one meant to aid with the healing process,” said Emily Stuart, a landscape architecture student from Idaho Falls who spent her senior year on the project. “We all knew we needed a timeless space that captured Vandal energy, meaning our designs needed to be humble, natural and inviting.”

The northern half of the area is the memorial space. It contains a circular steel structure with an open center featuring plantings and a steel panel mosaic sculpture representing all former students who died while attending U of I. A railing along the structure’s eastern edge is inscribed with the names of the King Road homicide victims. The space includes booths where people can leave notes of remembrance in votives that can be placed in custom-built wooden holders.

The southern half of the space is the healing walk, designed for walking or sitting on benches to relax and reflect. The two halves were designed so visitors can choose the areas they want to visit.

At night a large beacon next to Shattuck Arboretum shines a light at night that is visible from the campus walkway next to Idaho Student Union Building, Teaching and Learning Center and Library. Streetlights on the same timer along the corridor between PEB and Memorial Gym guide visitors to the site.

“There’s something really exciting about getting to this point,” said Madailein McLenna, an architecture student who also worked on the project as a senior. “Someday we’re going to be able to look at the memorial and say, ‘We did that’.”

Student's research reveals supply chain, CEO pay insights

Anna Bliss comes from a family of entrepreneurs. Her father is the chief executive officer of a family-owned fishing lure company in Bonners Ferry. Her grandparents started a tree farm. Both provided her with unique insights in starting and running businesses, marketing products and getting them from producer to consumer.

She is the first College of Business and Economics student to earn an undergraduate research grant -- and she earned two.

"I was looking for research opportunities and with the help of a professor received two fellowships to explore topics that are trending right now," Bliss said.

Bliss spent most of Summer '24 on campus, investigating, crunching data and tracking outcomes to learn how companies can improve sales and stay competitive in ever-changing business environments.

She also explored if CEO salaries are commensurate with their company's financial outcomes.

Both awards, valued at over $6,000 were equivalent to having a fulltime summer job, Bliss said.

She started at U of I as a computer science major but found herself more drawn to the strategic and analytical side of business, with goals of one day being a business owner herself.

"I realized that pursuing a business degree aligned better with my interests," she said. "I kept a minor in cybersecurity because I find the field fascinating and constantly advancing."

Bliss said she opted to investigate CEO pay because it is a popular topic. Whether high CEO salaries are justifiable has been disputed for more than a decade.

She analyzed S&P 500 companies by examining their financial data, including balance sheets and income statements. Bliss calculated performance ratios then used regression analysis to test the relationships between these variables.

In addition to the mass merchandise industry, Bliss delved into the effect of supply chain innovation in the airline industry and consumer electronics.

"People often think that research is only for science or engineering, but every major business decision is based on thorough research and analytics," U of I professor Shenghan Xu said. "We were interested in investigating whether operational differences impact various financial measures."

Qualities that make for good researchers in STEM fields also apply to business and economics, Xu said.

What did she learn from her investigations?

"Whether it's the debate on CEO pay or the necessity of innovation, nothing is black and white."

Idaho native finds her roots

Abigail Crawford didn't have a direct connection to agriculture, despite growing up in Kuna. But she wanted to be a veterinarian, so she decided to enroll in agriculture classes in high school to gain experience working with horses and to learn more about veterinary science.

While taking an animal science course, she was encouraged to join FFA. There, she found her true passion — plant science, specifically weed science — that set her on a course to University of Idaho.

"Plants are just amazing. They thrive in situations where sometimes they're not supposed to, like when you find dandelions growing in the cracks in the sidewalk," she said. "Crop science is really cool, but the weeds and how they interact with other plants and their own environment is just fascinating."

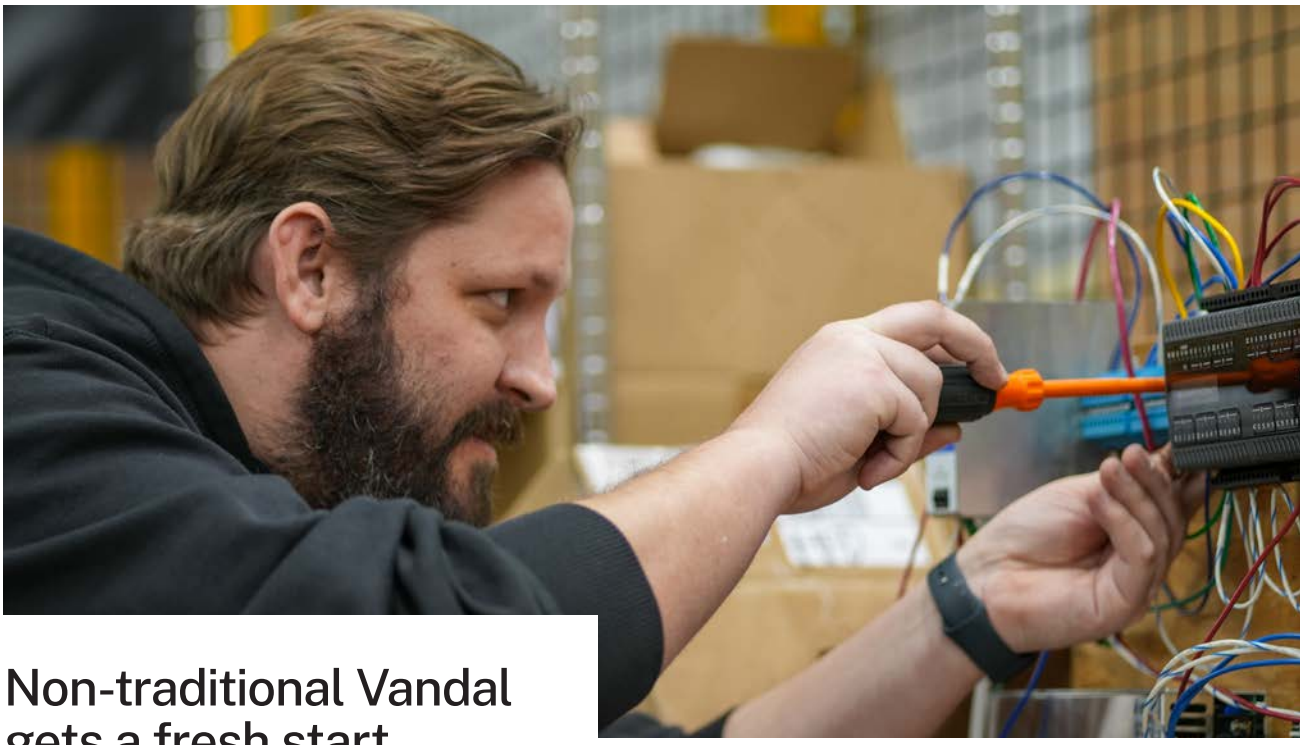
During the Idaho FFA Career Development Events in Moscow the summer before her freshman year at U of I, Crawford was put in touch with Stephen Cook, professor and head of the Department of Entomology, Plant Pathology and Nematology. He hired Crawford as a laboratory technician, where she worked for the next four years.

She began by assisting others with their projects, learning how to pin and catalog insects, how to prepare plants for carbon analysis, how to identify insects and forest plants, and how to chop and dissect trees. Her sophomore year she was asked to step in and finish a project for a departing graduate student looking at biological controls — natural enemies such as arthropods, bacteria or fungi — of spotted knapweed, which she worked on independently for the next two years.

The project aimed to determine if there are suitable controls for the highly invasive weed that severely decreases the biological diversity of native plants and reduces soil fertility. Crawford mapped out where and what type of approved biocontrols were being used in northern Idaho to give relevant agencies an idea of what controls are being used.

"I got to dabble in everything which has been really good for learning what I want to do," she said. "I've been given all the experiences I could imagine in that lab."

The experiences in Cook's lab, combined with her coursework, helped Crawford narrow down what she wanted to do with her career. She recently accepted a position as a research technician with the wheat breeding program at the U of I Aberdeen Research and Extension Center.



Non-traditional Vandal gets a fresh start

They say life can be a roller coaster, but prior to going back to school, Gary Banks spent nearly 20 years of his life among roller coasters as a technician on live shows for Silverwood Theme Park in North Idaho.

"I'd been working summers at Silverwood since I was 14," said Banks, a non-traditional U of I Coeur d'Alene student studying computer science. "In 2021, at 32 years old, I realized that I needed to go back to school to finish my degree to increase my earning potential if I wanted to afford to buy a home in the area."

Banks had taken computer science courses at U of I in Moscow after he graduated from Timberlake High School in 2007 but came home after a few semesters.

"I loved my time in Moscow, but it wasn't the right time for me to be in school," Banks said.

After completing his transfer requirements at North Idaho College through a partnership between NIC and U of I Coeur d'Alene, Banks found himself in the right place at the right time. U of I's Fresh Start program enabled him to start over with a clean slate academically, which made him eligible for scholarships and other academic programs that require good grades.

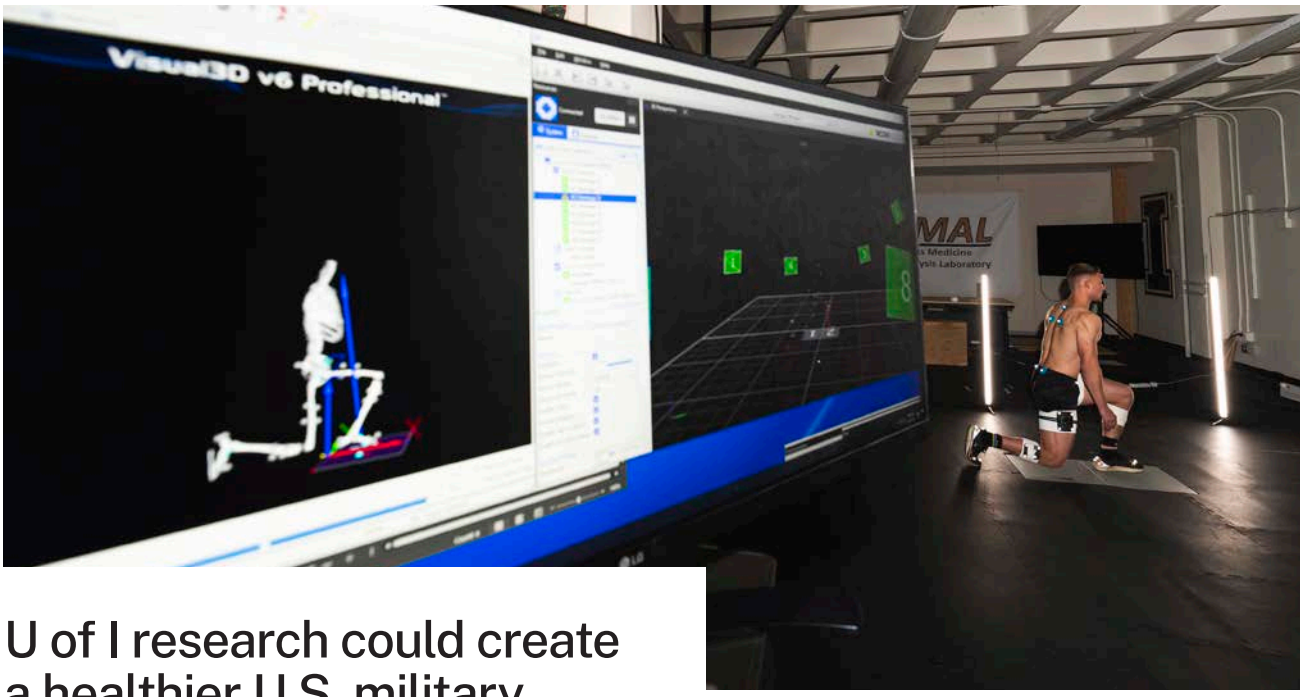
Banks landed a three-month internship with a local plastic injection molding company, H&H Molds, which led to a part-time job in Fall 2024. He created a custom tool for H&H that helps automate a manual process of inserting rubber O-rings into plastic lids.

He then mounted the tool on a robot with an automated camera and a robotic arm.

"This is a work in progress that I'm iterating and improving upon, but it has already been used in production," Banks said. "It cuts the process time by about 75%."

Though coming back to school after time away might seem intimidating, Banks said U of I's computer science faculty encouraged and enabled him to achieve his goals.

"They genuinely want to see us reach our full potential. Our classes are small, which is an advantage because it allows for more personalized attention from instructors and creates a learning environment where everyone feels supported," Banks said.



U of I research could create a healthier U.S. military

Rafe Richardson wanted to learn more about musculoskeletal injuries while pursuing his dream of becoming a doctor.

Together with Department of Movement Sciences Associate Professor Joshua Bailey, the junior biological engineering major and Air Force ROTC cadet, could help ROTC programs across the country keep their cadets healthier by teaching them how to move more effectively.

“Both the Army and Air Force are employing civilian strength conditioning coaches on some of their bases because they see the value in this type of program,” Bailey said. “Our goal is to get cadets at the ROTC level to focus on this training so they start with a solid understanding of how to stay healthy.”

Bailey and Richardson concluded their first wave of research, where they studied the movement of 50 ROTC cadets.

They spent several months recording and analyzing their movements.

“We look at the way their entire skeleton moves as they land. We’re measuring their ground reaction force — how their feet and legs are interacting with the ground,” Richardson said.

Because military members are constantly in motion, they are susceptible to movement-related injuries. Bailey and Richardson are looking for traits that could predict a cadet’s specific risk factor for injury.

“When their foot hits the ground, we can see exactly how much force they’re exerting,” Richardson said. “We can also see how that force moves up their leg based on their movement patterns. From there, you can calculate how much stress is being put on joints, hips, knees and ankles.”

Richardson and Bailey will soon move on to phase two of their study — intervention with cadets.

Based on self-reported injuries or health issues, the U of I team will use the information they’ve compiled to create profiles for each cadet that gives them suggestions to reduce injury risk.

“These tasks we are doing with the cadets have optimal movement patterns to them,” Bailey said. “Deviations from the optimal movement pattern may indicate either weaknesses or risk factors for injury. We want to show them how to improve their movement patterns, which would then decrease the chance of injury.”

Richardson learned about this project because of his involvement in ROTC, but as someone who has medical school in his sights, he found this project to be the perfect way to combine his passions for the military and the medical world.

Analyzing tree rings opens new avenues for Lewiston student

Maia Cuddy's dad and grandfather were surveyors for logging companies in the Clearwater Forest, and she heard their outdoor tales.

By the time she enrolled in the College of Natural Resources to pursue a degree in environmental science and conservation biology, she admired trees and loved to sojourn in North Idaho's vast forests. She could climb trees or split their wood for campfires, but she had not studied their rings.

The Lewiston native soon learned how to drill and read tree cores in Associate Professor Grant Harley's tree ring lab - part of the College of Science - which led to a summer field experience in Virginia.

"I love dendrochronology, because it offers a deep and interesting story of climate," Cuddy said. "Analyzing tree rings can show years of climate history in specific ecosystems."

The study of dendrochronology uses slim tree cores, removed with a boring instrument, to extract a sample of the tree's growth rings. The rings can tell a researcher a lot about forest history, weather patterns and even sunspots.

At a dendrochronology field school at the edge of the Appalachian Mountains, Cuddy and her colleagues explored the effects of woolly adelgid bugs on eastern hemlock trees. Tree ring samples showed how the aphid-like insects affected hemlock trees, how the trees recovered and the rings provided researchers with patterns that may help predict future outbreaks.

Her weeks in Virginia were followed by a stint in Idaho and Yellowstone National Park where Cuddy and the graduate students she was helping pulled core samples from ancient trees and woody plants.

The experience and skills she acquired have led to a new interest and opened avenues for a new career.

"I really wasn't well versed in dendrochronology," Cuddy said. "The only experience I had from the tree ring lab was scanning cores. I had not collected cores or analyzed them for historical data."

Cuddy flourished at the field school, Harley said, which set her up for additional dendrochronology field work including a stint along the Salmon River, and she traveled to East Yellowstone to help a graduate student with field work.

"After only a semester at U of I, I entered a new world of opportunities," Cuddy said. "I have learned so much in such a short amount of time and have created a network of incredible and inspiring people," she said. "The opportunities just keep coming."

PRIORITIZING RESEARCH

CARNEGIE 1 CLASSIFIED UNIVERSITY

University of Idaho is the first and only Idaho university to join the top research institutions in the United States after earning the designation in the 2025 Carnegie Classification of Institutions of Higher Education. This classification is the gold standard for research excellence, given to less than 4% of all U.S. higher education institutions, and it recognizes the university for "very high research activity" and its transformative contributions to science, innovation and education.

To classify as an R1 institution, universities must have at least $50 million in annual research expenditures and grant at least 70 research doctorates each year. U of I had $135.9 million in research expenditures in Fiscal Year 2023 and awarded 80 research doctorates. Research expenditures surpassed $140 million in 2024.

U of I focused on the goal of becoming R1 when President Green joined the university in 2019. Not only did the university increase its research expenditures since then, it also grew its doctoral programs by 18.4% since 2019, reaching an all-time high of 606 current doctoral students in Fall 2024.

Achieving R1 status unlocks numerous opportunities for U of I, including:

- **More than half of undergraduate students participate in research activities at U of I,** offering them unique hands-on experiences that make them more competitive in the job market. This classification will expand that impact.
- **R1 status enhances the university's reputation locally, nationally and internationally** and positively influences college rankings, which can increase enrollment and funding opportunities.
- **The research U of I does directly benefits the state of Idaho** by working on pressing problems to improve outcomes for cybersecurity, nuclear science, semiconductor and microelectronics industries, as well as those related to natural resources and agriculture.
- Access to research opportunities produces graduates who are **more ready to make a difference in the Idaho workplace.**

POP TALKS

- In October, 2024, the U of I hosted its second annual POP Talks, as eight stellar faculty members discussed the "Power of Possibility" in their respective fields. Hundreds of community members attended for the series of 3-minute lectures. Bethaney Fehrenkamp, a clinical assistant professor of immunology, took home the top prize with her presentation about the connections among sleep, circadian rhythms and their effects on breast milk production and infant health.

IDAHO IMPACT

U of I team aims to revolutionize affordable housing with 3D-printed wood waste

University of Idaho is developing technology to make housing more affordable nationwide by using Idaho wood waste to make one of the most sustainable building construction materials on the market. They're combining sawdust and other wood byproducts with bio-based glue to create a medium for 3D-printing buildings and stackable bricks.

"We're trying to change the way houses are built in the United States," said Michael Maughan, associate professor in mechanical engineering. "It's too expensive, it takes too long, and we think we can do it with a lot less money, labor and injuries for construction workers."

The interdisciplinary project, known as PrinTimber, is expected to positively impact Idaho's fast-growing construction industry. The colleges of Engineering, Natural Resources and Art and Architecture are partnering with Auburn University on the project.

Nationally, U.S. lumber manufacturing generates 84million tons of sawmill dust and waste per year.

"Only about 40% of a tree is converted into lumber," Maughan said. "That means there's a lot of waste that's either left in the forest or used for lower-value products."

The team wants to create a plant-based resin to bond the wood fibers together, with the goal of 3D printing a house. If they succeed, the new construction material will be completely bio- based, as wood is already a renewable natural resource.

3D printing the wood and resin mixture takes several hours, so graduate students on the PrinTimber team started thinking of ways to test the material without putting it through the printer.

U of I graduate students devised a stackable brick, known as the TechnoLog, formed with the same material used in the 3D printing process.

Compressed into a brick shape and allowed to cure, this material is showing promise as a second construction method.

"With the PrinTimber project, we're really hoping to address the needs at every level and make a meaningful impact," Associate Professor Randy Teal said. "The TechnoLog will hopefully provide an easy-to-use, low-tech product that allows for an easy entry point for use within the construction industry."

IDAHO IMPACT

Idaho Heritage Project introduces future lawyers to rural opportunities

Residents of Camas, Clark and Lincoln counties, all in rural Idaho, face a looming legal crisis — as of summer 2024, no lawyers practice within their borders.

Their situation is just part of a not-so-pretty picture across the state — half of Idaho's 44 counties have 10 or fewer lawyers, including public sector attorneys who do not practice privately. A shortage of lawyers means Idaho residents with legal issues might have to pay for lawyers to travel to represent them, or in some cases, end up representing themselves.

University of Idaho's College of Law is working to address the problem by introducing future law school graduates to these rural opportunities through the Idaho Heritage Project. Its Rural Scholarship Fund provides financial support for summer internships in small communities throughout Idaho.

Not only is there a need for lawyers in rural Idaho communities, but in many cases, for the right candidate, living and working in a small town can make for a perfect match.

"We know there is a need in our more rural communities and we want to expose our students to the possibilities of practicing law in those areas," said Aviva Abramovsky, dean of Law.

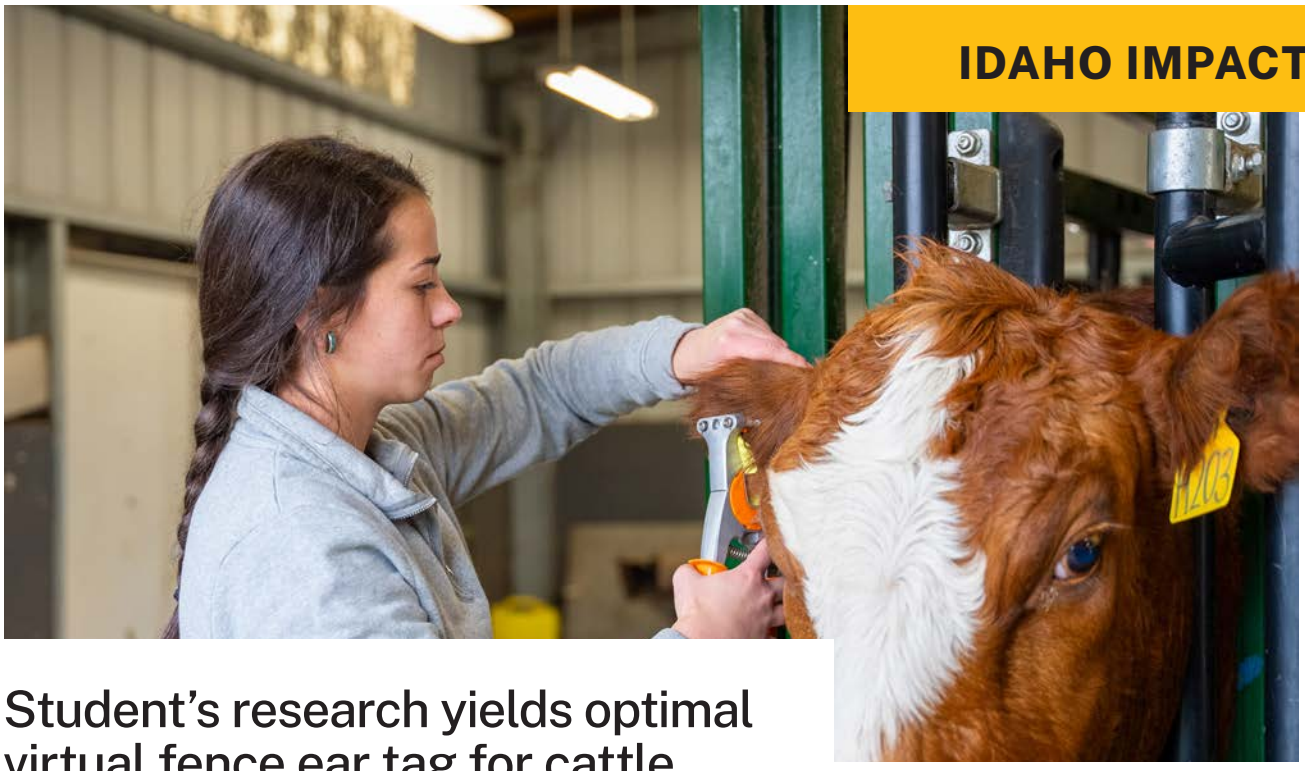
Jarrett Broughton '23 joined a law firm in Post Falls after he graduated from Idaho Law, and it was an Idaho Heritage Project internship that introduced him to his future employer.

During his time in Post Falls, Broughton learned how crucial it is for smaller towns to have access to lawyers. He spent time assisting clients as far away as Bonners Ferry because they couldn't find anyone else to help.

"A lot of people have substantial legal issues but can't find representation, so they either represent themselves or have to pay an attorney to travel back and forth to come to court for them," he said.

Broughton also said establishing relationships is important because you don't have the anonymity that often comes with working in a larger metropolitan area.

"You often have to work with the same people day after day — judges, opposing counsel and others," he said. "It's not like a big city where you likely won't run into anyone you work with after hours."



IDAHO IMPACT

Student's research yields optimal virtual fence ear tag for cattle

Emma Macon enjoyed grasslands long before she enrolled at University of Idaho.

"My sister and I spent a lot of time in the grasslands with my dad who we called a grass geek because he knew the names of all the plants," she said. "So, I wanted a job working outdoors and University of Idaho has a reputation for getting students the skills they need to do that."

She began working with Professor Karen Launchbaugh at the university's Rangeland Center where virtual fence technology is an ongoing project.

Standard barbed wire fencing is costly to maintain and injurious to livestock, people and wild animals including elk and deer. It also fragments landscapes thereby disrupting wildlife migration patterns. Scientists are developing cost-effective virtual — or invisible boundary — fences for better land management and wildlife conservation.

Macon spent hours weighing prototype ear tags made of hard plastic that would contain radio receivers that used electric shocks to train cows to stay within boundaries.

"There were a lot of issues," Macon said. "We needed to know the size and weight of a plastic ear tag that didn't bother cattle and impede their behavior or their hearing, and the mobility of the ear."

Working with U of I's Beef Center on the Moscow campus, Macon tagged cattle and observed their behavior, collecting and narrowing down data to arrive at the optimal and most efficient ear tag size.

Macon's virtual fence research is in conjunction with peers in the College of Natural Resources who are developing radio fences, as opposed to the more standard GPS-based models.

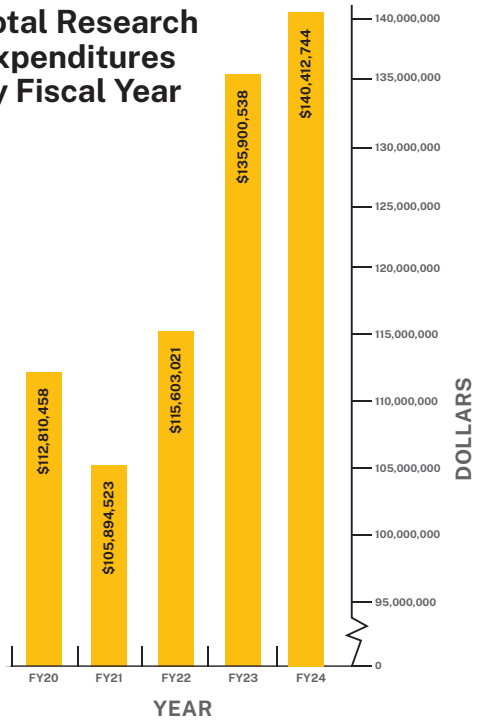
The GPS virtual fence technology being developed uses collars weighted with batteries, Macon said. Using ear tags and radio beacons make the fence technology low weight and low cost. In addition, GPS virtual fences are accurate to within about 10 yards, Launchbaugh said, while the radio tags are accurate to within a few feet.

"Emma's project is so critical," Launchbaugh said. "Her work confirmed we're on the right path."

FY24 Research Activity and Expenditures

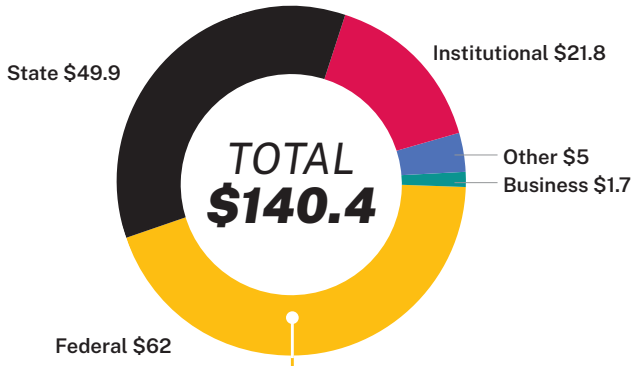
Expenditures are actual dollars spent on research as a measure of research activity. Research activity is the number of proposals and dollars awarded, not all of which is spent at the time of the report.

Total Research Expenditures by Fiscal Year



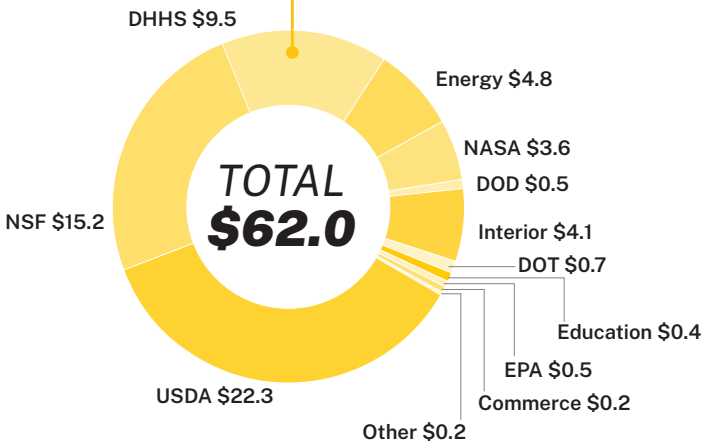
Total Research Expenditures in FY24 by Funding Source

(Dollars in Millions)



Portion of Federal Research Expenditures by Sponsoring Agency

(Dollars in Millions)



Summary of Sponsored Proposals & Awards Activity in FY24

SPONSORED PROJECTS	NUMBER	AMOUNT
Proposals Submitted	813	$297,822,548

AWARDS RECEIVED	NUMBER	AMOUNT
New Awards	401	$80,562,794
Other Actions	243	$42,038,642
TOTAL AWARDS	**644**	**$122,601,436**

FY 24 STATS	$140.4 M in research expenditures	401 new awards	16 invention disclosures	6 new licenses

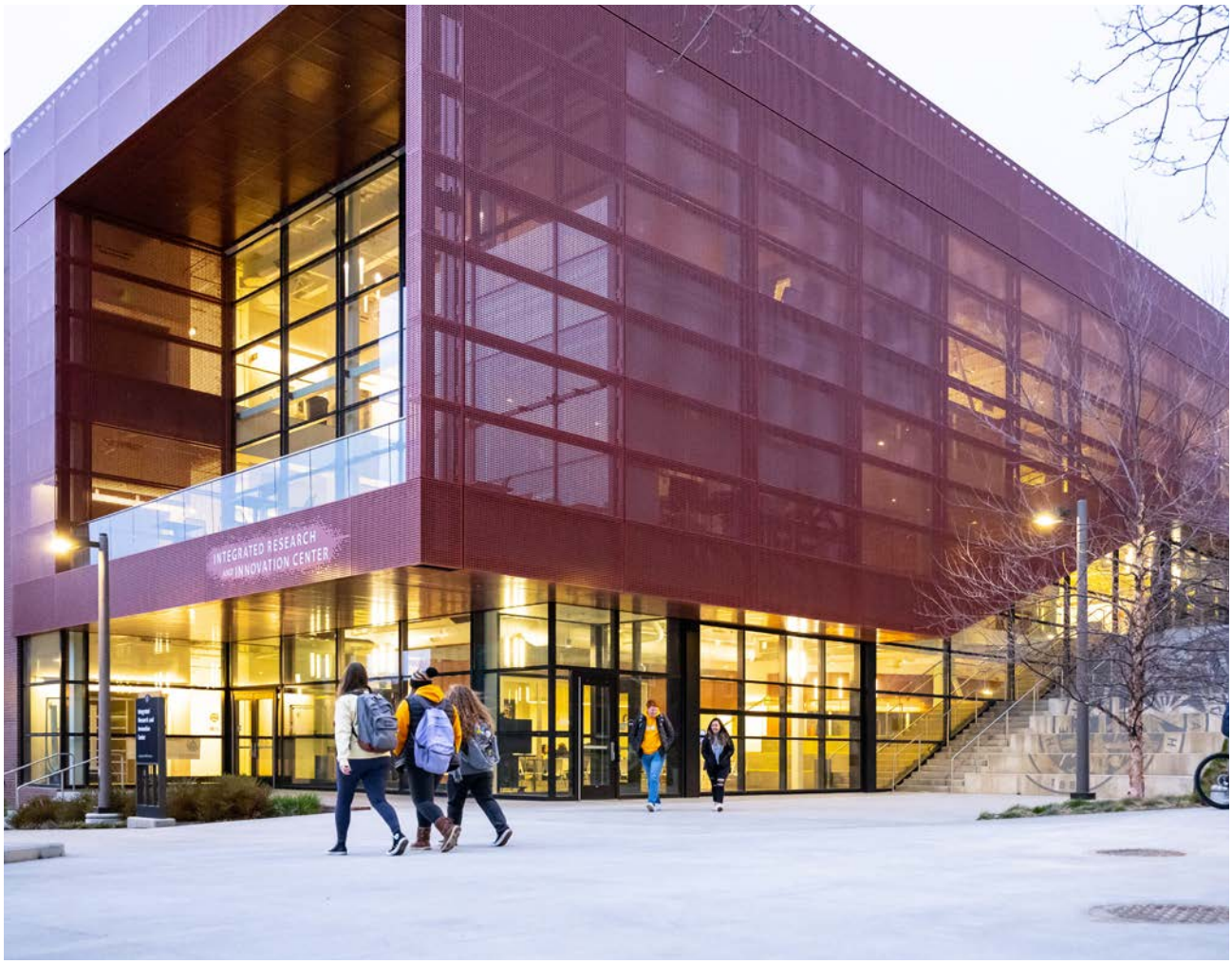
Research Efficiency

The U of I was awarded a $4.5 million grant in early 2025 that will leverage generative artificial intelligence to streamline research administration at the university.

Sarah Martonick, director of the Office of Sponsored Programs, is the principal investigator on the grant from the National Science Foundation's GRANTED program. The program's goal is to enhance the U.S. research enterprise by improving administration support infrastructure, increasing service capacity and broadening participation by developing institutions across the national research landscape.

Every grant earned by a university entails a lot of paperwork, ranging from accounting and payment information to human and animal subject procedures. Information from granting agencies must be transferred to the university's computing system, currently done by employees in research management. Martonick wants to create artificial intelligence programs to transfer that information from the granting agency documents to the university system quickly and accurately.

"I believe this project will transform the entire field and allow universities to better meet compliance requirements and improve efficiencies," said Chris Nomura, vice president of U of I's Office of Research and Economic Development. "The new AI tools should allow research administrators, often an overworked field, to reduce their time spent on repetitive, monotonous tasks and free up time for them to spend on more interesting, thoughtful projects."



FUNDRAISING HIGHLIGHTS FOR FY24

Vandal Giving Day 2024 raised $1.13 million in just 1,889 minutes. During this time, generous Vandals made more than 2,300 gifts to support scholarships, programs and unique outdoor "living labs" such as the McCall Field Campus and Taylor Wilderness Research Station.

U.S. Marine Corps veteran Kent Valley '62 donated $1 million to the future Joint Military Science and Veteran Services Building. A renovation project will transform the former Targhee Hall into the central home for U of I's U.S. Navy and Marine Corps ROTC, U.S. Air Force and Space Force ROTC, and General James F. Amos Veterans Center. Serving about 200 cadets and midshipmen, and 350 veterans and family members annually, the facility will provide training opportunities, student-to-student and enlisted-to-officer mentoring, and injury and rehabilitation services.

Kuna-based CS Beef Packers, LLC made a gift of $1 million to the Meat Science and Innovation Center Honoring Ron Richard, which is currently under construction on the U of I Moscow campus. When it opens later in 2025, the center will deliver industry-leading research and hands-on learning into harvesting, processing, packaging, storage and consumption of meat products. It will also become the new home for Vandal Brand Meats with opportunities for greater retail sales and community education activities.

Donors established **45 new endowments in Fiscal Year 2024** (July 1, 2023-June 30, 2024), including **four scholarship endowments to support of U of I's high-achieving student-athletes** in swimming and diving, football and women's basketball. The families and individuals who together gave more than $126,000 to these endowments will help Vandals succeed in the classroom, in competition and in their communities for generations to come.

BRAVE. BOLD. UNSTOPPABLE. CAMPAIGN GAINS MOMENTUM

The largest fundraising campaign in U of I history officially ends on Dec. 31, 2025. As of the end of Fiscal Year 2024, nearly 37,000 donors are making a visible impact across the entire university through their unprecedented generosity:

- **$114 million for scholarships**
- **$240 million for research and faculty support**
- **$90 million for facilities, campus enhancements and community outreach**

Of the more than 150,000 gifts received so far, 85% have been $500 or less, demonstrating that every gift matters for Idaho's students, communities and industries.

From now through the end of 2025, the Brave. Bold. Unstoppable. campaign seeks to unlock even greater impact through the power of Vandal generosity.

FUNDRAISING HIGHLIGHTS FOR FY24

My family and I are incredibly grateful for my ongoing scholarship support. Completing a master's degree and a doctorate (almost!) after being a full-time parent at home with my children for 12 years was a HUGE transition. Each time I received financial support, it made me feel like even more people were in my corner, cheering me on through it all!

Amanda Palmer, Movement Sciences '25

Scholarship support means a lot to me and a lot of other students, especially in engineering, where trying to balance the course load with a job can sometimes feel impossible. This funding helps ensure I can focus on my studies and devote more time to helping with the Design.Build.Fly club. It also allowed me the flexibility to mentor other students studying computer-aided design. After I finish my bachelor's degree, I plan on going to grad school in aerospace engineering. From there, I want to design and create the technology that will shape tomorrow's future.

Cody Conger, Mechanical Engineering '26

I am the first in my family to go to a higher education institution and that means a lot to not only my parents and grandparents, but also to my younger siblings and cousins. I am gladly taking a step into the unknown so that they have an idea of where to start. So, thank you for this opportunity to make a good change.

Karina Villa, Business Economics '26

Because of my scholarships, I have been able to work in the anthropology labs since January 2023 and conduct a directed study on my own (with faculty mentorship). Without donor support, I would not be able to contribute to the fulfillment of anthropology/archaeology in the lives of the anthropology graduate students, the faculty or the university itself.

Bennett Hart, Anthropology '26

As an out-of-state student, I am proud to say that I have absolutely fallen in love with the state of Idaho. School can be so expensive, but thanks to donors and scholarships, I am able to attend and truly flourish and enjoy my life here. Venturing to Idaho has been one of the best choices I have ever made and with the financial help I am receiving, I can continue this journey. I love to learn, and the U of I really gives me the best environment to do just that.

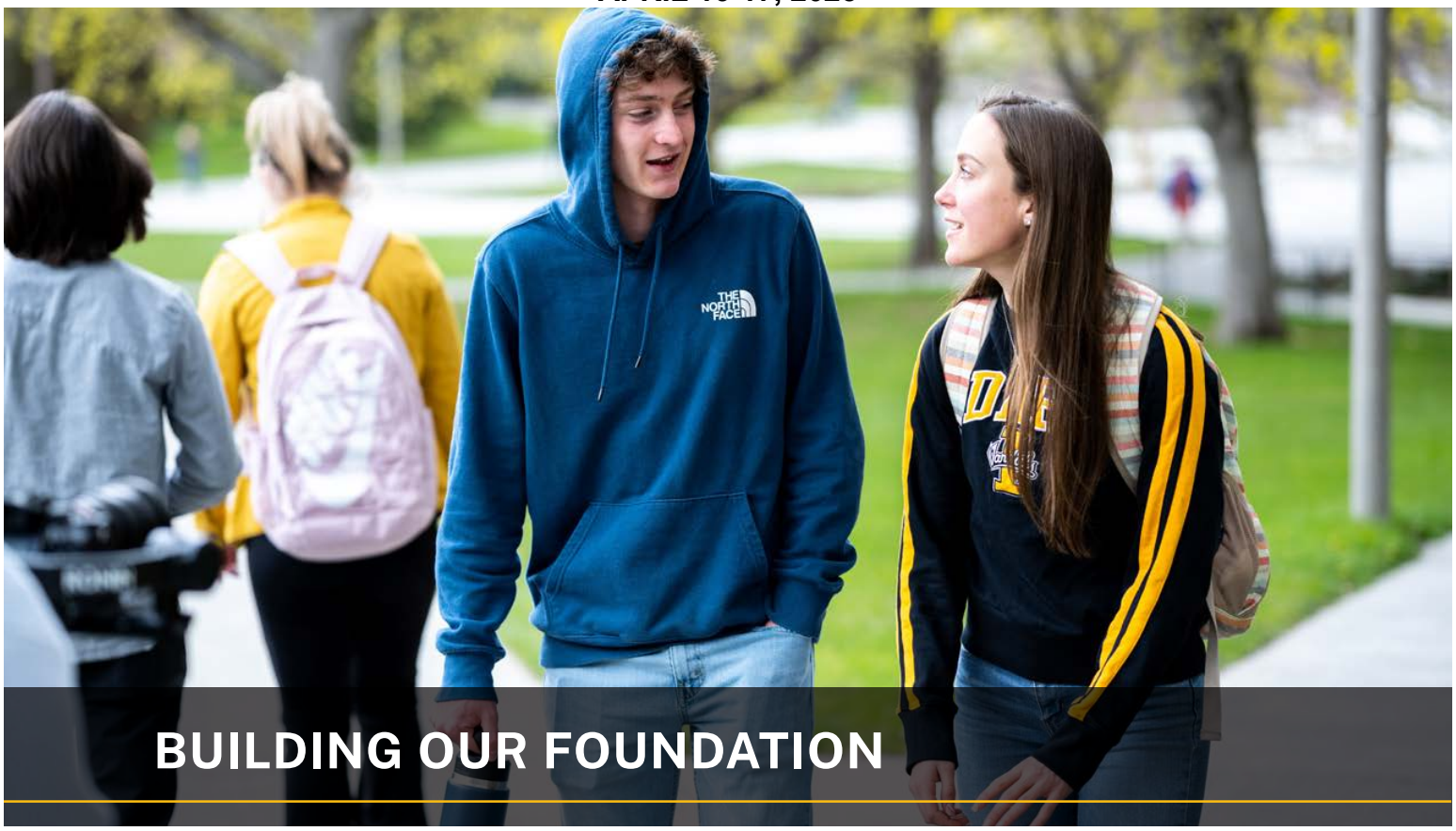
Kyla Gurkowski, Psychology and Criminology '28

Your support allows me to continue to apply myself to my academics while minimizing the distraction of financial needs. I have been more present for my family. I struggled balancing my duties to my family, commuting from Bonners Ferry to Moscow and working as a preschool teacher in Sandpoint. These scholarships give me the breathing room to focus on family and school. I am committed to making the most of this opportunity by finishing my education at the top of my game and becoming a quality teacher. Thank you for seeing my potential and supporting my future.

Ambur Robbins, Early Childhood Education with Special Education blended certificate '26

The scholarships I received melted away more stress than anyone can ever know. I had to choose working over having a social life during high school so that I could afford to attend U of I. When I left home, I didn't really have anyone to say goodbye to, but when I arrived on campus, I got the biggest hellos! Later this year, I take a short study abroad trip and, without this scholarship, going on my two-week trip would absolutely not be possible. I have never been able to travel in a vacation setting (the farthest I've been from home is Nebraska), so I am so excited to be able to attend a trip to Europe.

Lauren Geibel, Marketing '27



BUILDING OUR FOUNDATION

Deep Soil Ecotron Laboratory

In Moscow, the U of I is building the Deep Soil Ecotron Laboratory. This one-of-a-kind facility will help researchers study various soil types down to 3 meters — the greatest depth of any research facility in the world. This research will have major implications for soil health, water quality, carbon capture and more. The first of 24 stainless steel eco-units arrived on campus last summer and the facility is expected to be fully operational by 2026.

Campus Housing Project

Upgrades to the University of Idaho campus are underway this spring as we strive to meet demand and recruit talented graduate students. After growing enrollment for eight straight semesters and building the U of I research enterprise to record levels, investing in our campus infrastructure is paramount.

The southeast side of campus is transforming. Many of the apartments that were long overdue for replacement were demolished and new housing will be dedicated for student family housing and graduate student housing.

Phase two of the project focuses on upgrades to undergraduate housing. In the summer, work will begin on upgrades to one wing of the Wallace Residence Center as well as one third of Theophilus Tower. The undergraduate housing phase will be completed one wing at a time so that the residence halls can remain open as the work is done.

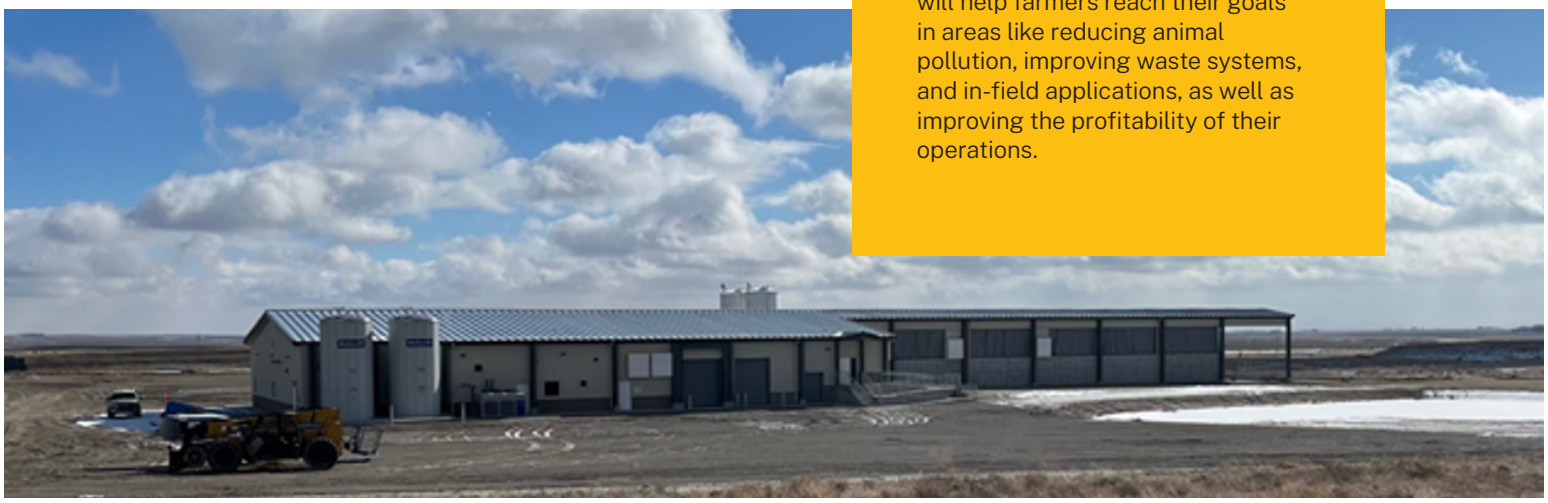
Barring delays, the entire housing project should be completed in 2027.

Center for Agriculture, Food and the Environment

The University of Idaho is collaborating with the Idaho Dairyman's Association and partners around the state to build the country's largest research dairy in the Magic Valley.

Idaho's dairy industry is the third largest in the nation, with receipts of more than $3.1 billion dollars each year. The Idaho Center for Agriculture, Food and the Environment — CAFE — will provide space for research, experiments, teaching, workforce training and a robotic, rotary milking parlor. The dairy and experimental farm will produce technological and process solutions at scale to help the industry grow and yield a workforce with the most advanced knowledge in the country.

Construction is well underway at CAFE and we expect to start managing animals on site in early 2026. Our research and innovation will help farmers reach their goals in areas like reducing animal pollution, improving waste systems, and in-field applications, as well as improving the profitability of their operations.

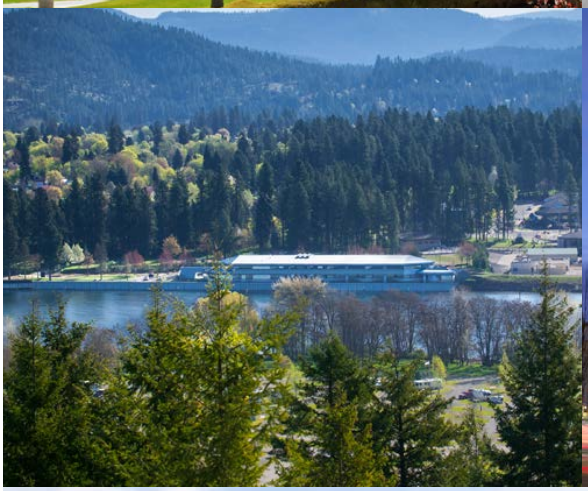


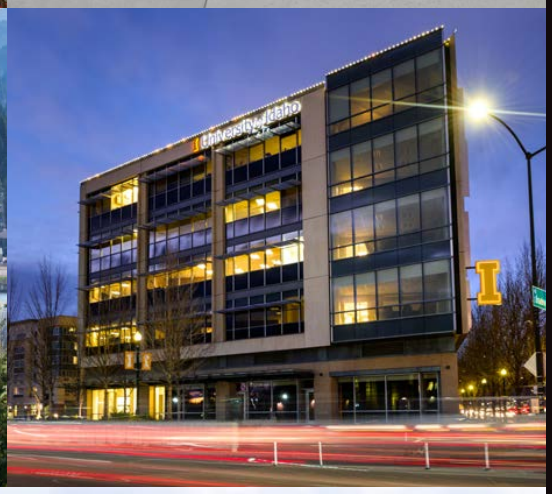
Meat Science Center

On the west side of the Moscow campus, the Meat Science Innovation Center is on track to open in the fall of 2025. The new space will offer state-of-the-art teaching and research space, along with a new home for Vandal Brand Meats. The center garnered support from industry partners and private donors, who see the great need for workforce training and advancements in research in meat science. Employment of agricultural and food scientists is expected to grow 6% over the next decade. The field includes a wide range of well-paid positions and the U of I program's job placement rate is 100%.

CONCLUSION

While delivering award-winning value for students, the University of Idaho continues to elevate its research enterprise for the benefit of our state. Our designation as Idaho's first R1 research institution increases opportunities for all students and reinforces our commitment to providing practical solutions to the state's toughest challenges. As we plan for the future, the focus remains on supporting student success through evolving educational models, while advancing research and meeting the needs of our state's workforce. The U of I will continue to deliver on its land grant mission, providing our citizens access and opportunity as Idaho's R1 university.





University of Idaho

ACCOUNTABILITY OVERSIGHT COMMITTEE

FY 25 Recommendations Report

March 2025

Table of Contents

SECTION 1: INTRODUCTION 3

SECTION 2: EXECUTIVE SUMMARY 5

SECTION 3: RECOMMENDATIONS 7

Suggestions for Reading Section 3 7

General Recommendations 8

English Language Arts / Literacy and English Learning 10

ELA / Literacy and English Learning Conclusions 10

ELA / Literacy and English Learning Recommendations 13

Mathematics 14

Math Conclusions 14

Math Recommendations 15

High School – Graduation and Go On Rates 17

High School Conclusions 17

High School Recommendations 19

Enrollment and Attendance 21

Enrollment and Attendance Conclusions 21

Enrollment and Attendance Recommendations 23

SECTION 4: DATA ANALYSIS 24

English Language Arts / Literacy and English Language Learning 24

Idaho Reading Indicator (IRI) 24

Idaho Standards Achievement Test (ISAT), English Language Arts (ELA) 26

English Language Proficiency Assessment (ELPA) 28

Mathematics 29

Idaho Standards Achievement Test, Math 29

High School – Graduation and Go On Rates 32

Graduation Rates 32

Go On Rates 33

Enrollment and Attendance 34

Enrollment 34

Attendance 34

SECTION 5: ACCOUNTABILITY OVERSIGHT COMMITTEE MEMBERS 37

REFERENCES 38

Appendix A: 2023-2024 Student Achievement Report

SECTION 1: INTRODUCTION

Background

The Accountability Oversight Committee (AOC) was created in 2010 as an ad hoc committee of the State Board of Education (Board). The committee's membership is provided at the end of this report.

Per Board policy, the AOC is tasked with providing the Board with recommendations regarding the effectiveness of or need for changes to the statewide accountability system. Additionally, the committee is expected to annually review student achievement data and provide recommendations to the board.

This report is intended to build upon other data sources to aid the Board in understanding K-12 student achievement and to present the Board with short-term and long-term recommendations regarding how the state can continue to make progress. Per the AOC's FY 21 Recommendations Report, as approved by the Board in June 2021, the AOC reviews certain data in alternating years, with additional attention given to certain content areas each year (particularly English language arts (ELA) or mathematics). The FY 25 report has a mathematics focus.

The AOC, Board staff, and State Department of Education (SDE) staff collaborate on the development of the AOC Recommendations Report and the 2023-2024 Student Achievement Report located in Appendix A. On January 16 & 17 and February 10 & 26, 2025, the AOC reviewed the data included in the 2023-2024 Student Achievement Report and began developing this report. Each data review included time for analysis, discussion, and development of related recommendations to improve outcomes.

The AOC is presenting this report to the State Board of Education for consideration at the April 2025 meeting.

Report Structure

The following report is structured around key metrics of student achievement. The report has a mathematics emphasis.

A brief and focused Executive Summary is provided as Section 2. If approved by the Board, the Executive Summary will also be released as a stand-alone document for distribution to districts, schools, and partners. The Executive Summary provides the AOC's three priority recommendations paired with figures that summarize related data.
Section 3 provides the AOC's conclusions and recommendations. The conclusions represent a summary of the AOC's data interpretations with an emphasis on points of celebration and concern. The conclusions presented in Section 3 are based on the AOC's full analysis of the Student Achievement Report data, as provided in Section 4. The AOC's recommendations are presented after the conclusions, split between policy recommendations for the Board and implementation recommendations for the SDE. The recommendations are further separated between short-term and long-term actions and include notes to indicate if they are ongoing recommendations included in a previous AOC report.

Section 5 includes a list of AOC committee members and their affiliations.

DISCLAIMER

This report is an internal working document of the Accountability Oversight Committee (AOC), an ad hoc committee of the Idaho State Board of Education. The recommendations presented here are the opinions of the AOC and not necessarily that of the Board unless explicitly accepted by them.

SECTION 2: EXECUTIVE SUMMARY

The purpose of this section is to provide a compact overview of the highest priority findings and recommendations found in the FY 25 AOC Recommendations Report, including Appendix A: 2023-2024 Student Achievement Report. Please see the full report for additional details.

Positive Findings

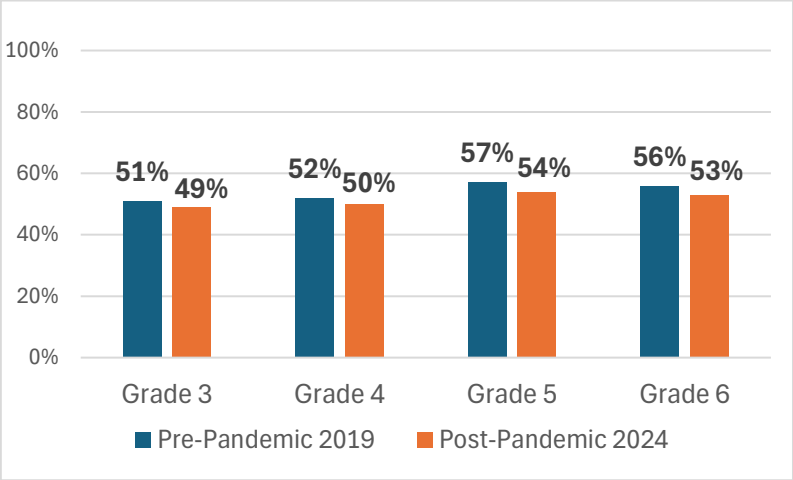
- Having 67% of Idaho's students scoring At Grade Level on the IRI is 7 percentage points above the expected distribution of 60% (based on the test's norms).
- 64% of high school students scored proficient or advanced on the ISAT ELA in 2023-24, exceeding pre-pandemic rates by 4 percentage points.
- ISAT Math proficiency rebounded to 43% in 2023-24, 1 point shy of the pre-pandemic high.
- The 4 year graduation rate has increased 1 percentage point in each of the past two years, reaching an all-time high of 82.3% in 2023-24.
- The American Indian 5 year graduation rate increased from 70% in 2018-19 to an average of 74% over the past three years.
- After adequate attendance dropped from 87% in 2018-19 to 75% in 2021-22, the adequate attendance rate rebounded to 82% in 2023-24.

Literacy

Priority Recommendation

Despite some post-pandemic recovery, due to its lasting impact on certain groups, ensure the Department helps LEAs expand literacy resources into secondary grades to identify and support struggling students with effective interventions grounded in the science of reading.

Figure 1: Pre- and Post- Pandemic Comparison of Percentage of ISAT ELA Proficient + Advanced, Grades 3 to 6



Findings

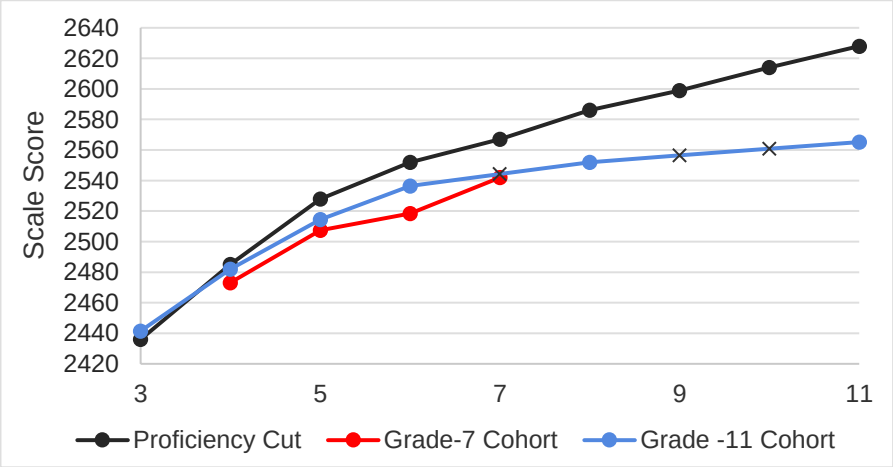
- This figure compares the performance of students in different cohorts.
- The students who tested in grades 3 to 6 in 2024 were in grades K to 3 during the most pandemic impacted school year (2020-21).
- Across all groups, 2023-24 ISAT ELA performance was 2 to 3 percentage points lower than their pre-pandemic peers.

Middle Grades Math

Priority Recommendation

After the new Comprehensive Math Plan is approved, collaborate with the Department to ensure immediate distribution, implementation, related training, and resource allocation.

Figure 2: 2023-24 Grade 7 (n=19,264) and Grade 11 (n=14,917) Longitudinal Average ISAT Math Scale Score vs. Proficiency



Findings

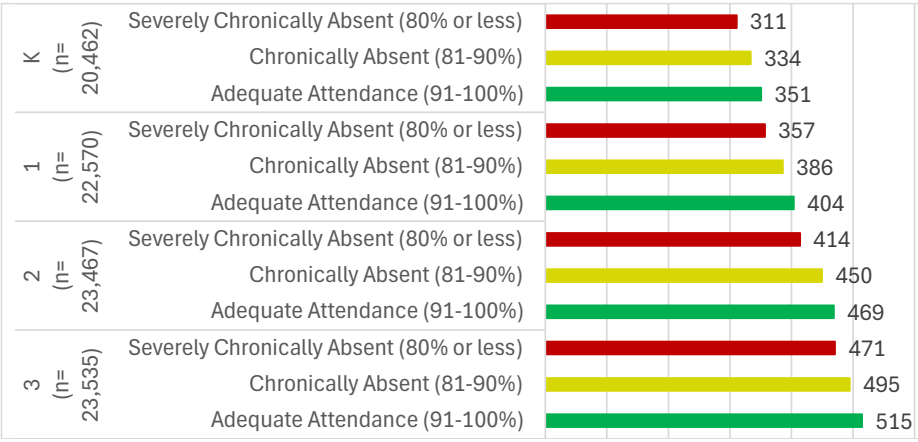
- This figures shows performance of matched cohorts.
- The performance gap between cohorts' mean scale score and the proficiency cut begins to diverge at grade 4 and widens as students continue through the system.

Chronic Absenteeism

Priority Recommendation

Continue to underscore the importance of attendance and ensure all parties (e.g., Board, Department, LEAs) understand and use common terminology and promote systemwide awareness and utilization of available resources to improve attendance.

Figure 3: Impact of Absenteeism on IRI Scores, 2023-24 by Grade



Findings

- Average IRI scale scores increase in relationship to attendance.
- Data in the full report shows this holds across other metrics (ISAT ELA and Math, HS graduation).

SECTION 3: RECOMMENDATIONS

Suggestions for Reading Section 3

The first subsection of Section 3 contains General Recommendations that cut across more than one accountability area. This is a new section of this report and was developed to eliminate unnecessary repetition.

Prior to reading the remaining subsections, we recommend readers first review the Associated Analysis and Associated Data lists directly under the header of each subsection. The Associated Analysis guides readers to the data analyses in Section 4 and the Associated Data references the relevant figures found in the 2023-2024 Student Achievement Report (Appendix A). Reviewing this relevant information will prepare readers to process the conclusions and recommendations contained in each subsection. To further guide readers, the relevant SDE Student Achievement Report figures and tables are listed within the body of the following subsections so readers can quickly revisit them as they read.

Recommendations Definitions

Based on the AOC's experience with the time and resources it takes to implement recommendations, the following definitions are used when referring to Short-term Actions and Long-term Actions in the Recommendations tables in Section 3.

- ✓ Short-term Actions: Work on this recommendation should begin as soon as possible, with the goal that the recommendation be completed within approximately two (2) years after Board approval.
- ✓ Long-term Actions: While planning can begin sooner, these are recommendations that generally are expected to take more than two (2) years to come to fruition. Sometimes, these recommendations first require the completion of a Short-term Action.

Important Data Consideration

For all categories of data, there have been noticeable changes in the group (n) size for Economically Disadvantaged students. Pre-pandemic numbers were much larger (by 10,000+) than during the pandemic (i.e., 2020-21 & 2021-22). In 2022-23 and 2023-24, the number of Economically Disadvantaged students increased, but did not return to pre-pandemic highs. This is primarily attributable to difficulty in accurately identifying students for this category. During the past decade, the number of schoolwide Title I schools has increased. Schoolwide Title I schools provide free lunch for all students, and families are not required to complete free and reduced lunch forms. Additionally, during the pandemic, free lunch was provided for all students across all schools, regardless of their Title I status. These changes made it more challenging for schools to accurately identify students as economically disadvantaged.

Recommendations - General (not content specific)

Policy Recommendations – State Board of Education

Short-term Actions

1. Request data regarding the use of the state's professional development/mentoring platform and whether it includes sharing of best instructional practices.
2. Continue systematic collection and analyses of data regarding the impact of expanded full-time kindergarten in the state (FY 23 & FY 24 Rec).
3. During the ISEE remodel, conduct focus groups with educators to identify the data they prefer to have directly available to them to inform instruction.
4. Research a valid and reliable metric to identify students facing economic disadvantage, ensuring the data gathering process is consistent and manageable for LEAs (FY 23 & FY 24 Rec).

Long-term Actions

1. Expand partnerships with stakeholder groups to focus on subgroup gap closure across student outcomes (IRI, ISAT, graduation rates, etc.).
2. If the state adopts a new process for identifying students facing economic disadvantage, integrate the data gathering into the SLDS/ISEE remodel (FY 24 Rec).

Implementation Recommendations – State Department of Education

Short-term Actions

1. Track cohorts and expand implementation support to ensure students impacted by the pandemic receive interventions.
2. Build upon previous efforts to engage districts and schools in quality, ongoing, focused professional development to improve instruction (expansion of FY 20, FY 22, FY 23, FY 24 Rec).
   a. Support districts and schools in identifying how to use IRI, ISAT, and other data to formulate strategic interventions for specific student subgroups.
      – Integrate data literacy within data-related trainings.

Long-term Actions

1. If the state adopts a new process for identifying students facing economic disadvantage, provide support to LEAs to ensure fidelity in the data collection process (FY 23 & FY 24 Rec).

- Guide LEAs and schools to identify and provide interventions and supports to students with multiple risk factors.

b. Promote use of appropriate tools to inform instruction, including formative assessment, ISAT interims, and Tools for Teachers.
c. Professional development needs to be embedded and connected to content standards.
d. Ensure professional development is appropriately differentiated by role (i.e. superintendent vs. teacher).

3. Identify and facilitate sharing of best practices to and between LEAs around key topics, including systematic approaches to address summer learning loss, post-pandemic accelerated learning, secondary interventions, and full-time kindergarten.
4. Identify highly effective LEAs and schools. Recognize them and share their strategies (expansion of FY 22, FY 23, FY 24 Rec).
   a. Identify LEAs and schools performing above expectations set by the state based on their demographics.
   b. Identify LEAs and schools making substantial improvement.
   c. Identify LEAs and schools performing above state goals.
5. Work with the Board to find a valid and reliable metric to identify students facing economic disadvantage (FY 23 & FY 24 Rec).

English Language Arts/Literacy and English Learning

Conclusions: Idaho Reading Indicator (IRI)

Associated Analysis: AOC Recommendations Report, Section 4, pgs. 24-26
Associated Data: 2023-2024 Student Achievement Report (App. A), Figures 2-6 & 8, pgs. 14-19

Data Considerations:

- Only 2022-23 and 2023-24 data are included in this report because of changes made to the IRI during 2022-23. Because of the changes, longitudinal comparisons can only now be made beginning with 2022-23 data.

Conclusions:

- Having 67% of Idaho's students scoring At Grade Level is 7 percentage points above the expected distribution. If Idaho's performance was identical to the norms, the At Grade Level percentage would be 60% (fig. 2).
- For the All Students group and students disaggregated by grade, comparisons between spring 2023 and spring 2024 revealed the same or slightly higher percentages of students performing At Grade Level (figs. 2 & 3).
- In reviewing both fall and spring scores across multiple years, summer slide becomes apparent, with rates of At Grade Level performance decreasing 4 to 8 percentage points between spring and the following fall (fig. 3).
- In spring 2024, 11 of 16 subgroups underperformed relative to the All Students group. In most instances the underperformance was substantial and only minimal changes occurred between spring 2023 and spring 2024 (figs. 4-6).
- A student's 3rd grade spring IRI score generally predicts the student's 3rd grade spring ISAT ELA Reading subscore. However, since the correlation is moderate, IRI scores are not predictive of ISAT reading scores for all 3rd grade students (fig. 8).

Conclusions: ISAT English Language Arts (ELA)

Associated Analysis: AOC Recommendations Report, Section 4, pgs. 26-28
Associated Data: 2023-2024 Student Achievement Report (App. A), Figures 9-13, pgs. 22-26

Data Considerations:

- After a gap in testing in 2019-20, for the following two years (2020-21 and 2021-22), Idaho used a shortened test that was approximately half the length of the full test. However, in 2022-23, Idaho used the full test. We do not know the extent to which

lowered scores in 2022-23 are reflective of test fatigue due to the longer test and/or a latent pandemic impact.

- In 2022-23, Idaho moved the high school assessment from 10th grade to 11th grade. However, students are allowed to take the assessment earlier in high school and bank Proficient or Advanced scores for use in 11th grade. It is currently impossible to know the impact this may have on high school scores going forward.
- Many of the figures included in the 2023-24 Student Achievement Report show student performance disaggregated by performance category, but also include a "Total Proficient" rate. The Total Proficient rate is the sum of the percentages of students who scored Proficient and those who scored Advanced.

Conclusions:

- Year-over-year high school performance remains strong and exceeds pre-pandemic performance (60% combined total Proficient and Advanced before the pandemic, 65% in 2022-23, and 64% in 2023-24) (fig. 10).
- Prior to the pandemic, there was a consistent, small upward trend in performance. The post-pandemic trend initially appeared to be positive with an all-time high achieved in 2021-22; but after a drop in 2022-23, performance did not return in 2023-24 to the all-time high (fig. 9).
- Below Basic percentages hit an all-time high of 25% in 2022-23 and then retreated to 24% in 2023-24. These highs represent a potentially important shift, since Below Basic percentages had remained between 22-23% for the previous seven years (fig. 9).
- Gaps between subgroups and their reference groups remain. While 54% of the All Students group scored Proficient or Advanced in 2023-24, most subgroups had combined Proficient and Advanced rates of less than 50% (figs. 12 & 13).
    - While gaps remain, it is notable that 3 subgroups (American Indian, Black/African American, and SPED) experienced post-pandemic performance drops, but recovered by 2023-24 to meet or exceed their pre-pandemic (2018-19) combined Proficient and Advanced rates.

Conclusions: English Language Proficiency Assessment

Associated Analysis: AOC Recommendations Report, Section 4, pgs. 28-29
Associated Data: 2023-2024 Student Achievement Report (App. A), Figures 17 & 21, pgs. 30 & 32

Data Considerations:

- Idaho adjusted (lowered) the cut scores needed for students to exit English Learner (EL) programs in 2019-20, resulting in many more students "testing out" of the programs. As

a result, the 2020-21 cohort of students and all subsequent cohorts as well were substantially different since higher performing students had tested out.

- Since modified exit criteria were implemented during the pandemic, it is impossible to know how much change in scores since 2020-21 is a result of the change in exit criteria vs. pandemic impacts.

Conclusions:

- The All Grades English Learner performance level percentages were quite consistent from 2020-21 to 2022-23, but the percentage of students scoring at Proficiency Level 1 (Entering) increased from 15% in 2022-23 to 21% in 2023-24 (fig 17).
    - The number of students who took the English Language Proficiency Assessment increased from 16,904 in 2022-23 to 19,492 in 2023-24. This represents a 15% year-over-year increase in the population (fig. 17).
- The percentage of English Learners achieving their annual growth targets increased from 48.1% in 2020-21 to 55.9% in 2022-23. However, the rate dropped to 45.8% in 2023-24, the lowest level since 2017-18 (fig. 21).

Recommendations - ELA/Literacy and English Learning

Policy Recommendations – State Board of Education

Short-term Actions

1. Maintain the commitment to K-3 Literacy and the science of reading (FY 22, FY 23, FY 24 Rec).
2. Identify resources and supports to provide interventions through the secondary grades for the cohorts of students (SY 2025 4th - 7th graders) whose foundational reading instruction was interrupted.
   a. In collaboration with the Department, work to expand the use of reading screeners into middle school.

Long-term Actions

1. Depending on changes to federal law and guidance, if possible, submit a waiver to request that English Learners be exempted from the ISAT ELA for their first 2 years in country (expanding the existing 1 year exemption).
2. As the new IRI is implemented, review Grade 3 testing to determine if the IRI provides sufficient value and data to support maintaining spring IRI administration.

Implementation Recommendations – State Department of Education

Short-term Actions

1. In preparation for the new IRI, work with the Board and stakeholders to determine the appropriate use of the norm- and criterion- referenced scores.
2. Provide guidance to LEAs about how to identify secondary students who need reading support and implement best practices for secondary reading interventions (Dyslexia Handbook could be a resource).

Long-term Actions

1. Maintain high quality professional development on the science of reading and use of IRI and ISAT Claim level data (FY 23 & FY 24 Rec).
2. While developing the new ISAT aligned to Idaho's updated academic content standards, work with the vendor(s) to create a plan to report computer adaptive test (CAT) and performance task (PT) scores separately.

Mathematics

Conclusions: ISAT Math

Associated Analysis: AOC Recommendations Report, Section 4, pgs. 29-31
Associated Data: 2023-2024 Student Achievement Report (App. A), Figures 24, 25, & 29-31, pgs. 36-37 & 42-43

Data Considerations:

- After a gap in testing in 2019-20, for the following two years (2020-21 & 2021-22), Idaho used a shortened test that was approximately half the length. In 2022-23, Idaho used the full test and in 2023-24, Idaho returned to the shortened test. We do not know the extent to which lowered scores in 2022-23 are reflective of test fatigue due to the longer test and/or a latent pandemic impact.
- In 2022-23, Idaho moved the high school assessment from 10th grade to 11th grade. However, students are allowed to take the assessment earlier in high school and bank Proficient or Advanced scores for use in 11th grade. It is currently impossible to know the impact this may have on high school scores going forward.
- Many of the figures included in the 2023-24 Student Achievement Report show student performance disaggregated by performance category, but also include a "Total Proficient" rate. The Total Proficient rate is the sum of the percentage of students who scored Proficient and those who scored Advanced.

Conclusions:

- Multiple analyses have demonstrated that a gap between grade level expectations and student performance begins in 4th grade and widens as students progress through the system (figs. 25 & 29-31) .
    - The percentage of students who score Proficient or Advanced is highest in 3rd grade and lowest in high school (fig. 25).
- After a 4 percentage point decrease in the combined percentage of Proficient and Advanced during the pandemic, the combined Proficient and Advanced rate rebounded to 43% in 2023-24. This is just 1 percentage point below the 2018-19 pre-pandemic high of 44% (fig. 24).
- The post-pandemic percentages of students scoring Below Basic have increased as much as 4 percentage points from pre-pandemic levels and appear to be holding steady (fig. 24).

Recommendations – Mathematics

Policy Recommendations – State Board of Education

Short-term Actions

1. Support the work group developing Idaho's first Comprehensive Math Plan.
   a. Ensure the plan includes resource lists for educators, including details about available math screeners and diagnostic assessments.
   b. Outline optional resources for accelerating math instruction and providing interventions, including those provided by the regional math centers and other evidence-based programs/strategies.
   c. After the plan is approved, collaborate with the Department to ensure immediate distribution and implementation of related training.

Long-term Actions

1. Develop budgets and engage with the legislature to request resources to implement the recommendations of the 2023 Math Work Group and 2025 Comprehensive Math Plan (expansion of FY 23 & FY 24 Rec).
2. Convene a work group to develop a guide to support LEAs in creating and implementing comprehensive, results-driven math strategic plans at the LEA and school levels.
3. In collaboration with the Department, review the definition of "hard to fill positions" to support incentives for LEAs to hire highly qualified math teachers at all grades.
4. Review the data provided by the Department regarding use of instructional hours and consider whether instructional hours should be expanded and/or if additional guidance should be given to LEAs regarding effective use of instructional time.

Implementation Recommendations – State Department of Education

Short-term Actions

1. After Board approval, disseminate the Comprehensive Math Plan and develop and implement related professional development.
2. Identify and expand the regional math centers' programs and strategies with demonstrated results.
3. Support educators in understanding and engaging their students in the depth and rigor of the math standards.

Long-term Actions

1. With support of the Board, ensure plans are developed to implement the recommendations of the 2023 Math Work Group and the 2025 Comprehensive Math Plan (expansion of FY 23 & FY 24 Rec).
2. Work with the Board to engage with the legislature to request resources to implement the recommendations of the 2023 Math Work Group and the 2025 Comprehensive Math Plan (expansion of FY 23 & FY 24 Rec).

ACCOUNTABILITY OVERSIGHT COMMITTEE - RECOMMENDATIONS REPORT

4. Encourage LEAs to evaluate their math-related professional development to ensure effectiveness.
5. Promote on-grade level core math instruction for all students, including students in special education, ELs & Title I (FY 23 & FY 24 Rec).
6. Conduct research into instructional hours requirements for math in other states and common practices currently used by Idaho LEAs to set instructional time. Report the findings to the Board.

3. While developing the new ISAT aligned to Idaho's updated academic content standards, work with the vendor(s) to create a plan to report computer adaptive test (CAT) and performance task (PT) scores separately.

High School - Graduation and Go On Rates

Conclusions: Graduation Rates

Associated Analysis: AOC Recommendations Report, Section 4, pgs. 32-33
Associated Data: 2023-2024 Student Achievement Report (App. A), Figures 33-37, pgs. 45-49

Data Considerations:

- The cohort graduation rate model is established in federal law and has specific requirements regarding students who are and are not included in a cohort. It is important to note that students who leave their cohort but pursue and receive a grade equivalency diploma (GED) or high school equivalency exam (HSE) are considered dropouts. Thus, a 100% graduation rate is not achievable unless a state fully eliminates this path for high school students.

Conclusions:

- 4 year graduation rates are trending upward from their post-pandemic lows, increasing about 1 percentage point per year for each of the past two years, hitting an all-time high of 82.3% in 2023-24 (fig. 33).
- 5 year graduation rates also appear to be trending upward from post-pandemic lows, but have not exceeded pre-pandemic rates yet (fig. 33).
- When looking at highest 4 year graduation rates across 2020-21 to 2023-24, out of 16 groups of students grouped by race/ethnicity, gender, and other characteristics, in 2023-24 11 groups achieved their highest graduation percentage, 4 groups were roughly equal to their highest, and 1 group was below but near their highest (figs. 34 & 35).
    - Most student subgroups continue to exhibit lower 4 and 5 year graduation rates (some substantially so) when compared to the All Students group (figs. 34 & 35 and 36 & 37).
    - A standout is American Indians/Alaskan Natives. The group's 5 year cohort graduation averaged 74% over the past three years, an increase of 4 percentage points above their pre-pandemic level of 70% in 2018-19 (fig. 36).

Conclusions: Go On Rates

Associated Analysis: AOC Recommendations Report, Section 4, pgs. 33-34
Associated Data: 2023-2024 Student Achievement Report (App. A), Figures 38-40, pgs. 51-52

Data Considerations:

- The current process for gathering data included in the Go On rates necessitates a one-year delay in this metric. As a result, the most recent 1 year Go On rates are for the 2022-23 graduates who pursued postsecondary education in the 2023-24 school year, and the most recent 3 year Go On rates are for 2020-21 graduates who pursued opportunities in 2021-22, 2022-23, or 2023-24.
- There has been a nationwide decrease in the percentage of high school graduates pursuing higher education during and post-pandemic. The decline in Go On rates since 2018 (from 69% to 62%) has been significant.[1]

Conclusions:

- After dropping from 50% for the 2018-19 graduates, the All Students 1 year Go On rate was stable (44-46%) between 2019-20 and 2022-23 (fig. 38).
  - Differences in 1 Year Go On rates persist between subgroups and the All Students group (fig. 39 & 40).
- 3 Year Go On rates for the All Students group decreased from 64% for 2015-16 graduates to a low of 53% for the 2019-20 graduates. 3 year rates increased by 1 percentage point to 54% for the 2020-21 graduates (fig. 38).
- More years of data (both 1 year and 3 year) are needed to understand post-pandemic Go On rate trends (fig. 38).
- The current Go On Rate data does not allow for a clear understanding of what students are doing after high school, as additional contextual data is needed.

[1] NCES, 2023

Recommendations – High School – Graduation and Go On Rates

Policy Recommendations – State Board of Education

Short-term Actions

1. Continue to expand efforts to use Next Steps Idaho, college and career advising, and other initiatives to encourage students to graduate from high school and pursue post-secondary options (FY 22, FY 23 & FY 24 Rec).
2. Expand the contextual data reported about students' postsecondary choices to include some of the following (FY 24 Rec):
   - % of high school graduates who earned associate degrees before graduation
   - % of high school graduates who earned certificates before graduation
   - % of high school graduates who go on to pursue certificates (1 yr +)
   - % of high school graduates who enroll in an apprenticeship
   - % of high school graduates who go on to a community college
   - % of high school graduates who go on to a 4 year college or university

Long-term Actions

1. Engage with the SDE to collaboratively develop a dropout prevention plan (FY 22, FY 23 & FY 24 Rec).
2. As a part of the SLDS/ISEE remodel, create standardized codes for common high school courses, credit given (full, partial, incomplete), and course recovery (FY 23 & FY 24 Rec).
3. Establish an updated Go-On rate goal for Idaho based on clearly defined and accessible criteria.

Implementation Recommendations – State Department of Education

Short-term Actions

1. Direct LEAs to establish early warning systems to identify students at risk for dropping out, coupled with robust interventions and supports for students (FY 23 & FY 24 Rec).
   a. Gather evidence regarding LEAs' early warning systems and dropout prevention efforts. Identify best practices. Present research and recommendations to the Board (FY 22, FY 23 & FY 24 Rec).
   b. Guide LEAs to leverage absenteeism data and supports as a key early warning sign for dropout prevention (FY 23 & FY 24 Rec).
2. Provide outreach and professional development to LEAs to support the Board's efforts to report more diverse data about students' post-secondary choices (FY 24 Rec).

Long-term Actions

1. Implement the dropout prevention plan, as collaboratively developed by Board and SDE (FY 22, FY 23 & FY 24 Rec).

Enrollment and Attendance

Conclusions: Enrollment

Associated Analysis: AOC Recommendations Report, Section 4, pg. 34
Associated Data: 2023-2024 Student Achievement Report (App. A), Figure 1, pg. 11

Conclusions

- Idaho total public school enrollment has held relatively steady since 2021-22 (fig. 1).
  - Enrollment dropped by 1,647 students to 302,910 in 2020-21 but then increased to 308,325 in 2021-22.
  - Enrollment has remained around 308,000 to 309,000 students during the last three years (2021-22, 2022-23, & 2023-24).

Conclusions: Attendance

Associated Analysis: AOC Recommendations Report, Section 4, pgs. 34-36
Associated Data: 2023-2024 Student Achievement Report (App. A), Figures 43-46 & 48-51, pgs. 55 & 63-62

Attendance Definitions

The following definitions for attendance are used in this report, as aligned to the *Attendance Works* model:

- ✓ Adequate Attendance: 91% to 100% attendance
- ✓ Chronically Absent: 81 to 90% attendance
- ✓ Severely Chronically Absent: 80% or lower attendance

Data Considerations

- The definition of "chronically absent" and "severely chronically absent" include absences for any reason, including excused absences (based on district or school policy).

Conclusions

- In pre-pandemic 2018-19, 87% of Idaho students had adequate attendance. Adequate attendance dropped to a low of 75% in 2021-22 but has since rebounded to 82% in 2023-24 (fig. 43).
- There is a clear relationship between attendance and performance on the IRI and ISAT. At all grade levels, average test scores improved in relationship with attendance rates (fig. 48-50).

- Not only does attendance predict IRI and ISAT mean scale scores, it also predicts high school graduation. 92% of 2024 graduates had adequate attendance during their 9th grade year. Only 71% of non-graduates in this cohort had adequate attendance during their 9th grade year (fig. 51).
- Between 2021-22 and 2023-24, differences in adequate attendance varied across the three grade bands by only 1-2 percentage points, meaning that no grade band can be singled out for having substantially higher or lower adequate attendance (fig. 44).
    - While a few subgroups were near to, met, or exceeded the 2023-24 All Students adequate attendance rate of 82%, the majority (9 of 15 subgroups) had attendance rates that were notably lower (fig. 45 & 46).

Recommendations – Enrollment and Attendance

Policy Recommendations – State Board of Education

Short-term Actions

1. In partnership with the Department, establish common definitions and policies to ensure consistent collection of attendance data.
2. Continue to support attendance-related resources including (but not limited to) Attendance Works, Safe and Civil Schools, and the National Ad Council (expanded FY 23 & FY 24 Rec).
3. Continue to underscore the importance of attendance and ensure all parties (Board, SDE, LEAs) understand its relationship to achievement and graduation (expanded FY 23 & FY 24 Rec).

Long-term Actions

1. As needed, adjust the SLDS/ISEE to align to attendance data collection policies.
2. Develop budget plans that address sustainability of funding to LEAs for implementing strategies to reduce chronic absenteeism (FY 22, FY 23 & FY 24 Rec).

Implementation Recommendations – State Department of Education

Short-term Actions

1. Continue to provide districts and schools with professional development and data regarding the impact attendance has on student outcomes and recommend strategies to improve attendance (FY 22, FY 23 & FY 24 Rec).
2. Work with the Board to establish common definitions and policies to improve consistency of attendance data collection. Ensure LEAs implement new attendance data policies and procedures.
3. Support LEAs in understanding how to integrate attendance into their multi-tiered systems of support and schoolwide information systems.
4. Continue to build awareness and knowledge of the inclusion of chronic absenteeism in the state's accountability framework (FY 22, FY 23 & FY 24 Rec).

Long-term Actions

1. Work with the Board to support development of budgets to sustain funding to LEAs for implementation of strategies to reduce chronic absenteeism (FY 22, FY 23 & FY 24 Rec).

SECTION 4: DATA ANALYSIS

Important Data Consideration

For all categories of data, there have been noticeable changes in the group (n) size for Economically Disadvantaged students. Pre-pandemic numbers were much larger, by 10,000 or more, than during the two years most affected by the pandemic (i.e., 2020-21 & 2021-22). The number of Economically Disadvantaged students, however, increased during 2022-23 and 2023-24 but did not return to pre-pandemic highs. This is primarily attributable to difficulty in accurately identifying students for this category for two specific reasons. First, during the past decade or so, the number of schools identified as schoolwide Title I schools has increased. When schools are identified for schoolwide Title I, lunch is provided free for all students and families are not asked to complete free and reduced lunch forms. Second, during the pandemic (2020-21 and 2021-22), free lunch was provided to all students across all schools, regardless of their Title I status. These changes made it more challenging for schools to accurately identify students as economically disadvantaged.

English Language Arts/Literacy

Data Analysis: Idaho Reading Indicator (IRI)

Data Considerations:

- Idaho's vendor for the IRI, Istation, made two significant changes to the test between 2021-22 and 2022-23.
    - For 2022-23, Istation re-normed their test, which adjusted the expectations for students to be identified at a certain percentile, and therefore, to fall into each performance category (At Grade Level, Near Grade Level, Below Grade Level).
    - For 2022-23, Istation developed a continuous scale for their test, thus adjusting the scale score ranges for each performance category.

<u>IRI</u>

Associated Data: 2023-2024 Student Achievement Report (App. A), Figures 2-8, pgs. 14-19

Data Analysis

- The All Students (K-3) Spring IRI At Grade Level percentages essentially held steady at 66% in 2023 and 67% in 2024 (fig. 2).

- Given that the IRI is a norm-referenced test with students above the 40th percentile being considered At Grade Level, having 67% of Idaho's students scoring At Grade Level is 7 percentage points above the expected distribution. If Idaho's performance was identical to the norms, 60% of the All Students group would score At Grade Level, but in spring 2024 67% did (fig. 2).
- Individual grade levels are moving sideways with no appreciable ups or downs for the past two years under the new norms (fig. 3).
- Roughly two-thirds of K-2 students perform At Grade Level in the spring. Grade 3 has a higher percentage doing so with 69-70% scoring At Grade Level (fig. 3).
- When comparing spring 2023 and fall 2023 scores summer slide becomes apparent, with rates of student proficiency decreasing 4 to 8 percentage points between spring and the following fall. It is important to note that the data reviewed is not true cohort (matched data), so additional analysis would be beneficial to have a clearer understanding of the extent of the issue (fig. 3).
- In both spring 2023 and spring 2024, 10 out of 14 subgroups of students (grouped by race/ethnicity or other criteria) underperformed relative to the All Students group. In most instances underperformance was substantial, and no evidence of gap closure emerged (figs. 4 & 5).
- Due to the re-norming and re-scaling of the IRI, there are only two years of student subgroup performance (i.e., race/ethnicity & student group) data that is comparable. Additional years of data are needed to understand trends(figs. 4 & 5).
    - 4 of the 14 subgroups had spring 2024 At Grade Level rates that were 2 percentage points higher than their spring 2023 rates. 2 groups had increases of 5 percentage points.
    - 5 of the 14 subgroups had spring 2024 At Grade Level rates that were within plus or minus 1 percentage point of their spring 2023 rate.
    - 1 subgroup had a spring 2024 At Grade Level rate that was 2 percentage points lower than 2023, and 2 groups had no change in scores.
- In both spring 2023 and spring 2024, the At Grade Level percentage of females was two percentage points higher than the At Grade Level percentage of males (67% versus 65% in spring 2023 and 68% versus 66% in spring 2024) (fig. 6).
    - For both spring 2023 and spring 2024, male and female Near Grade Level percentages were nearly identical (17-18%).
    - For both spring 2023 and spring 2024, 18% of males were Below Grade Level whereas 15% of females were.
- When examining the performance of groups of students moving from spring of one year to spring of the next year, patterns of annual growth emerge. Please note: these are not

true cohorts of students but instead groups of students that may be different from one year to the next since students move in and out (fig. 7).

- 62% of spring 2023 1st graders were At Grade Level, while 66% of this group scored At Grade Level when assessed in spring of their 2nd grade year. This year-over-year 4 percentage point increase reveals growth in this group of students.
- A similar 4 percentage point gain occurred between a group of spring 2023 2nd graders who were then assessed again spring 2024 as 3rd graders. The percentage At Grade Level increased from 66% to 70%.
- A gain did not occur in a group of spring 2023 kindergarteners when the group was assessed again in spring 2024 as 1st graders. Whereas 65% of the kindergarteners were At Grade Level, 64% of the 1st graders were. This does not equate to a loss but instead that these groups of students remained at similar overall performance levels across the spring to spring span of time.

➢ A moderate correlation was found between 3rd grade spring IRI scores and 3rd grade ISAT ELA Reading Claim scores (r=.65) (fig 8).

- In other words, a student's 3rd grade spring IRI score generally predicts the student's 3rd grade spring ISAT ELA Reading Claim score. An example of what is meant by "generally" in this context follows: a 3rd grade student scoring At Grade Level on the spring IRI will most likely score Proficient or Advanced on the spring 3rd grade ISAT ELA Reading Claim.
- Since the correlation is not large but moderate, there are exceptions to this rule and thus not all students' performance on the spring 3rd grade IRI correctly predicts their 3rd grade ISAT ELA Reading Claim score.
- Additional analyses could quantify in greater detail the prediction accuracy between the two assessments and may be particularly valuable if additional changes are made to the assessment.

Data Analysis: Idaho Standards Achievement Test (ISAT) ELA

ISAT ELA

Associated Data: 2023-2024 Student Achievement Report (App. A), Figures 9-13, pgs. 22-26

Data Considerations:

– After a gap in testing in 2019-20, for the following two years (2020-21 and 2021-22), Idaho used a shortened blueprint with a computer adaptive test that is approximately half the length of the full blueprint. However, in 2022-23, Idaho used the full (longer) blueprint. We do not know the extent to which lowered scores in 2022-23 are reflective of test fatigue due to the longer test and/or a latent pandemic impact. Thus, when

longitudinal comparisons are made in this report, 2021-22 data is the last year considered since 2023-24 data is needed to provide context to the 2022-23 scores.

- Given the blueprint changes, more years of data are needed to re-establish consistent monitoring of post-pandemic trends.
- In 2022-23, Idaho moved the high school assessment from 10th grade to 11th grade; however, students are still allowed to take the assessment in the 10th grade and bank their scores for use in 11th grade. Thus, students whose 10th grade score is Proficient or Advanced using 11th grade criteria can use that score in place of taking the test again during 11th grade. The impact this may have on high school scores going forward is unknown since students who choose to use the score they earn during 10th grade might have scored higher because of additional schooling and maturation if they had waited until their 11th grade year to take the assessment.

Data Analysis

- Total Proficient or Advanced for the All Students All Grades group hit an all-time high of 56% in 2021-22. After a drop to 52% in 2022-23, the percentage moved back up to 54% in 2023-24. It is unknown how much of the 2022-23 drop was due to pandemic effects or the longer test administered in 2022-23 (fig. 9).
- The percentage of students Below Basic increased 3 percentage points to an all-time high of 25% in 2022-23. It is unknown how much this change was due to pandemic effects or the longer test administered in 2022-23. The percentage of Below Basic students improved by 1 percentage point to 24% in 2023-24 (fig. 9).
- Year-over-year high school performance remains strong and exceeds pre-pandemic performance (60% combined Proficient and Advanced before the pandemic, 65% in 2022-23, and 64% in 2023-24) (fig. 10).
- Grade 8 had the same combined Proficient and Advanced rate (54%) in 2023-24 as 2018-19 (fig. 10).
- When comparing 2018-19 to 2023-24, percentages of students scoring Below Basic have increased 2 to 4 percentage points for all grades except high school (fig. 10).
- Grade level groups of students were followed each year from 2018-19 until either their last year of ISAT ELA testing or 2023-24 occurred, whichever came first. 3rd through 8th grade groups were followed from 2018-19 onward. This particular analysis was conducted to try to detect patterns of performance within the grade level groups that might be due to pandemic effects. No such patterns were found, however (fig. 11).
- Performance gaps remain between subgroups and the All Students group. While the All Students group had a combined Proficient and Advanced rate of 54% in 2023-24, students in most subgroups had substantially less than 50% combined Proficient and Advanced (figs. 12 & 13).

- Out of 14 groups, four (i.e., Asian, Two or More Races, White, & Students of Military Families) had higher overall performance than the All Students group.
- While gaps remain, it is notable that 3 subgroups (i.e., American Indian, Black/African American, and Students with Disabilities) had decreased performance post-pandemic but have now recovered to meet or exceed their pre-pandemic (2018-19) combined Proficient and Advanced rates.

Data Analysis: English Language Proficiency Assessment (ELPA)

Associated Data: 2023-2024 Student Achievement Report (App. A), Figures 14, 17, & 19-23, pgs. 28-33

Data Considerations:

- Idaho adjusted (lowered) the cut scores needed for students to exit English Learner (EL) programs in 2019-20, resulting in many more students "testing out" of the programs. As a result, the 2020-21 cohort of students and all subsequent cohorts were substantially different since higher performing students had tested out.
- Since modified exit criteria were implemented during the pandemic, it is impossible to know the degree to which changes in scores since 2020-21 are a result of the change in exit criteria vs. pandemic impacts.

Data Analysis

- The Spanish language remains by far the most common language spoken by English language learners in Idaho. 73% of all EL students speak Spanish (fig. 14)
- The number of students who took the English Language Proficiency Assessment (ELPA) increased from 16,904 in 2022-23 to 19,492 in 2023-24. This represents a 15% year-over-year increase in the population (fig. 17).
- The All Grades English Learner performance level percentages were quite consistent from 2020-21 to 2022-23, but the percentage of students scoring at Proficiency Level 1: Entering increased from 15% in 2022-23 to 21% in 2023-24. It is possible the change is at least partially attributable to the large increase in the EL population during 2023-24 which might have had a larger than normal number of entry level students with minimal English skills (fig. 17).
- Yearly percentages of EL students exiting their language development programs have remained relatively steady since 2020-21 at 9-10%. But what this number should be in order to evaluate overall program effectiveness has not been determined (fig. 19).
- Between 2020-21 and 2023-24 across kindergarten to 4th grade there was steady and quite pronounced growth in the percentage of EL students achieving English language proficiency (fig. 20).

- Roughly 1-2% do so in kindergarten, rising to a high of 25-30% in 4th grade. In 5th grade the yearly percentages decrease to roughly 20-24%.
- Percentages dramatically drop to 2-5% in 6th grade, but then begin a small rise to 5-8% in 8th and 9th grade followed by a gradual drop across 10th and 11th ending with 2-4% in 12th grade, almost back to kindergarten levels.

➢ Since the cut scores were adjusted in 2019-20, the percentage of English Learners achieving their annual growth targets increased from 48.1% in 2020-21 to 55.9% in 2022-23. However, the rate dropped to 45.8% in 2023-24 (fig. 21).

- Percentages of EL students achieving growth targets are greatest in 1st and 2nd grade with percentages ranging between 80-95% depending on the year (fig. 22).
- Percentages then trend downward until 5th grade where 40-65% achieve growth targets. There is a large drop to roughly 18-22% in 6th followed by a slight rise to 18-25% in 7th and 8th. Percentages then hold relatively steady across 9th through 11th at 20-27% and then drop to 13-20% in 12th grade (fig. 22).

➢ The WIDA Alternate Access assessment for EL students with disabilities was administered for the first time in 2023-24 (fig. 23).

- 157 students completed all sections of the assessment.
- All performance levels were reflected in the results.
- 72% of the students performed at the PL3-Developing category. This is in contrast to 40% of the General Access WIDA students performing at this level.
- 46% of the students performed at PL1-Entering whereas 1% of the General Access WIDA students did so.

Mathematics

Data Analysis: ISAT Math

Associated Data: 2023-2024 Student Achievement Report (App. A), Figures 24-32, pgs. 36-44

Data Considerations:

– After a gap in testing in 2019-20, for the following two years (2020-21 & 2021-22), Idaho used a shortened blueprint for the computer adaptive portion of the test that is approximately half the length of the full blueprint. However, in 2022-23, Idaho used the full (longer) blueprint. We do not know the extent to which lowered scores in 2022-23 are reflective of test fatigue due to the longer test and/or a latent pandemic impact.

– In 2022-23, Idaho moved the high school assessment from 10th grade to 11th grade; however, students are still allowed to take the assessment in the 10th grade and bank their scores for use in 11th grade. Thus, students whose 10th grade score is Proficient or

Advanced using 11th grade criteria can use that score in place of taking the test again during 11th grade. It is impossible to know the impact this may have on high school scores going forward since students who choose to use the score they earn during 10th grade might have scored higher because of additional schooling and maturation if they had waited until 11th grade to take the assessment.

Data Analysis

- After a 4 percentage point decrease in combined Proficient and Advanced performance in the All Students All Grades group during the pandemic (44% in 2018-19 down to 40% in 2020-21), the percentage recovered to 43% in 2021-22 and held steady at 42-43% during 2022-23 and 2023-24 (fig. 24).
- Between 2020-21 and 2023-24 Below Basic percentages for the All Students All Grades group increased 3 to 4 percentage points from pre-pandemic levels to 30-32% and appear to be holding steady in a narrow range (fig. 24).
    - The increase might be due to lingering pandemic effects.
- There has been no change in the longstanding trend of math performance decreasing as students progress through the K-12 system (fig. 25).
    - For example, in 2023-24, 50% of 3rd graders were Proficient or Advanced and 27% were Below Basic. Only 36% of high school students were Proficient or Advanced and 39% were Below Basic.
- Every grade except high school has lower combined percentages of Proficient and Advanced students in 2023-24 than in 2018-19. The drops are not appreciable, just 1 to 3 percentage points, but they underscore the lack of growth that is occurring throughout the system (fig. 25).
- Percentages of students scoring Below Basic have increased in every grade level post-pandemic and are holding steady (fig. 25).
    - High School: increased 1 percentage point between 2018-19 and 2023-24;
    - 3 percentage points in grade 8;
    - 4 percentage points in grades 3, 4, 5, & 7; and
    - 5 percentage points in grade 6.
- Groups of students moving through the grades show no divergences from trends that have been previously discussed. Namely, as grade level increases overall student performance decreases. No group shows greater pandemic impacts than the others. Please note that these data do not reflect true cohorts of students moving through the grades but instead individual groups by grade level and year (fig. 26)

- In 2023-24, 4 of 7 race/ethnicity groups had lower combined percentages of Proficient and Advanced students, from 12-23 percentage points, when compared to the All Students group whose combined percentage was 43% (fig. 27).
    - These differences were large and quite stable before the pandemic. Most were exacerbated by the pandemic, and no evidence of gap closure has emerged.
    - In 2023-24, 3 race/ethnicity groups (i.e., Asian, Two or More Races, and White) outperformed the All Students group by 3-20 percentage points in combined percentage of Proficient and Advanced.
- In 2023-24, 6 of 7 student subgroups had lower combined Proficient and Advanced percentages, from 13-31 percentage points, when compared to the All Students group, whose combined percentage was 43% (fig. 28).
    - These differences were large and quite stable before the pandemic. Most were exacerbated by the pandemic, and no evidence of gap closure has emerged.
    - In 2024, 1 student subgroup (i.e., Military Connected Families) outperformed the All Students group in combined Proficient and Advanced by 2 percentage points. Their combined percentage has grown from 41% in 2019 to 45% in 2024.
- There has been no change in cohort trend lines. As has been previously reported, cohort performance begins to diverge from performance expectations after the 4th grade and the underperformance increases with each subsequent grade level thereafter (figs. 29-31).
- Of 111,676 students who took the Math portion of the ISAT in 2022-23 and 2023-24, 20% dropped to a lower performance level in 2024 when compared to their 2023 level, 61% remained at the same performance level, and 19% moved to a higher level (fig. 32).
- The movement of students from Below Basic and Basic to higher categories is a positive finding (fig. 32).
    - 24% of students who scored Below Basic in 2022-23 moved to higher performance levels in 2023-24.
    - 25% of students who were Basic in 2022-23 moved to higher performance levels in 2023-24.
    - 24% of students who were Proficient in 2023 moved to Advanced in 2023-24.
- An ongoing challenge for Idaho is students falling into lower performance levels than those they were in the previous year (fig. 32).
    - 26% who were Basic in 2022-23 fell to Below Basic in 2023-24.
    - 31% who were Proficient in 2022-23 dropped to Basic or Below Basic in 2023-24.
    - 27% who were Advanced in 2022-23 dropped to lower performance categories in 2023-24.

High School – Graduation and Go On Rates

Data Analysis: Graduation Rates

Associated Data: 2023-2024 Student Achievement Report (App. A), Figures 33-37, pgs. 45-49

Data Considerations:

- The cohort graduation rate model is established in federal law and has specific requirements regarding students who are and are not included in a cohort. It is important to note that students who leave their cohort but pursue and receive a grade equivalency diploma (GED) or high school equivalency exam (HSE) are considered dropouts. Thus, a 100% graduation rate is not achievable unless a state fully eliminates this path for high school students.

Data Analysis

- 4 year graduation rates are trending upward from their post-pandemic lows. They have increased about 1 percentage point per year for each of the past two years, hitting an all-time high of 82.3% in 2023-24 (fig. 33).
- 5 year graduation rates also appear to be trending upward from post-pandemic lows, although they had not achieved an all-time high by 2022-23 (fig. 33).
- For 2023-24, out of 16 groups of students grouped by race/ethnicity, gender, and other characteristics, 11 groups achieved their highest 4 year graduation rate, 4 groups were roughly equal to their highest, and 1 group was below but near their highest. Comparisons cover the years 2020-21 to 2023-24 (figs. 34 & 35).
    - 12 of the 16 groups exhibited lower 4 year graduation rates when compared to the All Students group. Thus, progress is being made but gaps remain (figs. 34 & 35).
- For 2022-23, out of 16 groups of students grouped by race/ethnicity, gender, and other characteristics, 3 groups exceeded their 2018-19 pre-pandemic level for 5 year graduation rates, 7 groups were equal to or near their pre-pandemic levels, and 6 groups were lower. Comparisons cover the years 2018-19 to 2022-23 (figs. 36 & 37).
    - 12 of the 16 groups exhibited lower 5 year graduation rates when compared to the All Students group, 3 were higher, and 1 was equal to the All Students group. Thus, gaps remain and if they are closing, they are doing so slowly (figs. 36 & 37).
- A standout is American Indians/Alaskan Natives. The group averaged 74% 5 year cohort graduation over the past three years (2020-21, 2021-22, 2022-23). That is an increase of about 4 percentage points above their pre-pandemic level of 70% in 2018-19 (fig. 36).

Data Analysis: Go On Rates

Associated Data: 2023-2024 Student Achievement Report (App. A), Figures 38-42, pgs. 51-53

- **Data Considerations:** The current process for gathering data included in the Go On rates necessitates a one-year delay in this metric. As a result, the most recent 1 year Go On rates are for the 2022-23 graduates who pursued postsecondary education in the 2023-24 school year, and the most recent 3 year Go On rates are for 2020-21 graduates who pursued opportunities in 2021-22, 2022-23, or 2023-24.
- There has been a nationwide decrease in the percentage of high school graduates pursuing higher education during and post-pandemic. The decline in Go On rates since 2018 (from 69% to 62%) has been significant.[2]

1 and 3 Year Go On Rates

Data Analysis

- After dropping from 50% in 2018-19, the All Students 1 year Go On rate has been stable at 44-46% between 2019-20 and 2022-23 (fig. 38).
- Differences in 1 Year Go On rates persist between 11 subgroups grouped by race/ethnicity and other characteristics and the All Students group (figs. 39 & 40).
    - For the 7 groups that underperformed in 2022-23, the range was 3-24 percentage points less than the All Students group.
    - For the 3 groups that out-performed in 2022-23, the range was 4-20 percentage points greater than the All Students group.
    - One group, White, tied the All Students group at 44%.
- 3 Year Go On rates for the All Students group trended downward from 64% in 2015-16 to a low of 53% in 2019-20. However, 6 of the 11 points of this drop occurred with the 2019-20 graduates who graduated the year of the pandemic. 3 year rates increased by 1 percentage point to 54% in 2020-21, still well below the previous high. 2020-21 was, however, heavily influenced by the pandemic, so more years of data are needed to monitor the persistence of the lower Go-On rates (fig. 38).
- Differences in 3 Year Go On rates persist between 11 subgroups grouped by race/ethnicity and other characteristics and the All Students group (figs. 41 & 42).
    - 10 groups underperformed the All Students group in 2020-21 from 1-30 percentage points.

[2] NCES, 2023

- Only 1 group, Asian, outperformed the All Students group in 2020-21 and did so by 10 percentage points.
- No group tied the All Students group in 2020-21 but Black students were within 1 percentage point at 53%.

➢ More years of data (both 1 year and 3 year) are needed to understand post-pandemic Go On rates trends.

➢ The current Go On Rate data does not allow for a clear understanding of what students are doing after high school, as it is a combination of metrics, and is missing key data.

Enrollment and Attendance

Data Analysis: Enrollment

Associated Data: 2023-2024 Student Achievement Report (App. A), Figure 1, pg. 11

Data Analysis

➢ Idaho total public school enrollment has held relatively steady since 2021-22 (fig. 1).

- Enrollment dropped by 1,647 students to 302,910 in 2020-21 but then increased to 308,325 in 2021-22.
- Enrollment has remained around 308,000 to 309,000 students during the last three years (2021-22, 2022-23, & 2023-24).

Data Analysis: Attendance

Associated Data: 2023-2024 Student Achievement Report (App. A), Figures 43-51, pgs. 55-63

<u>Attendance Definitions</u>

The following definitions for attendance are used in this report, as aligned to the Attendance Works model:

✓ Adequate Attendance: 91% to 100% attendance
✓ Chronically Absent: 81 to 90% attendance
✓ Severely Chronically Absent: 80% or lower attendance

Data Considerations

– The definition of “chronically absent” and “severely chronically absent” include absences for any reason, including excused absences (based on district or school policy).

Data Analysis

- In pre-pandemic 2018-19, 87% of Idaho students had adequate attendance. During and after the pandemic, adequate attendance dropped to 82% in 2020-21 and to 75% in 2021-22. The percentage rebounded to 80% in 2022-23 and to 82% in 2023-24 (fig. 43).
- Between 2021-22 and 2023-24, differences in adequate attendance varied across the three grade bands by only 1-2 percentage points, meaning that no grade band can be singled out for having substantially higher or lower adequate attendance. (fig. 44).
    - Severely chronic absenteeism appears to increase as the grade bands go up. For the past two years (2022-23 & 2023-24), grades K-5 have had 2% severely chronically absent, grades 6-8 4%, and grades 9-12 5-6%.
- 15 subgroups of students vary widely in adequate attendance, and most underperform the All Students group. The following comparisons were made in comparison to the All Students group rate of 82% (figs. 45 & 46).
    - Groups with adequate attendance higher than the All Students group: White (84%) and Asian/Pacific Islanders (87%).
    - Groups with the same adequate attendance rate as All Students: Males (82%).
    - Groups with adequate attendance rates slightly lower than All Students: Females (81%), Two or More Races (79%), and Black/African American (79%).
    - Groups with adequate attendance markedly lower than the All Students group that had improved attendance in 2023-24: Homeless (63%), Migrant (75%), English Learners (77%), Students with Disabilities (74%), Economically Disadvantaged (75%), Native Hawaiian (72%), Hispanic/Latin (77%), American Indian (70%).
    - Groups with adequate attendance markedly lower than the All Students group that had the same or lower attendance in 2023-24 than prior years: Foster Care (69%).
- Two groups stand out for increases in adequate attendance between 2021-22 and 2023-24. American Indians/Alaskan Natives and Homeless students started out in 2021-22 at 58% and 52% respectively adequate attendance. By 2023-24, their adequate attendance had steadily risen to 70% for American Indians/Alaskan Natives and 63% for Homeless students (figs. 45 & 46).
- Charter schools, with 2023-24 total enrollments of 24,425 students, had 86% adequate attendance. Only district virtual schools, with a total enrollment of 12,715 students, did better with 94% adequate attendance (fig. 47).
- Charter virtual schools, with 2023-24 total enrollments of 6,234 students, have steadily fallen from 95% adequate attendance in 2018-19 to 68% in 2023-24 (fig. 47).

- Traditional schools, with 2023-24 total enrollments of 266,050, had 81% adequate attendance (fig. 47).
- Correlation is not causation and the correlation between attendance and student achievement is not large. However, the relationship between attendance and performance is unmistakable (figs. 48-50).
    - At all IRI grade levels (i.e., K-3) IRI composite scores , without exception, always follow an ascending pattern from lowest attendance and lowest mean composite scores to highest attendance and highest mean composite scores (fig. 50).
    - At all grade levels and for both ELA and mathematics, mean scale scores, without exception, always follow an ascending pattern from lowest attendance and lowest mean scale scores to highest attendance and highest mean scale scores (figs. 48 & 49).
- Not only does attendance predict test scores, it also predicts high school graduation. 92% of 2024 graduates had adequate attendance during their 9th grade year. Only 71% of non-graduates in this cohort had adequate attendance during their 9th grade year (fig. 51).

SECTION 5: ACCOUNTABILITY OVERSIGHT COMMITTEE MEMBERS

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Ex-Officio Members

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Cindy Siddoway, B.A.	Member, Idaho State Board of Education Owner, Siddoway Sheep Co. and Juniper Mountain Ranch Former School Board Trustee, West Jefferson School District #253
Michelle Clement-Taylor, B.A.	Interim Chief Operating Officer, Idaho State Department of Education

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Julian Duffey, M.Ed.	Owner, Balance Point, LLC. Designated Seat: Special Education
Adam Johnson, Ed.S.	Assistant Superintendent and Assessment Director, Blaine County School District #61 Designated Seat: School District Assessment and Accountability
Geoff Penrose, Ed.S.	Principal, Sandpoint Middle School, Lake Pend Oreille School District #84 Designated Seat: School Level Administrator

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Anne Ritter, MS.Ed., J.D.	Board Member, Meridian Medical Arts Charter School Former School Board Trustee, West Ada School District #2

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SCHOOL YEAR 2023-24

Student Achievement Report

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TABLE OF CONTENTS

Data Notes 8
Redaction 8
Level of Precision and Rounding Error 8
School Year (SY) Naming Convention 9
Sample Size 9
2019 Pre-Pandemic Baseline 9
Introduction 10
Enrollment 11
English Language Arts and Literacy 12
IRI 12
Idaho Reading Indicator (IRI) Reporting Framework 13
Data Considerations 13
Spring IRI Performance by Race-Ethnicity – All Grades 16
ISAT English Language Arts and Literacy (ELA) 20
Data Considerations 21
ISAT ELA Performance, All Grades 22
ISAT ELA Performance by Grade 23
ISAT ELA Performance by Race and Ethnicity 25
ISAT ELA Performance by Student Group 26
English Language Proficiency Assessment ELPA 27
ELPA (General ACCESS for ELLs) Results 2024 29
ELs Attaining English Language Proficiency (EL Reclassification Rate) 31
ELs Achieving English Language Growth Toward Proficiency 32
Alternate ELPA (Alternate ACCESS) Results 2024 33
Mathematics 34
ISAT Math 34
Data Considerations 35

ISAT Math Performance, All Grades 36
ISAT Math Performance by Grade 37
ISAT Math Performance by Race-Ethnicity 39
ISAT Math Performance by Student Group 40
Longitudinal Review of ISAT Math Performance 41
ISAT Math Longitudinal Analysis – Two Cohorts Compared to Proficiency Cut Score 42
ISAT Math – How Much Did Idaho Students Move Across Proficiency Levels? 44
High School Graduation Rates and Go-on Rates 45
Graduation Rate 45
Cohort Graduation Rate: Cohort Classes of 2017–2024 45
Cohort Graduation Rate: Cohort Class of 2024 46
Cohort Graduation Rate: Cohort Class of 2023 48
Go On Rates 50
1-Year Go-On Rate 51
3-Year Go-On Rates 52
Attendance and Chronic Absenteeism 54
Attendance per Proportion-Attendance Category 55
ISAT Median Scale Scores by Attendance Proportion Category 60
9th-Grade Attendance Predicts 4-year Graduation Status 63
National Assessment of Educational Progress 64

TABLE OF FIGURES

Figure 1: Idaho Public School Fall Enrollment 11
Figure 2: Fall and Spring IRI Performance 14
Figure 3: IRI Performance by Grade by Year 15
Figure 4: Spring IRI Performance by Race and Ethnicity: 2023 and 2024 16
Figure 5: Spring IRI Performance by Student Group 2023 & 2024 17
Figure 6: Spring IRI Performance by Gender: 2023 & 2024 18
Figure 7: Spring IRI Grade level Groups* 18
Figure 8: IRI Correlation to ISAT Claim 1 Reading Scores 19
Figure 9: ISAT ELA Performance All Grades, School Years 2015-2024* 22
Figure 10: ISAT ELA Performance by Grade SYs 2019, 2022*, 2023, and 2024* 23
Figure 11: ISAT ELA Performance for 2019 and 2021-2024 by Graduating Class 24
Figure 12: ISAT ELA Performance by Race and Ethnicity in 2019, 2023, and 2024* 25
Figure 13: ISAT ELA Performance by Student Groups in 2019, 2023, and 2024* 26
Figure 14: Top 10 Languages Spoken by English Learners – 2024 28
Figure 15: Percentage of First Year Identified English Learners (L1) by Grade Level 29
Figure 16: Count of First Year Identified English Learners (L1) by Grade Level 29
Figure 17: General ACCESS Performance Levels 30
Figure 18: English Learner Performance Level by Grade Band 30
Figure 19: Percentage of English Learners Existing the English Language Program by Attaining English Language Proficiency 31
Figure 20: Percentage of English Learners Achieving English Language Proficiency by Grade 31
Figure 21: English Learners Achieving English Language Growth Toward English Proficiency Rate 32
Figure 22: Percentage of English Learners Achieving Growth Toward English Language Proficiency by Grade 32
Figure 23: WIDA Alternate ACCESS Performance Levels 2024 33
Figure 24: ISAT Math Performance, All Grades, School Years 2015-2024* 36
Figure 25: ISAT Math Performance by Grade School Years 2019, 2022*, 2023, and 2024* 37

Figure 26: ISAT Math Performance for 2019 and 2021-2024 by Graduating Class 38
Figure 27: ISAT Math Performance by Race-Ethnicity School Years 2019, 2023*, and 2024* 39
Figure 28: ISAT Math Performance by Student Group, School Years 2019, 2023*, and 2024* ... 40
Figure 29: ISAT Math Longitudinal Analysis – 2024 Grade 7 & 8 Cohorts 42
Figure 30: ISAT Math Mean Scale Score by Claim, Grade 7 Cohort 43
Figure 31: ISAT Math Mean Scale Score by Claim, Grade 11 Cohort 43
Figure 32: ISAT Math Mean Scale Score by Claim, Grade 7 Cohort 44
Figure 33: 4-year and 5-year Graduation Rates per Cohort 45
Figure 34: 4-Year Cohort Graduation Rate by Race/Ethnicity 46
Figure 35: 4-Year Cohort Graduation Rate by Student Group 47
Figure 36: 5-Year Cohort Graduation Rate by Race/Ethnicity 48
Figure 37: 5-Year Cohort Graduation Rate by Student Group 49
Figure 38: 1 Year and 3 Year Go On Rates, All Students 51
Figure 39: 1-Year Go-On Rates by Race/Ethnicity and Graduation Cohort 51
Figure 40: 1-Year Go-On Rates by Student Groups 52
Figure 41: 3-Year Go-On Rates by Race/Ethnicity and Graduation Cohort 52
Figure 42: 3-Year Go-On Rates by Student Groups and Class Cohort 53
Figure 43: Student Attendance by Year 55
Figure 44: Student Attendance by Grade Band 56
Figure 45: Student Attendance by Student Groups 57
Figure 46: Student Attendance by Race-Ethnicity 58
Figure 47: Student Attendance by School Type 59
Figure 48: 2023 and 2024 ISAT ELA Mean Scale Scores by Grade and Attendance 60
Figure 49: 2023 and 2024 ISAT Math Mean Scale Scores by Grade and Attendance 61
Figure 50: 2023 and 2024 IRI Mean Scores by Grade and Attendance 62
Figure 51: 4-year Graduation Status of 2024 Cohort by their 9th-Grade Attendance 63
Figure 52: NAEP Grade 4 Reading Performance by Achievement Levels in 2024, 2022, and 2013 65

Figure 53: NAEP Grade 8 Reading Performance by Achievement Levels in 2024, 2022, and 2013 65

Figure 54: NAEP Grade 4 Math Performance by Achievement Levels in 2024, 2022, and 2013 . 66

Figure 55: NAEP Grade 8 Math Performance by Achievement Levels in 2024, 2022, and 2013 . 66

Table of Tables

Table 1: Cohort Test Grades and Years for 2023-2024 Analysis..... 41

DATA NOTES

The data presentations in this report conform to the rules and standard practices adopted by the Idaho Department of Education (the Department) to protect potentially personally identifiable information (PII), and to guard against overinterpretation of small differences.

Redaction

In compliance with Idaho law, we redact data to protect personal identity. This means that we do not report data in any cells of fewer than 5 students or where the difference between the total of one or more cells of categorical data is fewer than 5 of the total student population. In addition, Data Management Council (DMC) Policies and Procedures call for at least two cells to be redacted in most cases where any total is available, to prevent any cell required for redaction from being derived. Under DMC policy, additional cells may be required to be redacted until the total of the exempt and therefore redacted aggregate data in a line or column equals 5 or more. Zero is considered a number.

The Department uses two levels of redaction communication to protect privacy: (1) reporting no data at all or (2) by "blurring" the actual data, which provides some numeric information, without exposing underlying private data. Specifically, cells that meet the standard fewer-than-five redaction rule are reported using the "NSIZE" notation. Cells that meet the n size requirement but cannot be disclosed because of their relationship to another cell that is redacted, are blurred with the use of ">" or "<" notations. Please be aware that the blurred results are always true (e.g. a cell listed with < 25% will have a real value of under 25%), but do not include an indication of how much above or below the listed value the actual percentage falls.

Level of Precision and Rounding Error

In this report, most composites, rates, percentages, and averages are calculated to 10 places beyond the decimal. For reporting, they are rounded to full numbers, with no places beyond the decimal. The resulting level of precision better matches the level of accuracy of the underlying data and helps avoid the overinterpretation of small, inconsequential differences that likely result from the types of random error that affect all data. Slight, apparent differences from 100% of up to one percentage point in the sum of rates per category (usually a stacked bar) result from rounding errors and not real discrepancies.

School Year (SY) Naming Convention

By convention, school years (SYs) are labeled according to the calendar year of the spring semester. For example, the 2023-24 school year is labeled 2024. In this report, when a school year is identified with one date, for example, 2024 refers to the school year starting in the previous calendar year's fall (i.e., 2023) and ending in named school year's spring (i.e., 2024)

Sample Size

Throughout this report, the sample size or student count is expressed within parenthesis with or without a notation of "n=".

2019 Pre-Pandemic Baseline

This report includes results from the 2018-19 school year as the pre-pandemic baseline as applicable. Idaho continues to make a recovery from the COVID-19 pandemic, and it is important to keep track of the effect and progress. Because of COVID-19, many programs, including statewide assessments, ceased in Spring 2020. For this reason, results from the school year 2020 may not be available.

INTRODUCTION

The Assessment and Accountability Department, on behalf of the Idaho Department of Education, presents Idaho's 2023-24 annual Student Achievement Report. The information presented is a compilation of the results of the summative assessments for all students, unless otherwise noted. The data presented may not match reports published to fulfill accountability requirements.[1] Student demographic designations represent information that districts and charters provided through the Idaho System for Educational Excellence (ISEE).

The observations provided represent the reflections, understanding, and experience of the Assessment and Accountability staff, as well as reflections from other department staff.

Questions about the data or observations can be directed to the Assessment and Accountability Department.

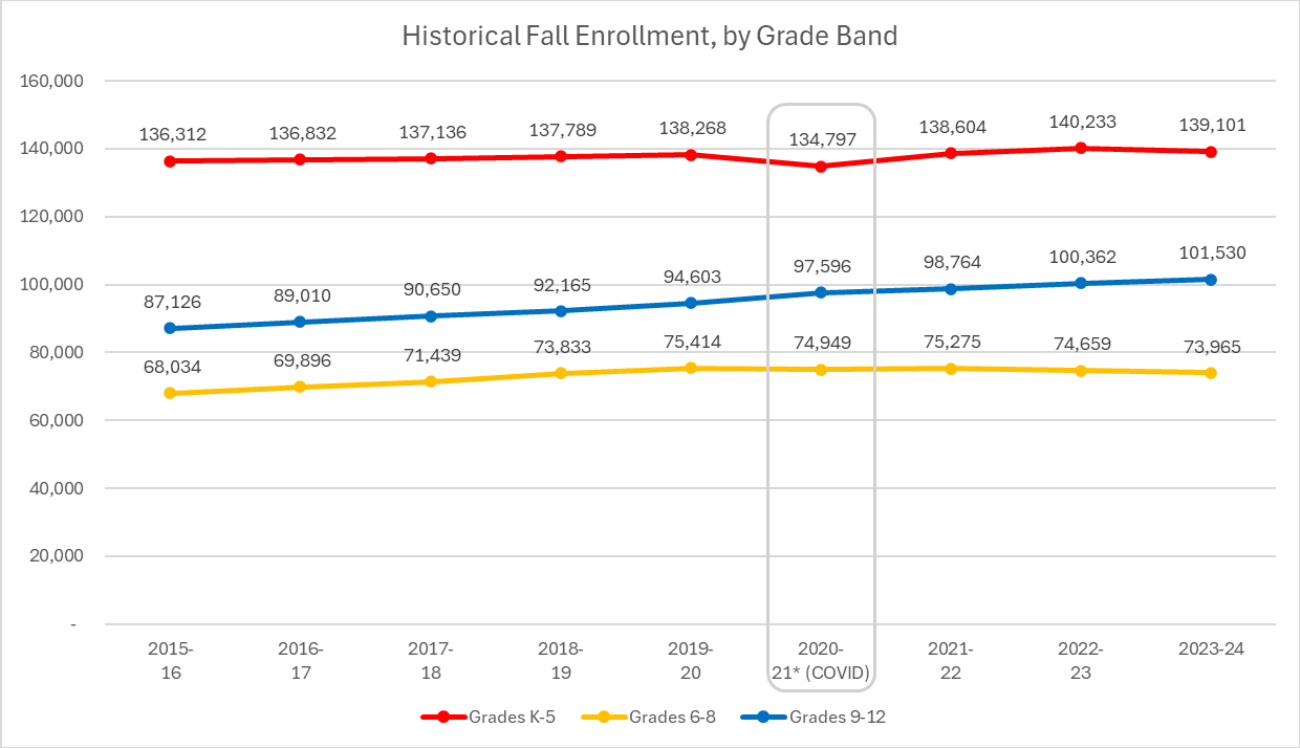
[1] Inclusion and weighting rules vary depending on the accountability metric and requirement.

ENROLLMENT

This report reviews the achievements of the 308,718 students in Idaho's public schools in 2023-24. These official numbers come from the Spring Enrollment Count, which includes all students in grades kindergarten through 12 enrolled on the first Friday of May. The districts and charter schools statewide report enrollment via ISEE to the Idaho Statewide Longitudinal Data System (SLDS). The count does not show whether a student is enrolled on a half-time or full-time basis. The enrollment count for the following entities are not part of the report card: (1) Juvenile Detention Centers; (2) Idaho Digital Learning Academy (IDLA); and (3) Schools governed by: (a) Idaho Department of Correction; (b) Idaho Department of Juvenile Corrections; (c) Idaho Educational Services for the Deaf and Blind; (d) Tribal organizations; (e) Special purpose schools, as accredited; and (f) Summer schools/programs.

As seen in Figure 1, enrollment in elementary schools (Kindergarten through 5th grade) and middle schools (grades 6 – 8) have experience little change since the 2021-2022 year, though high school (grades 9 – 12) is slightly trending upwards.

Figure 1: Idaho Public School Fall Enrollment



ENGLISH LANGUAGE ARTS AND LITERACY

This section reviews Idaho students' performance on English language arts and literacy assessments including the Idaho Reading Indicator (IRI) for students in kindergarten through grade 3; the Idaho Standards Achievement Test (ISAT/IDAA) for students in grades 3-8 and 10; and the English Language Proficiency Assessment (ELPA) for students learning English in kindergarten through grade 12.

IRI

School year 2018-19 was the first year of the statewide implementation of the new IRI. Legacy IRI scores could not be compared directly with scores from the new IRI, for two reasons. First, the legacy IRI testing procedure was a one-on-one assessment between the proctor and student. Second, it was approximately 2-4 minutes long and it measured one aspect of literacy – oral reading fluency.

The new Idaho Reading Indicator (IRI) is a computer-adaptive screening assessment administered on a tablet or computer. It consists of **multiple short tests designed to measure foundational literacy skills, including:**

- Listening Comprehension
- Letter Knowledge
- Phonemic Awareness
- Vocabulary
- Spelling
- Alphabetic Decoding
- Reading Comprehension
- Text Fluency

Each grade level completes a specific set of subtests tailored to their **developmental stage. For instance:**

- Kindergarteners are not assessed in text fluency.
- Third graders are generally not assessed in phonemic awareness.

However, because the assessment is computer-adaptive, students can "gate" up or down into subtests that may not be **normed for their grade level based on their performance.**

The IRI provides detailed reports for each subtest as well as an overall literacy ability score, giving educators a comprehensive snapshot of a student's foundational reading skills.

Idaho Reading Indicator (IRI) Reporting Framework
The Idaho Reading Indicator (IRI) reports student performance using a three-tiered system to classify proficiency levels based on percentile ranges:

- **Tier 1:** On Grade Level
  - Students scoring at or above the 40th percentile demonstrate proficiency and are considered on grade level.
- **Tier 2:** Near Grade Level
  - Students scoring between the 21st and 40th percentile are approaching grade-level proficiency and may require additional support or interventions to reach on grade level.
- **Tier 3:** Below Grade Level
  - Students scoring at or below the 20th percentile are significantly below grade level and require intensive interventions to support literacy development.

Data Considerations
IRI scores were put on a vertical scale and were subsequently renormed in 2022 using data from the 2018-19 school year. This was to align the IRI vendor's PreK-grade 3 early-reading assessment and Grades 4-5 advanced-reading assessment and make the scores continuous and comparable. For any norm-referenced assessments, the norm needs to be updated every four to five years to represent the performance of the current population. The change in norms affected the proficiency-level (Tier) assignment. To see scores in old norms, see Appendix.

Figure 2: Fall and Spring IRI Performance

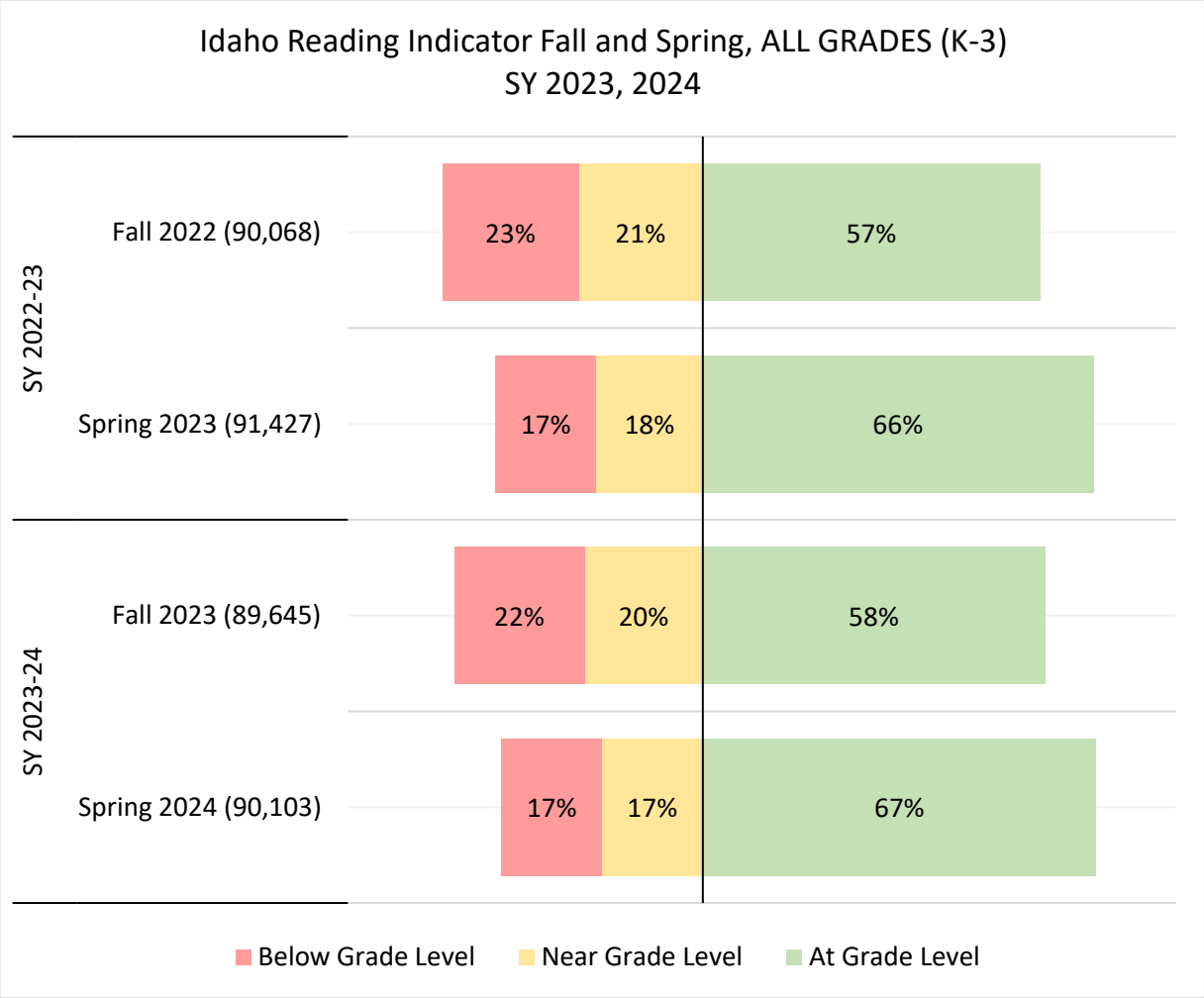
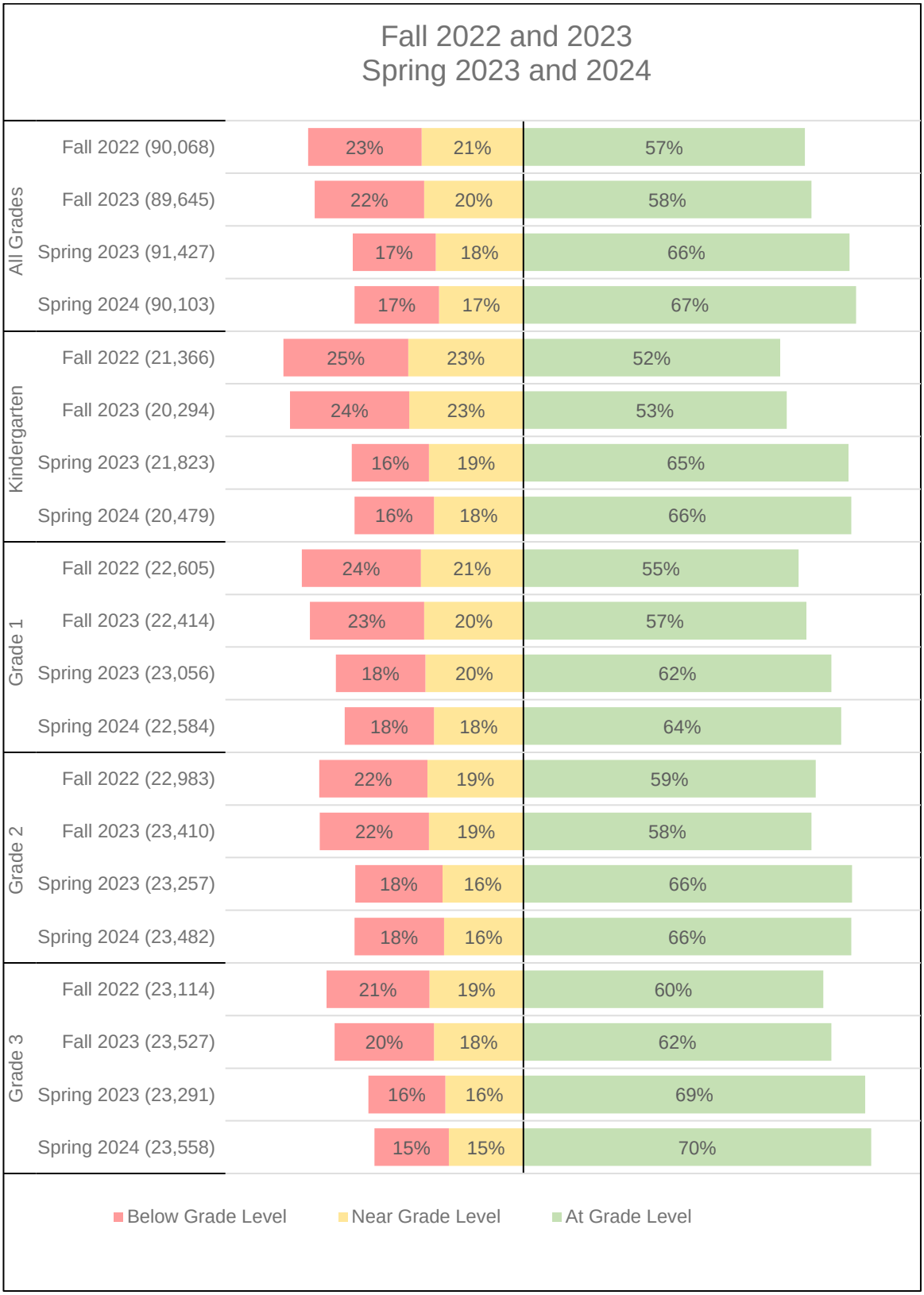
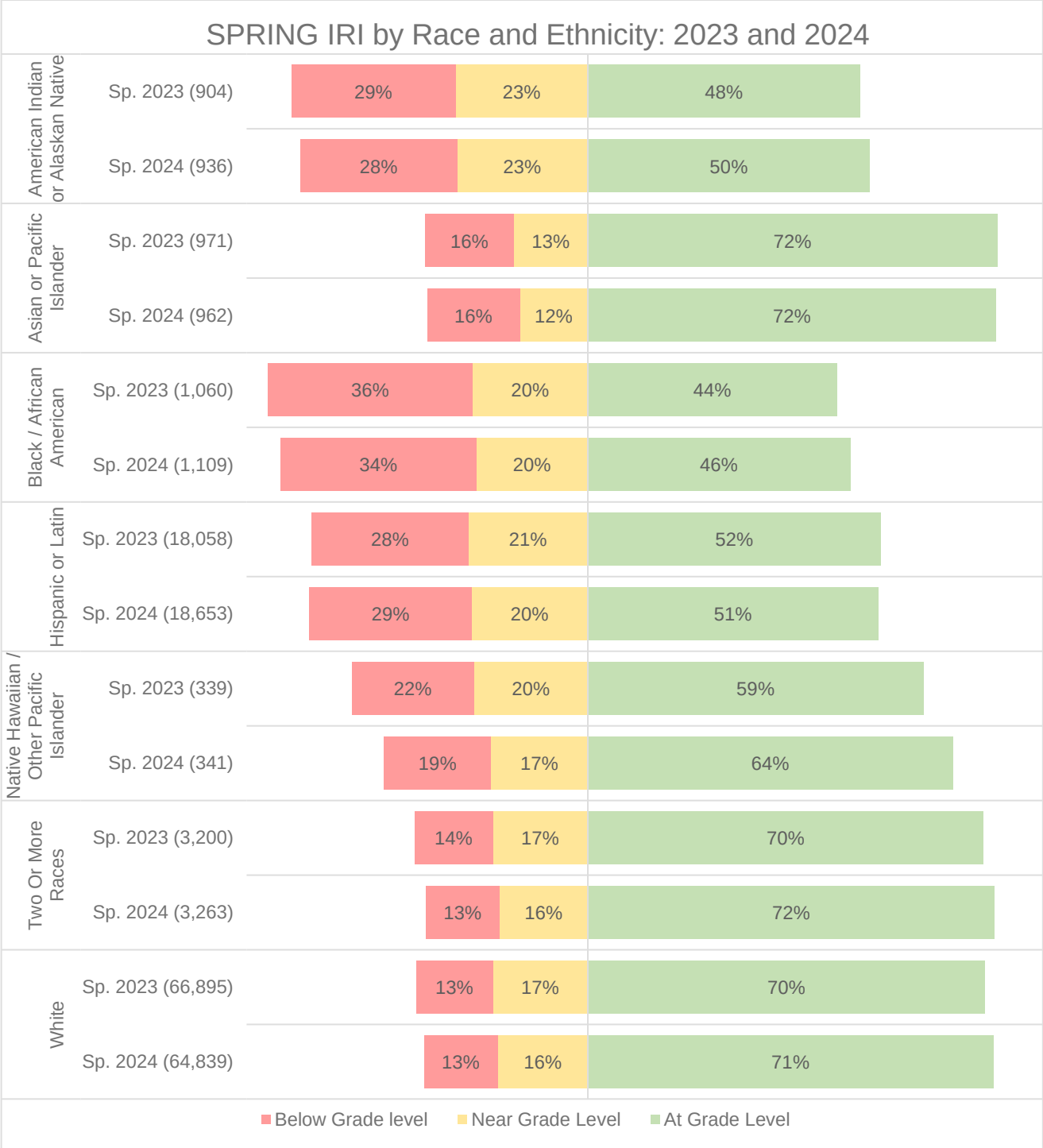


Figure 3: IRI Performance by Grade by Year



Spring IRI Performance by Race-Ethnicity – All Grades
Figure 4 shows IRI performance by race-ethnicity groups.

Figure 4: Spring IRI Performance by Race and Ethnicity: 2023 and 2024



Spring IRI Performance by Student Group – All Grades

Figure 5 and Figure 6 show statewide IRI performance of all grades by student groups.

Figure 5: Spring IRI Performance by Student Group 2023 & 2024

Figure 6: Spring IRI Performance by Gender: 2023 & 2024

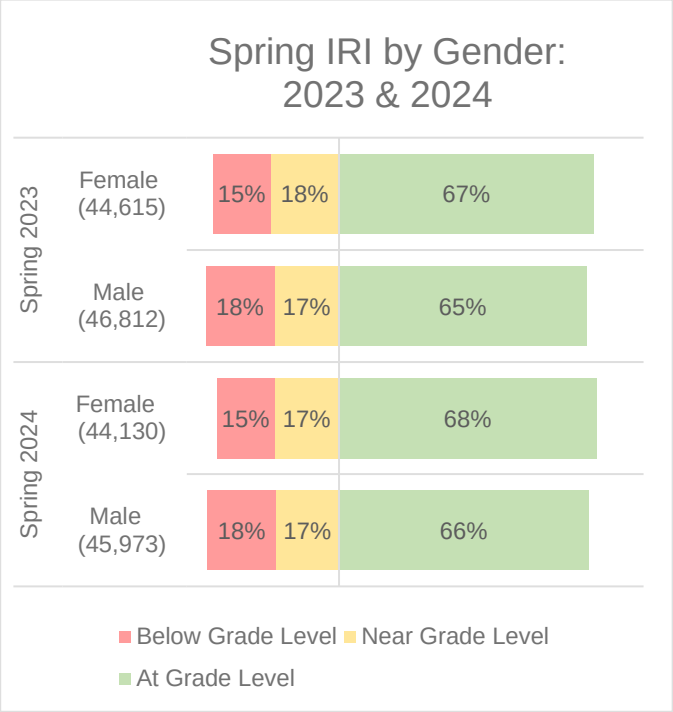
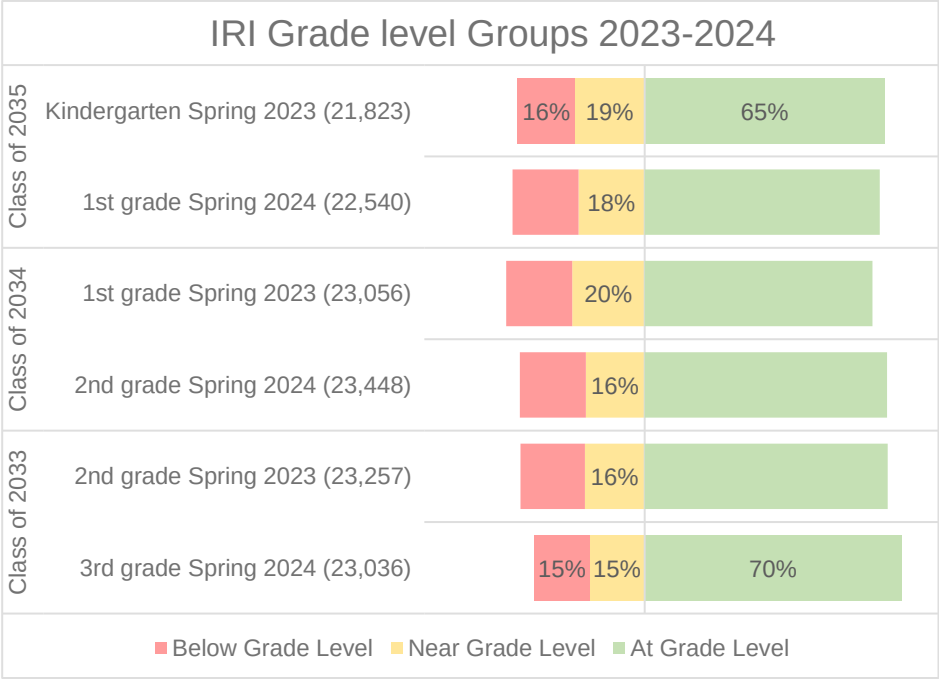


Figure 7 shows IRI performance by graduating classes.

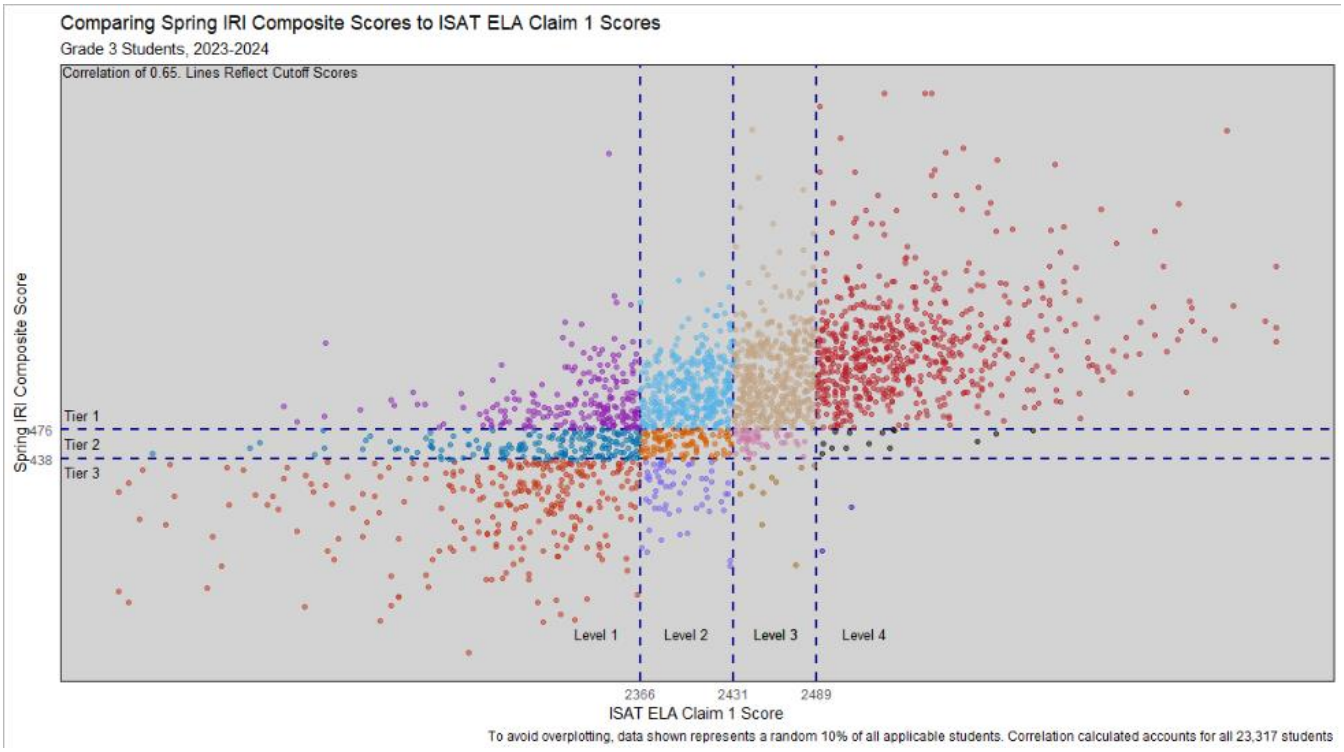
Figure 7: Spring IRI Grade level Groups*



**groups of students- not true cohort*

Figure 8: IRI Correlation to ISAT Claim 1 Reading Scores

- There is a clear trend that higher scores in one test can coincide with higher scores in another, but there are too many exceptions to assume a student will do well in one test due to a high score in the other
- This is further explained with noting that 12.2% of students scored in the lowest level/tier of one test but the highest of the other



ISAT English Language Arts and Literacy (ELA)

The Idaho Standards Achievement Test (ISAT) comprises key elements of Idaho's school accountability system. Students in grades 3-8 and 11 take the ISAT to determine whether they have met the standards for their grade level in English Language Arts/Literacy (ELA), Science, and Mathematics (Math).[2] These tests are administered from March to May of each year to provide annual monitoring of individual, school, district, and state progress.

The ISAT is a criterion-referenced assessment designed to measure students' proficiency in the Idaho Content Standards. In Math and ELA, student performance is reported across multiple levels—individual, class, school, district, and state—and covers various categories, including reading, writing, computational thinking, and mathematical concepts and procedures.

The ISAT in Math and ELA comprises two components: a computer-adaptive test and performance tasks. The primary objectives of the assessment are:

1. **Evaluation and Accountability**: To measure student achievement and learning growth as part of program evaluation and accountability for schools, districts, and the state.
2. **College and Career Readiness**: To provide valid, reliable, and fair assessments of students' progress toward mastering the knowledge and skills necessary for college and career readiness.
3. **In-Depth Demonstration of Skills**: To maximize students' ability to showcase their full knowledge and skills by utilizing the advantages of computer-adaptive testing.

These summative assessments are a critical part of the statewide comprehensive assessment system, as outlined in IDAPA 08.02.03.111.06.

Students with disabilities can participate in the statewide comprehensive ISAT assessment system in one of three ways as determined by their Individualized Education Program (IEP) team. They can take the:

- general assessment without accommodations,
- general assessment with accommodations, or
- Idaho Alternate Assessment or IDAA for students who qualify.

[2] School Year 2021-22 is the last year in which students will take their Summative ELA and Math ISAT assessment in 10th grade. Starting in School Year 2022-23, high school students will instead take only the 11th-grade ELA, Math, and Science ISAT assessments, but they may take the Math or ELA assessments in 10th grade, or rarely 9th grade, after completing instruction on all high school standards.

The Idaho Alternate Assessment (IDAA) is the alternate assessment option under the ISAT assessment system. It is intended for students with the most significant cognitive disabilities who meet specific participation criteria. They represent about 1% of the total student population, and their Individual-Education-Program (IEP) team determines if they qualify for the IDAA based on the participation criteria.

This document adopts the shorthand of referring to findings from the Idaho Standards Achievement Test as ISAT findings, even though they are formally ISAT/IDAA findings, because they include IDAA test results, unless otherwise indicated.

Data Considerations

ISAT results are reported as scale scores, which are divided into four achievement levels: Level 1 (Below Basic), Level 2 (Basic), Level 3 (Proficient), and Level 4 (Advanced). Scores in the Proficient (Level 3) and Advanced (Level 4) categories indicate that a student is meeting grade-level expectations for proficiency*. The graphs below illustrate the performance of students in grades 3–8 and high school (grade 10 through 2022, and grades 10 and 11 starting in 2023) across the four achievement levels.

The Idaho State Board of Education developed adjusted (shortened) blueprints in 2020. The shortened blueprint has 50% fewer computer adaptive items in each claim area compared to the original full (long) blueprint. The shortened blueprint still covers all content standards, and results are comparable. Although combined claim scores were in development, the shortened blueprint did not offer claim-level scores in 2020-21 or 2021-22. Idaho used the shortened blueprint in 2020-21 and 2021-22 school years. Idaho returned to full-length blueprint in the 2022-23 school year.

Based on input from LEAs and the Idaho State Board of Education, the Department decided to return to the shortened form of the ISAT blueprint for school year 2023-24 and beyond. Combined claim level scores became available for the shortened blueprint in 2023-24.

As of 2023, the high school ISAT was taken in Grade 11 and evaluated against all high school standards. Two other features were added: (1) students could use a “banked” ISAT score from a prior high school year’s test, usually a Grade-10 test, rather than re-take the test in Grade 11; and (2) Grade 9 or 10 students could take the Grade-11 ISAT for banking, if they had received instruction on all relevant Idaho Content Standards in that subject. Please see Accountability Business Rules for details.

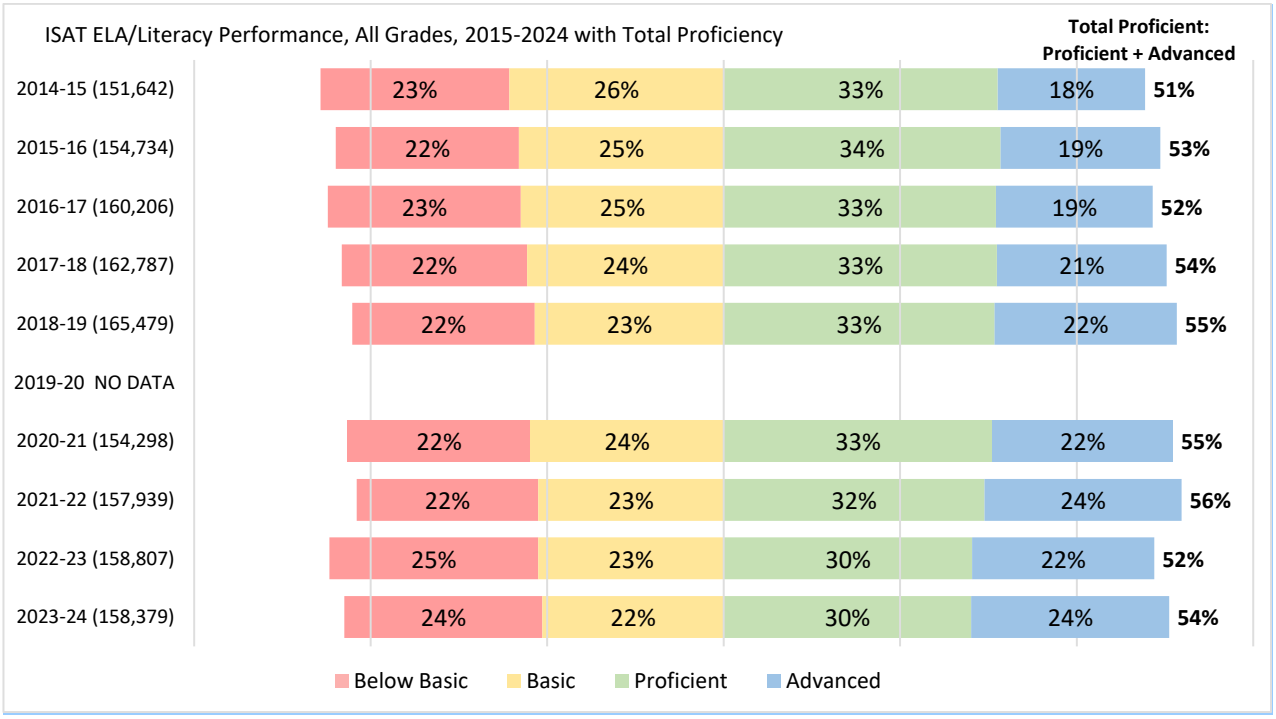
The graphs below display student data from before and after 2020, highlighting the impact of COVID-19, which disrupted instruction and halted assessments. Some graphs span multiple

years, while others, due to space constraints, focus on recent years but include the 2018-2019 school year for a pre- and post-pandemic comparison.

*Standard setting, which determined cut scores and proficiency levels, for the Smarter Balanced mathematics and English/Language Arts assessments occurred in October, 2018. These determinations were based on field test data and the methodologies were approved by the consortium's Technical Advisory Committee before they were finalized.

ISAT ELA Performance, All Grades

Figure 9: ISAT ELA Performance All Grades, School Years 2015-2024*

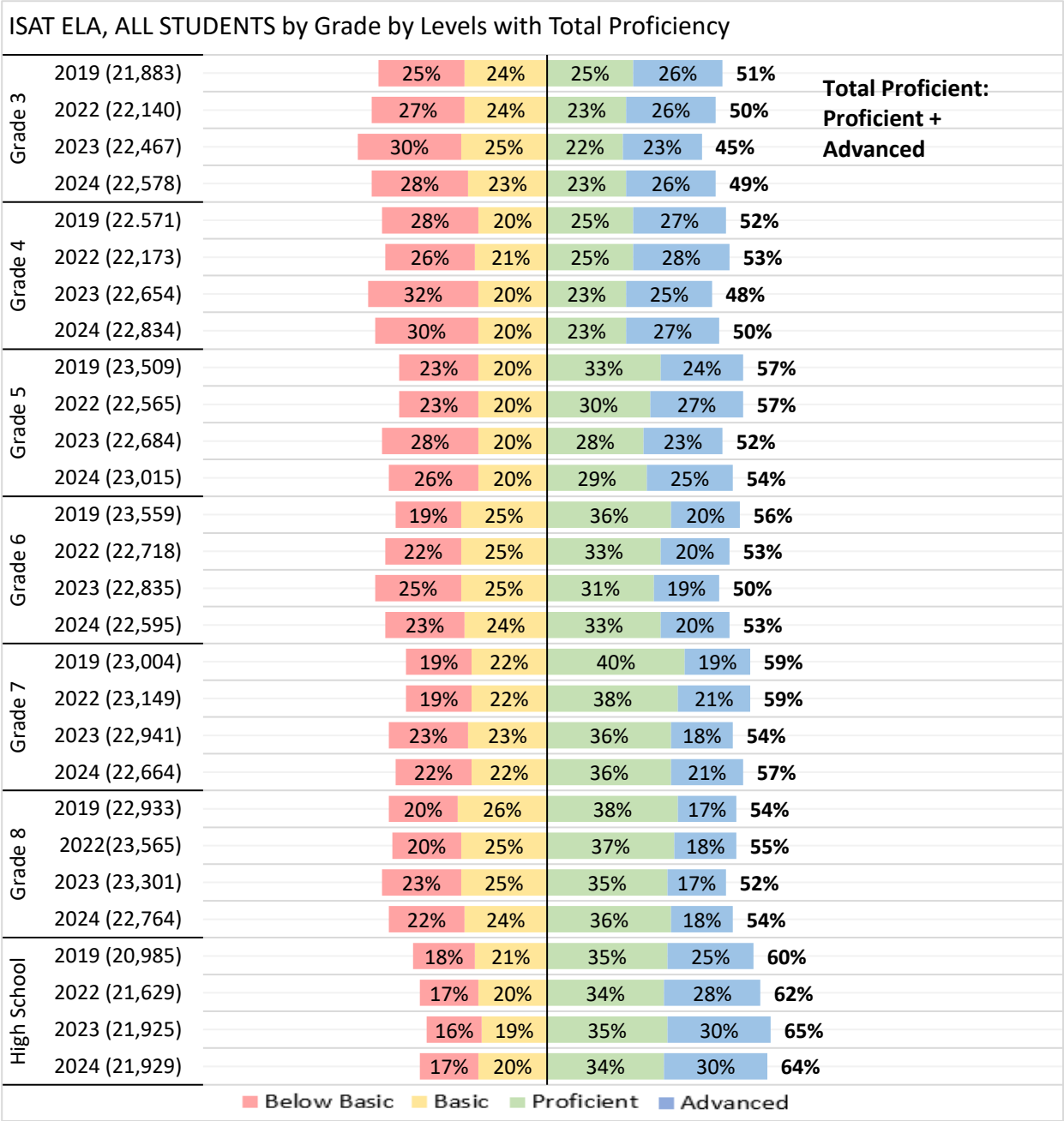


***Note**- Data are not available in 2020 because of COVID-related lapses in test-taking.*

** The 2021, 2022, and 2024 ISAT were on the shortened blueprint.*

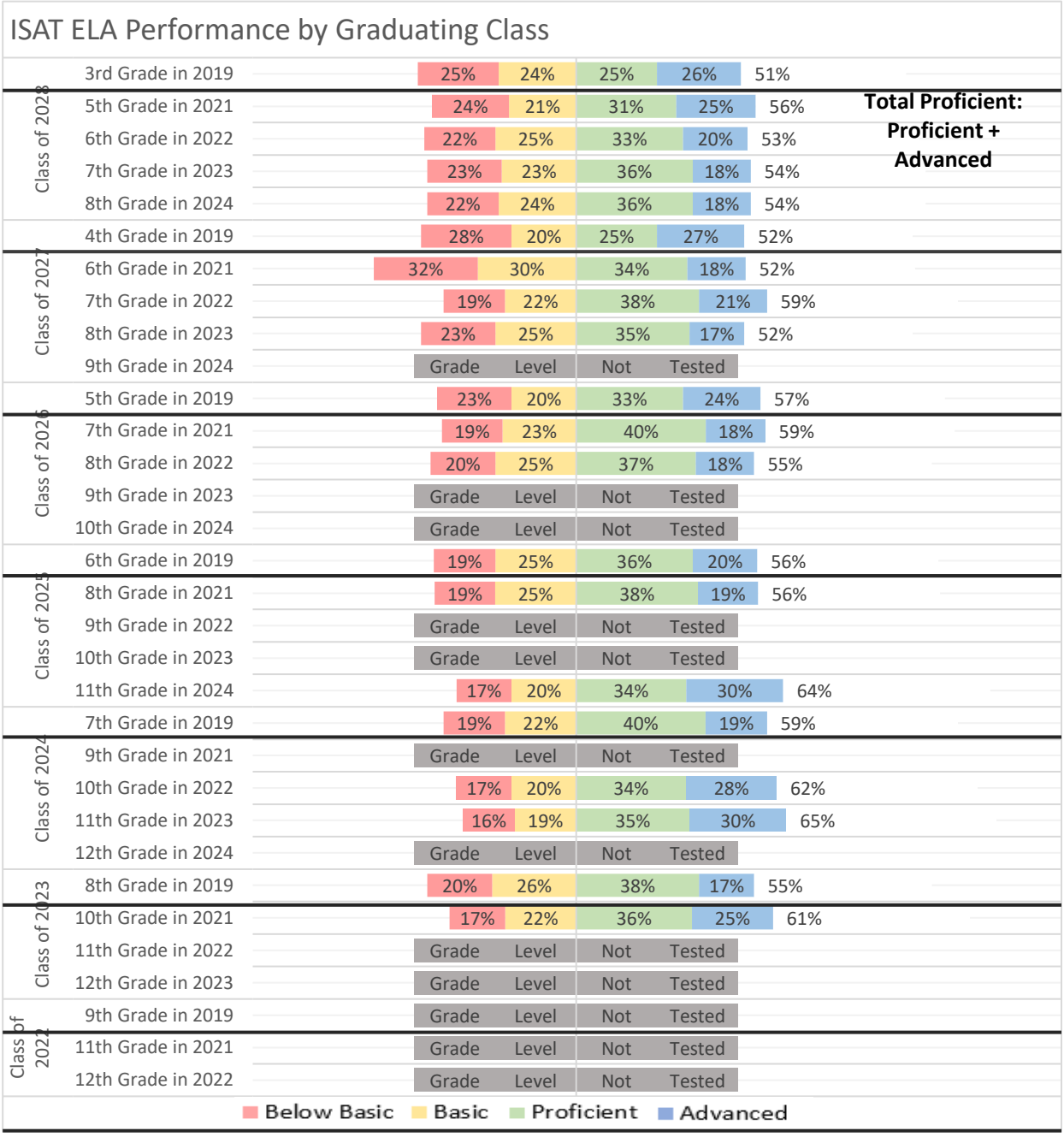
ISAT ELA Performance by Grade

Figure 10: ISAT ELA Performance by Grade SYs 2019, 2022*, 2023, and 2024*



**Both 2022 and 2024 were on the shortened blueprint.*

Figure 11: ISAT ELA Performance for 2019 and 2021-2024 by Graduating Class



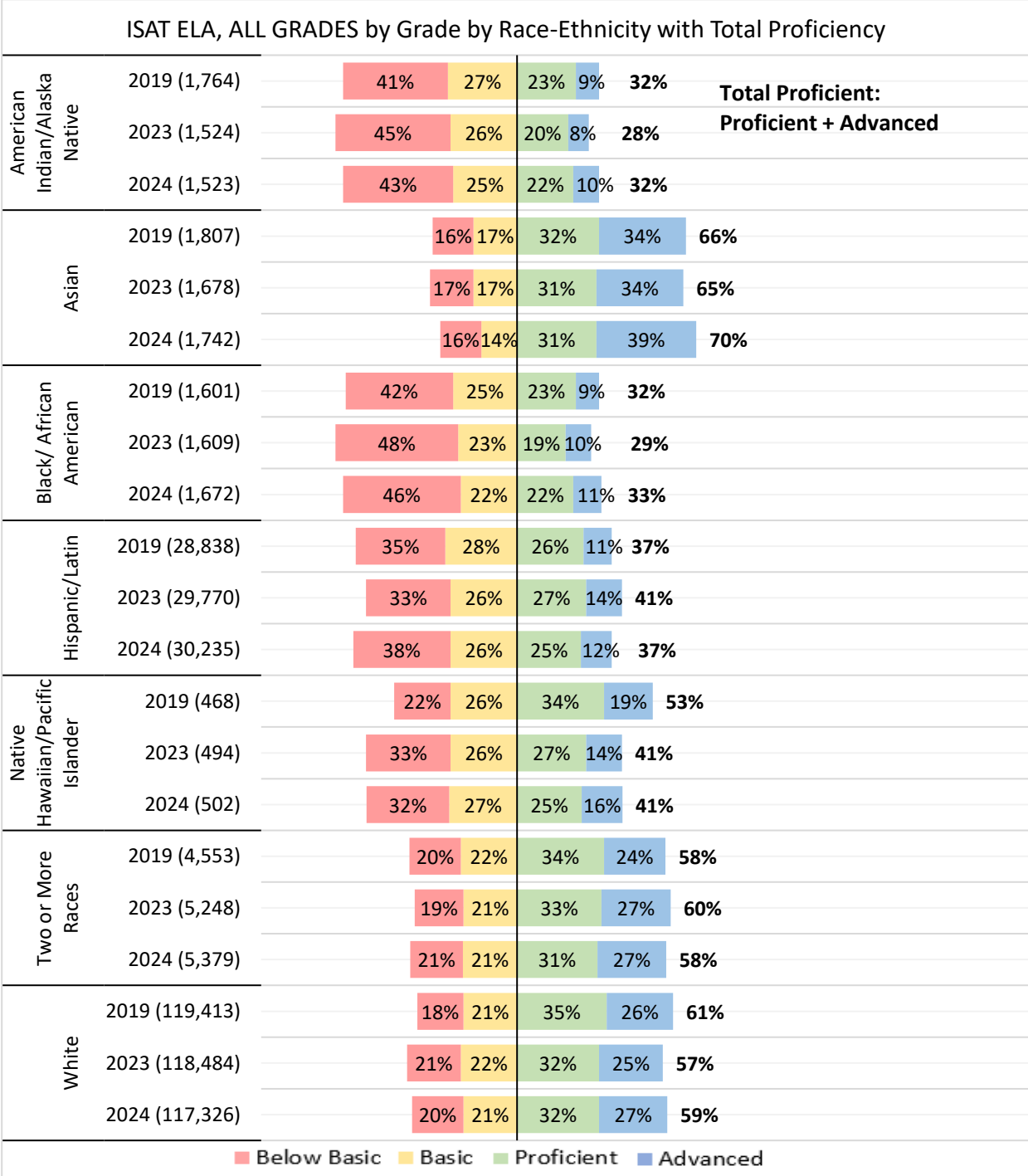
Note- *Data are not available in 2020 because of COVID-related lapses in test-taking.*

** The 2022 and 2024 ISAT were on the shortened blueprint.*

** Students test in grades 3-8 and high school. Starting in Spring 2023, the tested high school grade shifted from 10th to 11th grade.*

ISAT ELA Performance by Race and Ethnicity

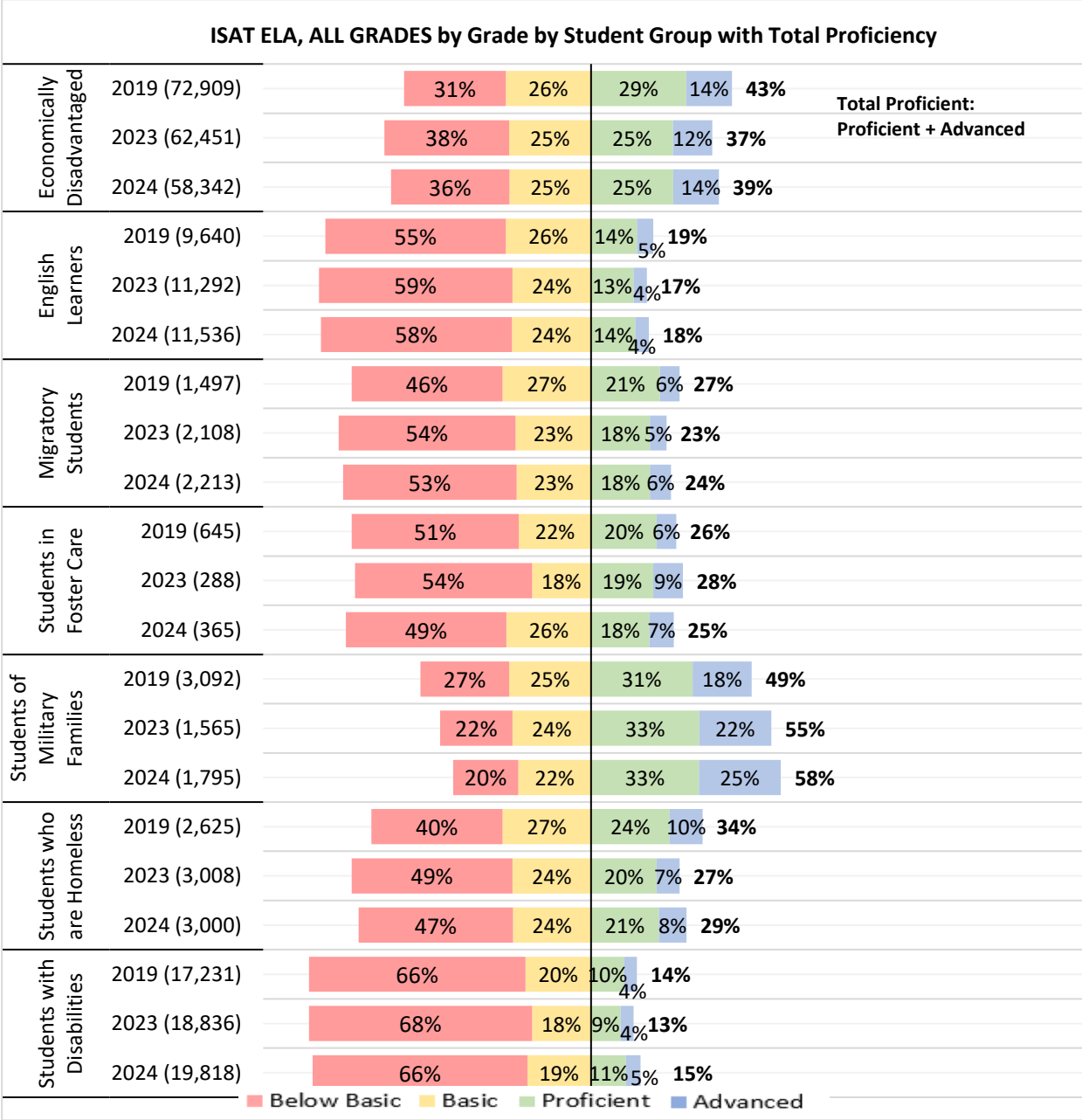
Figure 12: ISAT ELA Performance by Race and Ethnicity in 2019, 2023, and 2024*



** The 2024 ISAT was on the shortened blueprint.*

ISAT ELA Performance by Student Group

Figure 13: ISAT ELA Performance by Student Groups in 2019, 2023, and 2024*



** The 2024 ISAT was on the shortened blueprint.*

English Language Proficiency Assessment ELPA

The English Language Proficiency Assessment (ELPA), which includes both screener and summative test types, measures English language proficiency in listening, speaking, reading, and writing as defined by Idaho's English Language Development Standards[3]. The Elementary and Secondary Education Act, as amended by Section 3113[4] of the *Every Student Succeeds Act* (2015), requires state educational agencies to establish and implement standardized, statewide entrance and exit procedures for students identified as English learners (ELs). Idaho Code § 33-1617[5] and § 33-1624[6] support these federal mandates by outlining the legislative intent to develop statewide, research-based English language proficiency goals and by providing a standardized mechanism for evaluating annual English language proficiency growth. The Idaho Administrative Code[7][8] requires that provisional ELs be screened to determine program eligibility and that identified ELs complete the annual summative assessment. ELPA student performance results are used to monitor individual English language proficiency growth, English language proficiency, and to evaluate district program efficacy.

Idaho joined the WIDA Consortium in 2015 and began administering ACCESS for ELLs—WIDA's summative English language proficiency (ELP) assessment—in 2016. In addition to the summative ELPA, Idaho administers both the WIDA Screener and the WIDA Screener for Kindergarten as the state's ELP screeners to determine a student's EL program eligibility. The EL identification process is completed within the first 30 days of enrollment in an Idaho public school, and the results of the WIDA Screener establish a student's initial English language proficiency level, informing district programmatic and instructional decisions.

ACCESS for ELLs performance results are reported as both scale scores and proficiency levels (PLs). A scale score and proficiency level are produced for each language domain assessed (reading, writing, listening, and speaking). Composite scores are also generated (overall, literacy, oral, and comprehension). Proficiency levels are interpretive scores that describe what a student knows and can do in English. The six proficiency levels are:

- Proficiency Level 1: Entering
- Proficiency Level 2: Emerging
- Proficiency Level 3: Developing
- Proficiency Level 4: Expanding

[3] IDAPA Rule: 08.02.03.004.02
[4] Every Student Succeeds Act, 20 U.S.C. § 3113(b)(2). https://www.congress.gov/114/plaws/publ95/PLAW-114publ95.pdf
[5] Idaho Code § 33-1617:https://legislature.idaho.gov/statutesrules/idstat/Title33/T33CH16/SECT33-1617/
[6] Idaho Code § 33-1624:https://legislature.idaho.gov/statutesrules/idstat/title33/t33ch16/sect33-1624/
[7] IDAPA Rule: 08.02.03.111.03
[8] IDAPA Rule: 08.02.03.111.06.(a)-(m)

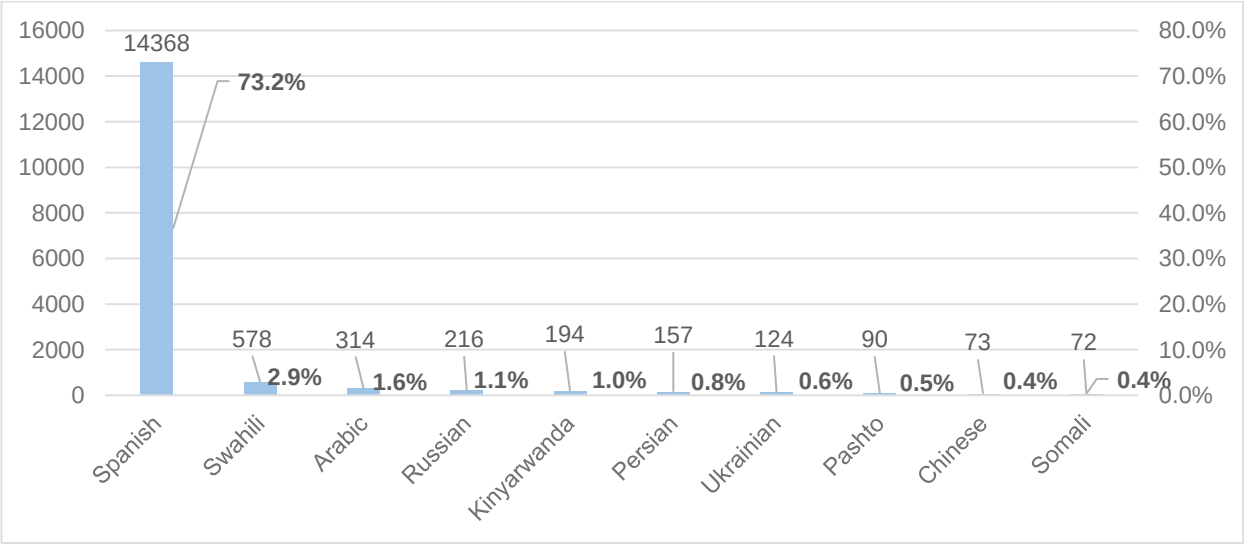
- Proficiency Level 5: Bridging
- Proficiency Level 6: Reaching

In 2017, the Department slightly modified the individual language domain (Reading, Writing, Listening, and Speaking) proficiency level targets for reclassification from an LEA's Language Instruction Educational Program from 5.0 on each of the four domains to 4.0, leaving overall composite cut-off unchanged. Three years later, based on its statewide analyses comparing ACCESS performance levels and ISAT ELA performance, the Department implemented another exit criterion update in 2019-20. These modifications modified the overall composite proficiency level reclassification cut score from 5.0 to 4.2; the Reading, Writing, and Listening domain cut scores from 4.0 to 3.5; and the Speaking cut from 5.0 to 1.0[9].

ELs with the most significant cognitive impairments, who meet the Idaho Alternate Assessment participation criteria, complete WIDA Alternate ACCESS. The proficiency levels for WIDA Alternate ACCESS are reported under the five proficiency levels outlined below:

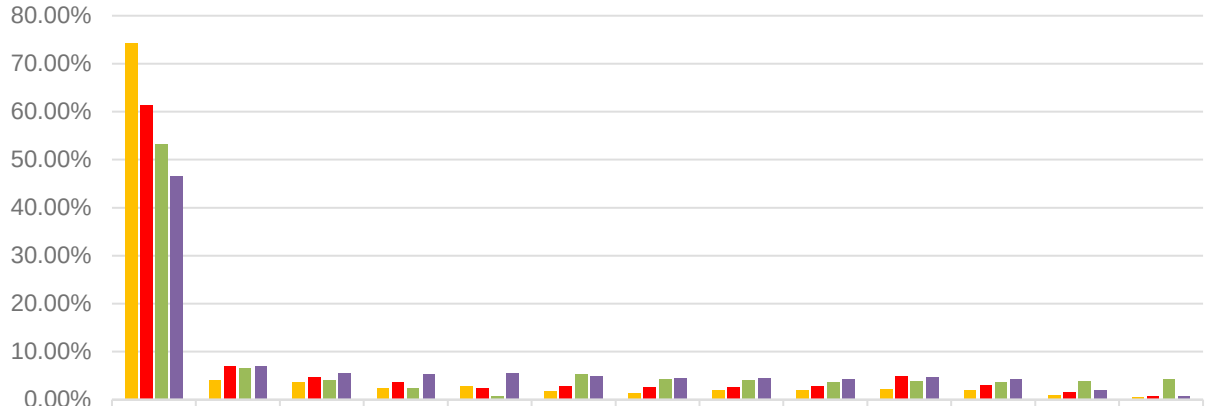
- Proficiency Level 1: Entering
- Proficiency Level 2: Emerging
- Proficiency Level 3: Developing
- Proficiency Level 4: Expanding
- Proficiency Level 5: Bridging

Figure 14: Top 10 Languages Spoken by English Learners – 2024



[9] This low score of 1.0 took into account that the Speaking measure relied on a recording technology that artificially reduced the Speaking score to 1.0 if a student stopped and re-started the recorder.

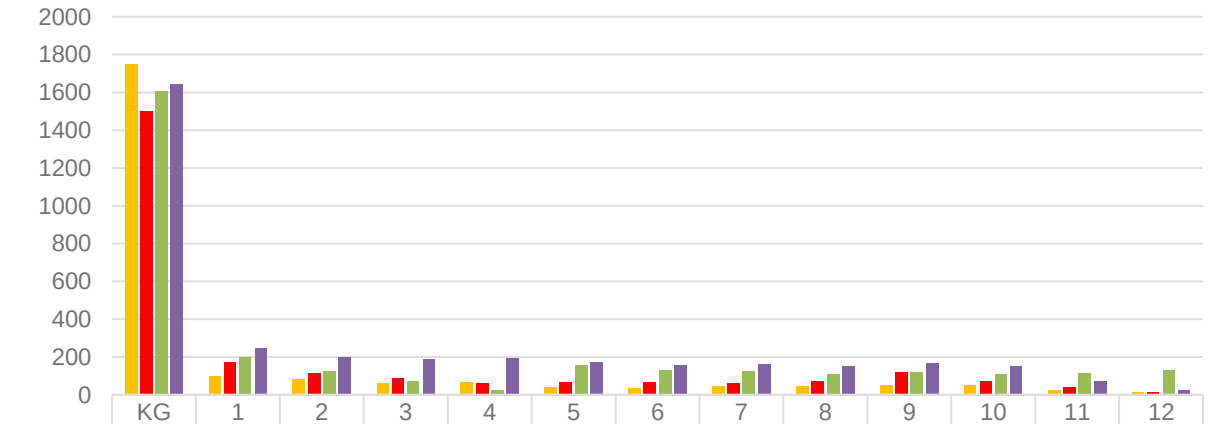
Figure 15: Percentage of First Year Identified English Learners (L1) by Grade Level



	KG	1	2	3	4	5	6	7	8	9	10	11	12
2021	74.34%	4.16%	3.53%	2.51%	2.85%	1.70%	1.36%	1.91%	1.87%	2.21%	2.04%	1.06%	0.47%
2022	61.41%	6.96%	4.71%	3.52%	2.46%	2.74%	2.70%	2.54%	2.87%	4.96%	2.95%	1.52%	0.66%
2023	53.28%	6.63%	4.14%	2.35%	0.73%	5.27%	4.24%	4.11%	3.65%	3.85%	3.65%	3.78%	4.31%
2024	46.65%	6.98%	5.59%	5.42%	5.45%	4.93%	4.48%	4.57%	4.25%	4.74%	4.25%	1.96%	0.74%

2021 2022 2023 2024

Figure 16: Count of First Year Identified English Learners (L1) by Grade Level



	KG	1	2	3	4	5	6	7	8	9	10	11	12
2021	1750	98	83	59	67	40	32	45	44	52	48	25	11
2022	1499	170	115	86	60	67	66	62	70	121	72	37	16
2023	1607	200	125	71	22	159	128	124	110	116	110	114	130
2024	1645	246	197	191	192	174	158	161	150	167	150	69	26

2021 2022 2023 2024

ELPA (General ACCESS for ELLs) Results 2024

The 2023-2024 summative ELPA window opened on January 29, 2024, and closed on March 8, 2024. During the test window, 19,406 students completed all sections (reading, writing, listening, and speaking) of ACCESS for ELLs. Among the ELs assessed, 3,414 were in their first year of EL identification (L1), and 47% of L1 students were identified for EL services in

kindergarten. The distribution graphs below illustrate the percentage of students scoring at each proficiency level on ACCESS for ELLs and Alternate ACCESS for ELLs from 2019 to 2024.

Figure 17: General ACCESS Performance Levels

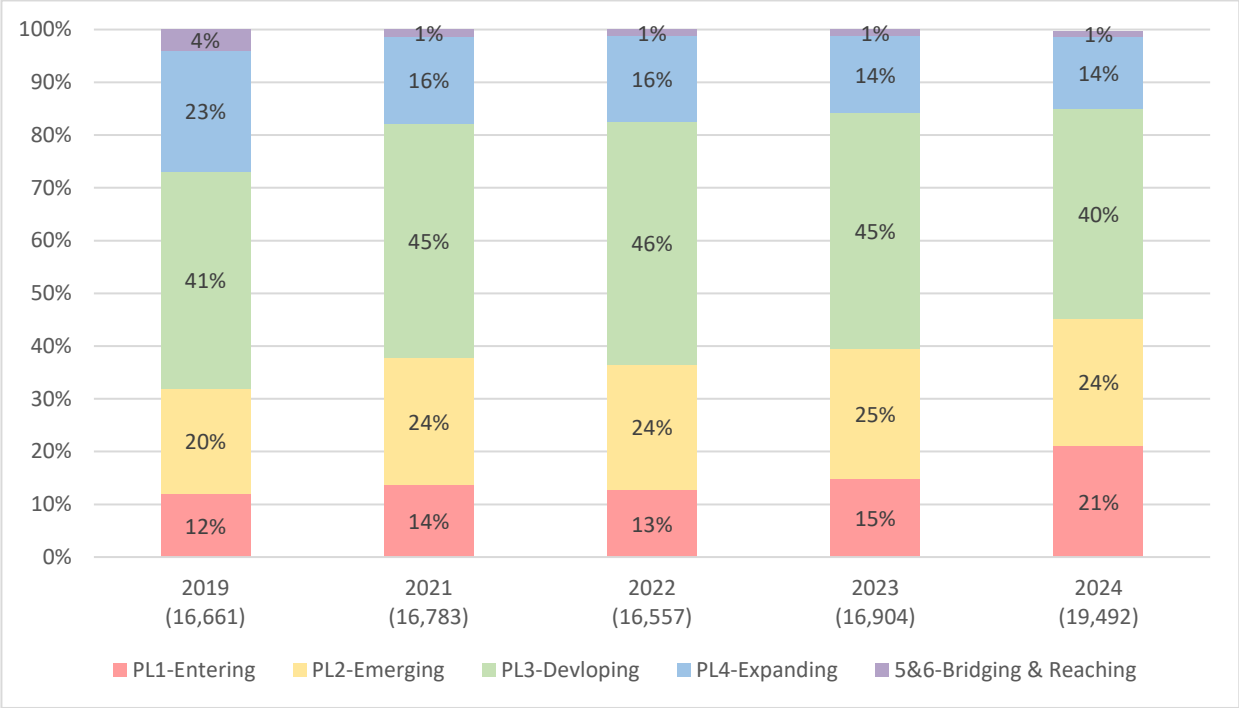
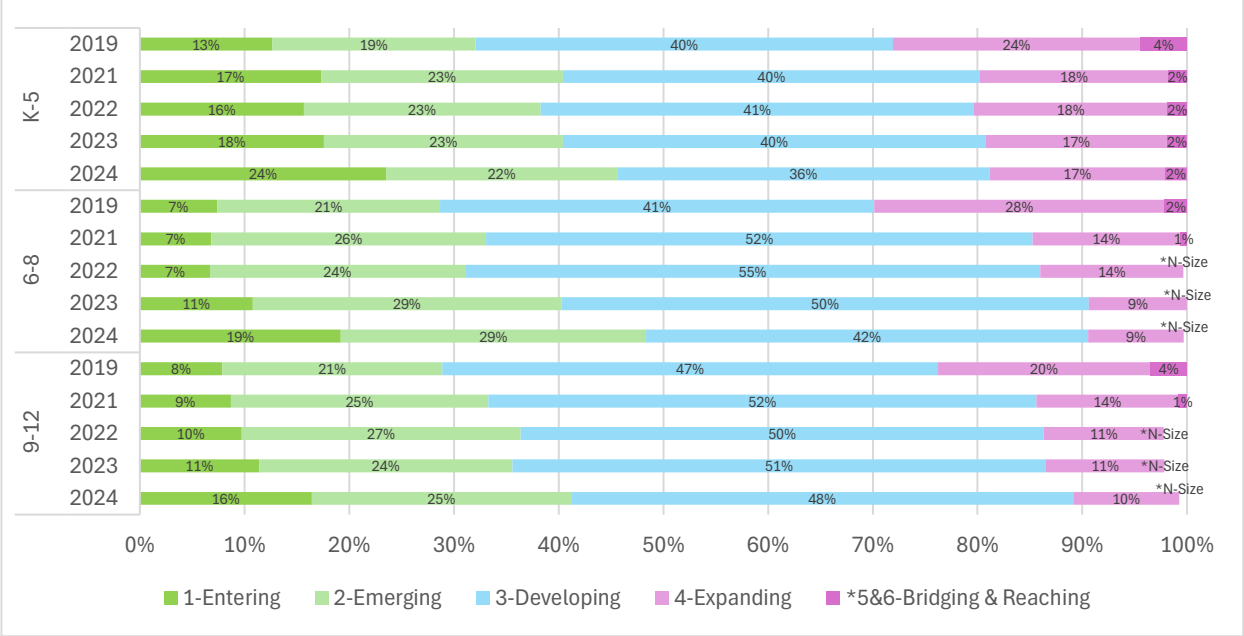


Figure 18: English Learner Performance Level by Grade Band



ELs Attaining English Language Proficiency (EL Reclassification Rate)

ELs reclassify (exit) from a district's language instruction educational program when an overall composite PL score of ≥4.2, domain scores of ≥3.5 in reading, writing, and listening, and a domain score of ≥1.0 in speaking, are attained. 9% of participants who completed ACCESS for ELLs in 2024 attained English proficiency and exited their district's language instruction educational program. The majority of Idaho's EL population reaches English proficiency in grades 3, 4, or 5.

Figure 19: Percentage of English Learners Existing the English Language Program by Attaining English Language Proficiency

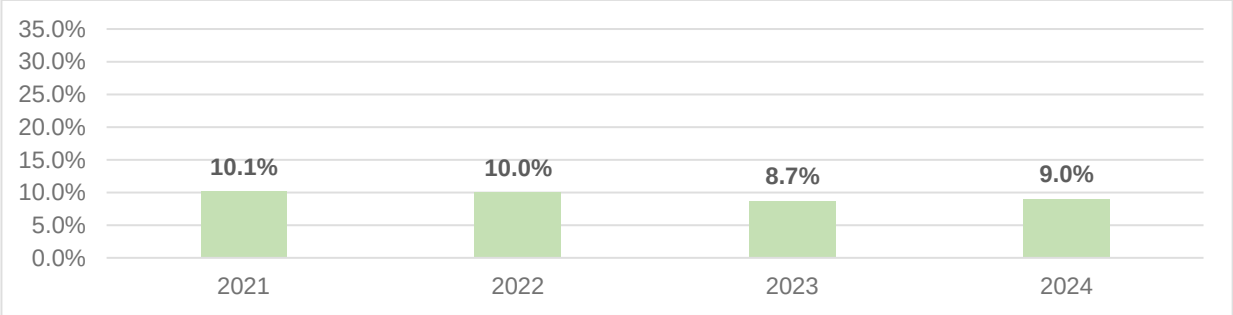
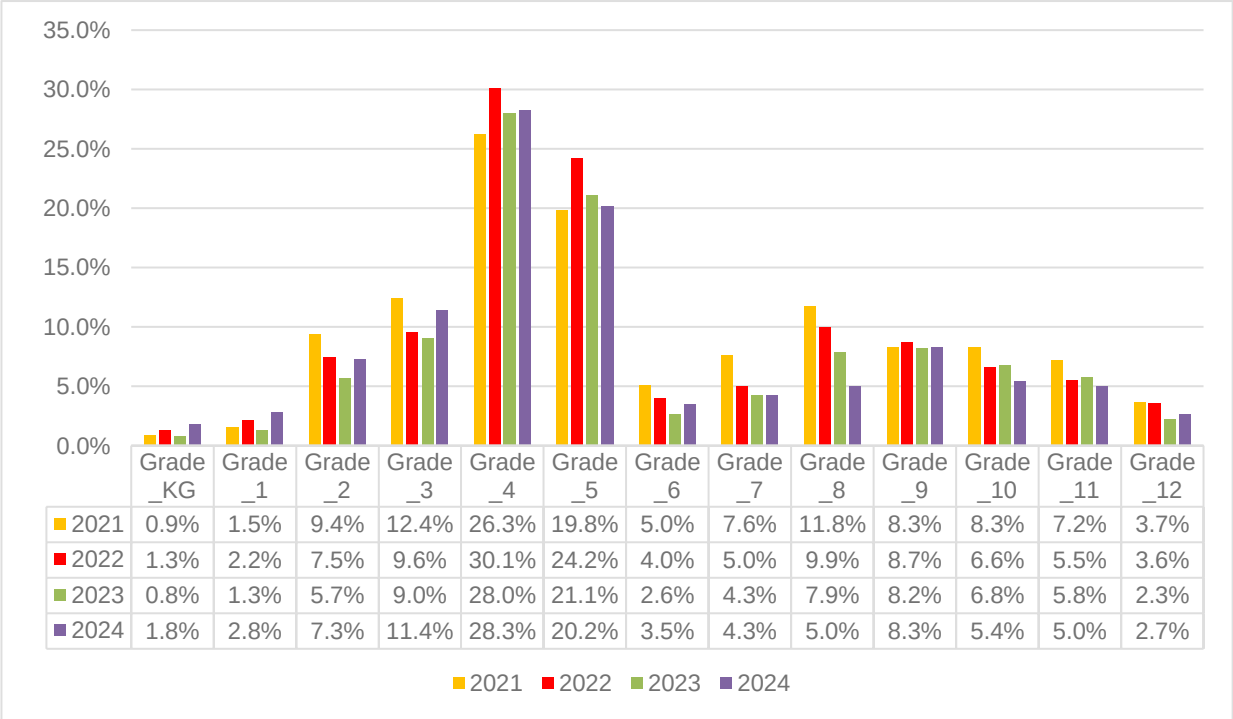


Figure 20: Percentage of English Learners Achieving English Language Proficiency by Grade



	Grade _KG	Grade _1	Grade _2	Grade _3	Grade _4	Grade _5	Grade _6	Grade _7	Grade _8	Grade _9	Grade _10	Grade _11	Grade _12
2021	0.9%	1.5%	9.4%	12.4%	26.3%	19.8%	5.0%	7.6%	11.8%	8.3%	8.3%	7.2%	3.7%
2022	1.3%	2.2%	7.5%	9.6%	30.1%	24.2%	4.0%	5.0%	9.9%	8.7%	6.6%	5.5%	3.6%
2023	0.8%	1.3%	5.7%	9.0%	28.0%	21.1%	2.6%	4.3%	7.9%	8.2%	6.8%	5.8%	2.3%
2024	1.8%	2.8%	7.3%	11.4%	28.3%	20.2%	3.5%	4.3%	5.0%	8.3%	5.4%	5.0%	2.7%

ELs Achieving English Language Growth Toward Proficiency

In 2024, 49% of ELs achieved English language growth toward proficiency. This was a 10.1% decrease from the 2022-2023 test administration. The growth toward English proficiency indicator is used to determine whether a student is on-track to exit EL support services within 2-5 years. The number of years allocated to meet proficiency is determined by an EL's initial ACCESS for ELLs overall composite PL score.

Figure 21: English Learners Achieving English Language Growth Toward English Proficiency Rate

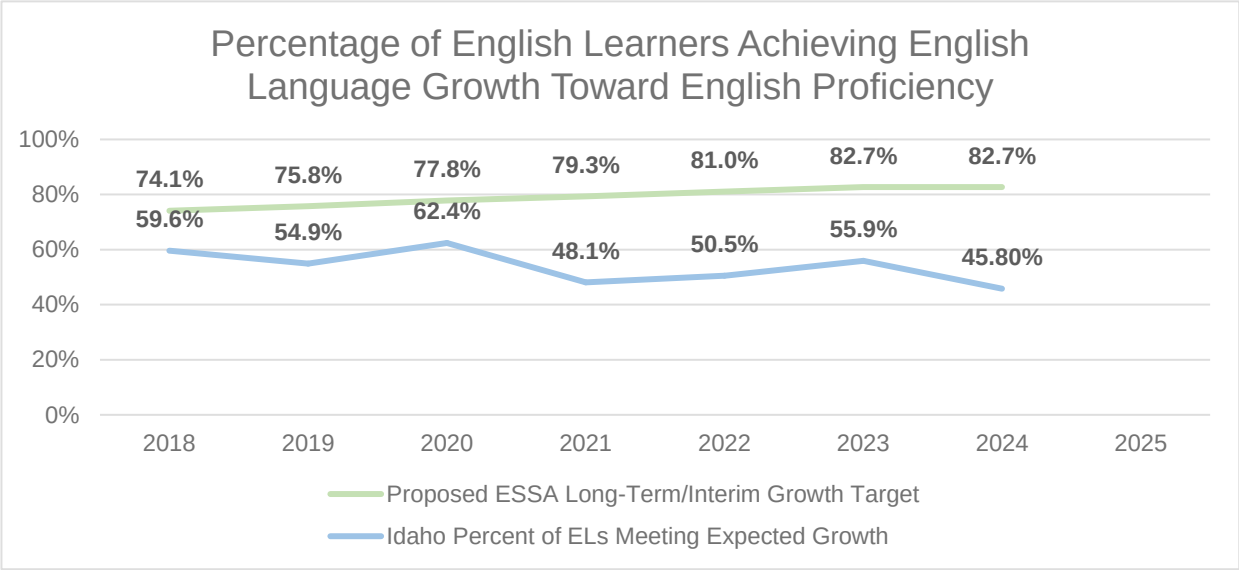
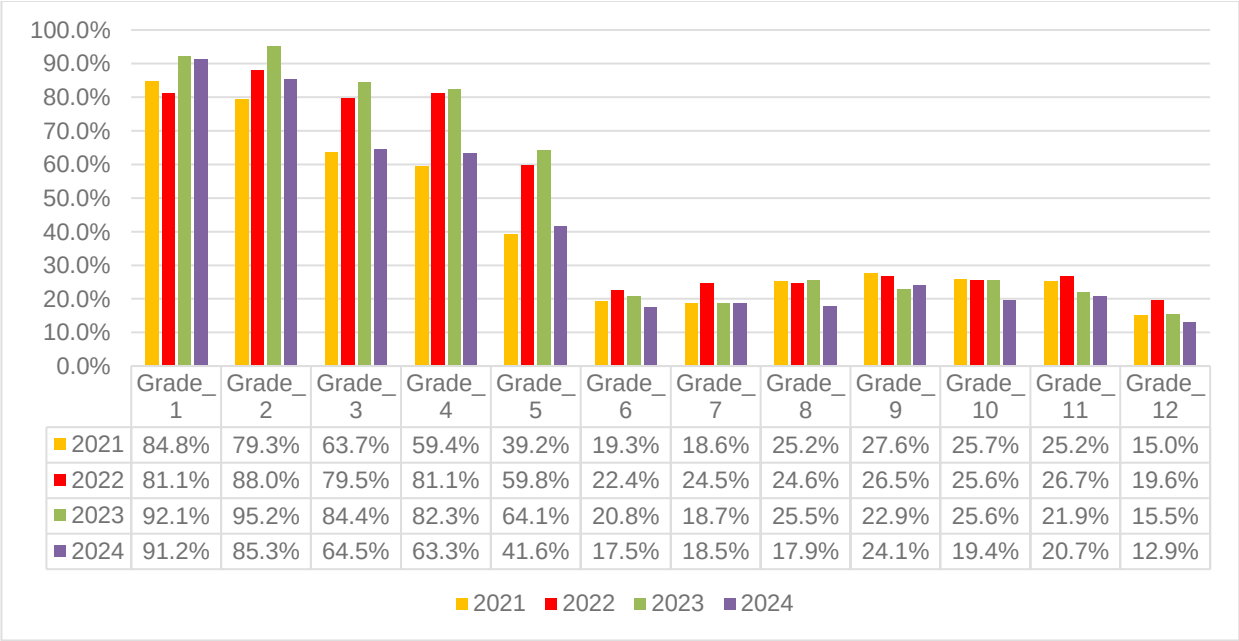


Figure 22: Percentage of English Learners Achieving Growth Toward English Language Proficiency by Grade



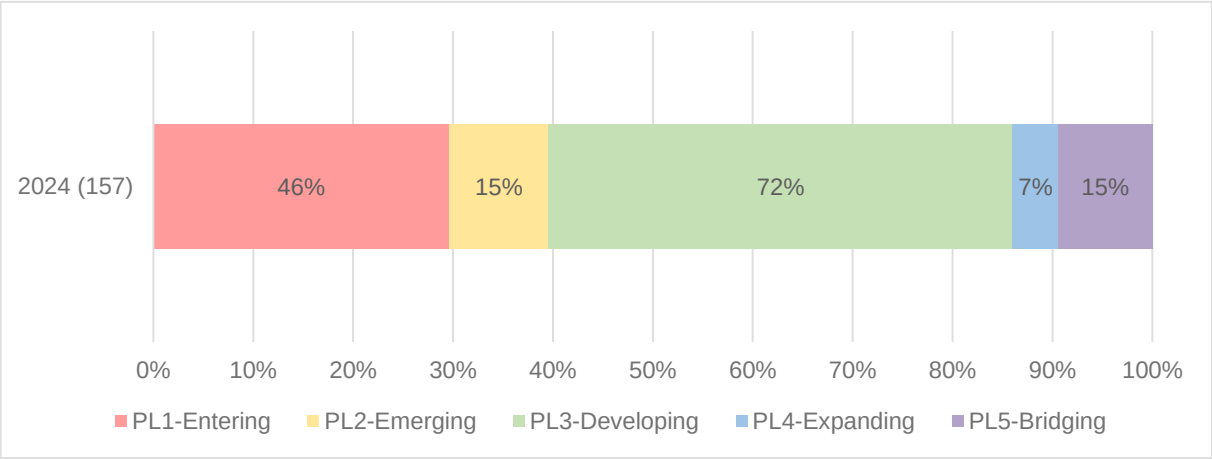
	Grade_1	Grade_2	Grade_3	Grade_4	Grade_5	Grade_6	Grade_7	Grade_8	Grade_9	Grade_10	Grade_11	Grade_12
2021	84.8%	79.3%	63.7%	59.4%	39.2%	19.3%	18.6%	25.2%	27.6%	25.7%	25.2%	15.0%
2022	81.1%	88.0%	79.5%	81.1%	59.8%	22.4%	24.5%	24.6%	26.5%	25.6%	26.7%	19.6%
2023	92.1%	95.2%	84.4%	82.3%	64.1%	20.8%	18.7%	25.5%	22.9%	25.6%	21.9%	15.5%
2024	91.2%	85.3%	64.5%	63.3%	41.6%	17.5%	18.5%	17.9%	24.1%	19.4%	20.7%	12.9%

As students transition from primary to secondary education, they face an increased cognitive load due to the shift from a single-teacher classroom to multiple subject-specific classes. This transition requires students to navigate varying instructional styles, academic expectations, and an expanded volume of content across disciplines. The increased linguistic and cognitive demands present in secondary education may explain the decreased rate of ELs attaining growth toward English language proficiency after grade 5.

Alternate ELPA (Alternate ACCESS) Results 2024

The 2023-2024 summative ELPA window opened on January 29, 2024, and closed on March 8, 2024. During the test window, 157 students completed all sections (reading, writing, listening, and speaking) of ACCESS for ELLs. Among the ELs assessed, 13 were in their first year of EL identification (L1), and 46% of L1 students were identified for EL services in kindergarten. The distributions below illustrate the percentage of students scoring at each proficiency level on WIDA Alternate ACCESS in 2024.

Figure 23: WIDA Alternate ACCESS Performance Levels 2024



The main goal of identifying ELs and monitoring the progress toward English language proficiency is executed to ensure that every Idaho public school is providing a quality education to *all* enrolled students, regardless of a child's first language. Though member states of the WIDA Consortium are provided with some generic professional learning opportunities, the complex nature of the ELP assessments and Idaho laws require continued thoughtful and proactive training on a regular cycle that addresses the spectrum of screening/identification requirements, interpretation requirement of WIDA Screener and ELPA student performance scores, as well as intensive assessment operational and technical assistance. An extensive overview of the English Language Proficiency Assessment (ELPA) is outlined on the Department's ELPA webpage: https://www.sde.idaho.gov/assessment/elpa/.

MATHEMATICS

Idaho students are tested in mathematics using the Idaho Standards Achievement Test (ISAT).

ISAT Math

The Idaho Standards Achievement Test (ISAT) comprises key elements of Idaho's school accountability system. Students in grades 3-8 and 11 take the ISAT to determine whether they have met the standards for their grade level in Mathematics (Math).[10] These tests are administered from March to May of each year to provide annual monitoring of individual, school, district, and state progress.

The ISAT is a criterion-referenced assessment designed to measure students' proficiency in the Idaho Content Standards. In Math, student performance is reported across multiple levels—individual, class, school, district, and state—and covers various categories, including mathematical concepts and procedures, problem solving and data analysis, and communicating mathematically.

The ISAT in Math comprises two components: a computer-adaptive test and a performance task. The primary objectives of the assessment are:

1. **Evaluation and Accountability**: To measure student achievement and learning growth as part of program evaluation and accountability for schools, districts, and the state.
2. **College and Career Readiness**: To provide valid, reliable, and fair assessments of students' progress toward mastering the knowledge and skills necessary for college and career readiness.
3. **In-Depth Demonstration of Skills**: To maximize students' ability to showcase their full knowledge and skills by utilizing the advantages of computer-adaptive testing.

These summative assessments are a critical part of the statewide comprehensive assessment system, as outlined in IDAPA 08.02.03.111.06.

Students with disabilities can participate in the statewide comprehensive ISAT assessment system in one of three ways. They can take the:

[10] School Year 2021-22 is the last year in which students took the Summative ELA and Math ISAT assessment in 10th grade. Starting in School Year 2022-23, high school students took the ELA, Math, and Science ISAT assessments in 11th grade. However, students may take the Math or ELA assessments in 10th grade, or rarely 9th grade, after completing instruction on all high school standards.

- general assessment without accommodations,
- general assessment with accommodations, or
- Idaho Alternate Assessment (IDAA) for students who qualify.

The Idaho Alternate Assessment (IDAA) is the alternate assessment option under the ISAT assessment system. It is intended for students with the most significant cognitive disabilities who meet specific participation criteria. They represent about 1% of the total student population, and their Individual-Education-Program (IEP) team determines if they qualify for the IDAA based on the participation criteria.

This document adopts the shorthand of referring to findings from the Idaho Standards Achievement Test as ISAT findings, even though they are formally ISAT/IDAA findings, because they include IDAA test results, unless otherwise indicated.

Data Considerations

The Idaho State Board of Education developed adjusted (shortened) blueprints in 2020. The shortened blueprint has 50% fewer computer adaptive items in each claim area compared to the original full (long) blueprint. The shortened blueprint still covers all content standards, and results are comparable. Although combined claim scores were in development, the shortened blueprint did not offer claim-level scores in 2020-21 or 2021-22. Idaho used the shortened blueprint in the 2020-21 and 2021-22 school years. Idaho returned to the full-length blueprint in the 2022-23 school year.

For school year 2023-24 and beyond, the Department decided to return to the shortened form of the ISAT blueprint based on input from LEAs and the Idaho State Board of Education. Combined claim level scores became available for the shortened blueprint in 2023-24.

ISAT results are reported as scale scores, which are divided into four achievement levels: Level 1 (Below Basic), Level 2 (Basic), Level 3 (Proficient), and Level 4 (Advanced). Scores in the Proficient (Level 3) and Advanced (Level 4) categories indicate that a student is meeting grade-level expectations for proficiency. The graphs below illustrate the performance of students in grades 3–8 and high school (grade 10 through 2022, and grades 10 and 11 starting in 2023) across the four achievement levels.

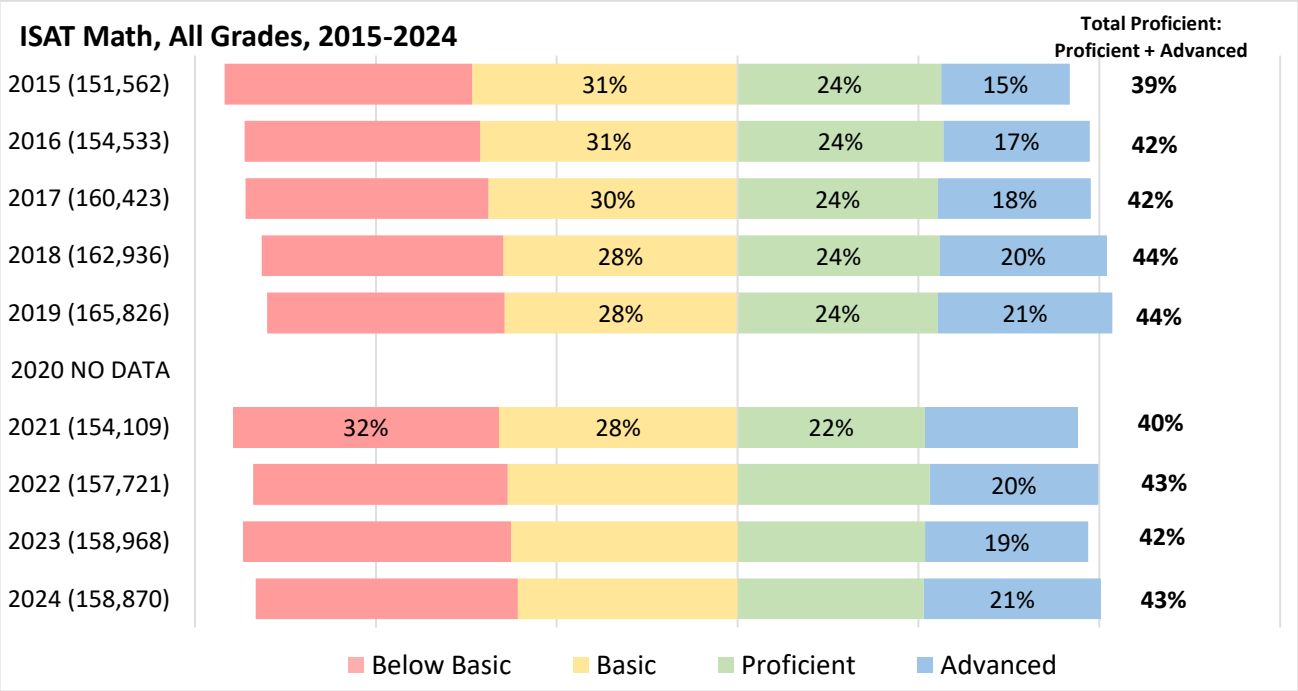
As of 2023, the high school ISAT was taken in Grade 11 and evaluated against all high school standards. Two other features were added: (1) students could use a “banked” ISAT score from a prior high school year’s test, usually a Grade-10 test, rather than re-take the test in Grade 11; and (2) Grade 9 or 10 students could take the Grade-11 ISAT for banking, if they had received

instruction on all relevant Idaho Content Standards in that subject. Please see Accountability Business Rules for details.

The graphs below display student data from before and after 2020, highlighting the impact of COVID-19, which disrupted instruction and halted assessments. Some graphs span multiple years, while others, due to space constraints, focus on recent years but include the 2018-2019 school year for a pre- and post-pandemic comparison.

ISAT Math Performance, All Grades

Figure 24: ISAT Math Performance, All Grades, School Years 2015-2024*

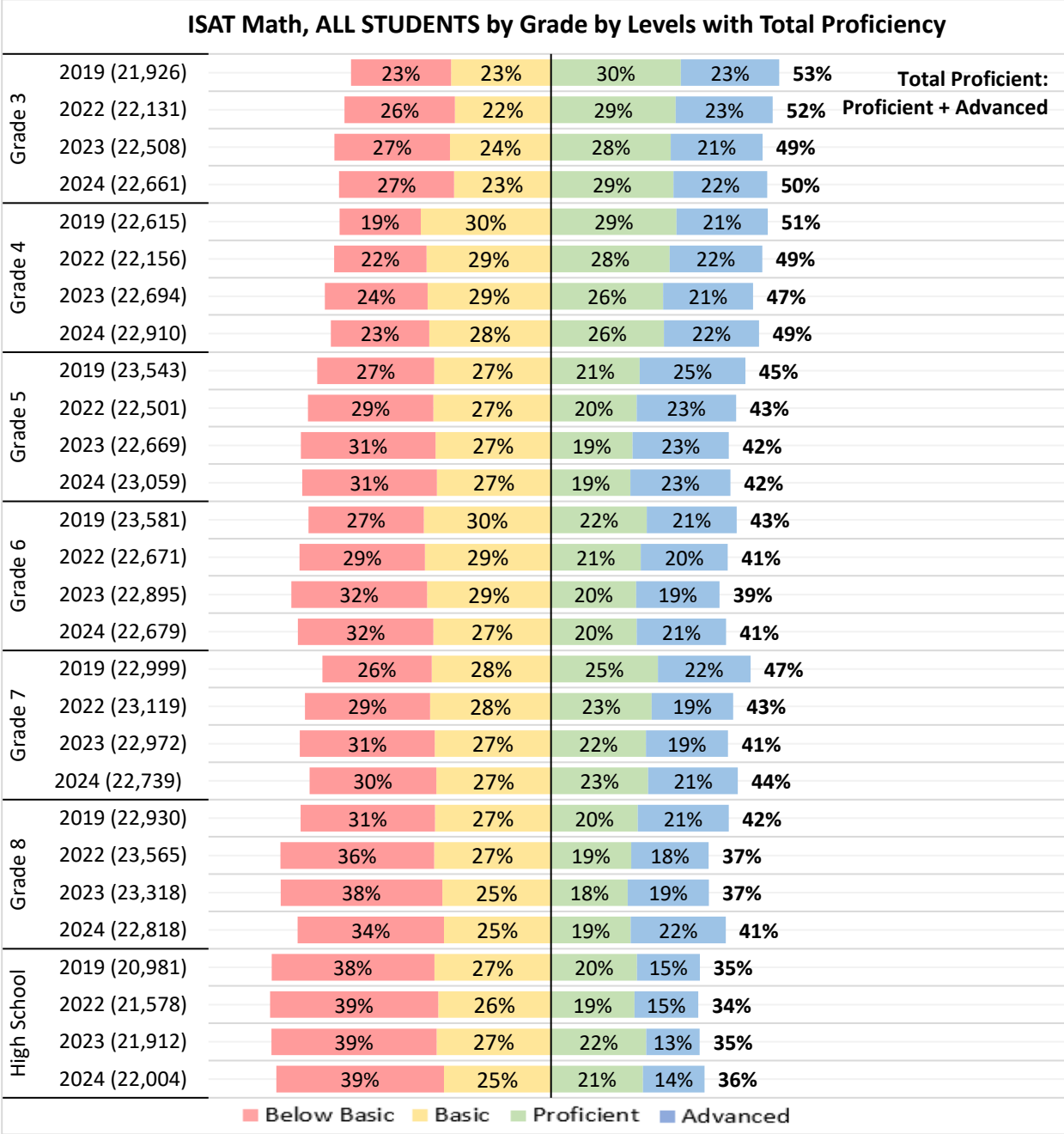


Note. Data are not available in 2019-20 because of COVID-related lapses in test-taking.

** The 2021, 2022, and 2024 ISAT used the shortened blueprint.*

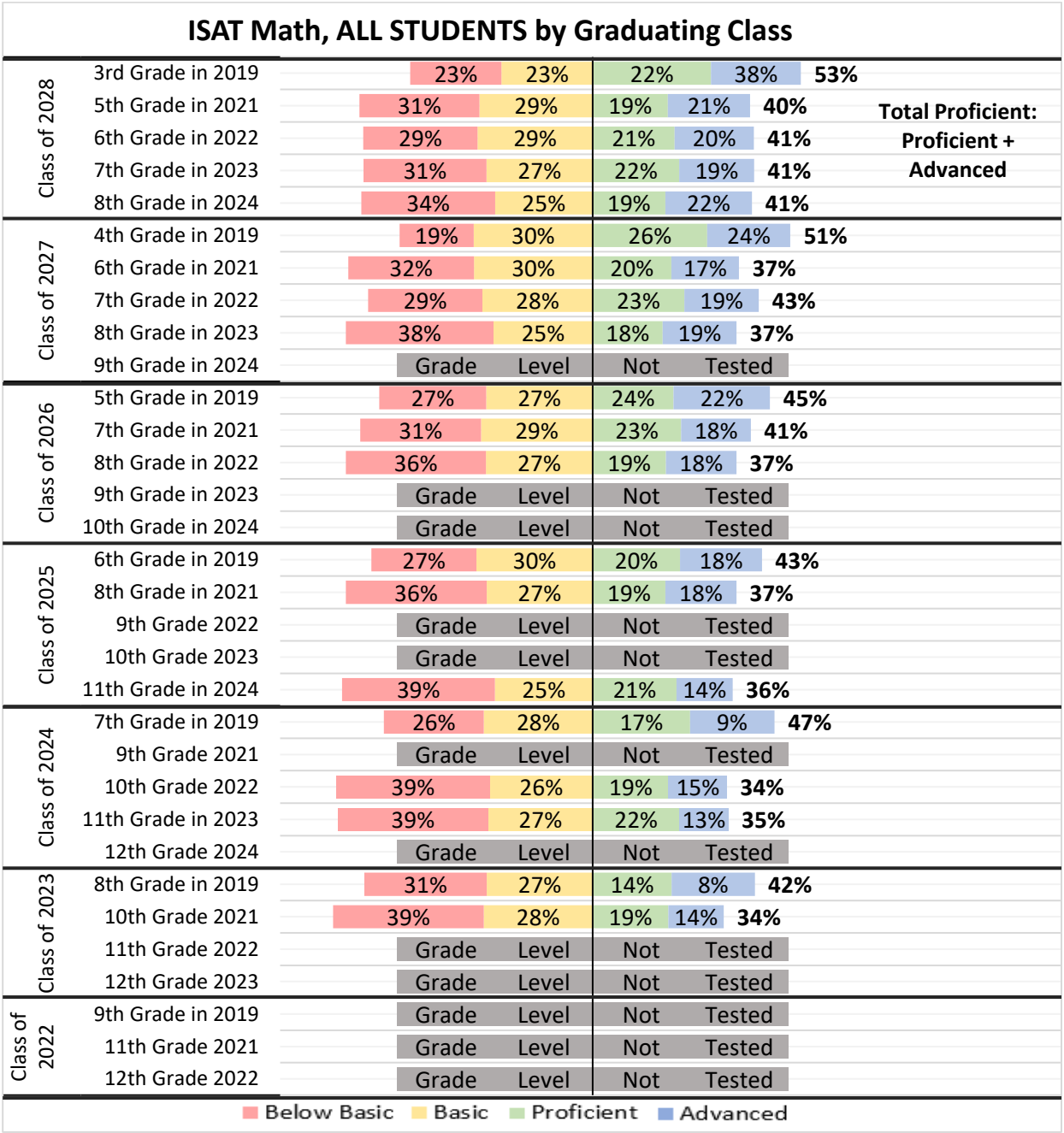
ISAT Math Performance by Grade

Figure 25: ISAT Math Performance by Grade School Years 2019, 2022*, 2023, and 2024*



**The 2022 and 2024 ISATs used the shortened blueprint*

Figure 26: ISAT Math Performance for 2019 and 2021-2024 by Graduating Class



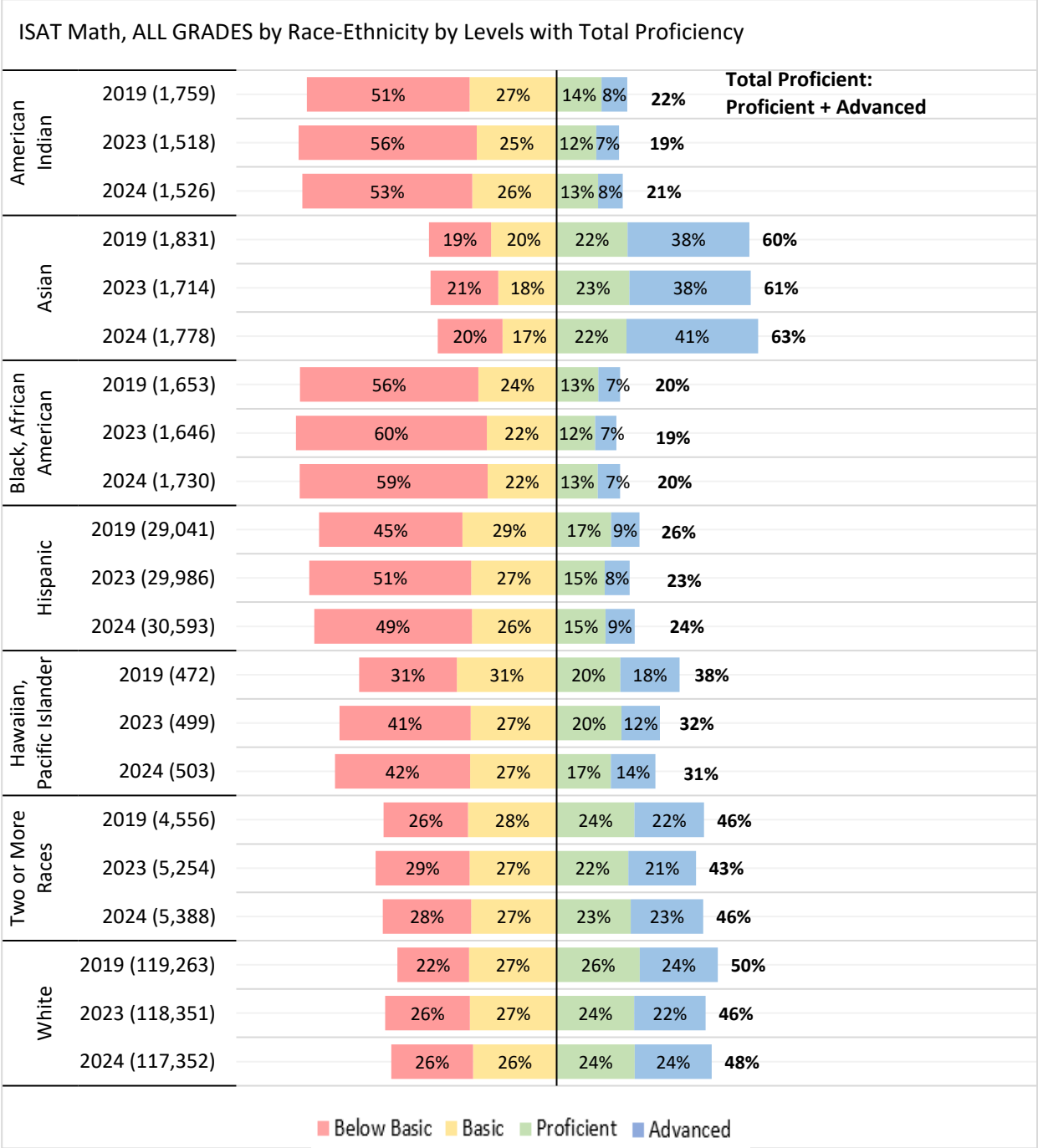
***Note**- Data are not available in 2020 because of COVID-related lapses in test-taking.*

** The 2022 and 2024 ISAT were on the shortened blueprint.*

** Students test in grades 3-8 and high school. Starting in Spring 2023, the tested high school grade shifted from 10th to 11th grade.*

ISAT Math Performance by Race-Ethnicity

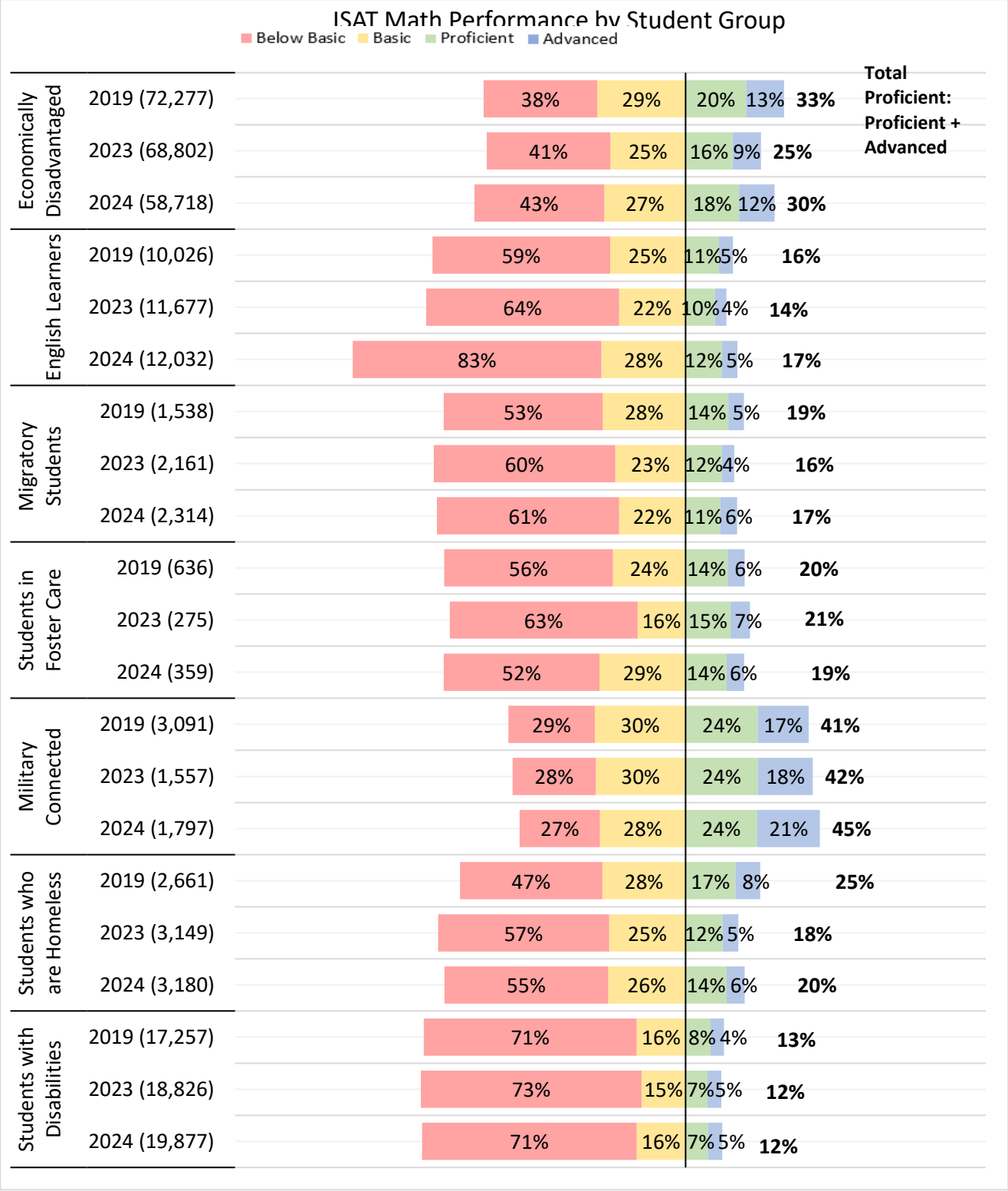
Figure 27: ISAT Math Performance by Race-Ethnicity School Years 2019, 2023*, and 2024*



**The 2023 and 2024 ISAT used the shortened blueprint.*

ISAT Math Performance by Student Group

Figure 28: ISAT Math Performance by Student Group, School Years 2019, 2023*, and 2024*



**The 2023 and 2024 ISAT used the shortened blueprint.*

Longitudinal Review of ISAT Math Performance

The cohort analyses and graphs for 2023-24 were generated following the same process as the cohort analysis in 2022-23. Data were taken from all attempted summative tests with claim scores in Idaho going back to the first year of Smarter Balanced summative testing, 2014-2015. Any students who took two mathematics summative tests in one school year or who repeated a grade across school years were then removed from the dataset. Test scores for individual students were linked across years using the student RTS key variable.

The different cohorts for Math were then formed separately by selecting all students who had summative tests for the corresponding grade in each year according to the cohort plan in Table 1.

Table 1: Cohort Test Grades and Years for 2023-2024 Analysis

Grade 11 Cohort		Grade 7 Cohort	
Test Grade	Year	Test Grade	Year
11	2024	7	2024
10*	2023*	6	2023
9**	2022**	5	2022
8	2021	4	2021
7+	2020+	3+	2020+
6	2019		
5	2018		
4	2017		
3	2016		

Notes:

** Grade 10 results for 2023 are unavailable because the grade 10 tests were not administered due to the change in the accountability grade in high school.*

*** Grade 9 results from 2022 were excluded because testing was optional, and not all grade 9 students participated.*

+ There was no testing in 2020 due to the COVID-19 pandemic.

For each of the two cohorts, the same analysis was performed:

1. Calculate the average overall and average claim scores for each year.
2. Calculate the merge rate for each cohort for each year as the number of students in the cohort divided by that year's total sample size for the grade.

The plot formatting remained consistent with the previous year, following the instructions provided by SDE. A total of three plots were generated:

1. Math: The graph with overall scale score, claim scores, and proficient cut for Grade 7 cohort.
2. Math: The graph with overall scale score, claim scores, and proficient cut for Grade 11 cohort.
3. Math: The graph with overall scale score and proficient cut for Grade 7 and 11 cohorts (no claim scores). This graph includes three lines: two overall score lines for the two cohorts and one proficient cut line.

ISAT Math Longitudinal Analysis – Two Cohorts Compared to Proficiency Cut Score

Figure 29: ISAT Math Longitudinal Analysis – 2024 Grade 7 & 8 Cohorts

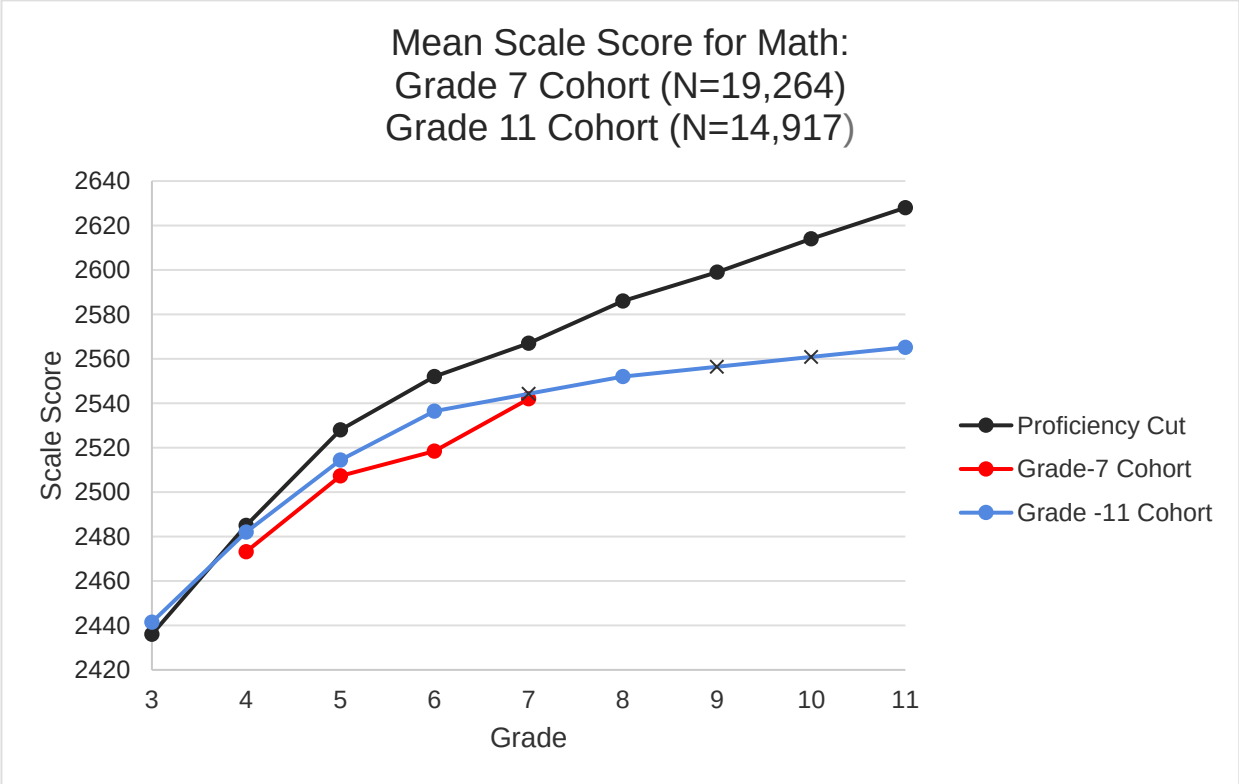


Figure 30: ISAT Math Mean Scale Score by Claim, Grade 7 Cohort

***Note**: ISAT Claims in math are categorized as:*

Claim 1: Concepts and Procedures

Claim 2 and 4: Problem Solving and Modeling and Data Analysis

Claim 3: Communicating Reasoning

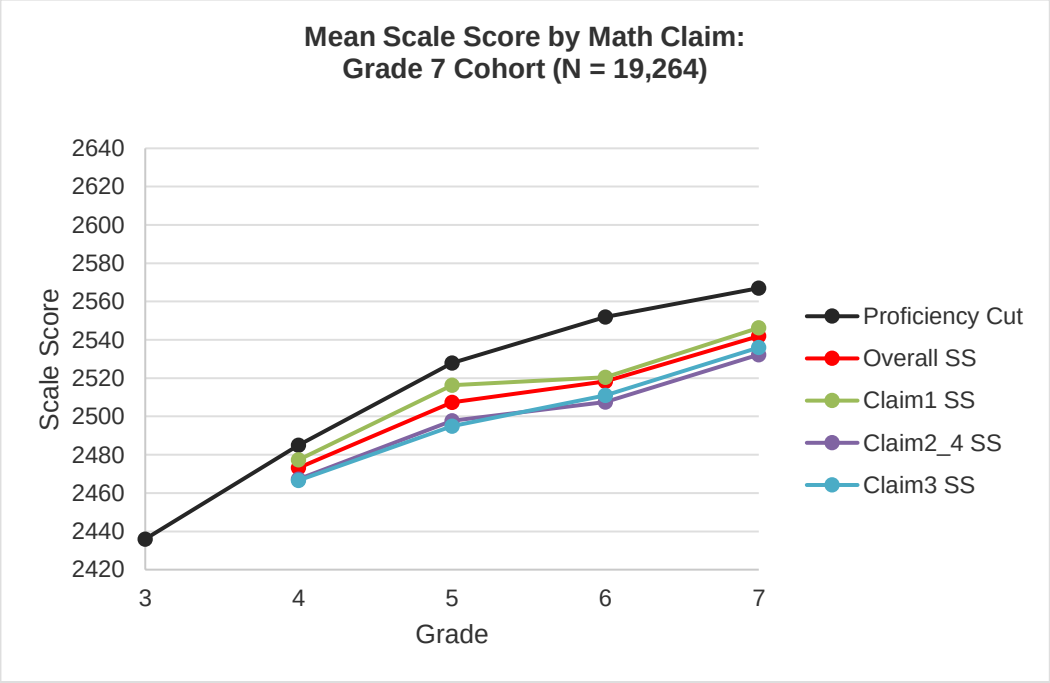
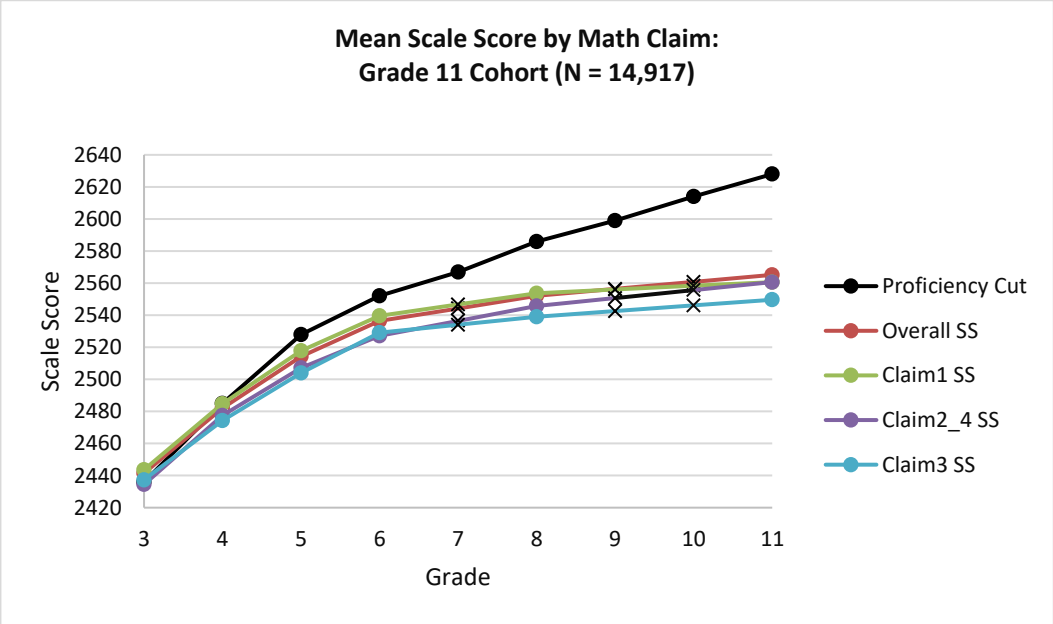


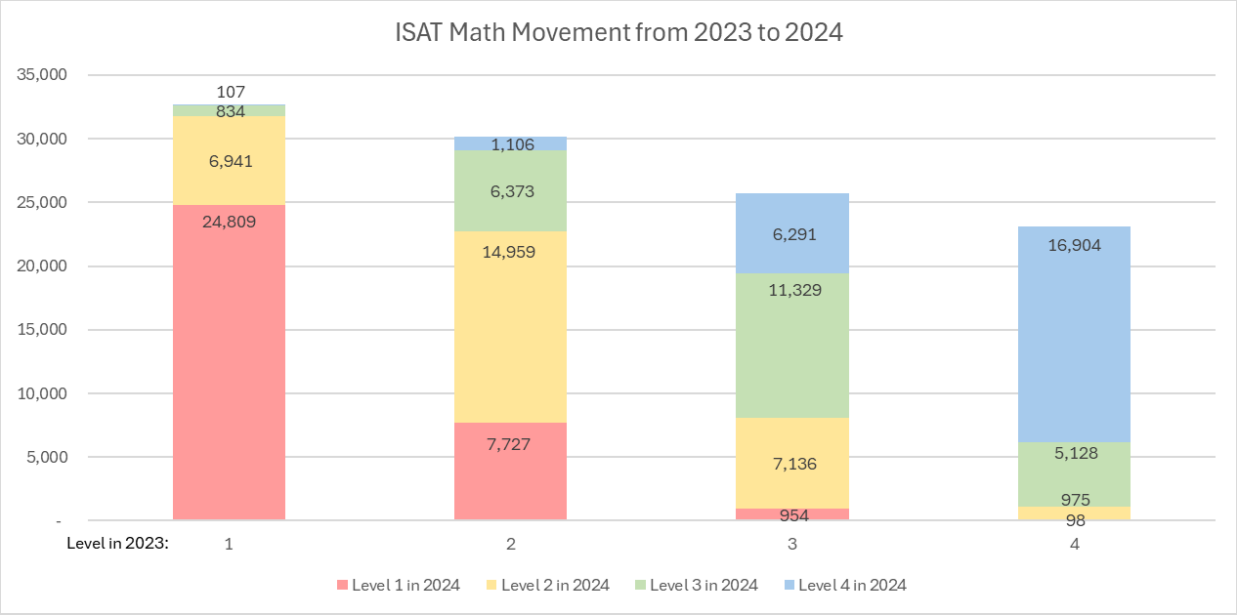
Figure 31: ISAT Math Mean Scale Score by Claim, Grade 11 Cohort



ISAT Math – How Much Did Idaho Students Move Across Proficiency Levels?

Of the 111,676 students that took the Math portion of the ISAT in 2023 and 2024, 19.7% had a worse proficiency level in 2024. 60.9% remained at the same level, with 19.4% improving.

Figure 32: ISAT Math Mean Scale Score by Claim, Grade 7 Cohort



HIGH SCHOOL GRADUATION RATES AND GO-ON RATES

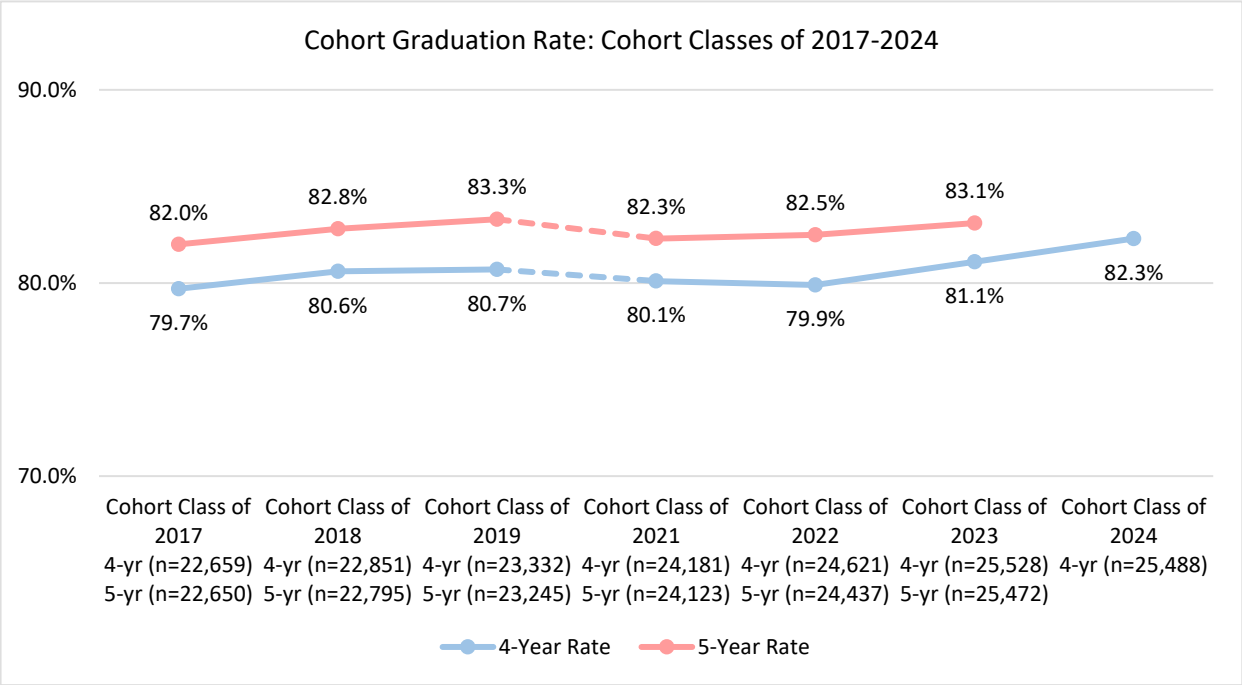
Idaho students' rates of graduation and going on to post-secondary education appear in this section.

Graduation Rate

We report graduation rate in two measures: the proportion graduating within four years of entering 9th grade (4-year Graduation Rate) and the proportion graduating within five years of entering 9th grade (5-year Graduation Rate). The 5-year rate is typically higher, because it includes all students who graduated in four years, plus those requiring an additional year to complete their high school requirements. Both include students who were enrolled in an Idaho school from their 9th grade onward, and any who moved into Idaho at some time during their high school years. The two counts appearing below each point on the graph are the 4- and 5-year cohort counts. The two may differ if students moved into or out of Idaho's public-school system in their fifth year.

Cohort Graduation Rate: Cohort Classes of 2017–2024
In 2024, 82.3% of Idaho's high school students graduated in four years. As seen in Figure 33: 4-year and 5-year Graduation Rates per Cohort

Figure 33: 4-year and 5-year Graduation Rates per Cohort



Note: The Cohort Class of 2020 has been excluded, as graduation requirements were modified due to pandemic closures.

Cohort Graduation Rate: Cohort Class of 2024

Figure 34: 4-Year Cohort Graduation Rate by Race/Ethnicity

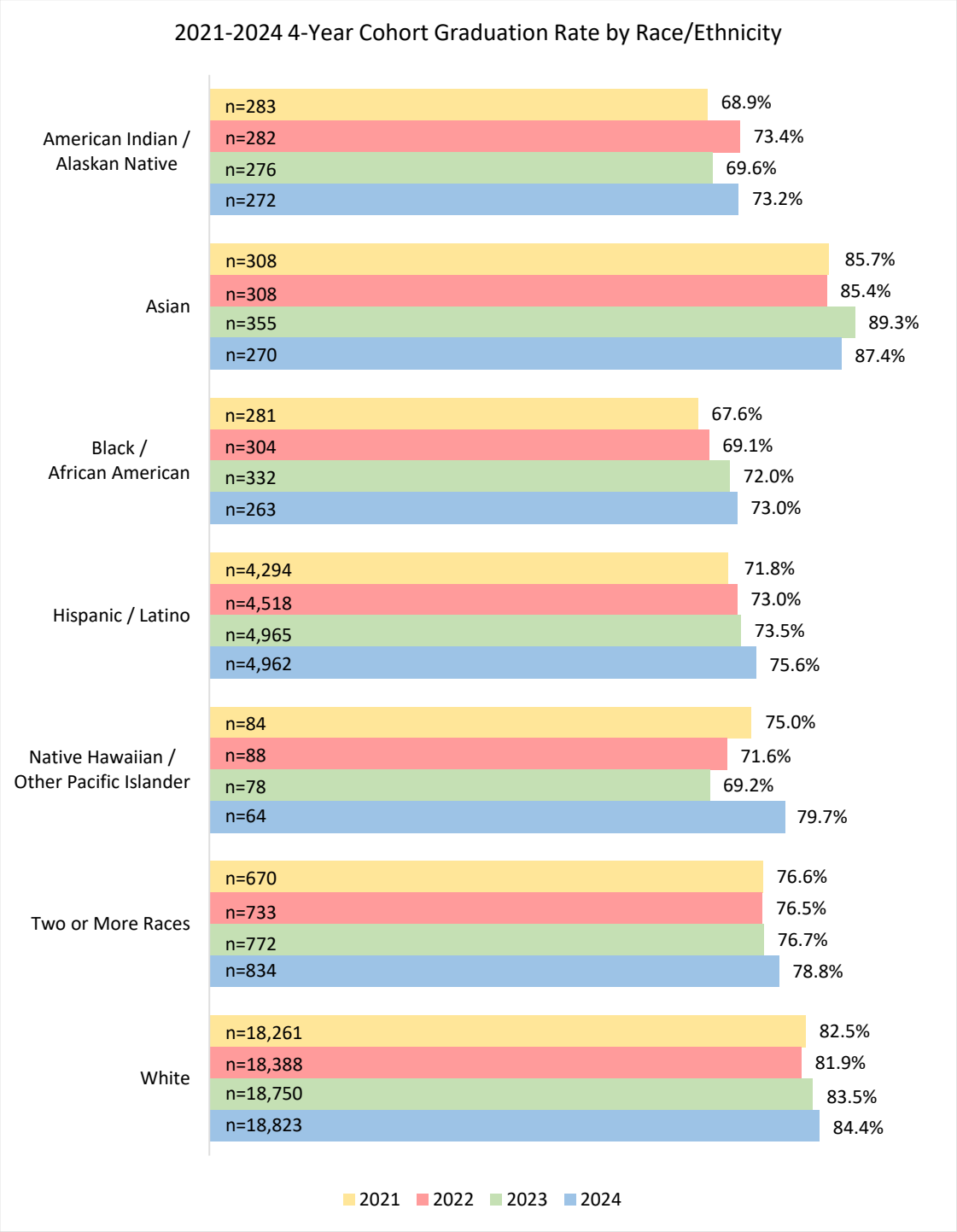
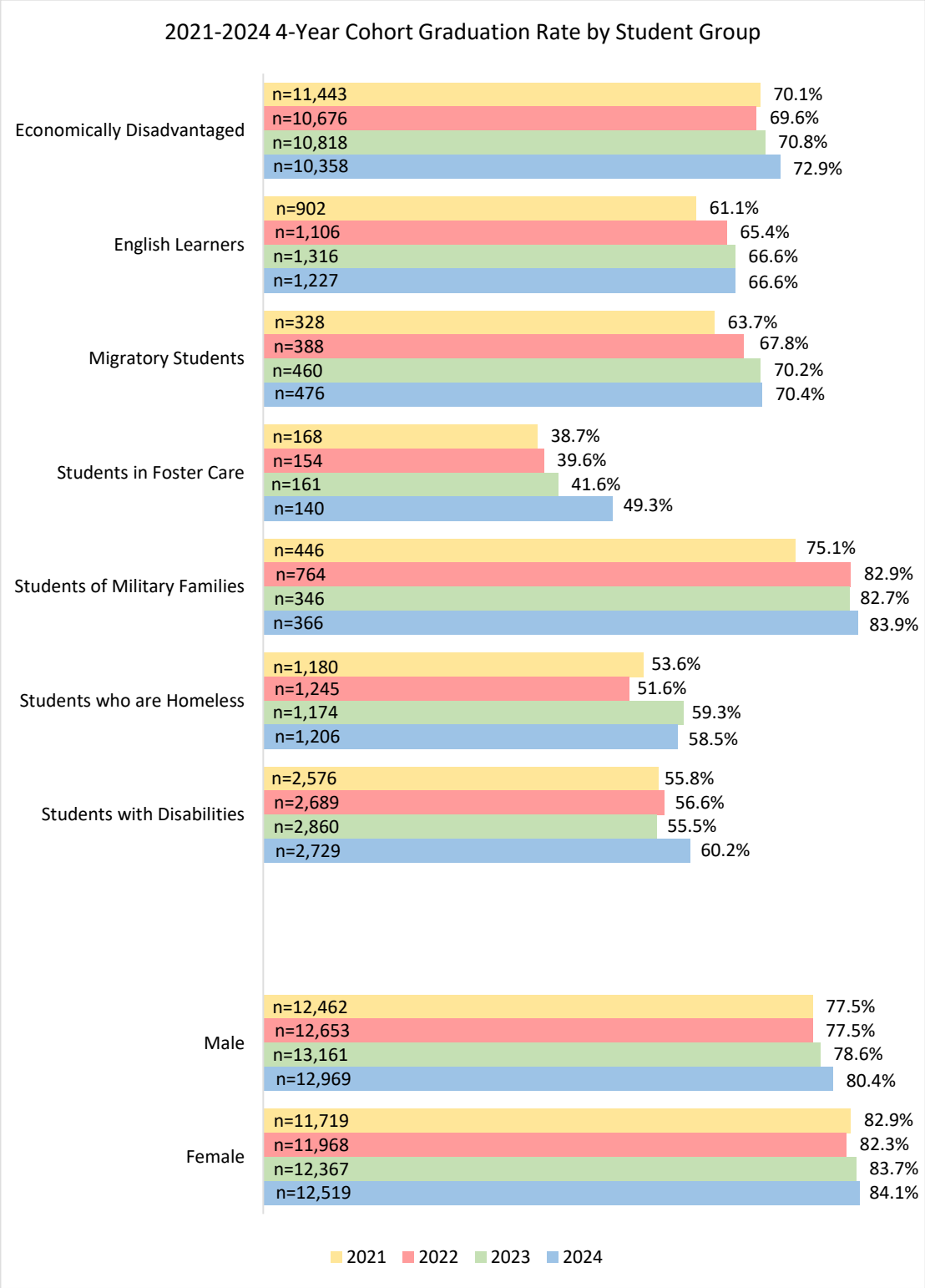


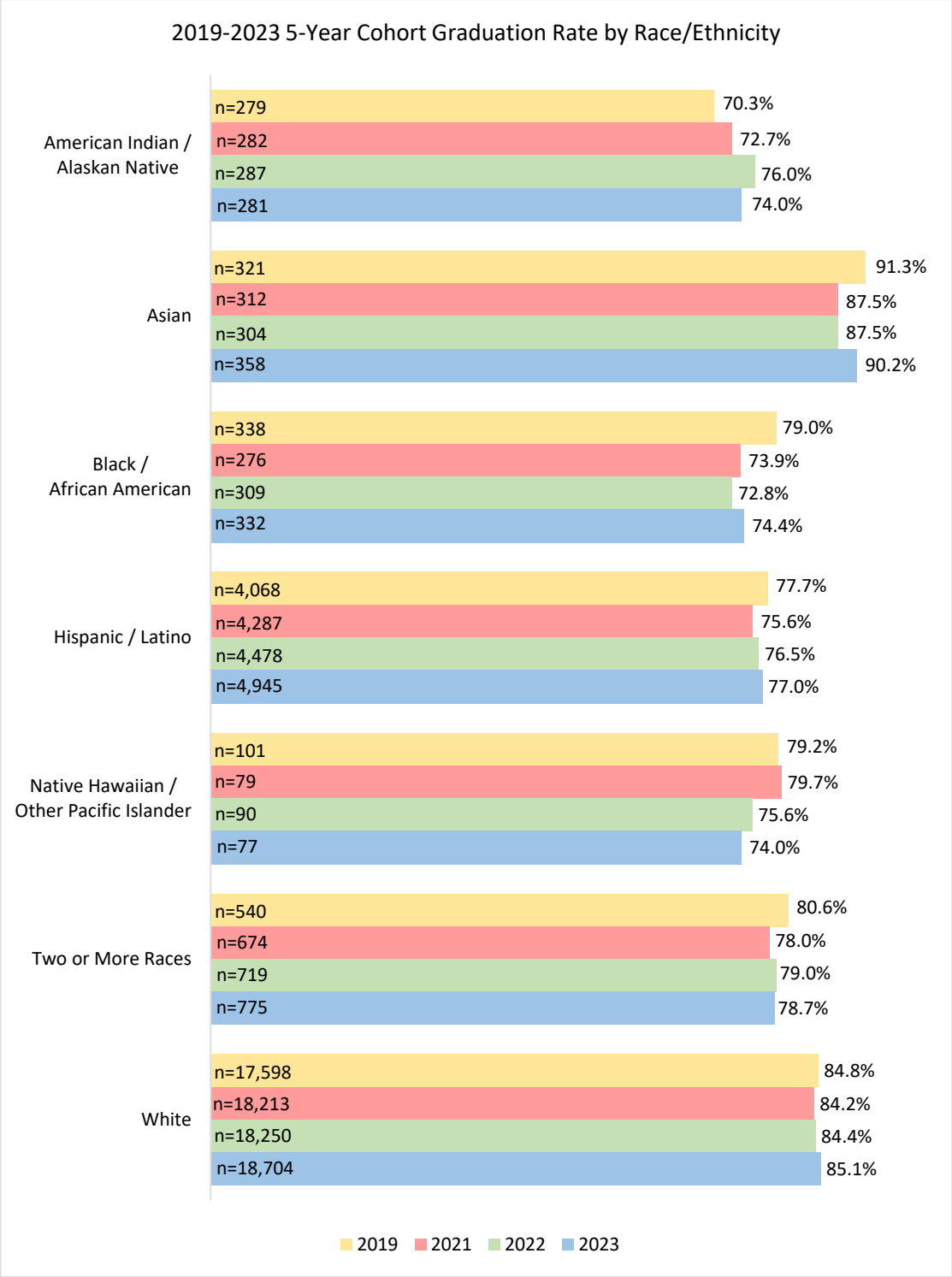
Figure 35: 4-Year Cohort Graduation Rate by Student Group



Note: The criteria for identifying English Learners changed in 2020, making prior years' rates incomparable to those following the change.

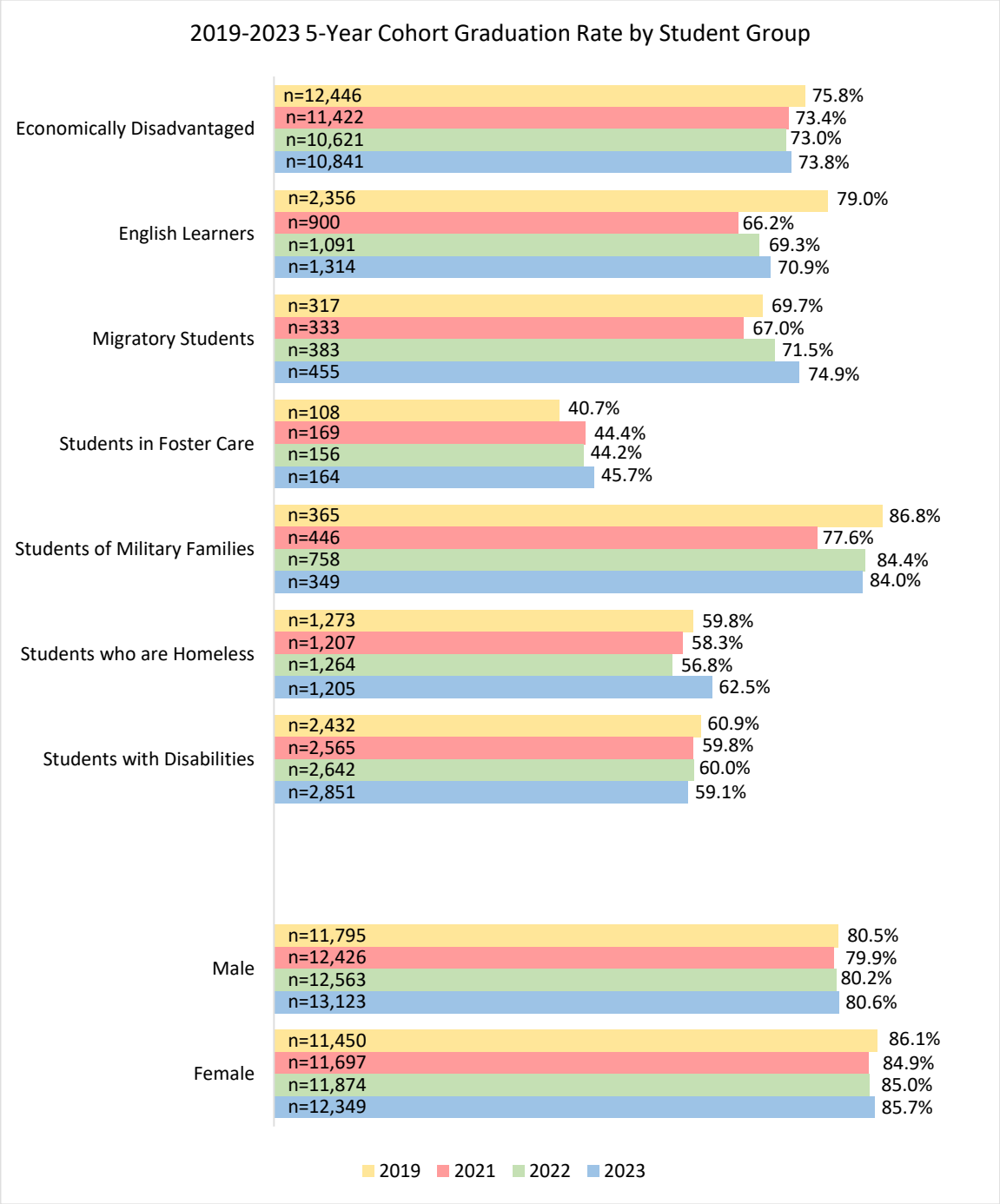
Cohort Graduation Rate: Cohort Class of 2023

Figure 36: 5-Year Cohort Graduation Rate by Race/Ethnicity



Note: The Cohort Class of 2020 has been excluded, as graduation requirements were modified due to pandemic closures.

Figure 37: 5-Year Cohort Graduation Rate by Student Group



Note: The criteria for identifying English Learners changed in 2020, making prior years' rates incomparable to those following the change.

Note: The Cohort Class of 2020 has been excluded, as graduation requirements were modified due to pandemic closures.

Go On Rates

Idaho's Go On rates provided in this section reflect the percentage of high school graduates who pursue post-secondary education within one or three years of graduation. Go on status is counted based on the student's graduation year (not on the graduation cohort, which drives the calculation of graduation rates). The denominators used to calculate go on rates include all students who graduated in the spring or summer of the academic year. For instance, the "2022-23 grads" cohort includes all students who graduated in the spring or summer of that academic year (i.e. spring or summer 2023). The rate is then reported for that cohort of students, indicating who pursued higher education within one year of graduating. The 3 year go on rates maintain the same graduating class but consider the percentage that enrolled in post-secondary education within three years of graduating.

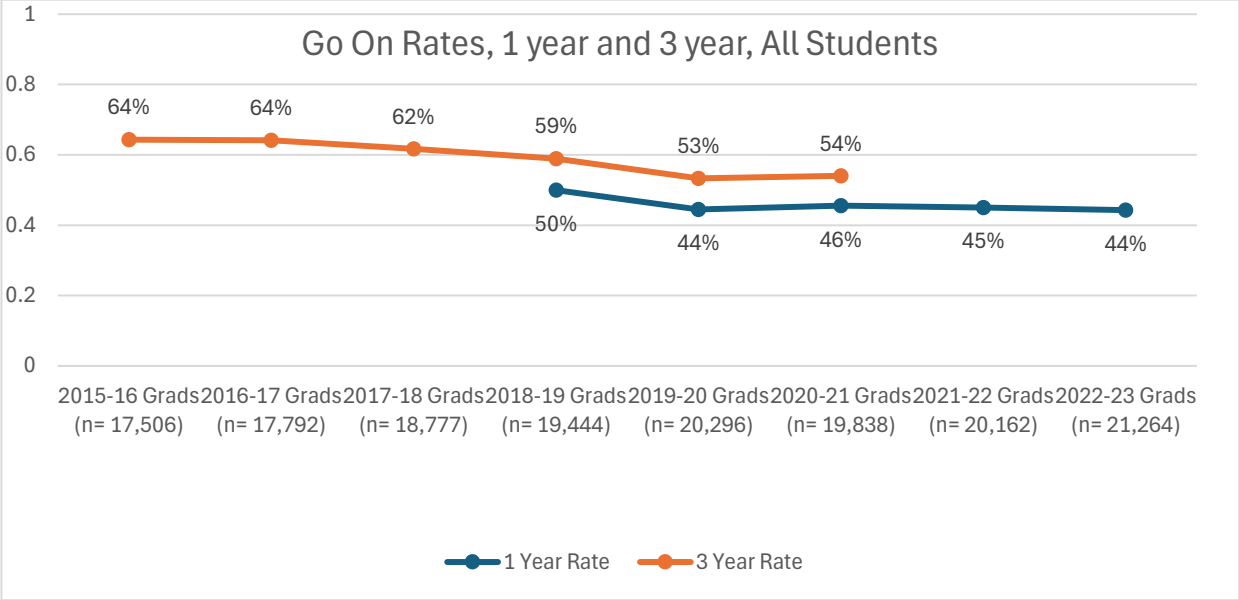
Idaho's Office of the State Board of Education (OSBE) provided the go on rates data, which it now terms "college-going" data. Counted in these data are Idaho high-school graduates taking courses at any 4-year or 2-year institution of learning beyond high school, whether the student is pursuing a certificate, a degree, or is just taking courses. Also counted are training or job-preparation programs, such as cosmetology and barber training, massage, and other trades training that appear in the available data sources.

The two data sources OSBE consults are (1) the eight Idaho public, post-secondary institutions; and (2) the National Student Clearinghouse (NSC)[11], which receives data from institutions nationwide that accept federal financial aid. Some known post-secondary programs and program types are not included in these reported rates because they do not appear in either source, e.g., Career Technical Education badges, Northwest Lineman, U.S. military, apprenticeship programs except those linked to the reported institutions, and some small training programs, e.g., for cosmetology, massage, barber.[12]

[11] National Student Clearinghouse: https://www.studentclearinghouse.org/

[12] Included in the rate calculation are students attending all Idaho pubic, post-secondary institutions, and all students attending any institutions listed in the National Student Clearinghouse (NSC). These Idaho schools appeared in the NSC counts last year: Apollo College, Boise State University, Brigham Young University – Idaho, Broadview University, College America - Stevens Henager, College of Eastern Idaho, College of Southern Idaho, College of Western Idaho, Idaho State University, ITT Technical Institute – Boise, Lewis-Clark State College, North Idaho College, Northwest Nazarene University, Stevens-Henager College, Stevens-Henager College Nampa, The College of Idaho, University of Idaho. In addition, in a typical year, Idaho graduates attend post-secondary institutions in about every state in the USA. The full list is available from OSBE-Research on request.

Figure 38: 1 Year and 3 Year Go On Rates, All Students



1-Year Go-On Rate

Figure 39: 1-Year Go-On Rates by Race/Ethnicity and Graduation Cohort

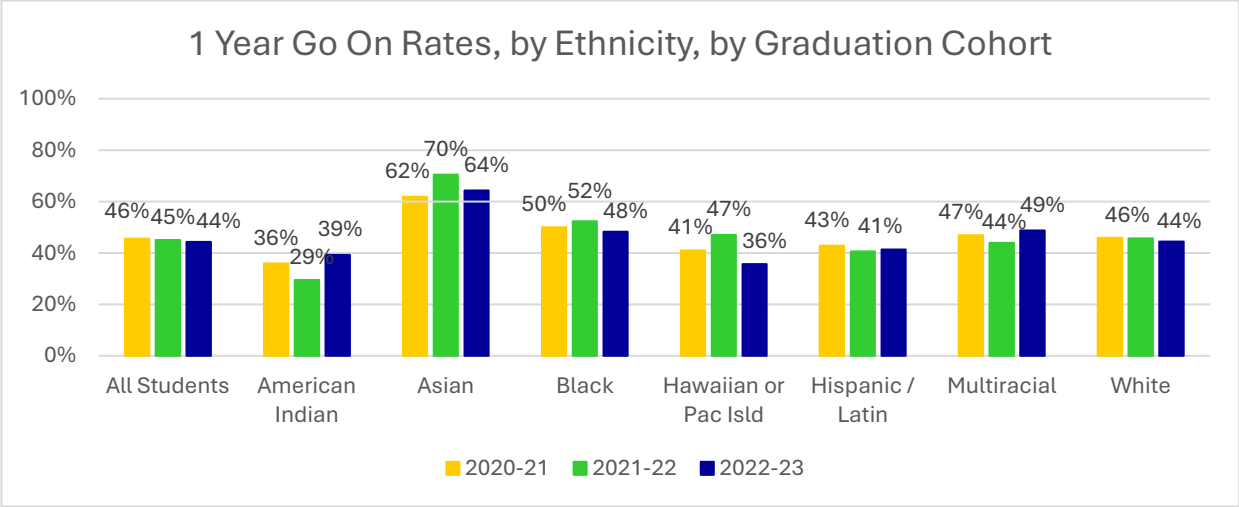
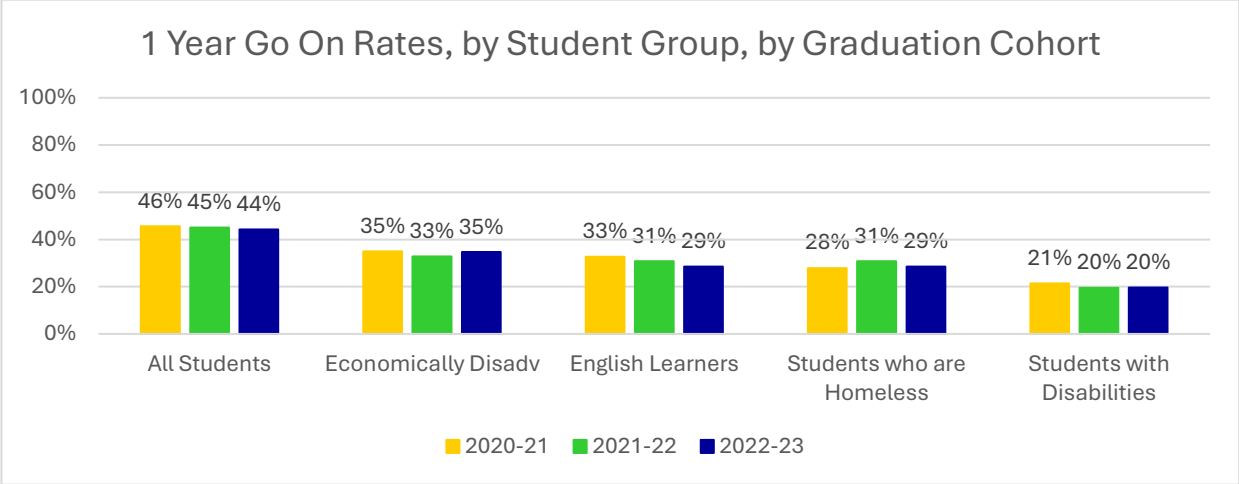


Figure 40: 1-Year Go-On Rates by Student Groups



3-Year Go-On Rates

Figure 41: 3-Year Go-On Rates by Race/Ethnicity and Graduation Cohort

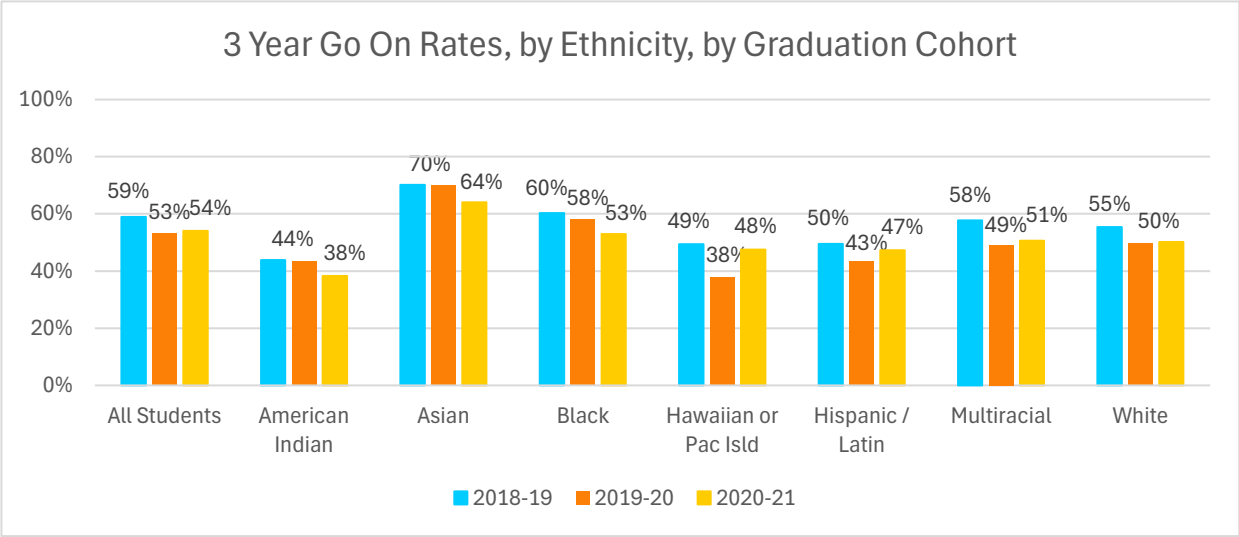
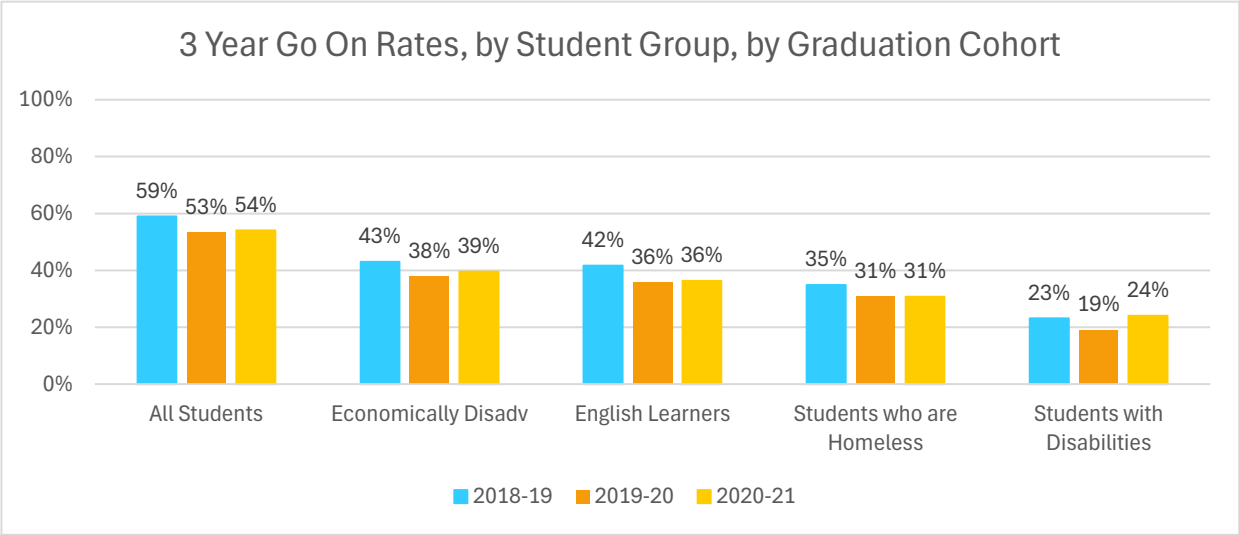


Figure 42: 3-Year Go-On Rates by Student Groups and Class Cohort



ATTENDANCE AND CHRONIC ABSENTEEISM

The State Department of Education reports on two indices of student attendance or absenteeism.

Chronic Absenteeism Flag. This measure became part of our accountability system this year, replacing student engagement as part of the identification of schools as high-performing or in need of additional assistance.

Idaho districts and charter schools report if a student is "Chronically Absent" via ISEE, creating a Chronic Absenteeism flag on the student's record. The presence of the flag indicates that the student was enrolled in the base school for at least 10 school days at any time during the school year, and missed at least 10% of the total school days in which she or he was enrolled at that school. This is reported for grades K-12 upon students' exit from the school. Students are considered absent when they miss more than 50% of a school day for any reason. The State Department of Education stores the attribute as reported by the districts and charter schools and does not validate it against the Proportion of Days in Attendance measure reported here and explained below. At the request of the AOC, this document reports the second measure – proportion of days in attendance – instead of SDE's accountability measure, chronic absenteeism.

Proportion Attendance Category. For this report, we categorized and analyzed the proportion of reported days a student is in attendance during the school year among all students identified in the official accountability roster of students in attendance in an Idaho school on the first Friday in May.

Proportion of Days Reported Positive Attendance = Numerator /Denominator, WHERE:

- Denominator = total number of reported instructional days, at the enrolled school, for the entire year.
- Numerator = total number of instructional days of positive reported attendance for at least 1 hour, at the enrolled school, for the entire school year.

We analyzed those percentages using 10-percentage-point categories from 100% down to 60%. Finding little difference among the relatively few students in the lowest categories below 71%, we decreased to three categories:

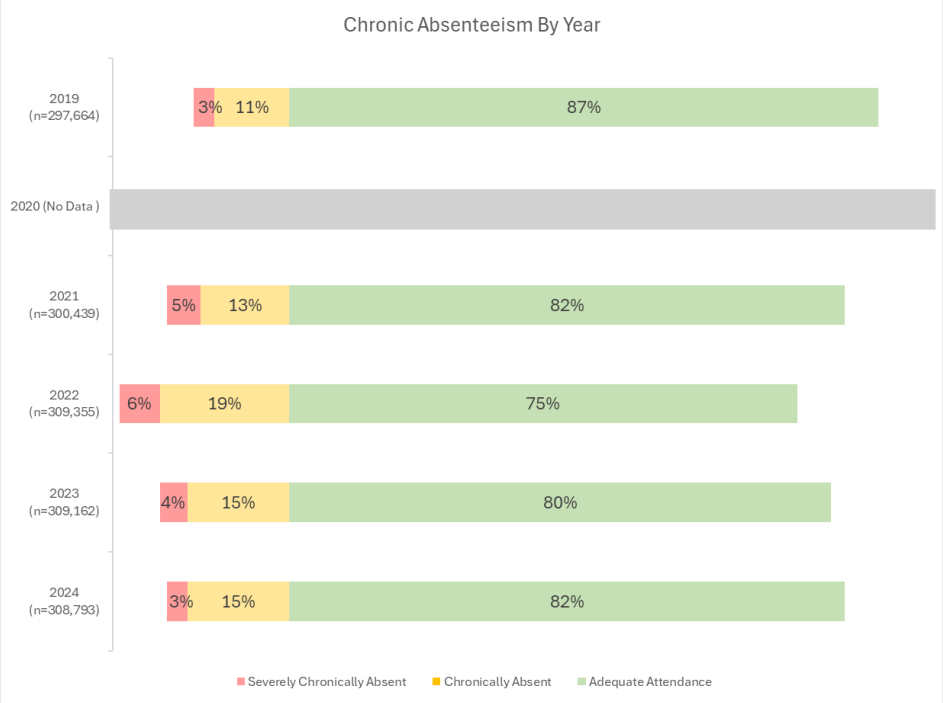
1. **Adequate Attendance**, or attendance on 91%-100% of the days in the entire school year
2. and 3. **Chronic Absence**, in two, successively more severe categories
    - 81%-90% of days in attendance
    - 80% or fewer days in attendance

In all three years, at least 2% of students reported attendance in more than one school. We analyzed and reported only students in a single school, choosing the one with the highest proportion, because we lacked the data required to combine multiple values. We reported findings for just Proportion Attendance Category, rather than Chronic Absenteeism. Though the two measures differ somewhat in their exact assignment, they differ little in their patterns of relationships to important outcomes.

Attendance per Proportion-Attendance Category

As seen in Figure 43, the proportion attending adequately has increased since 2021, though still below 2019 levels. However, the percentage of severely chronically absent students has dropped to the lowest rates since 2019.

Figure 43: Student Attendance by Year



In Figure 44, this trend is also seen at all grade bands.

Figure 44: Student Attendance by Grade Band

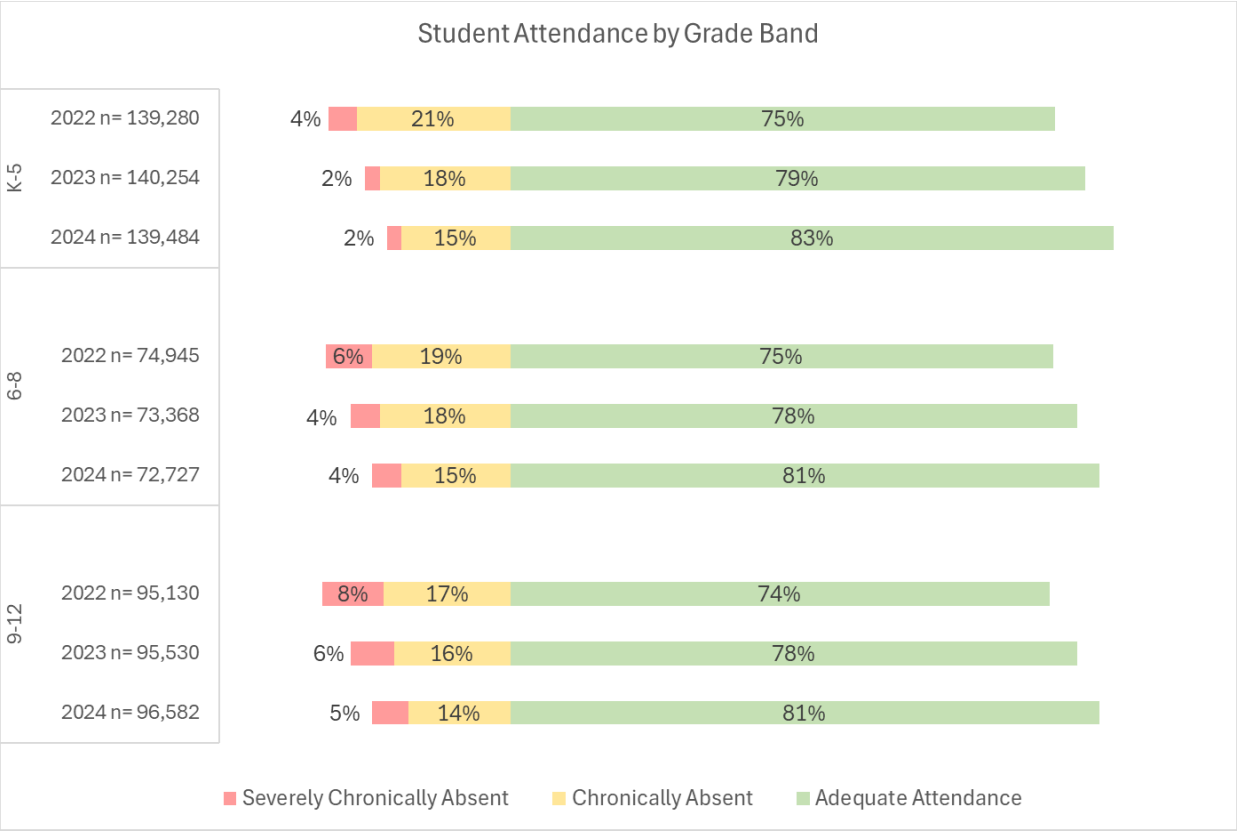
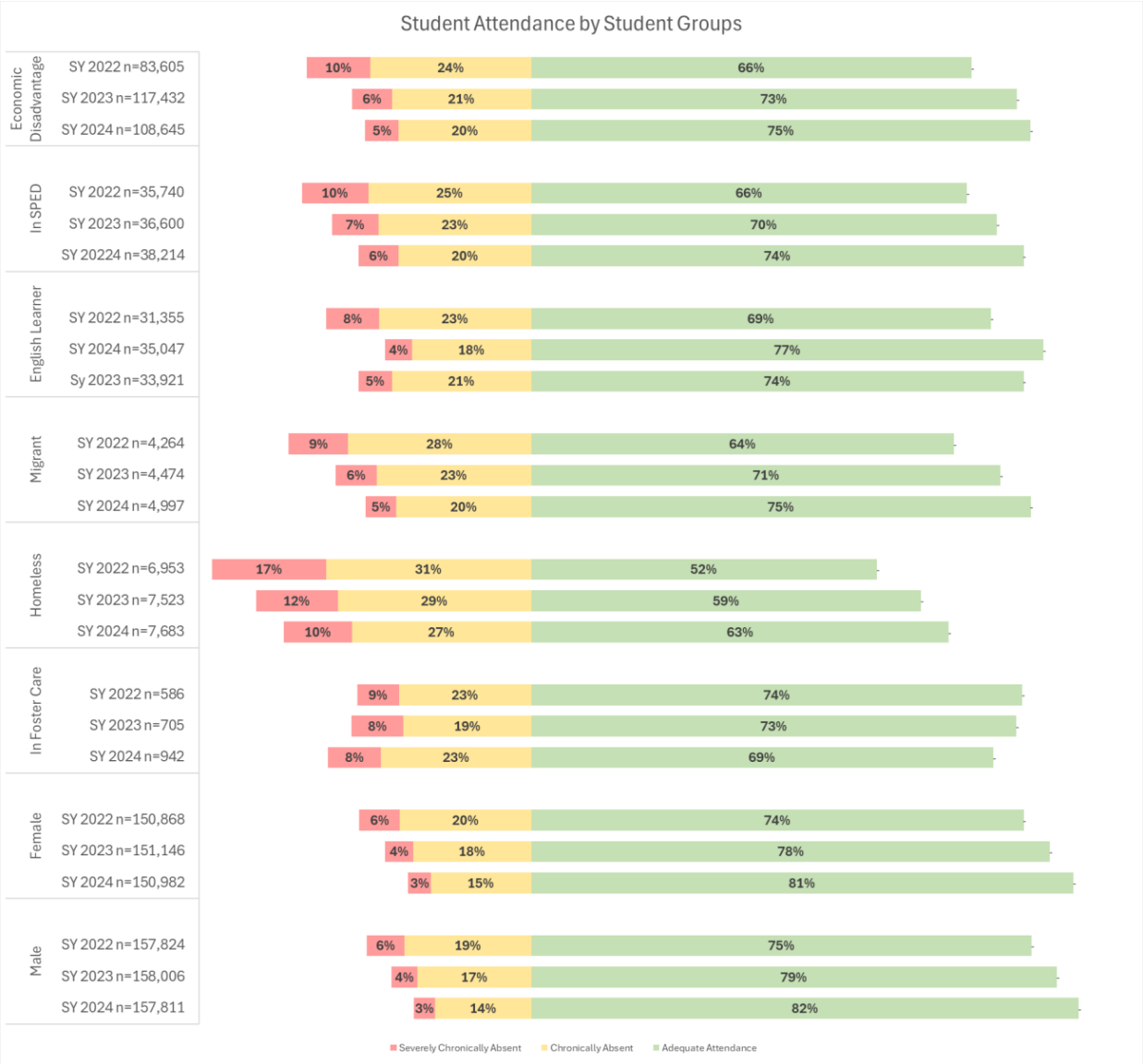


Figure 45 shows an increase in adequate attendance for all groups, except for students in foster care. However, the percentage of foster care students that are severely chronically absent has not increased since 2022.

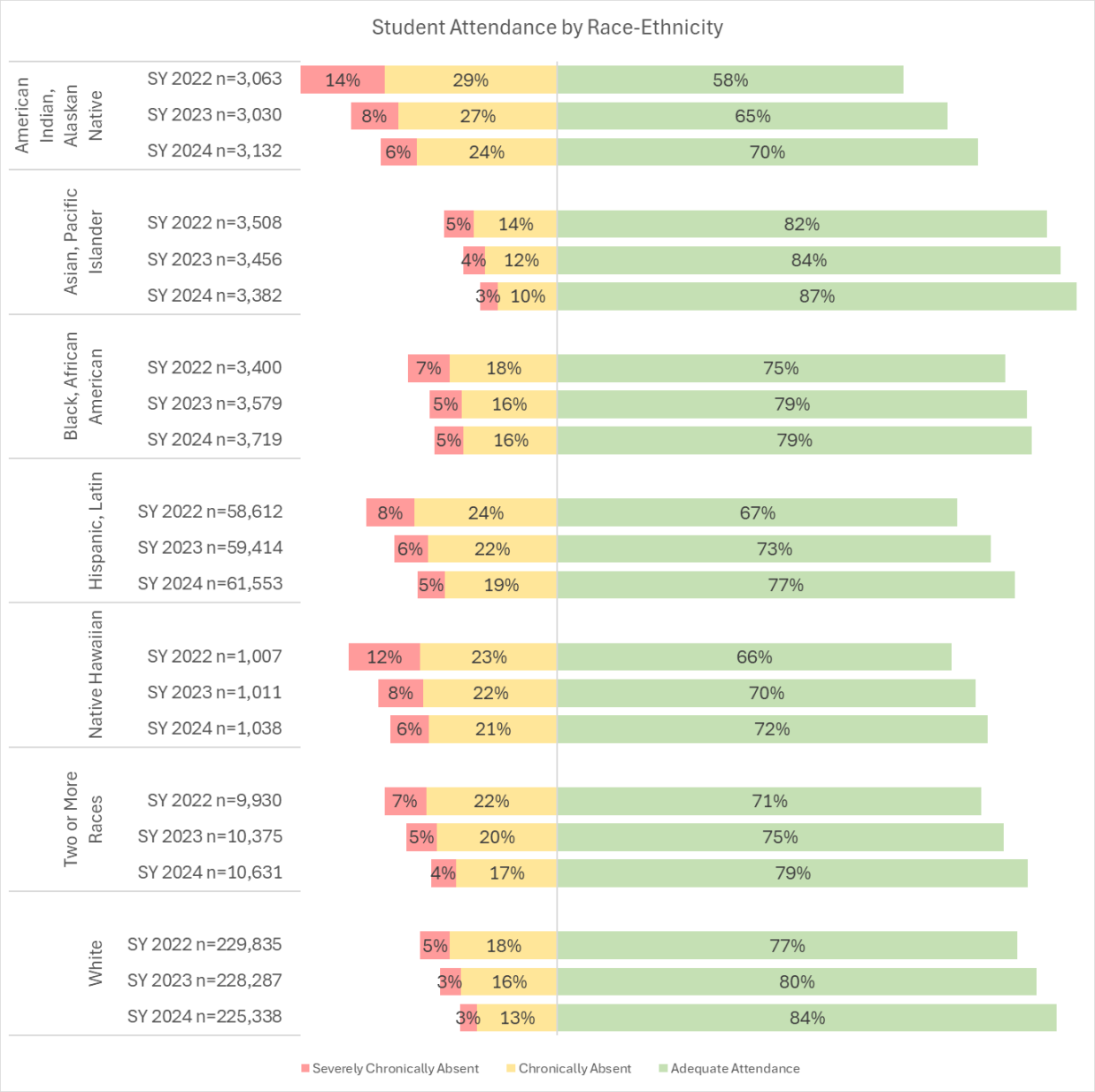
Figure 45: Student Attendance by Student Groups



As seen in Figure 46:

- Students who were Asian, white, or Black had the highest proportions of adequate attendance.
- American Indians, Native Hawaiians, and Hispanics had the lowest proportions.

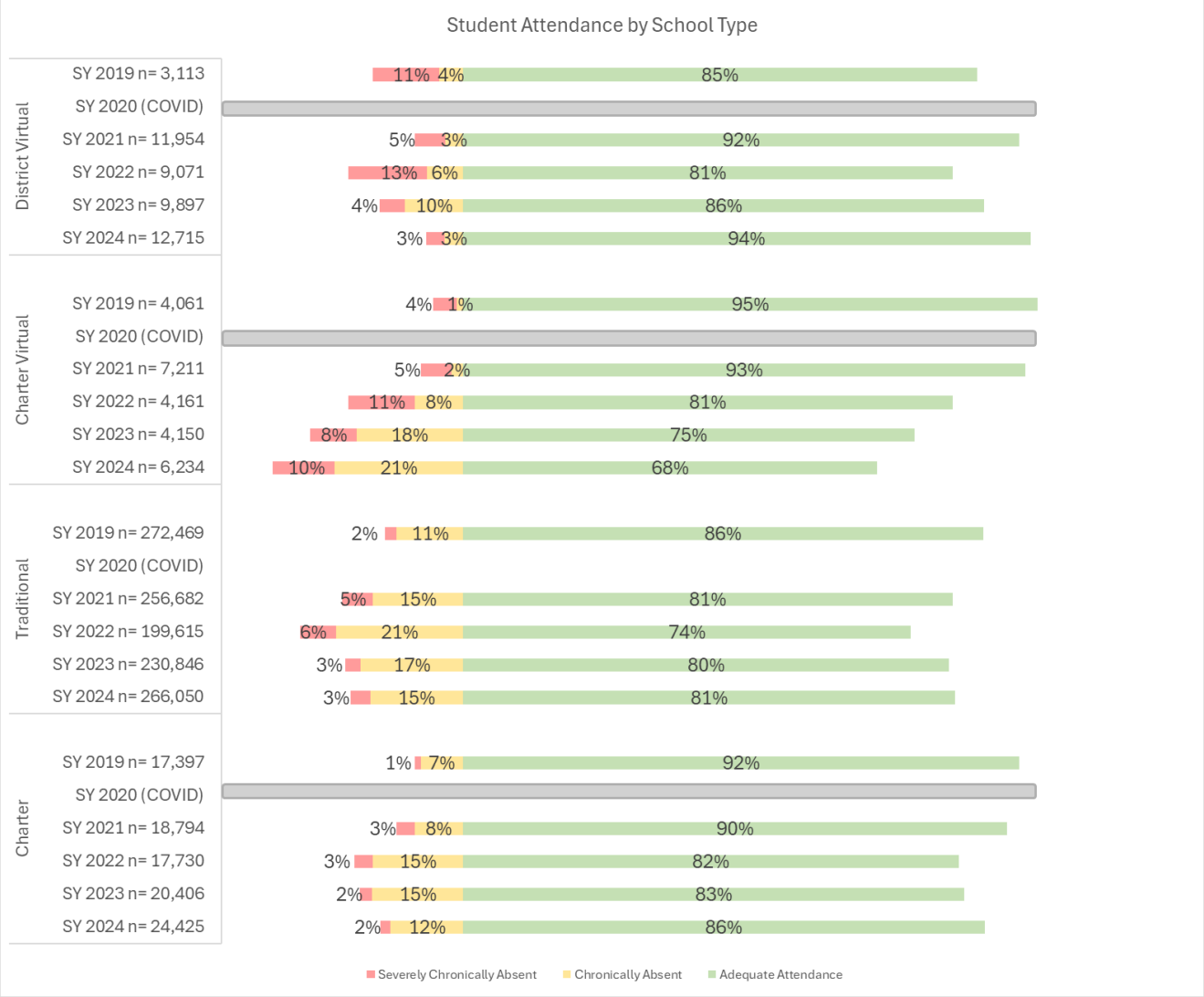
Figure 46: Student Attendance by Race-Ethnicity



As seen in Figure 47, all four school types lost attendance ground since last year.

- In 2024, Virtual District schools had the highest rate of adequate attendance (94%), while Virtual Charter Schools had the lowest (68%). This is an inverse from 2019 (pre-COVID).
- Virtual District Schools were the only group to have an adequate attendance rate higher than pre-pandemic levels, though in-person charter schools and traditional districts have experienced three consecutive years of growth.

Figure 47: Student Attendance by School Type

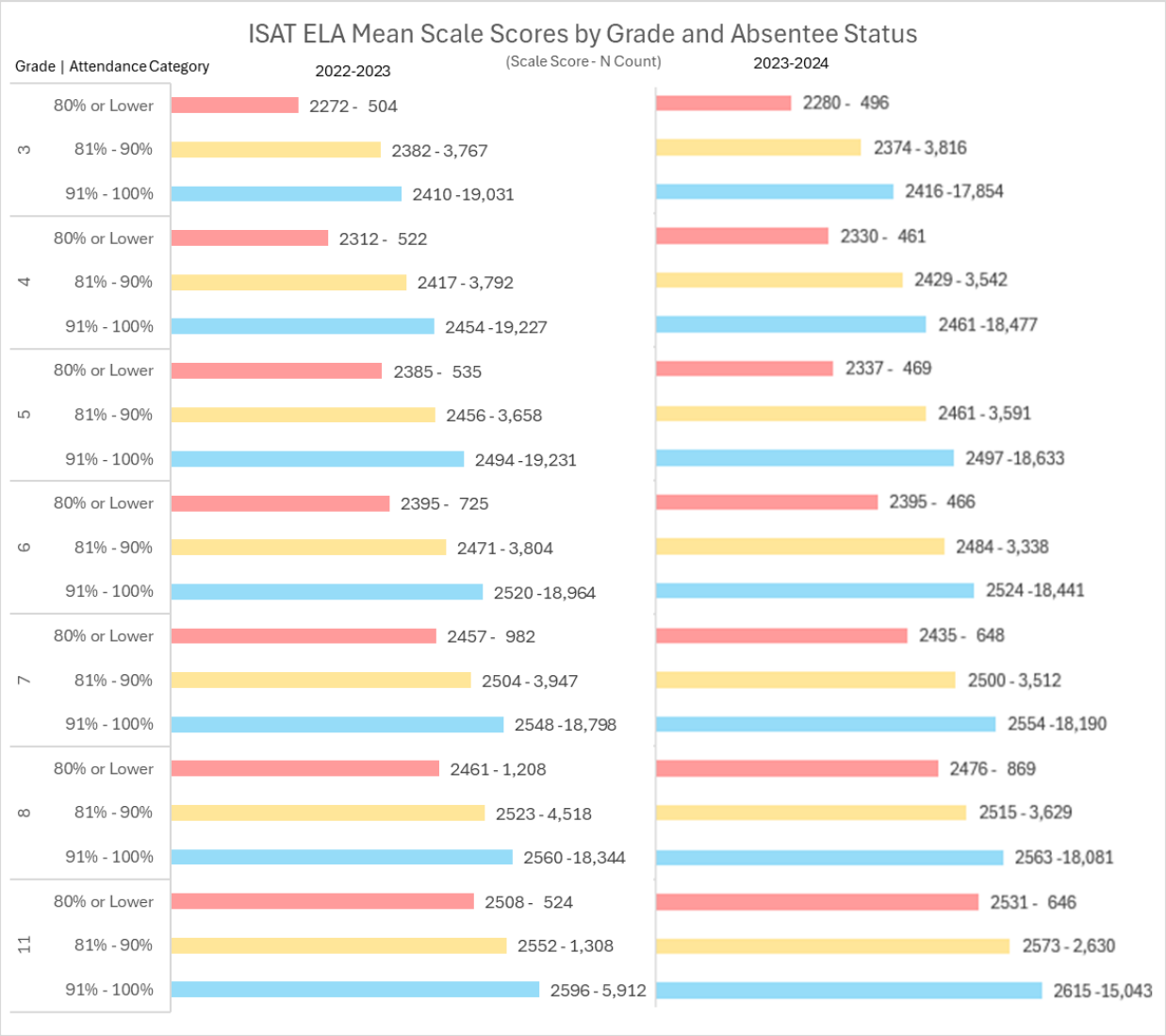


ISAT Median Scale Scores by Attendance Proportion Category
ISAT ELA and Math scores were positively correlated with attendance.

As seen in Figure 48,

- ISAT ELA scores increased steadily by attendance level, from 80% attendance upward.
- This pattern was true in all grades and in both 2023, and 2024.
- The correlation is clear but small, accounting for between 1% and 4% of the variance in performance per grade and year.

Figure 48: 2023 and 2024 ISAT ELA Mean Scale Scores by Grade and Attendance



As seen in Figure 49, ISAT Math scores were positively correlated with attendance.

- ISAT Math scores increased steadily by attendance level, from 80% attendance upward.
- This pattern was true in all grades and in both 2023, and 2024.
- The correlation is clear but small, accounting for between 1% and 4% of the variance in performance per grade and year.

Figure 49: 2023 and 2024 ISAT Math Mean Scale Scores by Grade and Attendance

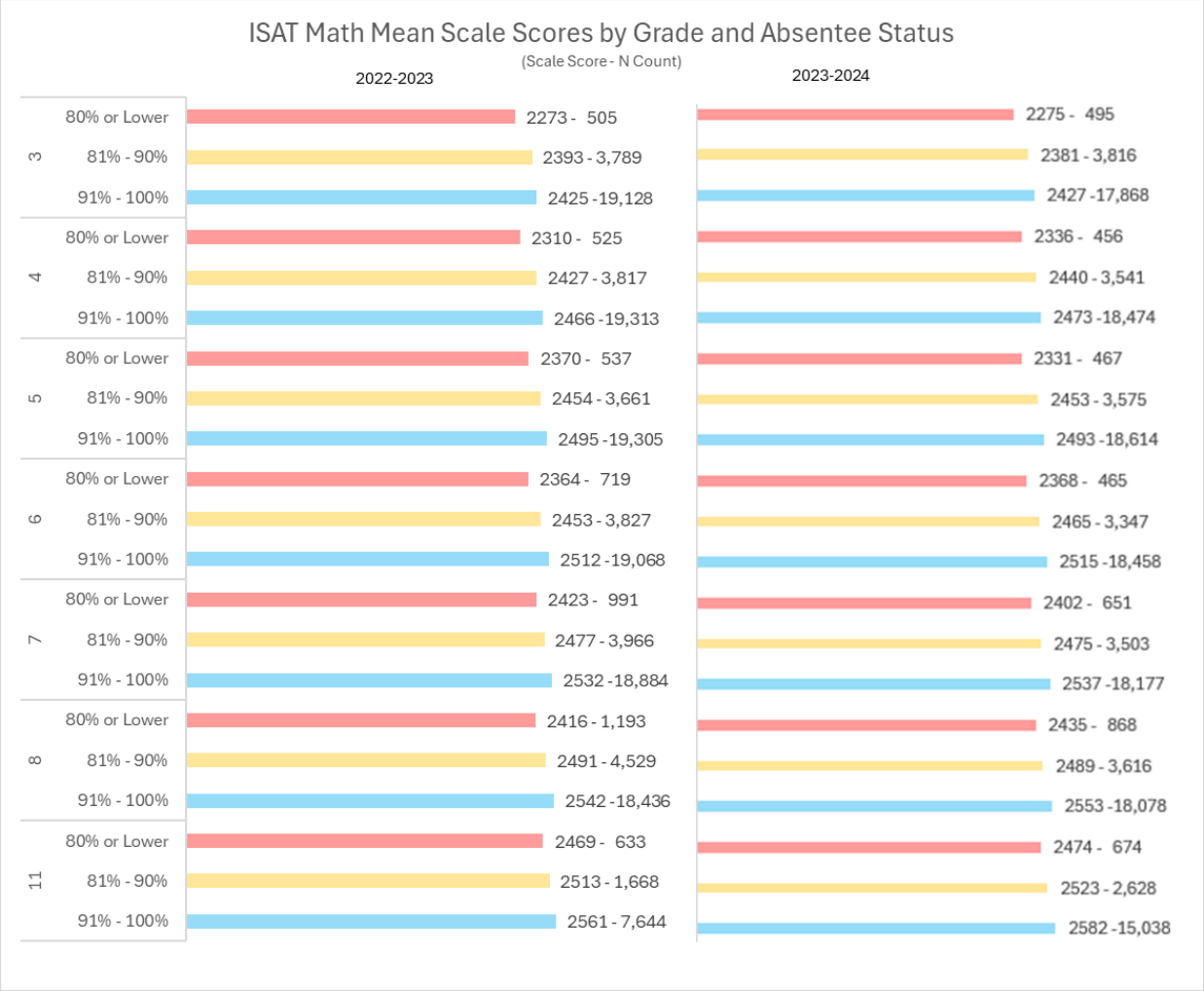
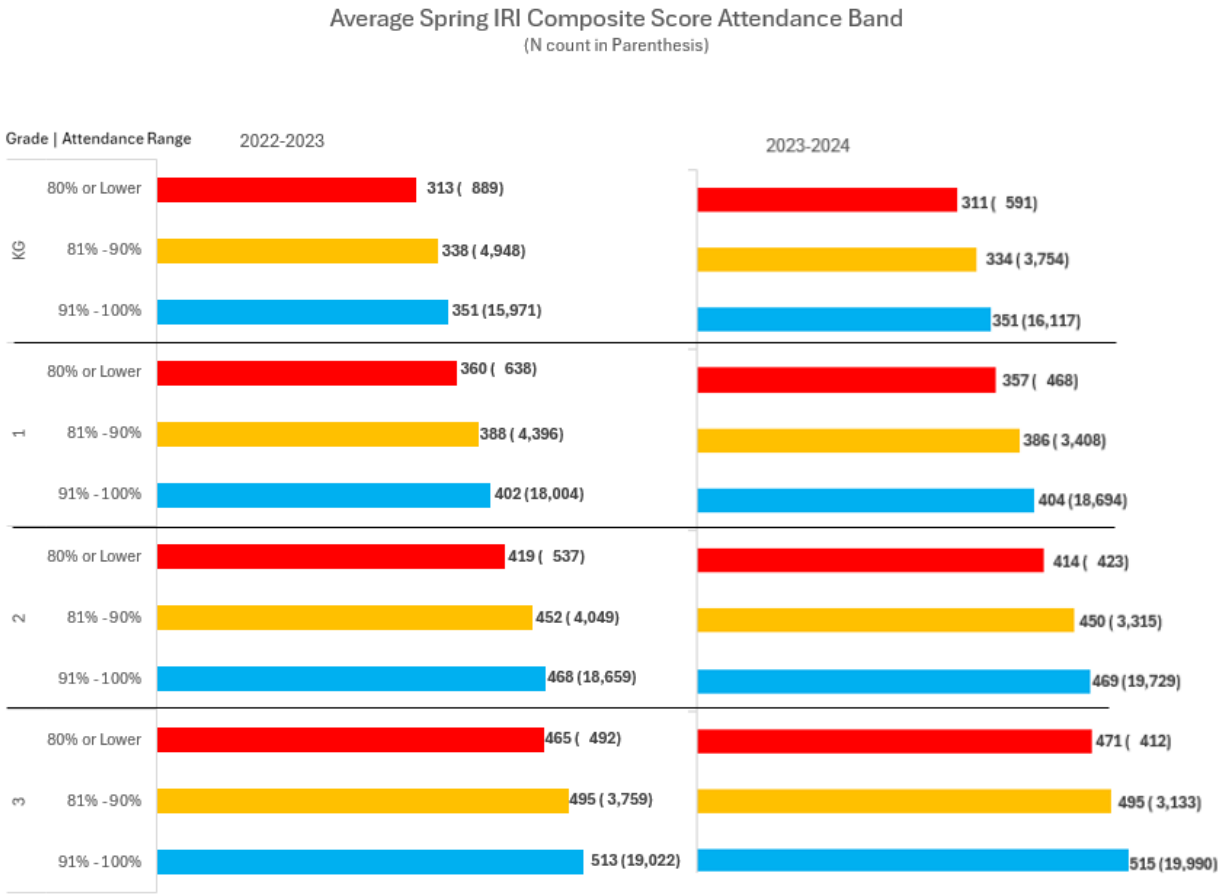


Figure 50: 2023 and 2024 IRI Mean Scores by Grade and Attendance

- Spring IRI Composite scores increased steadily by attendance level, from 80% attendance upward.
- This pattern was true in all grades and in both 2023, and 2024.
- The correlation is clear but small, accounting for between 1% and 5% of the variance in performance per grade and year.



9th-Grade Attendance Predicts 4-year Graduation Status

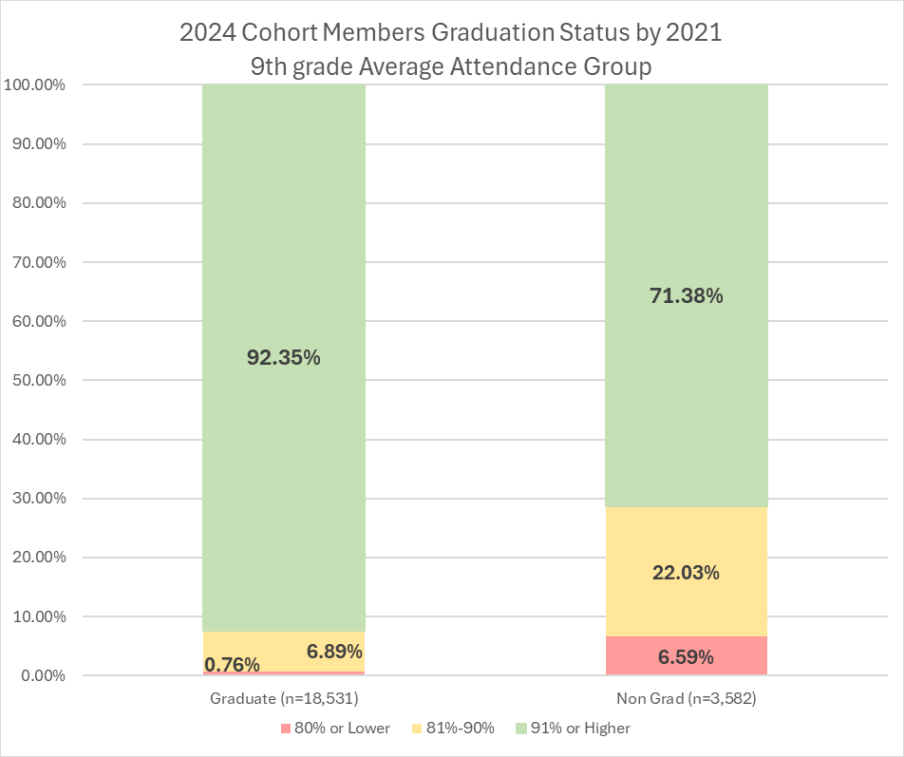
In Idaho, attendance as early as 9th grade strongly predicts likely graduation four years later, as seen in this analysis of students' 9th grade attendance in the school year 2018 and their graduation status in 2021.

Method Defining Attendance of the 9th-grade Cohort Members. If a 2021 graduation cohort member was enrolled in multiple schools in the 2017-18 school year, the highest positive attendance for the student was used.

Figure 51 shows the relationship between 9th-grade attendance and 4-year graduation. The graph excludes students who were not enrolled in an Idaho public school as of the first Friday of May of their freshman year, students who transferred out to another educational program outside of Idaho LEAs that culminates in the award of a regular high school diploma, emigrated to another county, or passed away during their four cohort years (n=3,016). The graph shows:

- 4-year graduates of the 2024 cohort were 29% more likely to have high attendance (91%-100%) in 9th grade than were their cohort non-graduates (92.35% of graduates had highest attendance level vs. 71.38% of non-graduates).
- Non-graduates were 772% more likely than graduates (6.59% v. 0.76%) to have low attendance (80% or less).

Figure 51: 4-year Graduation Status of 2024 Cohort by their 9th-Grade Attendance



NATIONAL ASSESSMENT OF EDUCATIONAL PROGRESS

The National Assessment of Educational Progress (NAEP) is the largest nationally representative, continuing evaluation of the condition of education in the United States. It has served as a national yardstick of student achievement since 1969. Students are tested on the subject areas of mathematics and reading on standards chosen by the National Assessment Governing Board (NAGB). These standards do not align to state standards. Through The Nation's Report Card, NAEP informs the public about what American students know and can do in various subject areas and compares achievement among states, large urban districts, and various student groups.

In Idaho, 1,800 students from 90 schools participated in each grade and subject area. Note that the number of students and schools are rounded to the nearest hundred and ten respectively. Students are selected statewide to achieve generalizable results among their student group population, schools are selected based on where these selected students attend school.

NAEP results are reported as both scale scores and achievements levels. The NAEP achievement levels are Below Basic, Basic, Proficient, and Advanced, but do not represent the same performance expectations as the ISAT, despite the use of the same terminology. Students performing at or above the *NAEP Proficient* level on NAEP assessments demonstrate solid academic performance and competency over challenging subject matter. It should be noted that the *NAEP Proficient* achievement level does not represent grade level proficiency as determined by other assessment standards (e.g., state or district assessments). The Idaho Department of Education continues to manage the NAEP assessment program (per Idaho code 08.02.03.111), which began in Idaho in 1992.

Results from 2024 (winter 2025)

The graphs below show NAEP performance in Grades 4 and 8 in 2013, 2022, and the last year for which results are currently available, 2024, in Idaho and at a national level. Results are expected to be available from the Nation's Report Card in early winter 2025. Idaho's performance over this period declined, mirroring that of the national public-school average.

Figure 52: NAEP Grade 4 Reading Performance by Achievement Levels in 2024, 2022, and 2013

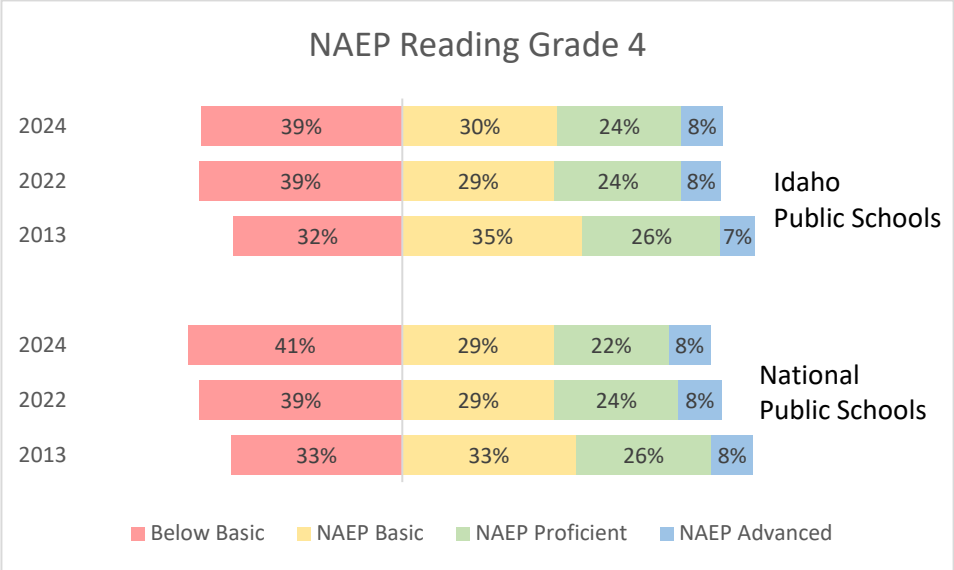


Figure 53: NAEP Grade 8 Reading Performance by Achievement Levels in 2024, 2022, and 2013

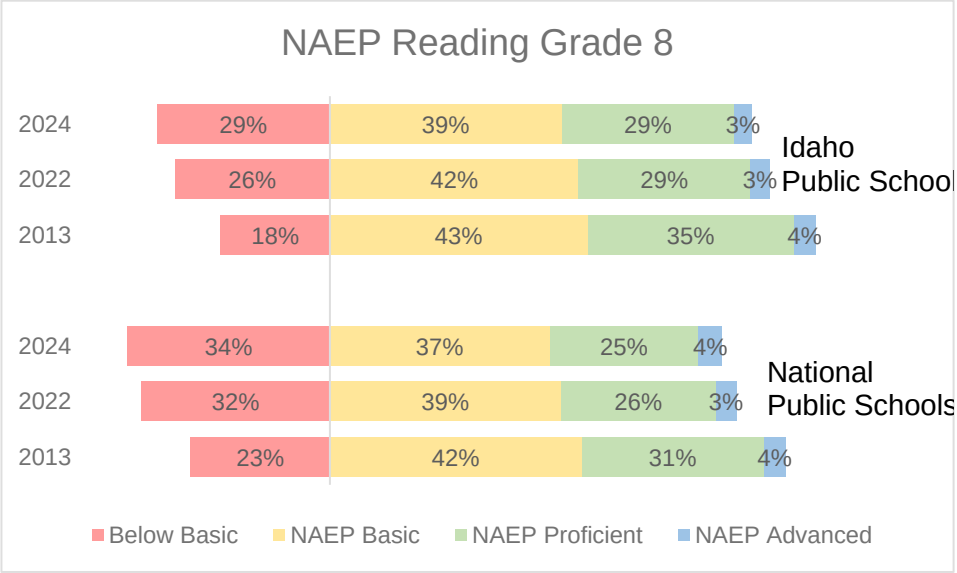


Figure 54: NAEP Grade 4 Math Performance by Achievement Levels in 2024, 2022, and 2013

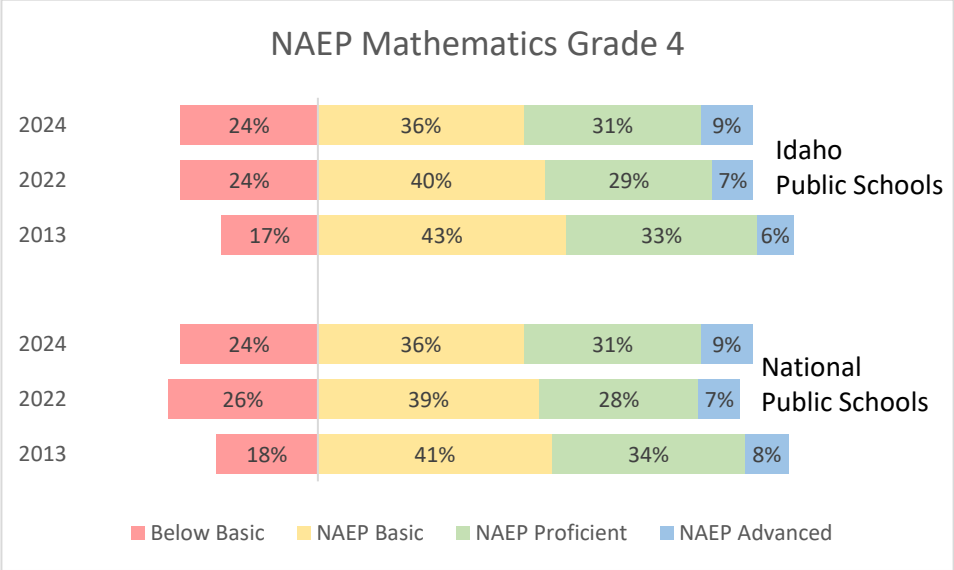
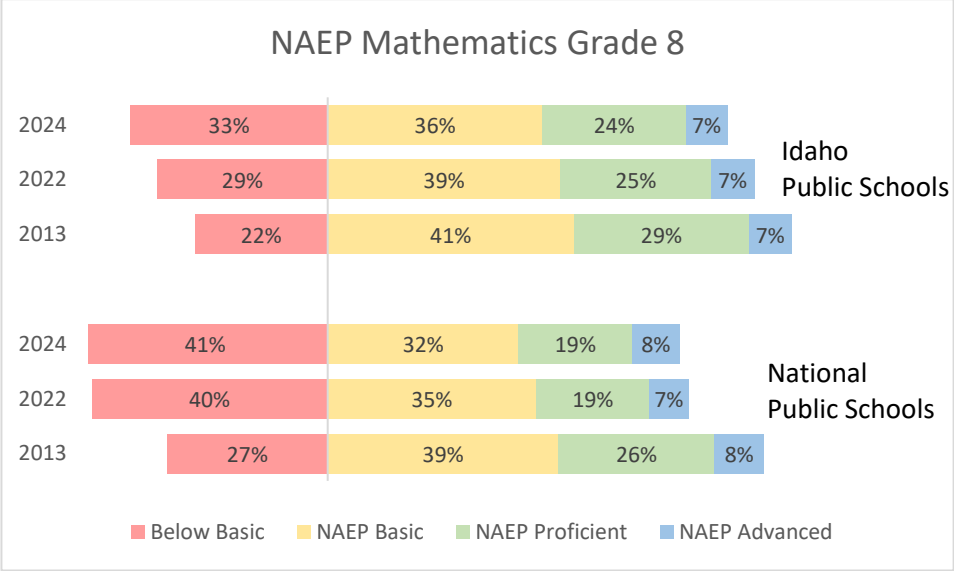


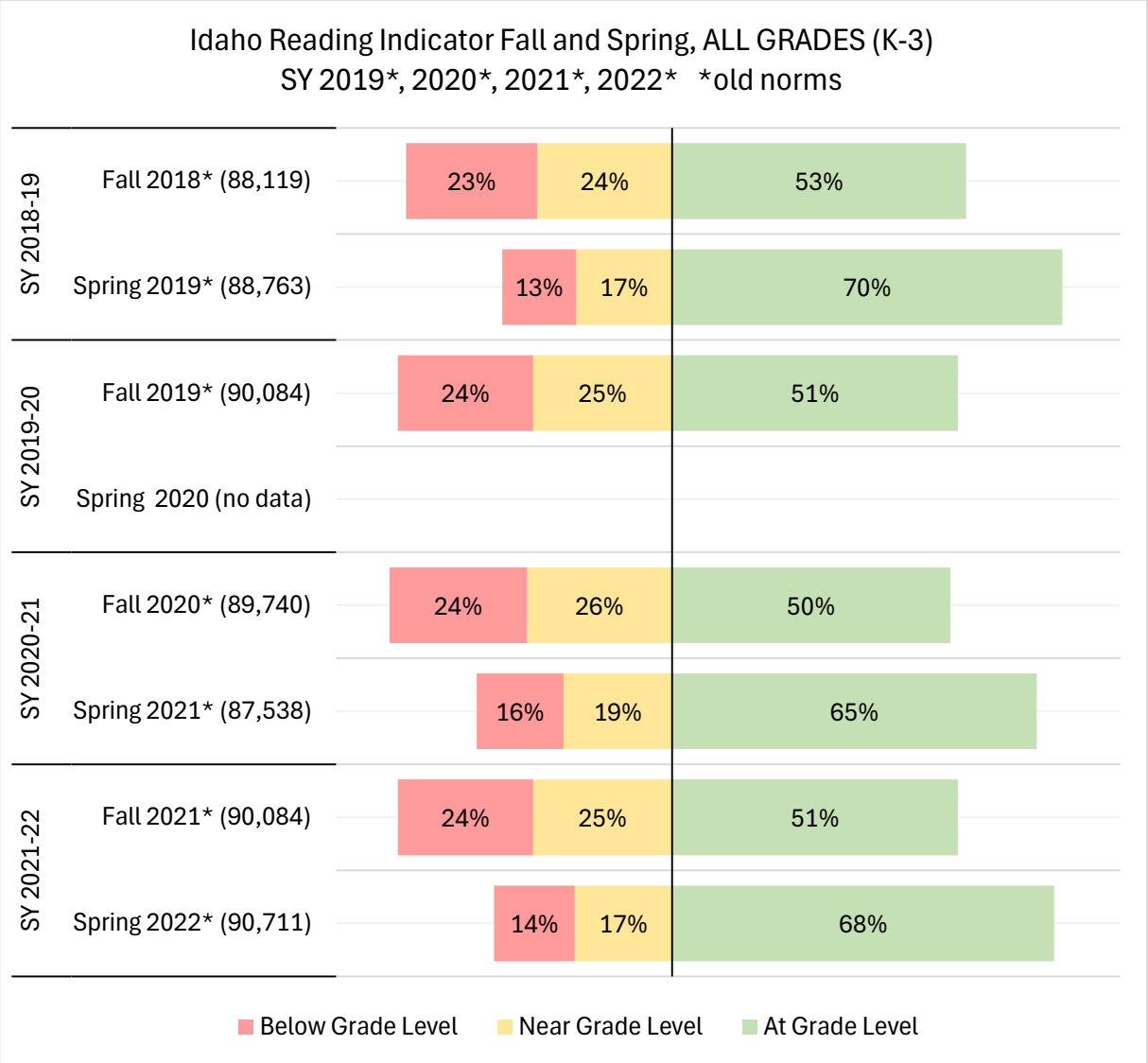
Figure 55: NAEP Grade 8 Math Performance by Achievement Levels in 2024, 2022, and 2013

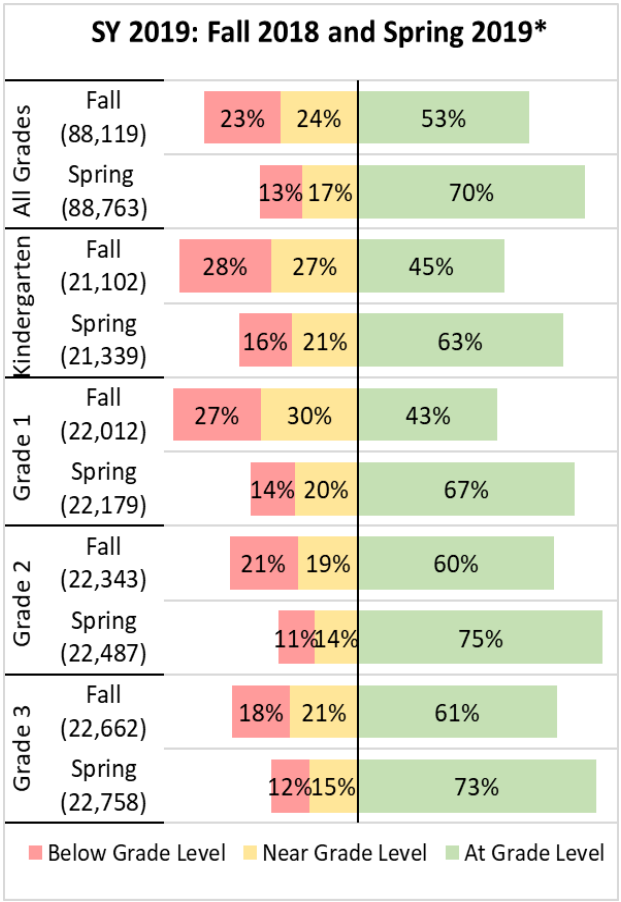


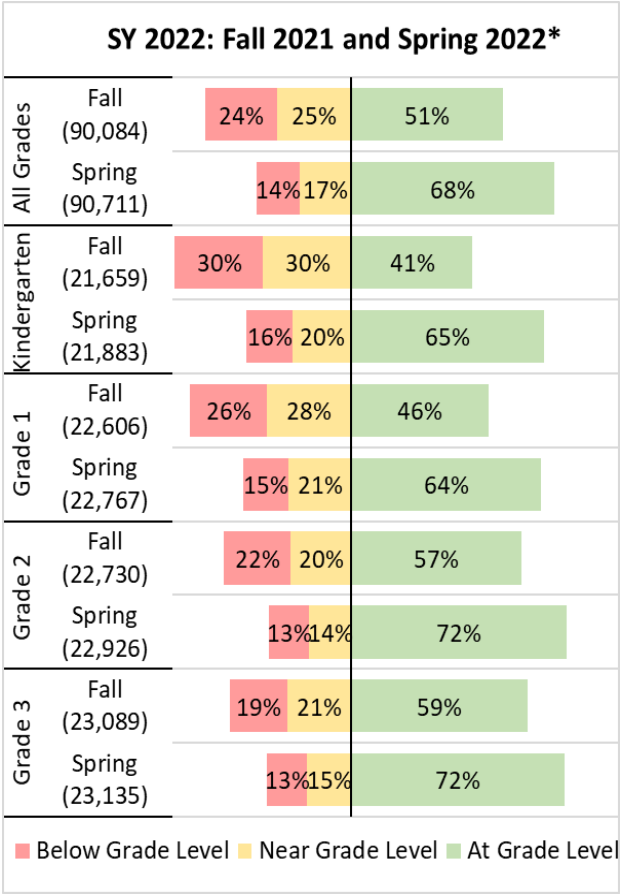
Appendix

IRI scores were put on a vertical scale and were subsequently renormed in 2022 using data from the 2018-19 school year. This was to align the IRI vendor's PreK-grade 3 early-reading assessment and Grades 4-5 advanced-reading assessment and make the scores continuous and comparable. For any norm-referenced assessments, the norm needs to be updated every four to five years to represent the performance of the current population. The change in norms affected the proficiency-level (Tier) assignment.

The following data represents the IRI scores from the old norms.




SY 2019: Fall 2018 and Spring 2019*
All Grades
Fall (88,119)
23%
24%
53%
Spring (88,763)
13%
17%
70%
Kindergarten
Fall (21,102)
28%
27%
45%
Spring (21,339)
16%
21%
63%
Grade 1
Fall (22,012)
27%
30%
43%
Spring (22,179)
14%
20%
67%
Grade 2
Fall (22,343)
21%
19%
60%
Spring (22,487)
11%
14%
75%
Grade 3
Fall (22,662)
18%
21%
61%
Spring (22,758)
12%
15%
73%
Below Grade Level
Near Grade Level
At Grade Level


SY 2022: Fall 2021 and Spring 2022*
All Grades
Fall (90,084)
24%
25%
51%
Spring (90,711)
14%
17%
68%
Kindergarten
Fall (21,659)
30%
30%
41%
Spring (21,883)
16%
20%
65%
Grade 1
Fall (22,606)
26%
28%
46%
Spring (22,767)
15%
21%
64%
Grade 2
Fall (22,730)
22%
20%
57%
Spring (22,926)
13%
14%
72%
Grade 3
Fall (23,089)
19%
21%
59%
Spring (23,135)
13%
15%
72%
Below Grade Level
Near Grade Level
At Grade Level