AMENDED AGENDA #2
STATE BOARD OF EDUCATION MEETING
June 16, 17, & 18, 2026
Boise State University
Simplot Ballroom
1700 University Drive
Boise, ID 83725

Public Streaming: https://www.boisestate.edu/btv/idaho-sboe-2026-june/

Tuesday, June 16, 2026 – 8:00 a.m. (Mountain Time)

BAHR

1. Announcement of the Sole Finalist for the Boise State University President Search pursuant to Idaho Code § 33-3734(5) – Information Item

EXECUTIVE SESSION – (Closed to the Public)

1. The Board convenes into Executive Session to:
   - conduct Presidential Evaluations pursuant to Idaho Code § 74-206(1)(b);
   - consider a Boise State University personnel matter pursuant to Idaho Code § 74-206(1)(a) & (b);
   - conduct the Executive Director evaluation pursuant to Idaho Code § 74-206(1)(b).

   No action will be taken in Executive Session.

Wednesday, June 17, 2026 – 12:30 p.m. (Mountain Time)

BOARDWORK

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

CONSENT

BAHR

1. Boise State University – Employment Agreement for Head Football Coach – Action Item
2. Boise State University – Employment Agreement Amendments for Assistant Football Coaches – Action Item
3. Idaho State University – Network Infrastructure Replacement Financing Agreement – Action Item
4. University of Idaho – License Agreement Between UI and T-Mobile West, LLC – Action Item

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

IDE

5. Emergency Provisional Applications – Action Item
6. Professional Standards Commission Appointments – Action Item
7. Assessment Item Review Committee Appointments – Action Item
8. Remote School / Hardship Status Applications – Action Item
9. Tuition Waiver Requests – Action Item

IRSA

10. Higher Education Research Council (HERC) Appointments – Action Item

PUBLIC COMMENT

BOARD OF TRUSTEES - BOISE STATE UNIVERSITY

1. Boise State University Annual Report – Information Item
2. Boise State University Students address the Board
3. Boise State University Employees address the Board

COLLEGE OF WESTERN IDAHO

1. College of Western Idaho Annual Report – Information Item

IDAHO DEPARTMENT OF EDUCATION

1. Superintendent's K-12 Update – Information Item
2. College and Career Competencies – Action Item
3. Adoption of Praxis Assessments and Qualifying Scores – Action Item

BUSINESS AFFAIRS AND HUMAN RESOURCES

2. Board Policy II.R. Retirement Plan Committee – Second Reading – Action Item
3. Board Policy V.N. Grants and Contracts – Second Reading – Action Item
4. Board Policy V.V. Scholarships – First Reading – Action Item
5. FY2027 Appropriated Funds Operating Budgets – Action Item
6. Chief Executive Officers Contract Terms – Action Item
7. Idaho Public Television – General Manager Appointment
8. Boise State University – East Stadium Redevelopment Feasibility Study Update – Information Item

Thursday, June 18, 2026 – 9 a.m. (Mountain Time)

PLANNING, POLICY, AND GOVERNMENTAL AFFAIRS

1. Idaho Comprehensive Literacy Plan – Action Item
2. Idaho Digital Learning Academy – Annual Report – Information Item
3. Division of Career Technical Education – Annual Report – Information Item
4. CTE Pedagogy Assessment for Certification – Action Item
5. Board Policy VII.A. CTE General Policies – First Reading – Action Item
6. Board Policy VII.B. CTE Program Delivery – First Reading – Action Item
7. Board Policy I.A. Policy Making Authority – First Reading – Action Item

8. Board Policy I.B. Procedures Repeal – First Reading – Action Item
9. Board Policy IV.D. Certification and the Career Ladder – Second Reading
10. Board Policy VII.C. CTE Certification – First Reading – Action Item
11. Legislative Ideas - 2027 Legislative Session – Action Ite

INSTRUCTION, RESEARCH AND STUDENT AFFAIRS

1. Open Education in Idaho Report 2026 – Information Item
2. Board Policy III.Q. Admission Standards – Second Reading – Action Item
3. Board Policy III.V. Articulation and Transfer – Second Reading – Action Item
4. Board Policy III.D. Official Calendars – Second Reading – Action Item
5. Board Policy III.P. Students – Second Reading – Action Item
6. Repeal of Board Policy III.T. Student Athletes – Second Reading – Action Item
7. Board Policy III.U. Instructional Material Access and Affordability – Second Reading – Action Item
8. Board Policy III.N. Statewide General Education – First Reading – Action Item
9. Dual Credit – Credit with a Purpose Strategy – Information Item

INFORMATIONAL

BAHR

1. Intercollegiate Athletics – FY2025 Revenue and Expense Reports
2. Intercollegiate Athletics – FY2025 Compensation Reports
3. Intercollegiate Athletics – FY2025 Gender Equity Reports

IDE

4. Approved Funding for Low Average Daily Attendance Schools

PPGA

5. Boise State University Annual Report
6. College of Western Idaho 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 Public Comment, the deadline to sign up to speak is 4:00 p.m. (MT), June 15, 2026. While the Board attempts to address items in the listed order, some items may be addressed by the Board prior to, or after the order listed.

BOARDWORK
JUNE 16-18, 2026

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1. Agenda Approval

Changes or additions to the agenda.

BOARD ACTION
I move to approve the agenda as posted.

2. Minutes Approval

BOARD ACTION
I move to approve the minutes for the April 15-16, 2026 Regular Board Meeting, the April 28, 2026 Special Board Meeting, and the May 19, 2026 Special Board Meeting.

3. Rolling Calendar

BOARD ACTION
I move to set June 15-17, 2027 as the dates, and Boise State University as the location, for the June 2027 Regular Board Meeting.

STATE BOARD OF EDUCATION MEETING
April 15-16, 2026
The University of Idaho
Pitman Center, 2nd Floor
709 Deakin Avenue
Moscow, ID 83843

A regular meeting of the Idaho State Board of Education was held at the University of Idaho on April 15th and 16th, 2026. Board President, Kurt Liebich, called the meeting to order at 1:00 p.m. (PT).

Present

Kurt Liebich, President
William G. Gilbert, Jr., Vice President
Cally Roach, Secretary
David Turnbull
Debbie Critchfield, Superintendent

Kurt Liebich
Shawn Keough
Cindy Siddoway
Peter C. Koehler

BOARDWORK

1. Agenda Review and Approval – Action Item

BOARD ACTION
M/S (Gilbert / Critchfield) 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 / Critchfield) I move to approve the minutes for the December 17, 2025, Regular Board Meeting, and the February 18, 2026, Special Board Meeting. *Motion carried by voice vote.*

3. Rolling Calendar – Action Item

BOARD ACTION
M/S (Gilbert / Critchfield) I move to set April 14-15, 2027, as the date, and the University of Idaho as the location, for the April 2027 Regular Board Meeting. *Motion carried by voice vote.*

CONSENT

BAHR

1. FY 2027 Appropriation Information – Institutions and Agencies of the Idaho State Board of Education – Action Item
2. Retirement Plan Committee – Idaho State Board of Education (Board) Voluntary Deferred Compensation Plan 457(b) Restatement – Action Item
3. Boise State University – Lease Agreement with Westmark Credit Union – Action Item
4. Boise State University – Lease Amendment with BSU Foundation – Action Item
5. Idaho State University – Revised Multi-Year Contract for Cody Hawkins, Head Football Coach – Action Item
6. Idaho State University – Approval of Idaho State University (ISU) Purchasing Policy, ISUPP 2560 – Action Item
7. Idaho State University – Prison Education Program Tuition and Fee Proposal – Action Item
8. Lewis Clark State College – Ellucian Colleague Enterprise Resource Planning (ERP) Software License Renewal – Action Item
9. University of Idaho – Schlumberger Technology Corporation Gift - Academic Software License for Petrel Software to Idaho Geological Survey – Action Item
10. University of Idaho – FY2027 & FY2028 Building Management Services – Idaho Water Center – Action Item

IDE

11. Emergency Provisional Certificate Recommendations – Action Item
12. Student Transportation Funding Cap Waiver Request – Action Item
13. Professional Standards Commission Appointments – Action Item
14. Curricular Materials Selection Committee Appointments – Action Item

IRSA

15. Boise State University – Bachelor of Science in Health Science and Online Program Fee in Lieu of Tuition – Action Item
16. Boise State University – Master of Science in Applied Artificial Intelligence and Online Program Fee in Lieu of Tuition – Action Item
17. Boise State University – Undergraduate Certificate in Community and Career Readiness Studies and Self Support Program Fee in Lieu of Tuition – Action Item
18. Boise State University – Undergraduate Certificate in Sport Impact – Online Program Fee in Lieu of Tuition – Action Item
19. Lewis-Clark State College – Bachelor of Science in Nursing – Professional Program Fee – Action Item
20. Lewis-Clark State College – Direct-Entry Master of Science in Nursing – Professional Program Fee – Action Item
21. Lewis-Clark State College – Elementary and Secondary Education – Professional Program Fees – Action Item
22. Lewis-Clark State College – Radiographic Sciences – Professional Program Fee – Action Item
23. Graduate Medical Education (GME) Committee New Appointment – Action Item
24. Higher Education Research Council (HERC) Appointment – Action Item

PPGA

25. State Rehabilitation Council Appointment – Action Item

BOARD ACTION

M/S (Gilbert / Critchfield) I move to approve the Consent Agenda. *Motion carried by voice vote.*

OPEN FORUM

1. Isaac Celedon addressed the Board and thanked them for their support during his tenure as ASBSU President.

BOARD OF REGENTS – UNIVERSITY OF IDAHO

1. University of Idaho (UI) students, Sky Reinhardt, Bobby Provost, Alma Azocar, Catherine Niehenke, Owen Allenger, and Reagan Johnson addressed the Board and shared their experiences as students at the University of Idaho.

2. UI faculty and staff, Dr. Bill Smith, Director, Martin Institute; Dr. Karen Launchbaugh, Professor, Rangeland Ecology; Dr. Sanjay Sisodiya, Department Head, Department of Business and Associate Professor of Marketing; Sharon Murdock, Student Services Manager; and Trevor Fulton, Executive Director, Recreation and Well Being, shared with the Board their successes and opportunities as employees of the University of Idaho.

3. President Scott Green presented the University of Idaho's Annual Report.

President Liebich placed the Board at recess at 3:45 p.m.
President Liebich reconvened the Board at 4:00 p.m.

NORTH IDAHO COLLEGE

1. President Nick Swayne presented North Idaho College's Annual Report

IDAHO DEPARTMENT OF EDUCATION

1. Super Superintendent Critchfield presented the K-12 Update to the Board.

2. Superintendent Critchfield provided the proposed updated Civics Test.

BOARD ACTION

M/S (Critchfield / Gilbert) I move to approve the updated Civics Test, as developed by the State Department of Education, for field testing in Idaho high schools during the 2026-2027 school year. *Motion carried by voice vote.*

BUSINESS AFFAIRS AND HUMAN RESOURCES

1. Patrick Coulson, Chief Financial Officer, Office of the State Board of Education (OSBE) summarized the first reading of Board Policy II.R., Retirement Plan Committee.

BOARD ACTION
M/S (Gilbert / Turnbull) I move to approve the first reading of Board Policy II.R., the Retirement Plan Committee as presented in Attachment 1. *Motion carried by voice vote.*

2. Patrick Coulson reviewed the first reading of Board Policy V.N., Grants and Contracts.

BOARD ACTION
M/S (Gilbert / Critchfield) I move to approve the first reading of Board Policy V.N., Grants and Contracts as presented in Attachment 1. *Motion carried by voice vote.*

3. Annie Hightower, Chief Operations Office, Boise State University (BSU) and Drew Alexander, Associate Vice President, Campus Operations, BSU, outlined BSU's Campus Master Plan (2025-2034) Update.

BOARD ACTION
M/S (Gilbert / Turnbull) I move to approve the Boise State University Campus Master Plan Update (2025-2034) as presented in Attachment 1. *Motion carried by voice vote.*

4. Board Member Gilbert summarized the Operating Agreement between Idaho State University (ISU) and the Idaho State University Foundation, Inc. and highlighted the importance of this type of agreement.

BOARD ACTION
I move to approve the request by Idaho State University to enter into an Operating Agreement with Idaho State University Foundation, Inc. and to authorize the President to execute the agreement in substantial conformance to the form submitted to the Board in Attachment 1.

AND

M/S (Gilbert / Critchfield) I move to approve the request by Idaho State University to enter into a Service Agreement with the Idaho State University Foundation, Inc. and to authorize the President to execute the agreement in substantial conformance to the form submitted to the Board in Attachment 3. *Motion carried by voice vote.*

5. Brian Sagendorf, Vice President, Operations, Idaho State University, (ISU), and Pauline Thiros, Director, Athletics, ISU, provided the Board with details regarding the proposed softball/golf training facility at ISU.

BOARD ACTION
M/S (Gilbert / Keough) I move to approve the request by Idaho State University to 1) amend its Six-Year Capital Improvement Plan to include the Softball and Golf Training Facility; 2) authorize ISU to proceed with this construction project; and 3) approve a total project budget not to exceed $4,241,245 utilizing private donor funds. *Motion carried by voice vote.*

6. Brian Sagendorf and Pauline Thiros provided the Board with details regarding the updated indoor track project.

BOARD ACTION
M/S (Gilbert / Critchfield) I move to approve the request by Idaho State University to 1) amend its six-year capital improvement plan to include the ICCU Dome Track Replacement Project, 2) authorize the University to proceed with the procurement and installation of the donor funded project described, and 3) approve a total project budget not to exceed $5,530,000 utilizing private donor funds. *Motion carried by voice vote.*

7. Sunny Wallace, Chief of Staff, UI, and Dr. Rayme Geidl, Interim Co-Director, Associate Director of Clinical Education, UI, and UWSOM Regional Dean, provided an overview of UI's proposed Idaho Water Center Medical Education Classroom and support suite improvements.

BOARD ACTION
M/S (Gilbert / Keough) I move to approve the request by the University of Idaho to implement the planning, programming, and design phases of a Capital Project for the Idaho Water Center Laboratory and Classroom Improvements in Boise, Idaho, in the amount of $467,045. Authorization includes the authority for the Vice President for Finance and Administration to execute all necessary and requisite consulting and vendor contracts to implement the project. *Motion carried by voice vote.*

President Liebich placed the Board at recess at 5:14 p.m.
President Liebich reconvened the Board at 9:00 a.m. on April 16, 2026.

EXECUTIVE SESSION – Closed to the Public
1. Executive Session

BOARD ACTION
M/S (Gilbert / Turnbull) I move that the Board, pursuant to Idaho Code § 74-206, convene in Executive Session to
- **consider a Idaho Public Television personnel matter pursuant to Idaho Code § 74-206(1)(a) & (b);**

- **consider a Boise State University personnel matter pursuant to Idaho Code § 74-206(1)(a) & (b);**
- **consider University of Idaho records that are exempt from public disclosure pursuant to Idaho Code § 74-206(1)(d) and Idaho Code § 74-107(1), (15), and (20);**
- **communicate with legal counsel regarding Boise State University pending litigation authority pursuant to Idaho Code § 74-206(1)(f).** ***Motion carried by roll call vote. (8 AYE, 0 NAY)***

The Board entered Executive Session at 9:01 a.m.
President Liebich reconvened the Board in regular session at 11:09 a.m.

President Kurt Liebich stated that the Board concluded its discussion and took no action on the matters discussed.

PLANNING, POLICY, AND GOVERNMENTAL AFFAIRS

1. Jennifer White, Executive Director of OSBE, summarized legislative actions from the 2026 Legislative Session affecting education.

2. Board Member David Turnbull provided the Board with an update regarding the Boise State President search.

3. Alison Henken, Policy Director, OSBE and Roger Stewart, Accountability and Oversight Committee (AOC) Chair, presented the AOC's Recommendations Report.

4. Alison Henken introduced the second reading of Board Policy I.Q., Accountability Oversight Committee.

BOARD ACTION
M/S (Keough / Critchfield) I move to approve the second reading of amendments to Board Policy I.Q., Accountability Oversight Committee, as provided in Attachment 1. ***Motion carried by voice vote.***

5. Alison Henken introduced the first reading of Board Policy IV.D. Certification and Career Ladder.

BOARD ACTION
M/S (Keough / Siddoway) I move to approve the first reading of amendments to Board Policy IV.D., Educator Certification and Career Ladder, as provided in Attachment 1. ***Motion carried by voice vote.***

6. Peter Risse, Administrator, Idaho Division of Career and Technical Education (IDCTE), presented IDCTE's – ISU Agricultural Science EPP Application to offer a CTE Agricultural Science and Technology (6-12) teacher endorsement program for certification purposes.

BOARD ACTION
M/S (Keough / Siddoway) I move to approve Idaho State University's request to offer a CTE Agricultural Science and Technology (6-12) teacher endorsement program for certification purposes, with a required conditional review in three years. ***Motion carried by voice vote.***

7. Peter Risse presented an update of the integration of Workforce Innovation and Opportunity Act (WIOA) and Perkins Plans.

8. Jennifer White reviewed the purpose of delegating authority under Policy V.W. to the Executive Director.

BOARD ACTION
M/S (Keough / Siddoway) I move that the Board delegate authority under Policy V.W. to the Executive Director to approve a binding settlement agreement for Boise State University in an amount exceeding $200,000 with respect to the legal matter discussed in Executive Session, in consultation with the Board Chair. ***Motion carried by voice vote.***

President Liebich placed the Board at recess at 12:16 p.m.
President Liebich reconvened the Board at 12:45 p.m.

INSTRUCTION, RESEARCH AND STUDENT AFFAIRS

1. Dr. Heidi Estrem, Chief Academic Officer, OSBE, presented the first reading of Board Policy III.D., Official Calendars.

BOARD ACTION
M/S (Roach / Turnbull) I move to approve the first reading of Board Policy III.D., Official Calendars as submitted in Attachment 1. ***Motion carried by voice vote.***

2. Dr. Heidi Estrem presented the first reading of Board Policy, III.P., Students.

BOARD ACTION
M/S (Roach / Keough) I move to approve the first reading of proposed amendments to Board Policy III.P., Students, as submitted in Attachment 1. ***Motion carried by voice vote.***

3. Dr. Heidi Estrem reviewed the first reading of repealing Board Policy III.T. Student Athletes.

BOARD ACTION
M/S (Roach / Keough) I move to approve the repeal of Board Policy III.T., as presented in Attachment 1. ***Motion carried by voice vote.***

4. Dr. Heidi Estrem outlined the first reading of Board Policy III.Q. Admission Standards.

BOARD ACTION
M/S (Roach / Siddoway) I move to approve the first reading of proposed amendments to Board Policy III.Q., Admission Standards as presented in Attachment 1. *Motion carried by voice vote.*

5. Dr. Heidi Estrem reported on the first reading of Board Policy III.V., Articulation and Transfer.

BOARD ACTION
M/S (Roach / Keough) I move to approve the first reading of proposed amendments to Board Policy III.V., Articulation and Transfer as submitted in Attachment 1. *Motion carried by voice vote.*

6. Dr. Heidi Estrem and Dr. Gwen Gorzelsky, Vice Provost for Academic Initiatives, UI, reviewed UI's request to create a Bachelor of Science in Construction Management and the Built Environment.

BOARD ACTION
M/S (Roach / Turnbull) I move to approve the request by the University of Idaho to create a Bachelor of Science in Construction Management and the Built Environment as presented by the full proposal in Attachment 1. *Motion carried by voice vote.*

7. Dr. Heidi Estrem provided the Board an update regarding activities around America's Next 250.

INFORMATIONAL

BAHR

IRSA

1. Established Program to Stimulate Competitive Research (EPSCoR) Annual Report
2. Higher Education Research Council (HERC) Annual Report
3. Semi-Annual Report of Approved Program Requests

PPGA

4. University of Idaho Annual Report
5. North Idaho College Annual Report

President Liebich thanked Provost Lloyd Duman, NIC, and Provost Torrey Lawrence, UI for their service and guidance they provided their respective institutions and students. Provost Duman is retiring from NIC and Provost Lawrence is returning to the classroom.

BOARD ACTION
M/S (Critchfield / Turnbull) I move to adjourn the meeting. *Motion carried by voice vote.*

Special Board of Education Meeting
April 28, 2026
Idaho State Board of Education
OSBE Conference Room
650 West State Street, Suite 307
Boise, ID 83720

A special meeting of the Idaho State Board of Education was held at the office of Idaho State Board of Education on April 28, 2026. Board President, Kurt Liebich, called the meeting to order at 10:00 a.m. (MT).

Present

Kurt Liebich, President
William G. Gilbert, Jr., Vice President
Cally Roach, Secretary
David Turnbull
Debbie Critchfield, Superintendent

Kurt Liebich
Shawn Keough
Cindy Siddoway
Peter C. Koehler

BOARDWORK

1. Agenda Review and Approval

BOARD ACTION

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

CONSENT

BAHR

1. FY 2027 Idaho Opportunity Scholarship Educational Costs – Action Item

BOARD ACTION

M/S (Gilbert / Turnbull) I move to approve the Consent Agenda. *Motion carried by voice vote.*

BUSINESS AFFAIRS AND HUMAN RESOURCES

1. FY 2027 Student Tuition and Fee Requests (Academic Year 2026-2027) – Boise State University, Idaho State University, University of Idaho, Lewis-Clark State College

   Stacy Pearson, Interim Chief Financial Officer, Boise State University (BSU), presented BSU"s FY27 tuition and fee request.

Jennifer Steele, Vice President, Finance and University Planning, Idaho State University (ISU), delivered ISU's FY27 tuition and fee request.

Brian Foisy, Vice President, Finance and Administration, University of Idaho (UI), outlined UI's FY27 tuition and fee request.

Chris Jones, Vice President, Finance and Administration, Lewis Clark State College (LCSC), presented LCSC's FY27 tuition and fee request.

Board Member Gilbert recognized the excellent work the finance teams at the institutions and the Office of the State Board of Education (OSBE) have done to provide the Board with the necessary information needed to make an informed decision. He also noted the impact the institutions have on the state of Idaho and the communities they are located in.

Board members discussed the tuition and fee proposal process and advised the institutions to continue to look for future opportunities and challenges.

BOISE STATE UNIVERSITY:
BOARD ACTION
M/S (Gilbert / Turnbull) I move to approve the FY 2027 annual undergraduate full-time resident tuition at BOISE STATE UNIVERSITY in the amount of $9,789, the consolidated mandatory fee in the amount of $3,091, and the annual undergraduate full-time nonresident tuition and fees in the amount of $29,477.

AND

I move to approve all other fees set forth in the FY 2027 BOISE STATE UNIVERSITY tuition and fees worksheet as reported in Attachment 4. ***Motion carried by voice vote.***

IDAHO STATE UNIVERSITY:
BOARD ACTION
M/S (Gilbert / Turnbull) I move to approve the FY 2027 annual undergraduate full-time resident tuition at IDAHO STATE UNIVERSITY in the amount of $9,339, the consolidated mandatory fee in the amount of $2,821, and the annual undergraduate full-time nonresident tuition and fees in the amount of $28,774.

AND

I move to approve all other fees set forth in the FY 2027 IDAHO STATE UNIVERSITY tuition and fees worksheet as reported in Attachment 5. ***Motion carried by voice vote.***

UNIVERSITY OF IDAHO:
BOARD ACTION
M/S (Gilbert / Turnbull) I move to approve the FY 2027 annual undergraduate full-time resident tuition at UNIVERSITY OF IDAHO in the amount of $9,825, the consolidated mandatory fee in the amount of $2,396, and the annual undergraduate full-time nonresident tuition and fees in the amount of $29,300.

AND

I move to approve all other fees set forth in the FY 2027 UNIVERSITY OF IDAHO tuition and fees worksheet as reported in Attachment 6. *Motion carried by voice vote.*

LEWIS-CLARK STATE COLLEGE:
BOARD ACTION
M/S (Gilbert / Turnbull) I move to approve the FY 2027 annual undergraduate full-time resident tuition at LEWIS-CLARK STATE COLLEGE in the amount of $8,226, the consolidated mandatory fee in the amount of $1,265, and the annual undergraduate full-time nonresident tuition and fees in the amount of $23,938.

AND

I move to approve all other fees set forth in the FY 2027 LEWIS-CLARK STATE COLLEGE tuition and fees worksheet as reported in Attachment 7. *Motion carried by voice vote.*

DUAL CREDIT FEE
BOARD ACTION
M/S (Gilbert / Turnbull) I move to set the statewide dual credit fee at $75 per credit for courses delivered through a secondary school, including courses taught online using instructional staff hired by the high school or the Idaho Digital Learning Academy, for FY 2027. *Motion carried by voice vote.*

STATEWIDE TRANSCRIPT FEE
BOARD ACTION
M/S (Gilbert / Turnbull) I move to set the statewide transcript fee at $10 per credit for FY 2027 for students enrolled in a qualified Workforce Training course where the student elects to receive credit. *Motion carried by voice vote.*

SUMMER BRIDGE PROGRAM FEE
BOARD ACTION
M/S (Gilbert / Koehler) I move to set the statewide summer bridge program fee at $65 per credit for FY 2027 for students admitted into a summer bridge program at an institution the summer immediately following graduation from high school and enrolling in predetermined college-level courses at the same institution the fall semester of the same year. *Motion carried by voice vote.*

2. University of Idaho - Student Health Insurance Program (SHIP)

Blaine Eckles, Vice Provost and Dean of Student Affairs, University of Idaho, presented UI's request to renew their Student Health Insurance Program (SHIP). The proposed renewal will reduce costs for students.

BOARD ACTION
M/S (Gilbert / Koehler) I move to approve the request by the University of Idaho to sign a one-year agreement with United Healthcare Services, Inc., with four one-year optional renewals for a total of five years for the provision of a fully insured student health insurance plan in substantial conformance to the materials presented to the Board. *Motion carried by voice vote.*

President Liebich placed the Board at recess at 11:55 a.m.
President Liebich reconvened the Board at 12:00 p.m.

PLANNING, POLICY AND GOVERNMENTAL AFFAIRS

1. Idaho Digital Learning Academy – Proposed Fees

Jeff Simmoms, Superintendent, Idaho Digital Learning Academy, summarized the proposed fee requests.

BOARD ACTION
M/S (Keough / Critchfield) I move to approve the course fees of Idaho Digital Learning Academy doing business as Idaho Digital Learning Alliance, as presented in Attachment 1. *Motion carried by voice vote.*

2. Idaho State Department of Education – Ed-Flex Application

Superintendent Critchfield provided an overview of the Ed-Flex application.

BOARD ACTION
M/S (Keough / Critchfield) I move to approve Idaho's Application for the Educational Flexibility Program as provided in Attachment 1 and if the application is approved by the U.S. Department of Education, delegate the Idaho State Department of Education with the authority to review and approve LEA waiver requests submitted under the Ed-Flex Program. *Motion carried by voice vote.*

3. Idaho State Department of Education – ESEA Waiver Application

Alison Henken, Policy Director, OSBE, summarized the on-going work regarding the ESEA Waiver application.

Superintendent Critchfield outlined the purpose of the ESEA Waiver application and why Board approval is needed.

BOARD ACTION
M/S (Keough / Critchfield) I move to approve the ESEA Waiver Application, as provided in Attachment 1, and authorize the Idaho State Department of Education to submit this request to the U.S. Department of Education. ***Motion carried by voice vote.***

BOARD ACTION
M/S (Gilbert / Koehler) I move to adjourn the meeting.

President Liebich adjourned the Board at 12:16 p.m.

Special Board of Education Meeting
May 19, 2026
Idaho State Board of Education
OSBE Conference Room
650 West State Street, Suite 307
Boise, ID 83720

A special meeting of the Idaho State Board of Education was held at the office of Idaho State Board of Education on May 19, 2026. Board President, Kurt Liebich, called the meeting to order at 9:30 a.m. (MT).

Present

Kurt Liebich, President
William G. Gilbert, Jr., Vice President
David Turnbull
Debbie Critchfield, Superintendent
Kurt Liebich
Shawn Keough
Cindy Siddoway
Peter C. Koehler

Absent

Cally Roach, Secretary

BOARD ACTION

M/S (Keough / Turnbull) I move that the Board, pursuant to Idaho Code § 74-206, convene in Executive Session to

- **consider a Boise State University personnel matter pursuant to Idaho Code § 74-206(1)(a) & (b).**
- **and consider a University of Idaho (UI) personnel matter pursuant to Idaho Code § 74-206(1)(a) & (b). *Motion carried by roll call vote. (7 AYE, 0 NAY, 1 ABS)***

President Liebich reconvened the Board at 3:30 p.m.

President Liebich stated that no action was taken in Executive Session.

BUSINESS AFFAIRS AND HUMAN RESOURCES

1. Exception to Board Policy II.F(2)(b)(ii)

   Board Member Gilbert informed the Board that UI recently conducted an internal search for an interim Provost and Executive Vice President for Academic Affairs to serve during a defined two (2) year transitional leadership period while the institution prepares for a national search for a permanent provost. Under current Board policy, compensation for interim appointments is limited to either ten

percent (10%) above the appointee's current salary or ninety-five percent (95%) of the prior incumbent's salary.

Due to the scope, duration, and executive leadership responsibilities associated with the University's chief academic officer position, UI is requesting flexibility to establish compensation outside the standard policy limitations. The requested exception is limited solely to this appointment and does not amend or supersede Board policy.

BOARD ACTION
M/S (Gilbert / Keough) I move to approve an exception to Board Policy II.F(2)(b)(ii) for the University of Idaho's Provost and Executive Vice President for Academic Affairs appointment, authorizing the University President to negotiate and establish compensation outside the limitations otherwise applicable to interim or acting appointments under the policy. *Motion carried by voice vote.*

BOARD ACTION
M/S (Gilbert / Keough) I move to adjourn the meeting. *Motion carried by voice vote.*

President Liebich adjourned the meeting at 3:43 p.m.

TAB	DESCRIPTION	ACTION
1	BAHR – BOISE STATE UNIVERSITY – EMPLOYMENT AGREEMENT FOR HEAD FOOTBALL COACH	Action Item
2	BAHR – BOISE STATE UNIVERSITY – EMPLOYMENT AGREEMENT AMENDMENTS FOR ASSISTANT FOOTBALL COACHES	Action Item
3	BAHR – IDAHO STATE UNIVERSITY – NETWORK INFRASTRUCTURE REPLACEMENT FINANCING	Action Item
4	BAHR – UNIVERSITY OF IDAHO – LICENSE AGREEMENT BETWEEN UI AND T-MOBILE WEST, LLC	Action Item
5	IDE – EMERGENCY PROVISIONAL APPLICATIONS	Action Item
6	IDE – PROFESSIONAL STANDARDS COMMISSION APPOINTMENTS	Action Item
7	IDE – ASSESSMENT ITEM REVIEW COMMITTEE APPOINTMENTS	Action Item
8	IDE – REMOTE SCHOOL/HARDSHIP STATUS APPLICATIONS	Action Item

TAB	DESCRIPTION	ACTION
9	IDE – TUITION WAIVER REQUESTS	Action Item
10	IRSA – HIGHER EDUCATION RESEARCH COUNCIL APPOINTMENTS	Action Item

SUBJECT

Boise State University – Employment Agreement for Head Football Coach

REFERENCE

June 2024	The Board approved a five-year and three-month employment agreement with Coach Danielson.
June 2025	The Board approved an employment agreement extension for Coach Danielson.

APPLICABLE STATUTE, RULE, OR POLICY

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

BACKGROUND/DISCUSSION

Boise State is requesting approval of an employment agreement amendment for Head Football Coach Spencer Danielson. The salary for years one through four remains unchanged in terms of annual base compensation, and year five includes an increase of $100,000 relative to the prior year, keeping the increases consistent over the term. Liquidated damages provisions reset to the same as they were in the prior five-year term iteration.

The contract is similar to the standard issued by Boise State University and is in substantial conformance with the Board Policy II.H. template.

Danielson is the 12th head coach in Boise State football history, who led the Broncos to their third consecutive Mountain West Championships in 2025 to become the second FBS coach to win three straight conference championships in their first three seasons at the helm.

IMPACT

The salary for the head coach is funded with program revenues, media, donations, and other non-state funds. Terms are as follows:

Term: New Five Year Term, ending February 28, 2031.

Base Compensation: Salary increase to:

Year 1 - March 1, 2026 – February 28, 2027 = $2,100,000;
Year 2 - March 1, 2027 – February 29, 2028 = $2,200,000;
Year 3 - March 1, 2028 – February 28, 2029 = $2,300,000;
Year 4 - March 1, 2029 – February 28, 2030 = $2,400,000;
Year 5 - March 1, 2030 – February 28, 2031 = $2,500,000

Liquidated damages Provision: If Coach terminates early, for convenience, liquidated damages are set out as follows:

(a) $3,500,000 if the Agreement is terminated on or before February 28, 2027; and

(b) $3,000,000 if the Agreement is terminated between March 1, 2027 and February 29, 2028 inclusive; and
(b) $2,500,000 if the Agreement is terminated between March 1, 2028 and February 28, 2029 inclusive; and
(c) $2,000,000 if the Agreement is terminated between March 1, 2029 and February 28, 2030, inclusive; and
(d) $1,000,000 if the Agreement is terminated between March 1, 2030 and February 28, 2031, inclusive.

All other terms and conditions remain unchanged.

ATTACHMENTS

List any Attachments with this item and the page number(s) where they are found, using the following format:

Attachment 1 – 2020-2024 APR Summary
Attachment 2 – Proposed Contract Extension for Spencer Danielson
Attachment 3 – Executed Employment Amendment for Spencer Danielson
Attachment 4 – Executed Employment Contract for Spencer Danielson
Attachment 5 – Danielson Maximum Compensation Calculation
Attachment 6 – Base Salary and Incentive Comparison – Head Coaches
Attachment 7 – Liquidated Damages Comparison – Head Coaches

BOARD STAFF COMMENTS AND RECOMMENDATIONS

Board staff has reviewed the proposed amendment to Boise State University (BSU) Head Football Coach Spencer Danielson's employment agreement and finds it to be consistent with the institution's standard coaching contract template and in substantial conformance with Board Policy II.H.

The proposed amendment establishes a new five (5) year term through February 28, 2031, while maintaining previously approved annual compensation increases during the first four (4) years of the agreement and providing a consistent incremental increase in the fifth year. The agreement also resets the liquidated damages provisions to align with the structure approved in the prior five (5) year agreement term.

Coach Danielson has demonstrated significant competitive success during his tenure as head football coach, including leading BSU to three (3) consecutive Mountain West Conference championships and Fiesta Bowl appearance in the 2024-2025 College Football Playoff (CFP). The proposed compensation structure and contract terms are comparable to peer market conditions and funded through BSU athletic program revenues and other non-state funding sources.

Board staff recommends approval.

BOARD ACTION

I move to approve the request by Boise State University to enter into an amendment to Spencer Danielson's employment agreement to establish a five (5) year term to continue his service as the head coach for the football team, as presented in the attached documents.

Moved by _____ Seconded by _____ Carried Yes _____ No _____

BOISE STATE UNIVERSITY

Football APR History and National Percentile Rank

SINGLE YEAR NCAA ACADEMIC PROGRESS RATE (APR) SCORES

	2020-21	2021-22	2022-23	2023-24	REPORT YEAR
Football	990	982	976	994	Raw Score for single year
National % Rank by Sport	***90-100***	***70-80***	***70-80***	***80-90***	***Percentile Rank for Sport***

** 2023-24 APR released May 2025*

MULTI-YEAR APR (4-Year Rolling Average)

Football	990	988	982	986

SINGLE YEAR GRADE POINT AVERAGE (GPA)

	2021-22	2022-23	2023-24	2024-25	Academic Year
Football	3.03	3.08	3.10	3.18	

EMPLOYMENT AGREEMENT
AMENDMENT TWO

This Amendment Two is effective as of the date of final signature below by and between Boise State University (the University) and Spencer Danielson (Coach). The following terms and conditions amend certain material provisions contained in the Employment Agreement (as amended) to establish agreed upon modifications to the Employment Agreement between the parties.

1. Section 2.1 is amended to establish a new five-year Term beginning date and ending date; the Term will now terminate on February 28, 2031. In addition, the amendment establishes a final year base compensation.

2. Section 3.1.1.a is amended to increase the annual salary as follows:
Year 1 - March 1, 2026 – February 28, 2027 = $2,100,000;
Year 2 - March 1, 2027 – February 29, 2028 = $2,200,000;
Year 3 - March 1, 2028 – February 28, 2029 = $2,300,000;
Year 4 - March 1, 2029 – February 28, 2030 = $2,400,000;
Year 5 - March 1, 2030 – February 28, 2031 = $2,500,000

3. Section 5.3.3 is amended to establish the parties' agreement that the Coach shall pay to the University, as liquidated damages and not a penalty, the following sum:
(a) $3,500,000 if the Agreement is terminated on or before February 28, 2027; and
(b) $3,000,000 if the Agreement is terminated between March 1, 2027 and February 29, 2028 inclusive; and
(b) $2,500,000 if the Agreement is terminated between March 1, 2028 and February 28, 2029 inclusive; and
(c) $2,000,000 if the Agreement is terminated between March 1, 2029 and February 28, 2030, inclusive; and
(d) $1,000,000 if the Agreement is terminated between March 1, 2030 and February 28, 2031, inclusive.

4. All other terms and conditions shall also remain unchanged.

University

Jeramiah Dickey
Director of Athletics

Date

Dr. Jeremiah Shinn
Interim President

Date

Coach

Spencer Danielson

Date

Approved by the Idaho State Board of Education on the 17th day of June, 2026.

EMPLOYMENT AGREEMENT
AMENDMENT – EXTENSION

This Amendment is effective as of the date of final signature below by and between Boise State University (the University) and Spencer Danielson (Coach). The following terms and conditions amend and extend the Employment Agreement between the parties.

1. **Section 2.1 is amended to extend the Term by one year; the Term will now terminate on February 28, 2030.**

2. **Section 3.1.1.a is amended to increase the annual salary as follows:**
   Year 2 - March 1, 2025 – February 28, 2026 = $2,000,000;
   Year 3 - March 1, 2026 – February 28, 2027 = $2,100,000;
   Year 4 - March 1, 2027 – February 29, 2028 = $2,200,000;
   Year 5 - March 1, 2028 – February 28, 2029 = $2,300,000;
   Year 6 - March 1, 2029 – February 28, 2030 = $2,400,000;

3. **Section 5.3.3 is amended to the Coach shall pay to the University, as liquidated damages and not a penalty, the following sum:**
   (a) $3,500,000 if the Agreement is terminated on or before February 28, 2026; and
   (b) $3,000,000 if the Agreement is terminated between March 1, 2026 and February 28, 2027 inclusive; and
   (b) $2,500,000 if the Agreement is terminated between March 1, 2027 and February 29, 2028 inclusive; and
   (c) $2,000,000 if the Agreement is terminated between March 1, 2028 and February 28, 2029, inclusive; and
   (d) $1,000,000 if the Agreement is terminated between March 1, 2029 and February 28, 2030, inclusive.

4. **All other terms and conditions shall also remain unchanged.**

University

Jeramiah Dickey (06/20/2025 11:00 MDT)
Jeramiah Dickey
Director of Athletics
06/20/2025
Date

Jeremiah Shinn (06/27/2025 17:06 MDT)
Dr. Jeremiah Shinn
Interim President
06/27/2025
Date

Coach

Spencer Danielson (06/20/2025 09:46 MDT)
Spencer Danielson
06/20/2025
Date

Approved by the Idaho State Board of Education on the 18th day of June, 2025.

EMPLOYMENT AGREEMENT

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

ARTICLE 1

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

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

1.3. Duties. Coach shall manage and supervise the Team and shall perform such other duties in the University's athletic program as the Director may assign and as may be described elsewhere in this Agreement. In addition to the duties described herein, Coach will be wholly committed to development of student-athletes, and their athletic and academic success, in addition to overall program success.

ARTICLE 2

2.1. Term. This Agreement is for a fixed-term appointment of five (5) years and approximately three (3) months, commencing on December 10, 2023 and terminating, without further notice to Coach, on February 28, 2029 unless sooner terminated in accordance with other provisions of this Agreement.

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

ARTICLE 3

3.1. Regular Compensation.

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

a) An annual salary of as follows:
Year 1 - December 10, 2023 – February 29, 2024 = $249,617.20
March 1, 2024 – February 28, 2025 = $1,100,000;
Year 2 - March 1, 2025 – February 28, 2026 = $1,200,000;
Year 3 - March 1, 2026 – February 28, 2027 = $1,300,000;
Year 4 - March 1, 2027 – February 29, 2028 = $1,400,000;
Year 5 - March 1, 2028 – February 28, 2029 = $1,500,000;
payable in biweekly installments in accordance with normal University procedures, and such salary increases as may be determined appropriate by the Director and President and approved by the Board;

b) A one-time signing bonus payment of $35,000 will be paid within thirty (30) days after the execution of this agreement and final Board of Education approval.

c) A one-time retention bonus of $300,000 paid on the first regular pay date in April 2027, if Coach is still employed as the Head Coach by the University on that date.

d) A one-time retention bonus of $200,000 paid on the first regular pay date in February 2029, if Coach is still employed as the Head Coach by the University on that date.

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

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

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

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

i) Spouse travel to all away games, post-season bowl games and, at the invitation of the Director, other special events; and

j) Spouse and children travel to post-season bowl games; and

k) Ten (10) complimentary tickets (football, basketball, and otherwise, including parking passes) to University sporting events.

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

3.2 Supplemental Compensation. Each year Coach may be eligible to receive supplemental compensation while Coach is continuously employed as the Head Coach, as follows:

3.2.1 Athletic Achievement Incentive Pay.

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

Team wins sixth (6th) Conference game against a Mountain West Conference (Conference) opponent 1% of salary

Team wins seventh (7th) Conference game against a Conference opponent 1% of salary

Team wins eighth (8th) Conference game against a Conference opponent 2% of salary

Team wins game against a Power 4 conference opponent in a non-Conference, regular season game	2% of salary
Team Participates in the Conference Championship Game	4% of salary
Team prevails as the Conference Champions	6% of salary
**Team participates in a non-CFP Bowl Game	1% of salary
**Team participates in & prevails in Non-CFP Bowl Game	2% of salary
Maximum Cumulative Regular Season & Non-CFP Payout	*$200,000*

College Football Playoff ("CFP"):

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

Coach of the Year:

Coach earns Conference Coach of the Year	2% of salary
Coach earns AFCA Regional Coach of the Year	2% of salary
Coach earns National Coach of the Year	4% of salary
Maximum Coach of the Year Payout	*8% of salary*

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

As set forth in the contingency of continuous employment and participation in the event leading to supplemental compensation under each **bolded** category, any supplemental compensation awarded as Athletic Achievement Incentive Pay shall be paid on the first regular pay date in February, as long as Coach remains continuously employed as the Head Coach on that date on which the respective Athletic Achievement was attained.

3.2.2. Academic Achievement Incentive Pay.

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

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

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

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

All Incentive Pay amounts pursuant to Section 3.2 shall be cumulative within each of the following sections described above and shall in no event exceed the cumulative total supplemental compensation payment amounts in one contract Year, as those contract years are outlined in 3.1.1(a):

a) $200,000 - Regular Season & Non-College Football Playoff ("Non-CFP") Bowl Game and Academic Achievement ("APR") Incentive Pay
b) 20% of salary - College Football Playoff ("CFP")
c) 8% of salary – Coach of the Year

If Coach qualifies for any supplemental compensation, the amount paid to the Coach will be calculated on the percentage of base salary at time of occurrence. Provided, however, if conditions beyond the control of the University prevent the University from hosting home competitions at full capacity, supplemental compensation may be less than the amounts in Sections 3.2.1 and 3.2.2, above. If Coach is head coach for a partial calendar year, Academic Achievement Incentive Pay will be prorated for any partial calendar year. The amount of supplemental compensation in each Contract Year will be earned by and payable to Coach only if Coach is employed as the Head Coach of University on the day of the event that is the basis for the University paying the amount.

Coach is not entitled to supplemental compensation if Coach is placed on administrative leave or otherwise not performing the duties of Coach during the time the applicable achievement is attained.

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

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

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

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

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

3.3. Footwear; Apparel; Equipment. Coach agrees that the University has the exclusive right to select footwear, apparel and/or equipment for the use of its student-athletes and staff, including Coach, during official practices and games and during times when Coach or the Team is being filmed by motion picture or video camera or posing for photographs in their capacity as representatives of University. In order to avoid entering into an agreement with a competitor of any University selected vendors, Coach shall submit all outside consulting agreements to the University for review and approval prior to execution. Coach shall also report such outside income

to the University in accordance with Section 4.2 of this Agreement. Coach further agrees that Coach will not endorse any athletic footwear, apparel and/or equipment products, and will not participate in any messages or promotional appearances which contain a comparative or qualitative description of athletic footwear, apparel or equipment products.

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

ARTICLE 4

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

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

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

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

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

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

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

4.4. Hiring Authority. Coach shall have the responsibility and the sole authority to recommend to the Director the hiring and termination of assistant coaches and support staff for the Team, but the decision to hire or terminate an assistant coach or support staff member shall be made by the Director and shall, when necessary or appropriate, be subject to the approval of the President and the Board. Coach shall be provided with an annual budget for staffing as follows:

a) Ten (10) Assistant Coaches – At least $2,500,000
b) Operations / Quality Control / Sports Performance Staff – At least $720,000
c) Four (4) Graduate Assistant Coaches – At least $100,500

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

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

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

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

4.9. Attendance at Specific Gatherings. Coach will attend all staff meetings, public relation functions, dinners, awards banquet and make appearances as directed by the Director unless excused by the Director. Such functions shall include, but are not limited to, the following:

a) The Boise State Athletics Hall of Fame Dinner
b) The biennial BAA/Alumni Auction
c) The Lyle Smith Golf Tournament
d) The Dairy Booster Auction
e) The annual BAA Endowment Dinner
f) All Department staff meetings called by the Athletic Director
g) Athletic Department Graduation Reception
h) BAA Appreciation Day
i) Dinner on the Blue

ARTICLE 5

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

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

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

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

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

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

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

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

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

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

i) A deliberate or major violation of any applicable law or the policies, rules

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

j) The failure of Coach to disclose any criminal proceeding or accusation or finding of serious misconduct as required in Section 4.7 of this Agreement.

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

5.1.3. In the event of any termination for good or adequate cause, the University's obligation to provide compensation and benefits to Coach, whether direct, indirect, supplemental or collateral, shall cease as of the date of such termination, provided, however, that Coach shall receive any earned but unpaid base salary as set forth in Section 3.1.1(a) as well as any earned but unpaid supplemental compensation accrued during the season as a result of participating in the event, as Head Coach, that is the basis for the University paying the amount, as set forth in Sections 3.2.1 and 3.2.2. The University shall not be liable for the loss of any collateral business opportunities or other benefits, perquisites, or income resulting from outside activities or from any other sources.

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

5.2. Termination of Coach for Convenience of University.

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

5.2.2. In the event that the University terminates this Agreement for its own convenience, the University shall be obligated to pay Coach, as liquidated damages and not a penalty, 70% of the total remaining annual guaranteed compensation from base salary set forth in Section 3.1.1(a), excluding all deductions required by law, on the regular paydays of the University until the term of this Agreement ends or until Coach obtains reasonably comparable employment, whichever occurs first.

Liquidated damages are subject to a duty of mitigation and offset such that Coach must use reasonable best efforts to obtain other employment, commensurate with Coach's skills and experience as an NCAA Division I FBS Head Coach, during the original term of this Agreement and, in the event Coach obtains other employment of any kind or nature after such termination, then the amount of compensation the University pays will be adjusted and reduced by the amount of compensation paid Coach as a result of such other employment.

Coach specifically agrees to inform the University within ten (10) business days of obtaining other employment, and to advise the University of all relevant terms of such employment, including without limitation the nature and location of employment, salary, other compensation, health insurance benefits, life insurance benefits, and other fringe benefits. Failure to so inform and advise the University shall constitute a material breach of this Agreement and the University's obligation to pay compensation under this provision shall end. Coach agrees not to accept employment for compensation at less than the fair value of Coach's services, as determined by all circumstances existing at the time of employment. Coach further agrees to repay to University all compensation paid to Coach by University after the date Coach obtains other employment, to which Coach is not entitled under this provision. Coach acknowledges that the University will withhold taxes and other payroll deductions from the payments due Coach pursuant to this Section 5.2.2, in such amounts and at such times as required by applicable law.

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

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

5.3. Termination by Coach for Convenience.

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

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

5.3.3. If Coach terminates this Agreement for convenience at any time, all obligations of the University shall cease as of the effective date of the termination; provided, however, that Coach shall receive any earned but unpaid base salary as set forth in Section 3.1.1(a) as well as any earned but unpaid supplemental compensation as set forth in Sections 3.2.1 and 3.2.2 if, and only if, he is the Head Coach at the time of the event, and participates in the event leading to the supplemental compensation. If Coach terminates this Agreement for convenience to commence, or enter into an agreement to commence, Similar or Related Employment (as defined in this section 5.3.3), Coach shall pay to the University, as liquidated damages and not a penalty, the following sum: (a) $2,500,000 if the Agreement is terminated on or before February 28, 2026; (b) $1,500,000 if the Agreement is terminated between March 1, 2026 and February 28, 2027 inclusive; and (c) $500,000 if the Agreement is terminated between March 1, 2027 and February 28, 2029, inclusive. The liquidated damages shall be due and payable within sixty (60) days of the effective date of the termination, and any unpaid amount shall bear simple interest at a rate eight (8) percent per annum until paid. For purposes of this Section 5.3.3, "Similar or Related Employment" means employment in football, coaching, or any capacity in sports (whether by title of the position or by performing the duties regularly associated with such position), including, but not limited to, employment (a) as a coach in any division of NCAA or NAIA athletics, (b) with a National Football League (NFL) team, or (c) in sports related media. If Coach terminates for convenience and does not immediately commence Similar or Related Employment, and therefore does not pay the liquidated damages, but then at a future date within twelve (12) months of termination for convenience commences, or enters into an agreement to commence in the future, employment as a collegiate head football coach, or professional (NFL) head football coach, or as an assistant coach at a university that is a member of the Conference, then liquidated damages will still be owed by Coach and the amount of liquidated damages owed shall be calculated as of the date Coach accepts, or agrees to accept, such employment as a collegiate or professional head coach or assistant coach at a member institution of the Conference. By way of example only and for the avoidance of doubt, if Coach terminates for convenience on February 1, 2026, and accepts employment as a collegiate or professional head coach on January 15, 2027, Coach, or his designee, would owe the University one million five hundred thousand dollars ($1,500,000). However, if Coach terminates for convenience on February 1, 2026, and accepts employment as a collegiate or professional football head coach on July 1, 2028, neither Coach nor his designee would owe the University any liquidated damages.

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

5.3.4. The parties have both been represented by legal counsel in the contract negotiations and have bargained for and agreed to the foregoing liquidated damages provision, giving consideration to the fact that the University will incur administrative and recruiting costs in

obtaining a replacement for Coach, in addition to potentially increased compensation costs if Coach terminates this Agreement for convenience, which damages are extremely difficult to determine with certainty. The parties further agree that the payment of such liquidated damages by Coach and the acceptance thereof by the University shall constitute adequate and reasonable compensation to the University for the damages and injury suffered by it because of such termination by Coach. The liquidated damages are not, and shall not be construed to be, a penalty. This Section 5.3.4 shall not apply if Coach terminates this Agreement because of a material breach by the University.

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

5.4. Termination due to Disability or Death of Coach.

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

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

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

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

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

5.7. Waiver of Rights. Because Coach is receiving a multi-year contract and the opportunity to receive supplemental compensation and because such contracts and opportunities

are not customarily afforded to University employees, if the University suspends or reassigns Coach, or terminates this Agreement for good or adequate cause or for convenience, Coach shall have all the rights provided for in this Agreement but hereby releases the University from compliance with the notice, appeal, and similar employment-related rights provided for in Board policy, and the University's policies.

ARTICLE 6

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

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

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

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

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

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

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

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

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

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

the University:	Boise State University Director of Athletics 1910 University Drive Boise, Idaho 83725-1020
with a copy to:	Boise State University Office of the President 1910 University Drive Boise, Idaho 83725-1000
Coach:	Spencer Danielson Last known address on file with University's Human Resource Services

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

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

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

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

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

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

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

University

Jeramiah Dickey (Jun 27, 2024 16:41 MDT)

Jeramiah Dickey
Director of Athletics

06/27/2024
Date

Dr. Marlene Tromp
President

07/15/2024
Date

Coach

Spencer Danielson (Jun 27, 2024 16:19 MDT)

Spencer Danielson

06/27/2024
Date

Approved by the Idaho State Board of Education on the 12th day of June, 2024.

Coach Spencer Danielson Maximum Compensation Calculation - 2026-2031

			2026-2027	2027-2028	2028-2029	2029-2030	2030-2031
3.1.1a	Annual Base Salary		$ 2,100,000	$ 2,200,000	$ 2,300,000	$ 2,400,000	$ 2,500,000
3.1.1c	Retention Bonus		$ -	$ 300,000	$ -	$ -	$ -
3.1.1d	Retention Bonus		$ -	$ -	$ 200,000	$ -	$ -
3.2.1 & 3.2.2	Additional Pay based on Regular Season & Non-College Football Playoff (“Non-CFP”) Bowl Game & Academic Achievement (max cumulative payout)		$ 200,000	$ 200,000	$ 200,000	$ 200,000	$ 200,000
3.2.1	Additional Pay based on College Football Playoff ("CFP") (max cumulative payout)		$ 420,000	$ 440,000	$ 460,000	$ 480,000	$ 500,000
3.2.1	Additional Pay based on Coach of the Year (max cumulative payout)		$ 168,000	$ 176,000	$ 184,000	$ 192,000	$ 200,000
	Total Maximum potential annual compensation under Employment Agreement		**$ 2,888,000**	**$ 3,316,000**	**$ 3,344,000**	**$ 3,272,000**	**$ 3,400,000**

Salary and Incentive Comparisions
Head Football Coaches in Mountain West Conference

Coach	School	2026-27 Salary	Incentives
Spencer Danielson	Boise State	$ 2,100,000	See Contract
Jim Mora	Colorado State	$ 2,400,000	○ Regular Season Achievement Bonus ■ Win six (6) regular season games in a season: $25,000 ■ Win seven (7) regular season games in a season: $50,000 ■ Win eight (8) regular season games in a season: $100,000 ■ Win nine (9) regular season games in a season: $150,000 ■ Win ten (10) regular season games in a season: $225,000 ■ Win eleven (11) regular season games in a season: $325,000 ■ Win twelve (12) regular season games in a season: $400,000 ■ Note that these win bonuses are non-cumulative, only the highest achieve bonus will be paid. ○ Conference Championship Bonuses (non-cumulative) ■ Participate in the Conference Championship Game: $75,000; OR ■ Win the Conference Championship Game: $100,000 ○ Non-CFP Bowl Game Bonuses (non-cumulative) ■ Participate in a non-CFP Bowl Game: $50,000; OR ■ Win non-CFP Bowl Game: $75,000 ○ College Football Playoff (CFP) Bonuses (cumulative) ■ Round of (up to) 16 CFP Appearance: $200,000 ■ Quarterfinal CFP Appearance: $250,000 ■ Semifinal CFP Appearance: $300,000 ■ National Championship CFP Appearance: $350,000 ■ Win the CFP National Championship: $400,000 ○ Achievement Bonuses (cumulative) ■ Conference Coach of the Year Award winner: $25,000 ■ National Coach of the Year Award winner (Walter Camp, Football Writers, Football Foundation, AP, AFCA – bonus limited to one (1) per year): $150,000 ■ Achieve a Graduation Success Rate (GSR) of 80% or greater: $50,000 ■ Academic Progress Rating (APR) of greater than or equal to 950: $75,000 ■ Earn a team GPA from 2.60 to 2.99: $25,000 ■ Earn a team GPA equal to or greater than 3.0: $50,000 ■ Finish in the Top 25 of the final CFP ranking: $75,000 ■ Home attendance average increase of 10% or more: $25,000
Matt Entz	Fresno State	$ 1,350,000	The performance bonuses are capped at $350,000 a year excluding bonuses tied to participation in bowl games as they were in the contract of former coach Jeff Tedford, who signed a university-friendly contract when returning to his alma mater a second time. There are subtle differences in the bonuses between the two contracts. Tedford and Entz have the same bonuses for annual NCAA Academic Progress Rate score, but Tedford's annual grade-point average bonus was $47,500 for a 2.8 and $55,000 for a 2.9 and above and Entz' bonus tops out at $35,000 for a 2.8 and above. They have the same bonuses for regular-season wins and advancement to and winning the conference championship game, topping out at $120,000 for 11 or more wins and $75,000 for winning the conference championship game. Tedford received a $75,000 bonus for participating in a conference-associated or at-large bowl game, or $100,000 for winning that game. The bonuses in Entz' contract are $50,000 or $75,000. Tedford received $250,000 for participating in a New Year's Six bowl or $350,000 for winning that game. Entz will receive $150,000 for participating in a first-round College Football Playoff game or $250,000 for winning that game. They receive the same $500,000 for participation in a CFP national semifinal game. Entz does have a larger bonus for reaching the CFP national championship game at $600,000 to $500,000 for Tedford. Both would receive a $1 million bonus for winning a CFP national championship game.
JaMarcus Shephard	Oregon State	$ 960,000	Unknown
Sean Lewis	San Diego State	$ 1,935,100	4. **Bonus structure**- a. Mountain West Conference (or successor or substitute conference) Title or Co-Title--$75,000 b. Participant in Mountain West Conference (or successor or substitute conference) Championship Game--$25,000 c. Two Wins over Top 25 Teams. Teams must be ranked in the USA Today or AP poll at the time of victory--$75,000 d. Bowl Appearances (non-cumulative)-highest of below i. Non-CFP Bowl with payout less than $1,500,000--$50,000 ii. Non-CFP Bowl with payout greater than $1,500,000--$75,000 iii. Qualification for CFP First Round--$150,000 iv. CFP Quarterfinal Participant--$200,000 v. CFP Semifinal Participant--$250,000 vi. CFP Final Participant--$300,000 vii. CFP National Championship--$400,000 e. Final Ranking in Top 15 in USA Today Coaches Poll or AP Poll--$50,000 f. Final Ranking in Top 16-25 in USA Today Coaches Poll or AP Poll--$25,000 g. Mountain West Conference Coach of Year (or successor or substitute conference)--$15,000 h. National Coach of Year-$25,000 i. Team cumulative GPA above 2.80--$10,000 j. Annual APR above 950 or 4-year Average APR above 940 for the Football Team during any year of the Term--$15,000 k. Win over highest CFP ranked Mountain West--$25,000 l. Win over Football Team which is member of Power 5 Conference. Current Power 5 Conferences are defined as Atlantic Coast Conference, Big Ten Conference, Big 12 Conference, Pacific-12 Conference, and Southeastern Conference. May receive multiple awards.--$10,000 per win m. Individual student-athlete is named to 1st team All American (AP, AFCA, Walter Camp, Sports Illustrated or USA Today) or receive the Heisman Trophy. Eligible for one award per year.--$10,000

Salary and Incentive Comparisions
Head Football Coaches in Mountain West Conference

<table>
<tr>
<td>GJ Kinne</td>
<td>Texas State</td>
<td>$ 1,150,000</td>
<td>
Starting on January 16, 2028, Coach will be eligible to increase his Guaranteed Annual Salary by achieving the below incentives each season. Only the highest achieved incentive each applicable season will be awarded. The increase will be reflected by January 16th after the applicable season in which achieved and shall be applied to each remaining contract year.
• Team achieves eight (8) regular season wins: $100,000
• Team achieves nine (9) regular season wins: $125,000
• Team achieves ten (10) or more regular season wins: $150,000
• Team wins the Conference Championship Game: $250,000
• Team participates in the College Football Playoffs: $500,000

ANNUAL ACADEMIC PERFORMANCE INCENTIVES (NON-CUMULATIVE)
Single-Year APR equal to or greater than 960 $7,500.00
Single-Year APR equal to or greater than 970 $10,000.00
Single-Year APR equal to or greater than 985 $12,500.00

ANNUAL ATHLETIC PERFORMANCE INCENTIVES:
8 Regular Season Wins (Only eligible to receive in Contract Years 1-3)* $25,000.00
9 Regular Season Wins (Only eligible to receive in Contract Years 1-3)* $50,000.00
10 Regular Season Wins (Only eligible to receive in Contract Years 1-3)* $75,000.00
11 Regular Season Wins (Only eligible to receive in Contract Years 1-3)* $100,000.00
12 Regular Season Wins (Only eligible to receive in Contract Years 1-3)* $125,000.00
Sun Belt Conference Championship Appearance $25,000.00
Sun Belt Conference Champions $50,000.00
Bowl Game Appearance $25,000.00
Bowl Game Win $50,000.00
College Football Playoff (CFP) Appearance (Per Round; Excluding National Championship) $100,000.00
CFP Championship Appearance $200,000.00
CFP National Championship $350,000.00
Win over then-current CFP Top 25 Opponent (Per Win) $5,000.00
CFP Top 25 Final Ranking $25,000.00
Conference Coach of the Year $10,000.00
National Coach of the Year $50,000.00

*Non-Cumulative; The highest achieved incentive each season will be awarded.
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<tr>
<td>Bronco Mendenhall</td>
<td>Utah State</td>
<td>$ 2,060,000</td>
<td>
Academic Achievements ($20,000 Max) | Amount
The football team ("Team") maintains a single-year Academic Progress Rate ("APR") as indicated herein. Note: The APR report is published annually. This incentive compensation may be paid annually and will be triggered upon the publication of the single year APR of 950 or greater. | 950-959: $10,000
960-969: $15,000
970 and above: $20,000

Regular Season and Conference Achievements ($100,000 Max) | Amount
Regular Season Conference Championship (either outright Champion or Co-Champion) | $25,000
Conference Championship Game Appearance | $25,000
Conference Championship Game Win | $50,000

Postseason Achievements ($500,000 Max) | Amount
Non-CFP Bowl Game Appearance | $75,000
College Football Playoff ("CFP") First Round Game Appearance | $125,000
CFP Quarterfinal Game Appearance | $200,000
CFP Semifinal Game Appearance | $300,000
CFP National Championship Game Appearance | $400,000
CFP National Championship Game Win | $500,000

Final Poll Achievements (up to $50,000) | Amount
Team is ranked at the final end-of-season Associated Press Poll, Coaches Poll, or College Football Playoff Poll as indicated herein. Note: If more than one of the above organizations ranks the Team in the top 25, then only the amount associated with the highest ranking will be awarded. | Ranked 1-10: $50,000
Ranked 11-20: $25,000
Ranked 21-25: $15,000

Coaching Achievements (up to $75,000) | Amount
You are selected as the "Conference Coach of the Year" by the Conference as voted by the Conference coaches | $25,000
You are selected as national "Coach of the Year" by one of the following organizations: the Associated Press, the American Football Coaches Association, Sporting News, Home Depot, Bear Bryant, Eddie Robinson, CBS Sports, Maxwell (George Munger), Bobby Dodd, or the Walter Camp Football Foundation. Note: If more than one of the above organizations selects you as "Coach of the Year," then only one payment of $50,000 will be paid. | $50,000

Other Achievements | Amount
Team wins a rival game against BYU or University of Utah | $5,000 each
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<tr>
<td>Kirby Moore</td>
<td>Washington State</td>
<td>Unknown</td>
<td>Unknown</td>
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Liquidated Damages
Head Football Coaches in Mountain West Conference

Coach	School	Length of Contract	2025-26 Salary (total comp)	Liquidated Damages Clause?	Type of L.D. Clause	Amount(s) over time
Spencer Danielson	Boise State	5 years - ending 2/28/29	$ 2,100,000	Yes	Tied to years in contract	See Contract
Jim Mora	Colorado State	5 years - ending 12/31/20230	$ 2,550,000	Yes	Tied to years in contract	2026 $5,000,000 2027 $4,000,000 2028 $3,000,000 2029 $2,000,000 2030 (through final game) $1,000,000
Matt Entz	Fresno State	5 year	$ 1,350,000	Yes	Tied to years in contract	The university also included substantial liquidated damages, should Entz resign prior to the end of the contract. The buyout is $3 million before Jan. 31, 2026, $2 million before Jan. 31, 2027, $11.5 million before Jan. 31, 2028, $1.25 million before Jan. 31, 2029 and $1 million before Jan. 31, 2030.
JaMarcus Shephard	Oregon State	5 year - ending 2/27/2031	$ 960,000	Yes	Tied to years in contract	Year: If Coach Terminates Notice Effective during Year 1: $ 6,000,000 Notice Effective during Year 2: $ 4,800,000 Notice Effective during Year 3: $ 3,600,000 Notice Effective during Year 4: $ 2,400,000 Notice Effective during Year 5: $ 1,200,000
Sean Lewis	San Diego State	5 years - ending 1/31/29	$ 1,953,000	Yes	Tied to years in contract	8. **Buyout**-schedule of payments if coach leaves early for another position a. Before completion of January 31, 2025--$ 5,000,000 b. Before completion of January 31, 2026--$ 3,000,000 c. Before completion of January 31, 2027--$ 2,000,000 d. Before completion of January 31, 2028--$ 2,000,000
GJ Kinne	Texas State	8 years - ending 1/14/2032	$ 1,150,000	Yes	Tied to years in contract	• If Coach's resignation occurs on or before January 15, 2025: $3,750,000; or • If Coach's resignation occurs on or before January 15, 2026: $3,400,000; or • If Coach's resignation occurs on or before January 15, 2027: $2,400,000; or • If Coach's resignation occurs on or before January 15, 2028: $1,500,000; or • If Coach's resignation occurs on or before January 15, 2029: $1,000,000; or • If Coach's resignation occurs on or before January 15, 2030: $500,000; or • If Coach's resignation occurs on or before January 15, 2031: $500,000; or • If Coach's resignation occurs on or before January 15, 2032: $500,000
Bronco Mendenhall	Utah State	6 year - ending 1/30/2031	$ 2,060,000	Yes	Tied to years in contract	Date of Termination: / Liquidated Damages Due: Contract Year 1: $3,000,000; or Contract Year 2: $2,500,000; or Contract Year 3: $2,000,000; or Contract Year 4: $1,500,000; or Contract Year 5: $1,000,000; or Contract Year 6: $500,000

SUBJECT

Boise State University – Employment Agreement Amendments for Assistant Football Coaches

REFERENCE

June 2024	The Board approved two-year employment agreements for Erik Chinander and Stacy Collins.
June 2025	The Board approved two-year employment agreement extensions for Erik Chinander, Stacy Collins, and Timothy Keane. The Board also approved a new two-year employment agreement for Nathaniel Potter.

APPLICABLE STATUTE, RULE, OR POLICY

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

BACKGROUND/DISCUSSION

Boise State is requesting approval of employment agreement amendments with four football assistant coaches/coordinators. These include:

1. Nathaniel Potter - Offensive Coordinator
2. Erik Chinander - Defensive Coordinator
3. Stacy Collins - Special Teams Coordinator
4. Timothy Keane - Run Game Coordinator

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

Nathaniel Potter is currently the Offensive Coordinator for Boise State. Potter was the team's tight ends coach and run game coordinator in 2022 and 2023 and then added the title of co-offensive coordinator in 2024, working alongside offensive coordinator, Dirk Koetter, before being named Offensive Coordinator for the 2025 season. The 2026 season will be Potter's ninth overall as a coach with the Broncos and 12th within the program.

Erik Chinander is currently the Defensive Coordinator for Boise State. In Chinander's first three seasons at Boise State, the Broncos have won three consecutive Mountain West championships. In 2024, Boise State reached the College Football Playoff Quarterfinal in the inaugural year of the College Football Playoff. Last year, the Broncos finished the year as the nation's leader in sacks and were fifth in the country in tackles for loss. The defense was also the best or among the best in the Mountain West in red zone defense (first), rushing defense (second), scoring defense (second), and first down defense (third). The Broncos' secondary improved dramatically this year, finishing the 2025 campaign ranked 15th nationally in passing defense.

Stacy Collins is currently the Special Teams Coordinator for Boise State. Collins returned to Boise State as special teams coordinator and inside linebackers coach in January 2024 after spending two seasons as special teams coordinator/outside

linebacker/nickels coach at Penn State. Collins helped the Broncos earn a No. 3 seed in the College Football Playoff in 2024, win back-to-back-to-back Mountain West championships for the first time in program history, and complete the regular season ranked in the nation's top-10.

Timothy Keane was named the offensive line coach at Boise State in 2021 and promoted to add Run Game Coordinator responsibility in January of 2025. Over the last two seasons, Keane mentored an offensive line group in 2024 that helped Boise State put up 37.3 points per game on average, which ranked fifth in the country in scoring offense, and 33.7 per game in 2025. The offensive line was highlighted by second-team All-American Kage Casey and a unit that paved the way for Ashton Jeanty, and more recently, Dylan Riley and Sire Gaines.

IMPACT

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

Nathaniel Potter

Base Compensation: Increase to $490,000 (term from March 1, 2026 through February 29, 2028)

Buy-Out Provision: If Coach terminates early without cause, he may be required, at University's discretion, to pay liquidated damages as follows:
Year 1 (March 1, 2026 – February 28, 2027):
In Conference: $490,000
Non-Conference: $245,000
Professional League: $122,500
Year 2 (March 1, 2027 – February 29, 2028):
In Conference: $245,000
Non-Conference: $122,500
Professional League: $61,250

Erik Chinander

Base Compensation: Increase to $600,000 (term from March 1, 2026 through February 28, 2029)

Buy-Out Provision: If Coach terminates early without cause, he may be required, at University's discretion, to pay liquidated damages as follows:
Year 1 (March 1, 2026 – February 28, 2027):
In Conference: $600,000
Non-Conference: $300,000
Professional League: $150,000
Year 2 (March 1, 2027 – February 29, 2028):
In Conference: $300,000
Non-Conference: $150,000
Professional League: $75,000

Year 3 (March 1, 2028 – February 28, 2029):
In Conference: $300,000
Non-Conference: $150,000
Professional League: $75,000

Stacy Collins

Base Compensation: $360,000 (term from March 1, 2026 through February 29, 2028)

Buy-Out Provision: If Coach terminates early without cause, he may be required, at University's discretion, to pay liquidated damages as follows:
Year 1 (March 1, 2026 – February 28, 2027):
In Conference: $360,000
Non-Conference: $180,000
Professional League: $90,000
Year 2 (March 1, 2027 – February 29, 2028):
In Conference: $180,000
Non-Conference: $90,000
Professional League: $45,000

Timothy Keane

Base Compensation: $350,000 (term from March 1, 2026 through February 29, 2028)

Buy-Out Provision: If Coach terminates early without cause, he may be required, at University's discretion, to pay liquidated damages as follows:
Year 1 (March 1, 2026 – February 28, 2027):
In Conference: $350,000
Non-Conference: $175,000
Professional League: $87,500
Year 2 (March 1, 2027 – February 29, 2028):
In Conference: $175,000
Non-Conference: $87,500
Professional League: $43,750

All Coordinators

Pay for Performance - Athletic:

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

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

College Football Playoff ("CFP"):
Participates in a first-round game of the College Football

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

Pay for Performance - Academics:

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

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

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

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

ATTACHMENTS

Attachment 1 – 2020-2024 APR Summary
Attachment 2 – Proposed Contract for Nathaniel Potter
Attachment 3 – Executed Employment Contract for Nathaniel Potter
Attachment 4 – Potter Maximum Compensation Calculation
Attachment 5 – Base Salary and Incentive Comparison – Offensive Coordinators
Attachment 6 – Liquidated Damages Comparison – Offensive Coordinators

Attachment 7 – Proposed Contract Extension for Erik Chinander
Attachment 8 – Executed Employment Amendment for Erik Chinander
Attachment 9 – Executed Employment Contract for Erik Chinander
Attachment 10 – Chinander Maximum Compensation Calculation
Attachment 11 – Base Salary and Incentive Comparison – Defensive Coordinators
Attachment 12 – Liquidated Damages Comparison – Defensive Coordinators

Attachment 13 – Proposed Contract Extension for Stacy Collins
Attachment 14 – Executed Employment Amendment for Stacy Collins
Attachment 15 – Executed Employment Contract for Stacy Collins
Attachment 16 – Collins Maximum Compensation Calculation
Attachment 17 – Base Salary and Incentive Comparison – Special Teams Coord.
Attachment 18 – Liquidated Damages Comparison – Special Teams Coordinators

Attachment 19 – Proposed Contract Extension for Timothy Keane
Attachment 20 – Executed Employment Amendment for Timothy Keane
Attachment 21 – Executed Employment Contract for Timothy Keane
Attachment 22 – Keane Maximum Compensation Calculation
Attachment 23 – Base Salary and Incentive Comparison – Run Game Coordinator
Attachment 24 – Liquidated Damages Comparison – Run Game Coordinators

BOARD STAFF COMMENTS AND RECOMMENDATIONS

Board staff has reviewed the proposed employment agreement amendments for Boise State University (BSU) Assistant Football Coaches Nathaniel Potter, Erik Chinander, Stacy Collins, and Timothy Keane and finds the agreements to be consistent with the institution's standard coaching contract template and in substantial conformance with Board Policy II.H.

The proposed amendments provide compensation adjustments and term extensions intended to support continuity and stability within BSU's football program following a period of sustained competitive success, including multiple Mountain West Conference championships and participation in the College Football Playoff. The agreements also include updated liquidated damages provisions and performance-based incentive structures tied to athletic and academic achievement.

The proposed compensation and incentive provisions are aligned with market conditions and peer comparisons for similarly situated assistant coaching positions. The updated agreements also continue to emphasize both athletic success and academic performance through the inclusion of cumulative incentive opportunities tied to postseason participation and Academic Progress Rate ("APR") outcomes.

All compensation associated with these agreements will be funded through BSU athletic department revenues, media distributions, donations, and other non-state funding sources.

Board staff recommends approval.

BOARD ACTION

I move to approve the request by Boise State University to enter into employment agreement amendments with Nathaniel Potter - Offensive Coordinator, Erik Chinander - Defensive Coordinator, Stacy Collins - Special Teams Coordinator and Timothy Keane - Run Game Coordinator for its football team, as presented in the attached documents.

Moved by _____ Seconded by _____ Carried Yes _____ No _____

BOISE STATE UNIVERSITY

Football APR History and National Percentile Rank

SINGLE YEAR NCAA ACADEMIC PROGRESS RATE (APR) SCORES

	2020-21	2021-22	2022-23	2023-24	REPORT YEAR
Football	990	982	976	994	Raw Score for single year
National % Rank by Sport	***90-100***	***70-80***	***70-80***	***80-90***	***Percentile Rank for Sport***

** 2023-24 APR released May 2025*

MULTI-YEAR APR (4-Year Rolling Average)

Football	990	988	982	986

SINGLE YEAR GRADE POINT AVERAGE (GPA)

	2021-22	2022-23	2023-24	2024-25	Academic Year
Football	3.03	3.08	3.10	3.18	

EMPLOYMENT AGREEMENT
AMENDMENT – EXTENSION

This Amendment is effective as of the date of final signature below by and between Boise State University (the University) and Nathaniel Potter (Coach). The following terms and conditions amend and extend the Employment Agreement between the parties.

1. Section 2.1 is amended to extend the Term by one year; the Term will now terminate on February 29, 2028.

2. Section 3.1.1.a is amended to increase the annual salary to $490,000 for the period beginning March 1, 2026.

3. Section 5.4.3 (Termination by Coach for Convenience) remains the same, and pursuant to this extension, the Term ends February 29, 2028. For the sake of clarity and the avoidance of doubt, solely for purposes of Section 5.4.3, the extension of the Agreement effected by this Amendment shall be deemed to commence a new "Term," and the fourteen (14) month period referenced in Section 5.4.3 shall end on February 28, 2027. Accordingly, if Coach terminates the Agreement for convenience at any time before February 28, 2027, then the liquidated damages provisions contained in Section 5.4.3, including but not limited to the 2X multiplier for an early termination, shall be enforceable, notwithstanding Coach's prior service under the Agreement before the effective date of this Amendment.

4. All other terms and conditions shall also remain unchanged.

University	**Coach**
Jeramiah Dickey Director of Athletics	Nathaniel Potter
Date	Date

Dr. Jeremiah Shinn
Interim President

Date

Approved by the Idaho State Board of Education on the 17th day of June, 2026.

EMPLOYMENT AGREEMENT

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

ARTICLE 1

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

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

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

ARTICLE 2

2.1. Term. This Agreement is for a fixed term appointment of two (2) years and one (1) month commencing on January 19, 2025, and terminating, without further notice to Coach, on February 28, 2027 unless sooner terminated in accordance with other provisions of this Agreement.

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

ARTICLE 3

3.1. Regular Compensation.

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

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

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

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

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

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

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

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

3.2.1 Athletic Achievement Incentive Pay.

Regular Season & Non-College Football Playoff ("Non-CFP") Bowl Game:	
Participates in the Conference Championship Game	4% of salary
Conference Champions	6% of salary
**Non-CFP Bowl Game Win	2% of salary
Maximum Cumulative Regular Season & Non-CFP Payout	*10% of salary*

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

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

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

3.2.2. Academic Achievement Incentive Pay.

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

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

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

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

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

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

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

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

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

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

If Coach qualifies for any supplemental compensation, the amount paid to the Coach will be calculated on the percentage of base salary at time of occurrence. Provided, however, if conditions beyond the control of the University prevent the University from hosting home competitions at full capacity, supplemental compensation may be less than the amounts in Sections 3.2.1 and 3.2.2, above. If Coach is an Assistant Coach for a partial calendar year, Academic Achievement Incentive Pay will be prorated for any partial calendar year. The amount of supplemental compensation in each Contract Year will be earned and payable to Coach only if Coach is employed as Offensive Coordinator of University on the day of the event that is the basis for the University paying the amount.

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

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

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

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

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

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

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

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

ARTICLE 4

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

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

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

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

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

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

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

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

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

ARTICLE 5

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

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

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

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

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

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

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

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

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

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

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

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

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

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

5.1.3. In the event of any termination for good or adequate cause, the University's obligation to provide compensation and benefits to Coach, whether direct, indirect, supplemental or collateral, shall cease as of the date of such termination, provided, however, that Coach shall receive any earned but unpaid base salary as set forth in Section 3.1.1(a) as well as any earned but unpaid supplemental compensation accrued during the season as a result of participating in the event, as Offensive Coordinator, that is the basis for the University paying the amount, as set forth in Section 3.2.1. The University shall not be liable for the loss of any collateral business opportunities or other benefits, perquisites, or income resulting from outside activities or from any other sources.

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

5.2. Termination of Coach due to Resignation or Termination of Head Coach

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

5.3. Termination of Coach for Convenience of University.

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

5.3.2. In the event that the University terminates this Agreement for its own convenience, the University shall be obligated to pay Coach, as liquidated damages and not a penalty, any earned but unpaid supplemental compensation accrued during the season as a result of participating in the event, as Offensive Coordinator, that is the basis for the University paying the amount, as set forth in Section 3.2.1, as well as, the salary set forth in Section 3.1.1(a), excluding all deductions required by law, on the regular paydays of the University until the term of this Agreement ends or until Coach obtains reasonably comparable employment, whichever occurs first.

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

Coach specifically agrees to inform the University within ten business days of obtaining other employment, and to advise the University of all relevant terms of such employment, including without limitation the nature and location of employment, salary, other compensation, health insurance benefits, life insurance benefits, and other fringe benefits. Failure to so inform and advise the University shall constitute a material breach of this Agreement and the University's obligation to pay compensation under this provision shall end. Coach further agrees to repay to the University all compensation received from the University after the date other employment is obtained, to which Coach is not entitled under this provision.

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

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

5.4. Termination by Coach for Convenience.

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

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

5.4.3. If Coach terminates this Agreement for convenience at any time, all

obligations of the University shall cease as of the effective date of the termination; provided, however, that Coach shall receive any earned but unpaid base salary as set forth in Section 3.1.1(a) as well as any earned but unpaid supplemental compensation as set forth in Section 3.2.1 if, and only if, he is the Offensive Coordinator at the time of the event, and participates in the event leading to the supplemental compensation. If Coach terminates this Agreement for convenience, Coach shall pay to the University, as liquidated damages and not a penalty, an amount equal to: Coach's base salary at the time of termination, divided by twelve, such amount multiplied by the number of months remaining of the Term under this Agreement at the time of termination, but in no event to exceed six (6) months, with such product multiplied by:

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

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

And further, if Coach terminates this Agreement for convenience during the first fourteen months of the Term, then the multiplier will be double the multiplier as listed above.

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

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

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

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

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

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

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

5.5. Termination due to Disability or Death of Coach.

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

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

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

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

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

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

ARTICLE 6

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

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

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

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

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

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

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

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

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

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

the University:	Boise State University Director of Athletics 1910 University Drive Boise, Idaho 83725-1020
with a copy to:	Boise State University Office of the President 1910 University Drive Boise, Idaho 83725-1000
Coach:	Nathaniel Potter Last known address on file with University's Human Resource Services

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

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

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

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

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

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

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

University

Jeramiah Dickey (06/18/2025 18:27 MDT)
Jeramiah Dickey
Director of Athletics
06/18/2025
Date

Sarah Maslakow (06/27/2025 17:07 MDT)
Dr. Jeremiah Shinn
Interim President
06/27/2025
Date

Coach

Nathaniel Potter
Nathaniel Potter (06/18/2025 18:25 MDT)
Nathaniel Potter
06/18/2025
Date

Approved by the Idaho State Board of Education on the 18th day of June, 2025.

Coach Nathaniel Potter Maximum Compensation Calculation - 2026-2028

			Year 1	Year 2
3.1.1a	Annual Base Salary		$ 490,000	$ 490,000
3.2.1 & 3.2.2	Additional Pay based on Regular Season & Non-College Football Playoff (“Non-CFP”) Bowl Game & Academic Achievement (max cumulative payout)		$ 49,000	$ 49,000
3.2.1	Additional Pay based on College Football Playoff ("CFP") (max cumulative payout)		$ 98,000	$ 98,000
	Total Maximum potential annual compensation under Employment Agreement		$ 637,000	$ 637,000

Salary and Incentive Comparisions
Head XX Coaches in Mountain West Conference

Coach	School	Base Salary	Incentives
Nate Potter	Boise State	$ 490,000.00	See Contract
Pryce Tracy	Colorado State	Unknown	Unknown
Josh Davis	Fresno State	$ 395,000.00	Unknown
Mitch Dahlen	Oregon State	Unknown	Unknown
Matt Johnson	San Diego State	$ 275,000.00	The specific performance goals are outlined below. a. Mountain West Conference (or successor or substitute conference) Title are eligible to receive a bonus equal to 5% of their then annual base salary. b. Bowl Appearances (non-cumulative)-highest of below 1. Non-CFP Bowl—Eight percent (8%) of then- annual base salary. 2. CFP 1st Round Appearance— Fifteen percent (15%) of then-annual base salary. 3. CFP Quarterfinal Appearance—Twenty percent (20%) of then-annual base salary. 4. CFP Semifinal Appearance—Twenty five percent (25%) of then-annual base salary. 5. CFP Final Participant—Thirty percent (30%) of then-annual base salary. 6. CFP National Championship—Thirty five percent (35%) of then-annual base salary. c. Team Cumulative GPA above 3.2--$1,000 d. Individual student-athlete is named to 1st team All American (AP, AFCA, Walter Camp, Sports Illustrated or USA Today) or receive the Heisman Trophy. Eligible for one award per year. One percent (1%) of then-annual base salary.
Landon Keopple	Texas State	$ 200,000.00	Incentive Payment and Post Season Competition. The Coach may receive compensation for services provided in preparation for and participation in post season competition. The amount of compensation shall be determined considering all relevant factors including but not limited to the football team's overall win/loss record, final standings in the conference, and participation during the bowl game. a. In order to be eligible for this incentive payment of one month's gross salary, the football team must win the Sun Belt Conference football regular season championship and have a minimum of six regular season wins and the coach must participate in a coaching position during the bowl game. b. In order to be eligible for this incentive payment of one half of one month's gross salary, the football team must have a minimum of six regular season wins and the coach must participate in a coaching position during the bowl game.
Robert Anae	Utah State	Unknown	Unknown

Salary and Incentive Comparisions
Head XX Coaches in Mountain West Conference

Matt Miller	Washington State	Unknown	Unknown

Liquidated Damages
Head XX Coaches in Mountain West Conference

Coach	School	Length of Contract	Salary	Liquidated Damages Clause?	Type of L.D. Clause	Amount(s) over time
Nate Potter	Boise State	2 Years	$ 490,000.00	Yes	Tied to years in contract	See contract
Pryce Tracy	Colorado State	Unknown	Unknown	Unknown	Unknown	Unknown
Josh Davis	Fresno State	2 years - ending 1/31/27	$ 395,000.00	Unknown	Unknown	Unknown
Mitch Dahlen	Oregon State	Unknown	Unknown	Unknown	Unknown	Unknown
Matt Johnson	San Diego State	Unknown	$ 275,000.00	No	None	None
Landon Keopple	Texas State	2 years - ending 3/30/2027	$ 200,000.00	Yes	Tied to years in contract	Resignation. Coach shall have the right to terminate this Contract at any time during this term. If Coach terminates this Contract for any reason other than death, disability, or significant health issue, then the Coach agrees to pay, or cause a subsequent employer to pay, Texas State as liquidated damages an amount equal to 75% of the remaining outstanding annual salary remaining on the Coach's contract within 180 days of resignation. If Coach terminates this Contract due to accepting employment at another institution as a head coach, Section 3.06 shall not be applicable and shall herein be waived.
Robert Anae	Utah State	Unknown	Unknown	Unknown	Unknown	Unknown
Matt Miller	Washington State	Unknown	Unknown	Unknown	Unknown	Unknown

EMPLOYMENT AGREEMENT
AMENDMENT TWO – EXTENSION

This Amendment Two is effective as of the date of final signature below by and between Boise State University (the University) and Erik Chinander (Coach). The following terms and conditions amend certain material provisions contained in the Employment Agreement (as amended) and extend the Employment Agreement between the parties.

1. Section 2.1 is amended to extend the Term by two years; the Term will now terminate on February 28, 2029.

2. Section 3.1.1.a is amended to increase the annual salary to $600,000 for the period beginning March 1, 2026.

3. Section 5.4.3 (Termination by Coach for Convenience) remains the same, and pursuant to this extension, the Term ends February 28, 2029. For the sake of clarity and the avoidance of doubt, solely for purposes of Section 5.4.3, the extension of the Agreement effected by this Amendment shall be deemed to commence a new "Term," and the fourteen (14) month period referenced in Section 5.4.3 shall end on February 28, 2027. Accordingly, if Coach terminates the Agreement for convenience at any time before February 28, 2027, then the liquidated damages provisions contained in Section 5.4.3, including but not limited to the 2X multiplier for an early termination, shall be enforceable, notwithstanding Coach's prior service under the Agreement before the effective date of this Amendment.

4. All other terms and conditions shall also remain unchanged.

University	**Coach**
Jeramiah Dickey Director of Athletics	Erik Chinander
Date	Date
Dr. Jeremiah Shinn Interim President	
Date	

Approved by the Idaho State Board of Education on the 17th day of June, 2026.

EMPLOYMENT AGREEMENT
AMENDMENT – EXTENSION

This Amendment is effective as of the date of final signature below by and between Boise State University (the University) and Erik Chinander (Coach). The following terms and conditions amend and extend the Employment Agreement between the parties.

1. **Section 2.1 is amended to extend the Term by one year; the Term will now terminate on February 28, 2027.**

2. **Section 3.1.1.a is amended to increase the annual salary to $550,000 for the period beginning March 1, 2025.**

3. **For clarity, Section 5.4.3 remains the same and pursuant to this extension, the Term ends February 28, 2027.**

4. **All other terms and conditions shall also remain unchanged.**

University

Jeramiah Dickey (06/18/2025 18:42 MDT)

Jeramiah Dickey
Director of Athletics

06/18/2025
Date

Sarah Maslakow (06/27/2025 17:07 MDT)

Dr. Jeremiah Shinn
Interim President

06/27/2025
Date

Coach

Erik Chinander (06/18/2025 18:41 MDT)

Erik Chinander

06/18/2025
Date

Approved by the Idaho State Board of Education on the 18th day of June, 2025.

EMPLOYMENT AGREEMENT

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

ARTICLE 1

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

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

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

ARTICLE 2

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

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

ARTICLE 3

3.1. Regular Compensation.

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

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

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

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

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

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

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

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

3.2.1 Athletic Achievement Incentive Pay.

Regular Season & Non-College Football Playoff ("Non-CFP") Bowl Game:	
Participates in the Conference Championship Game	4% of salary
Conference Champions	6% of salary
**Non-CFP Bowl Game Win	2% of salary
Maximum Cumulative Regular Season & Non-CFP Payout	*10% of salary*

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

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

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

3.2.2. Academic Achievement Incentive Pay.

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

ARTICLE 4

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

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

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

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

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

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

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

4.4. Other Coaching Opportunities. Coach shall not, under any circumstances, interview for, negotiate for, or accept employment as a coach at any other institution of higher education or with any professional sports team, requiring performance of duties prior to the expiration of this Agreement, without providing prior notice to the Director at least 24 hours before such interview or negotiation.

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

ARTICLE 5

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

5.2. Termination of Coach due to Disabled or Deceased of Head Coach

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

5.3. Termination of Coach for Convenience of University.

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

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

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

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

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

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

5.4. Termination by Coach for Convenience.

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

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

5.4.3. If Coach terminates this Agreement for convenience at any time, all obligations of the University shall cease as of the effective date of the termination. If Coach terminates this Agreement for convenience, Coach shall pay to the University, as liquidated damages and not a penalty, an amount equal to: Coach's base salary at the time of termination, divided by twelve, such amount multiplied by the number of months remaining of the Term under this Agreement at the time of termination, but in no event to exceed six (6) months, with such product multiplied by:

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

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

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

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

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

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

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

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

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

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

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

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

5.5. Termination due to Disability or Death of Coach.

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

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

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

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

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

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

ARTICLE 6

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

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

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

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

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

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

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

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

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

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

the University:	Boise State University Director of Athletics 1910 University Drive Boise, Idaho 83725-1020
with a copy to:	Boise State University Office of the President 1910 University Drive Boise, Idaho 83725-1000
Coach:	Erik Chinander Last known address on file with University's Human Resource Services

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

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

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

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

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

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

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

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

University

Jeramiah Dickey (Jun 25, 2024 20:20 MDT)
Jeramiah Dickey
Director of Athletics

06/25/2024
Date

Dr. Marlene Tromp
President

07/15/2024
Date

Coach

Erik Chinander (Jun 25, 2024 20:07 MDT)
Erik Chinander

06/25/2024
Date

Approved by the Idaho State Board of Education on the 12th day of June, 2024

Coach Erik Chinander Maximum Compensation Calculation - 2026-2029

			Year 1	Year 2	Year 3
3.1.1a	Annual Base Salary		$ 600,000	$ 600,000	$ 600,000
3.2.1 & 3.2.2	Additional Pay based on Regular Season & Non-College Football Playoff (“Non-CFP”) Bowl Game & Academic Achievement (max cumulative payout)		$ 60,000	$ 60,000	$ 60,000
3.2.1	Additional Pay based on College Football Playoff ("CFP") (max cumulative payout)		$ 120,000	$ 120,000	$ 120,000
	Total Maximum potential annual compensation under Employment Agreement		$ 780,000	$ 780,000	$ 780,000

Salary and Incentive Comparisions
Head XX Coaches in Mountain West Conference

Coach	School	Base Salary	Incentives
Erik Chinander	Boise State	$ 600,000.00	See Contract
Tyson Summers	Colorado State	$ 600,000.00	Unknown
Nick Benedetto	Fresno State	$ 425,000.00	Unknown
Mike MacIntyre	Oregon State	Unknown	Unknown
Rob Aurich	San Diego State	$ 370,752.00	The specific performance goals are outlined below. a. Mountain West Conference (or successor or substitute conference) Title are eligible to receive a bonus equal to 5% of their then annual base salary. b. Bowl Appearances (non-cumulative)-highest of below 1. Non-CFP Bowl—Eight percent (8%) of then- annual base salary. 2. CFP 1st Round Appearance— Fifteen percent (15%) of then-annual base salary. 3. CFP Quarterfinal Appearance—Twenty percent (20%) of then-annual base salary. 4. CFP Semifinal Appearance—Twenty five percent (25%) of then-annual base salary. 5. CFP Final Participant—Thirty percent (30%) of then-annual base salary. 6. CFP National Championship—Thirty five percent (35%) of then-annual base salary. c. Team Cumulative GPA above 3.2--$1,000 d. Individual student-athlete is named to 1st team All American (AP, AFCA, Walter Camp, Sports Illustrated or USA Today) or receive the Heisman Trophy. Eligible for one award per year. One percent (1%) of then-annual base salary.
Dexter McCoil Sr.	Texas State	$ 225,000.00	Unknown
Nick Howell	Utah State	$ 450,000.00	Unknown
Trent Bray	Washington State	Unknown	Unknown

Liquidated Damages
Head XX Coaches in Mountain West Conference

Coach	School	Length of Contract	Total Comp	Liquidated Damages Clause?	Type of L.D. Clause	Amount(s) over time
Erik Chinander	Boise State	3 years	$ 600,000.00	Yes	Tied to years in contract	See Contract
Tyson Summers	Colorado State	Unknown	$ 600,000.00	Unknown	Unknown	Unknown
Nick Benedetto	Fresno State	2 years - ending 1/30/2027	$ 425,000.00	Unknown	Unknown	Unknown
Mike MacIntyre	Oregon State	Unknown	Unknown	Unknown	Unknown	Unknown
Rob Aurich	San Diego State	2 year (ending 2/28/27)	$ 370,752.00	No	NA	NA
Dexter McCoil Sr.	Texas State	2 year - ending 3/30/2026	$ 225,000.00	Yes	Tied to years in contract	Resignation. Coach shall have the right to terminate this Contract at any time during this term. If Coach terminates this Contract for any reason other than death, disability, or significant health issue, then the Coach agrees to pay, or cause a subsequent employer to pay, Texas State as liquidated damages an amount equal to 75% of the remaining outstanding annual salary remaining on the Coach's contract within 180 days of resignation. If Coach terminates this Contract due to accepting employment at another institution as a head coach, Section 3.06 shall not be applicable and shall herein be waived.
Nick Howell	Utah State	Unknown	$ 450,000.00	Unknown	Unknown	Unknown

EMPLOYMENT AGREEMENT
AMENDMENT TWO – EXTENSION

This Amendment Two amends that certain Employment Agreement (for employment January 12, 2024 - February 28, 2026) approved by the Idaho State Board of Education on June 12, 2024. That Agreement, having been amended by the first Amendment with an increased salary and a revised two-year term, this Amendment Two is made effective as of the date of final signature below by and between Boise State University (University) and Stacy Collins (Coach), contingent upon and subject to approval by the State Board. The following terms and conditions amend certain material provisions contained in the Employment Agreement, as amended, as follows:

1. Section 2.1 is amended to create a new Term; the Term will now begin on January 1, 2026, and terminate on February 29, 2028.

2. Section 3.2.1, in the final two sentences of that section, is amended as follows:

Coach shall be paid supplemental compensation from each of the provisions listed above (subject to the maximums described at the end of each section), provided Coach is employed by the University as an Assistant Football Coach at the time of each event above.

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

3. Section 5.4.3 (Termination by Coach for Convenience) shall remain unchanged, and pursuant to this Amendment Two, the Term shall begin on January 1, 2026 and end February 29, 2028. For the sake of clarity and the avoidance of doubt, this Amendment commences a new "Term," and the fourteen (14) month period referenced in Section 5.4.3 shall begin on January 1, 2026 and terminate on February 28, 2027. Accordingly, if Coach terminates the Agreement for convenience at any time before February 28, 2027, then the liquidated damages provisions contained in Section 5.4.3, including but not limited to the 2X multiplier for an early termination, shall be enforceable, notwithstanding Coach's prior service under the Agreement before the effective date of this Amendment.

4. All other terms and conditions shall also remain unchanged.

University	**Coach**
Jeramiah Dickey Director of Athletics	Stacy Collins
Date	Date

Dr. Jeremiah Shinn
Interim President

Date

Approved by the Idaho State Board of Education on the 17th day of June, 2026.

EMPLOYMENT AGREEMENT
AMENDMENT – EXTENSION

This Amendment is effective as of the date of final signature below by and between Boise State University (the University) and Stacy Collins (Coach). The following terms and conditions amend and extend the Employment Agreement between the parties.

1. **Section 2.1 is amended to extend the Term by one year; the Term will now terminate on February 28, 2027.**

2. **Section 3.1.1.a is amended to increase the annual salary to $360,000 for the period beginning March 1, 2025.**

3. **For clarity, Section 5.4.3 remains the same and pursuant to this extension, the Term ends February 28, 2027.**

4. **All other terms and conditions shall also remain unchanged.**

University

Jeramiah Dickey (06/19/2025 10:27 MDT)
Jeramiah Dickey
Director of Athletics
06/19/2025
Date

Sarah Maslakow (06/27/2025 17:06 MDT)
Dr. Jeremiah Shinn
Interim President
06/27/2025
Date

Coach

Stacy Collins (06/19/2025 09:28 MDT)
Stacy Collins
06/19/2025
Date

Approved by the Idaho State Board of Education on the 18th day of June, 2025.

EMPLOYMENT AGREEMENT

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

ARTICLE 1

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

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

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

ARTICLE 2

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

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

ARTICLE 3

3.1. Regular Compensation.

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

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

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

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

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

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

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

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

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

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

3.2.1 Athletic Achievement Incentive Pay.

Regular Season & Non-College Football Playoff ("Non-CFP") Bowl Game:	
Participates in the Conference Championship Game	4% of salary
Conference Champions	6% of salary
**Non-CFP Bowl Game Win	2% of salary
Maximum Cumulative Regular Season & Non-CFP Payout	*10% of salary*

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

Coach shall be paid supplemental compensation from each of the provisions listed above (subject to the maximums described at the end of each section), provided Coach is employed by University as an Assistant Football Coach at time of each event above.

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

3.2.2. Academic Achievement Incentive Pay.

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

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

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

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

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

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

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

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

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

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

The decisions may be made based on a variety of factors, including, but not limited to, Coach's individual performance, athletic/academic performance of Coach's assigned player personnel groups, or other performance-related factors. Coach is not entitled to supplemental compensation if Coach is placed on administrative leave or otherwise not performing the duties of Coach during the time the applicable achievement is attained.

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

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

a) If the University exercises its right to operate camps and/or clinics on campus, the University shall allow Coach the opportunity to earn supplemental compensation by assisting with the camps and/or

clinics in Coach's capacity as a University employee. Coach hereby agrees to assist in the marketing, supervision, and general administration of the camps and/or clinics. Coach also agrees that Coach will perform all obligations mutually agreed upon by the parties. In exchange for Coach's participation in the camps and/or clinics, the University shall pay Coach supplemental compensation.

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

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

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

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

ARTICLE 4

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

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

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

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

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

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

4.3. Outside Income. In accordance with NCAA rules, Coach shall obtain prior written approval from the President and the Director (such approval not to be unreasonably withheld) for all athletically-related and other business-related income and benefits from sources outside the University and shall report the source and amount of all such income and benefits in accordance with the Department's Outside Income Reporting Form. The report shall be in a format reasonably

satisfactory to University. In no event shall Coach accept or receive directly or indirectly any monies, benefits, or gratuities whatsoever from any person, association, corporation, University booster club, University alumni association, University foundation, or other benefactor, if the acceptance or receipt of the monies, benefits, or gratuities would violate applicable law or the policies, rules, and regulations of the University, the Board, the conference, or the NCAA.

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

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

ARTICLE 5

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

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

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

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

c) A deliberate or major violation by Coach of any applicable law or the policies, rules or regulations of the University, the Board, the

Conference or the NCAA, including but not limited to any such violation which may have occurred during the employment of Coach at another NCAA or NAIA member institution;

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

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

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

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

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

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

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

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

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

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

5.2. Reserved.

5.3. Termination of Coach for Convenience of University.

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

5.3.2. In the event that the University terminates this Agreement for its own convenience, the University shall be obligated to pay Coach, as liquidated damages and not a penalty, the salary set forth in Section 3.1.1(a), excluding all deductions required by law, on the regular paydays of the University until the term of this Agreement ends or until Coach obtains reasonably comparable employment, whichever occurs first. In addition, Coach shall be paid any supplemental compensation (subject to the maximums described above), provided Coach was employed by University as an Assistant Football Coach at time of the event and participated in the event.

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

Coach specifically agrees to inform the University within ten business days of obtaining other employment, and to advise the University of all relevant terms of such employment, including without limitation the nature and location of employment, salary, other compensation, health insurance benefits, life insurance benefits, and other fringe benefits. Failure to so inform and advise the University shall constitute a material breach of this Agreement and the University's obligation to pay compensation under this provision shall end. Coach further agrees to repay to the University all compensation received from the University after the date other employment is obtained unless the compensation was earned and accrued but not yet paid at the time of termination.

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

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

5.4. Termination by Coach for Convenience.

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

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

5.4.3. If Coach terminates this Agreement for convenience at any time, University shall pay Coach through Coach's last day of employment and pay any Supplemental Compensation earned and accrued through participation in a qualifying event, but not yet paid at the effective date of the termination. All obligations of the University shall cease as of the effective date of the termination. If Coach terminates this Agreement for convenience, Coach shall pay to the University, as liquidated damages and not a penalty, an amount equal to: Coach's base salary at the time of termination, divided by twelve, such amount multiplied by the number of months remaining of the Term under this Agreement at the time of termination, but in no event to exceed six (6) months, with such product multiplied by:

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

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

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

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

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

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

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

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

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

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

For clarity, this Section 5.3 shall not apply if Coach terminates this Agreement to accept employment that is not Similar or Related Employment. This Section 5.3. is also inapplicable if Coach terminates this Agreement because of a material breach by the University.

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

5.5. Termination due to Disability or Death of Coach.

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

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

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

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

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

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

ARTICLE 6

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

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

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

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

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

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

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

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

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

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

the University:	Boise State University Director of Athletics 1910 University Drive Boise, Idaho 83725-1020
with a copy to:	Boise State University Office of the President 1910 University Drive Boise, Idaho 83725-1000
Coach:	Stacy Collins Last known address on file with University's Human Resource Services
with a copy to:	Pete Roussel via pete.roussel@suite615.com

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

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

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

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

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

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

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

University

Jeramiah Dickey (Jun 25, 2024 11:09 MDT)

Jeramiah Dickey
Director of Athletics

06/25/2024
Date

Dr. Marlene Tromp
President

07/15/2024
Date

Coach

Stacy Collins (Jun 25, 2024 11:07 MDT)

Stacy Collins

06/25/2024
Date

Approved by the Idaho State Board of Education on the 12th day of June, 2024.

Coach Stacy Collins Maximum Compensation Calculation - 2026-2028

			Year 1	Year 2
3.1.1a	Annual Base Salary		$ 360,000	$ 360,000
3.2.1 & 3.2.2	Additional Pay based on Regular Season & Non-College Football Playoff (“Non-CFP”) Bowl Game & Academic Achievement (max cumulative payout)		$ 36,000	$ 36,000
3.2.1	Additional Pay based on College Football Playoff ("CFP") (max cumulative payout)		$ 72,000	$ 72,000
	Total Maximum potential annual compensation under Employment Agreement		$ 468,000	$ 468,000

Salary and Incentive Comparisions
Head XX Coaches in Mountain West Conference

Coach	School	Base Salary	Incentives
Stacy Collins	Boise State	$ 360,000.00	See contract
Kyle Krantz	Colorado State	Unknown	Unknown
John Baxter	Fresno State	$ 210,000.00	**a. Base Salary.** The base salary paid by the University to Employee for their services and the satisfactory performance of the terms and conditions of this Appointment Letter in the position of Assistant Football Coach: Special Teams Coordinator, will be at the rate of $17,500.00 per month or $210,00.00 on an annual basis, payable in equal monthly warrants by the University to Employee on or about the last day of each consecutive calendar month during the term of this appointment. **b. Supplemental Compensation.** The Fresno State Athletic Corporation will pay to Employee supplemental compensation based upon the criteria set forth below so long as Employee is employed by California, State University, Fresno in the position of Assistant Football Coach: Special Teams Coordinator. The annual bonus determination process will begin at the completion of each fiscal year. The process will continue until all applicable data has been quantified and confirmed but will be paid out no later than November 30th of the following fiscal year. Supplemental compensation is neither reported to CalPERS, nor eligible for inclusion in any Cal PERS retirement calculation. Assistant Football Coach: Special Teams Coordinator acknowledges and agrees that in order to qualify for any bonus under any portion of this Agreement, Assistant Football Coach: Special Teams Coordinator must operate within the (sport) program's established budget parameters and follow normal and accepted departmental and University fiscal policies and procedures, and otherwise comply with Athletics Department, University, Conference and NCAA rules and regulations. More specifically, Assistant Football Coach: Special Teams Coordinator understands that they will not receive any bonuses if the program is determined to be fiscally irresponsible with spending for budget controllable items (team travel, recruiting, meals, temporary help and equipment). Assistant Football Coach: Special Teams Coordinator also understands that they will not receive any bonus(es) under any provision herein if the University, Conference or NCAA concludes or has a reasonable basis to
Ricky Brumfield	Oregon State	Unknown	Unknown
Zac Barton	San Diego State	$ 315,000.00	Unknown
Tanner Burns	Texas State	$ 300,000.00	Incentive Payment and Post Season Competition. The Coach may receive compensation for services provided in preparation for and participation in post season competition. The amount of compensation shall be determined considering all relevant factors including but not limited to the football team's overall win/loss record, final standings in the conference, and participation during the bowl game. a. In order to be eligible for this incentive payment of one month's gross salary, the football team must win the Sun Belt Conference football regular season championship and have a minimum of six regular season wins and the coach must participate in a coaching position during the bowl game. b. In order to be eligible for this incentive payment of one half of one month's gross salary, the football team must have a minimum of six regular season wins and the coach must participate in a coaching position during the bowl game.
Shane Hunter	Utah State	$ 300,000.00	Unknown
Derek Sage	Washington State	Unknown	Unknown

Salary and Incentive Comparisions
Head XX Coaches in Mountain West Conference

Liquidated Damages
Head XX Coaches in Mountain West Conference

Coach	School	Length of Contract	Salary	Liquidated Damages Clause?	Type of L.D. Clause	Amount(s) over time
Stacy Collins	Boise State	2 Years	$ 360,000.00	Yes	Tied to years in contract	See contract
Kyle Krantz	Colorado State	Unknown	Unknown	Unknown	Unknown	Unknown
John Baxter	Fresno State	1 year - ending 1/31/26	$ 210,000.00	No	NA	NA
Ricky Brumfield	Oregon State	Unknown	Unknown	Unknown	Unknown	Unknown
Zac Barton	San Diego State	Unknown	$315,000	Unknown	Unknown	Unknown
Tanner Burns	Texas State	2 years - ending 3/30/27	$ 300,000.00	Yes	Tied to years in contract	Resignation. Coach shall have the right to terminate this Contract at any time during this term. If Coach terminates this Contract for any reason other than death, disability, or significant health issue, then the Coach agrees to pay, or cause a subsequent employer to pay, Texas State as liquidated damages an amount equal to 75% of the remaining outstanding annual salary remaining on the Coach's contract within 180 days of resignation. If Coach terminates this Contract due to accepting employment at another institution or team as a head coach, a primary on-field coaching position in the National Football League, or if Coach terminates this contract after the final game of the 2026-27 season (including any post-season competition, if applicable) Section 3.06 shall not be applicable and shall herein be waived.
Shane Hunter	Utah State	Unknown	$ 300,000.00	Unknown	Unknown	Unknown
Derek Sage	Washington State	Unknown	Unknown	Unknown	Unknown	Unknown

EMPLOYMENT AGREEMENT
AMENDMENT TWO – EXTENSION

This Amendment Two is effective as of the date of final signature below by and between Boise State University (the University) and Timothy Keane (Coach). The following terms and conditions amend certain material provisions contained in the Employment Agreement (as amended) and extend the Employment Agreement between the parties.

1. Section 2.1 is amended to extend the Term by one year; the Term will now terminate on February 29, 2028.

2. Section 5.4.3 (Termination by Coach for Convenience) remains the same, and pursuant to this extension, the Term ends February 29, 2028. For the sake of clarity and the avoidance of doubt, solely for purposes of Section 5.4.3, the extension of the Agreement effected by this Amendment shall be deemed to commence a new "Term," and the fourteen (14) month period referenced in Section 5.4.3 shall end on February 28, 2027. Accordingly, if Coach terminates the Agreement for convenience at any time before February 28, 2027, then the liquidated damages provisions contained in Section 5.4.3, including but not limited to the 2X multiplier for an early termination, shall be enforceable, notwithstanding Coach's prior service under the Agreement before the effective date of this Amendment.

3. All other terms and conditions shall also remain unchanged.

University	**Coach**
Jeramiah Dickey Director of Athletics	Timothy Keane
Date	Date
Dr. Jeremiah Shinn Interim President	
Date	

Approved by the Idaho State Board of Education on the 17th day of June, 2026.

EMPLOYMENT AGREEMENT
AMENDMENT – EXTENSION

This Amendment is effective as of the date of final signature below by and between Boise State University (the University) and Timothy Keane (Coach). The following terms and conditions amend and extend the Employment Agreement between the parties.

1. **Section 1.1 is amended to change the Coach's title to Assistant Coach / Run Game Coordinator (the Position).**

2. **Section 2.1 is amended to extend the Term by one year; the Term will now terminate on February 28, 2027.**

3. **Section 3.1.1.a is amended to increase the annual salary to $350,000 for the period beginning March 1, 2025.**

4. **For clarity, Section 5.4.3 remains the same and pursuant to this extension, the Term ends February 28, 2027.**

5. **All other terms and conditions shall also remain unchanged.**

University

Jeramiah Dickey (06/19/2025 10:38 MDT)
Jeramiah Dickey
Director of Athletics
06/19/2025
Date

Coach

Timothy Keane
Timothy Keane (06/19/2025 10:37 MDT)
Timothy Keane
06/19/2025
Date

Sarah Maslakow (06/27/2025 17:06 MDT)
Dr. Jeremiah Shinn
Interim President
06/27/2025
Date

Approved by the Idaho State Board of Education on the 18th day of June, 2025.

EMPLOYMENT AGREEMENT

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

ARTICLE 1

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

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

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

ARTICLE 2

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

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

ARTICLE 3

3.1. Regular Compensation.

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

a) An annual salary of $260,000, payable in biweekly installments in accordance with normal University procedures, and such salary increases as may be determined appropriate by the Director and President and approved by the Board; and

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

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

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

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

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

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

3.2.1 Athletic Achievement Incentive Pay.

Regular Season & Non-College Football Playoff ("Non-CFP") Bowl Game:	
Participates in the Conference Championship Game	4% of salary
Conference Champions	6% of salary
**Non-CFP Bowl Game Win	2% of salary
Maximum Cumulative Regular Season & Non-CFP Payout	*10% of salary*

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

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

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

3.2.2. Academic Achievement Incentive Pay.

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

ARTICLE 4

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

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

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

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

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

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

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

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

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

ARTICLE 5

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

5.2. Termination of Coach due to Resignation or Termination of Head Coach

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

5.3. Termination of Coach for Convenience of University.

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

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

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

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

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

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

5.4. Termination by Coach for Convenience.

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

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

5.4.3. If Coach terminates this Agreement for convenience at any time, all obligations of the University shall cease as of the effective date of the termination. If Coach terminates this Agreement for convenience, Coach shall pay to the University, as liquidated damages and not a penalty, an amount equal to: Coach's base salary at the time of termination, divided by twelve, such amount multiplied by the number of months remaining of the Term under this Agreement at the time of termination, but in no event to exceed six (6) months, with such product multiplied by:

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

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

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

And further, if Coach terminates this Agreement for convenience during the first fourteen months of the Term, then the multiplier will be double the multiplier as listed above.

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

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

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

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

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

5.4.4. The parties have both been represented by legal counsel in the contract negotiations and have bargained for and agreed to the foregoing liquidated damages provision, giving consideration to the fact that the University will incur administrative and recruiting costs in

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

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

5.5. Termination due to Disability or Death of Coach.

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

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

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

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

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

5.8. Waiver of Rights. Because Coach is receiving the opportunity to receive supplemental compensation and because such contracts and opportunities are not customarily afforded to University employees, if the University suspends or reassigns Coach, or terminates this

Agreement for good or adequate cause, Coach shall have all the rights provided for in this Agreement but hereby releases the University from compliance with the notice, appeal, and similar employment related rights provided for in Board policy, and the University policies.

ARTICLE 6

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

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

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

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

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

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

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

6.8. Force Majeure. Any prevention, delay or stoppage due to strikes, lockouts, labor disputes, acts of God, inability to obtain labor or materials or reasonable substitutes therefor,

governmental restrictions, governmental regulations, governmental controls, enemy or hostile governmental action, civil commotion, fire or other casualty, and other causes beyond the reasonable control of the party obligated to perform (including financial inability), shall excuse the performance by such party for a period equal to any such prevention, delay or stoppage.

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

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

the University:	Boise State University Director of Athletics 1910 University Drive Boise, Idaho 83725-1020
with a copy to:	Boise State University Office of the President 1910 University Drive Boise, Idaho 83725-1000
Coach:	Timothy Keane Last known address on file with University's Human Resource Services

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

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

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

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

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

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

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

University

Jeramiah Dickey (May 30, 2024 12:53 MDT)

Jeramiah Dickey
Director of Athletics

05/30/2024
Date

Dr. Marlene Tromp
President

07/15/2024
Date

Coach

Timothy Keane
Timothy Keane (May 30, 2024 11:06 MDT)

Timothy Keane

05/30/2024
Date

Coach Timothy Keane Maximum Compensation Calculation - 2026-2028

			Year 1	Year 2
3.1.1a	Annual Base Salary		$ 350,000	$ 350,000
3.2.1 & 3.2.2	Additional Pay based on Regular Season & Non-College Football Playoff (“Non-CFP”) Bowl Game & Academic Achievement (max cumulative payout)		$ 35,000	$ 35,000
3.2.1	Additional Pay based on College Football Playoff ("CFP") (max cumulative payout)		$ 70,000	$ 70,000
	Total Maximum potential annual compensation under Employment Agreement		$ 455,000	$ 455,000

Salary and Incentive Comparisions
Head XX Coaches in Mountain West Conference

Coach	School	Base Salary	Incentives
Tim Keane	Boise State	$ 350,000.00	See contract
Christian Pace	Colorado State	Unknown	Unknown
Jordan Gigli	Fresno State	$ 175,000.00	Unknown
Kyle DeVan	Oregon State	Unknown	Unknown
Bill O'Boyle	San Diego State	Unknown	Unknown
Jordan Shoemaker	Texas State	$ 275,000.00	Incentive Payment and Post Season Competition. The Coach may receive compensation for services provided in preparation for and participation in post season competition. The amount of compensation shall be determined considering all relevant factors including but not limited to the football team's overall win/loss record, final standings in the conference, and participation during the bowl game. a. In order to be eligible for this incentive payment of one month's gross salary, the football team must win the Sun Belt Conference football regular season championship and have a minimum of six regular season wins and the coach must participate in a coaching position during the bowl game. b. In order to be eligible for this incentive payment of one half of one month's gross salary, the football team must have a minimum of six regular season wins and the coach must participate in a coaching position during the bowl game.
Mario Acitelli	Utah State	Unknown	Unknown
Derham Cato	Washington State	Unknown	Unknown

Liquidated Damages
Head XX Coaches in Mountain West Conference

Coach	School	Length of Contract	Salary	Liquidated Damages Clause?	Type of L.D. Clause	Amount(s) over time
Tim Keane	Boise State	2 Years	$ 350,000	Yes	Tied to years in contract	See contract
Christian Pace	Colorado State	Unknown	Unknown	Unknown	Unknown	Unknown
Jordan Gigli	Fresno State	Unknown	$ 175,000	Unknown	Unknown	Unknown
Kyle DeVan	Oregon State	Unknown	Unknown	Unknown	Unknown	Unknown
Bill O'Boyle	San Diego State	Unknown	Unknown	Unknown	Unknown	Unknown
Jordan Shoemaker	Texas State	2.5 years - ending 3/31/27	$ 275,000	Yes	Tied to years in contract	Resignation. Coach shall have the right to terminate this Contract at any time during this term. If Coach terminates this Contract for any reason other than death, disability, or significant health issue, then the Coach agrees to pay, or cause a subsequent employer to pay, Texas State as liquidated damages an amount equal to 75% of the remaining outstanding annual salary remaining on the Coach's contract within 180 days of resignation. If Coach terminates this Contract due to accepting employment at another institution as a head coach, Section 3.06 shall not be applicable and shall herein be waived.
Mario Acitelli	Utah State	Unknown	$ 300,000	Unknown	Unknown	Unknown
Derham Cato	Washington State	Unknown	Unknown	Unknown	Unknown	Unknown

SUBJECT

Idaho State University – Network Infrastructure Replacement Financing Agreement

APPLICABLE STATUTE, RULE, OR POLICY

Idaho State Board of Education Governing Policies & Procedures, Section V.I.2.

BACKGROUND/DISCUSSION

Idaho State University's network edge equipment is approaching the end of its functional lifecycle. Starting in December 2026, the equipment that controls and manages ISU WIFI, along with critical distribution equipment, will no longer receive critical security updates. Furthermore, some of the distribution switching hardware is now nine years old; several units are already experiencing component failure and are nearing official end-of-support status. When these fail, it leads to network failure and can negatively impact research and the reliability and availability of critical campus systems. Not updating the equipment that will no longer receive security patches can lead to sensitive data being exposed to cyber threats that we will have limited ability to block.

Replacing this infrastructure equipment piecemeal, including essential licensing, maintenance and support over the life of the equipment, is estimated to cost $9M, $6 million in FY27, and then $3+ million in FY28. Given the rapidly rising costs of enterprise technology, this could be even higher in FY28.

To mitigate these costs and address the immediate security risk, the university has explored comprehensive financing and bundling options. By bundling the equipment, support, and maintenance, with some key security tools we already use, we can reduce the total cost to just under $8.4M and amortize it over 7-years.

ISU is purchasing Cisco products and equipment off of the Idaho Division of Purchasing statewide contract ID, NASPO, AR3227 #PADD20210672. ISU requests approval from the Board to enter a 7-year 0% financing agreement with Cisco to finance the replacement of the core and campus switching hardware, software maintenance and support, and key security pieces as an all-inclusive agreement for $8.4M.

IMPACT

By securing a financing proposal at 0% interest, and with the amortization of the total $8.4M cost over seven years, we will realize several key advantages:

Budget Stabilization: Spreading the cost flattens our annual capital budget, providing predictable year-over-year expenditures.

Cost Efficiency: Bundling the hardware into a single package reduces the overall purchase price and allows for the inclusion of two existing software tools at no additional cost.

Operational Continuity: Replacing failing components now prevents unplanned outages that would disrupt campus operations and academic delivery.

Strategic Continuity: This solution was selected because our technical team is already fully certified and highly proficient in supporting this specific ecosystem. Other explored options did not offer enough savings to justify the high cost of staff retraining or the significant risk of network disruptions that often accompany a migration to an unknown vendor.

Risk Mitigation: The agreement enables immediate deployment, ensuring our network remains functional and protected by the latest security protocols.

ATTACHMENTS:

Attachment 1 – Proposed Contract

BOARD STAFF COMMENTS AND RECOMMENDATIONS

Board staff has reviewed Idaho State University's (ISU) request to enter into a 7-year financing agreement with Cisco Systems for replacement of critical network infrastructure equipment and related software, maintenance, and security tools.

The proposed agreement provides for financing of approximately $8.4M at 0% interest over seven (7) years, with annual payments of approximately $1.2M. The agreement includes hardware, software, maintenance, and support services procured through the Idaho Division of Purchasing.

ISU's attached agreement with Cisco contains standard provisions related to annual appropriation, non-appropriation termination rights, default remedies, and a security interest in the financed equipment. This investment by ISU will mitigate significant operational and cybersecurity risks associated with ISU's aging network infrastructure while providing the institution with a stable and predictable long-term funding structure.

Board staff recommends approval.

BOARD ACTION

I move to approve the request by Idaho State University to enter a 7-year 0% financing agreement with Cisco to finance the replacement of the core and campus switching hardware, software maintenance and support, and key security pieces as an all-inclusive agreement for $8.4M.

Moved by _____ Seconded by _____ Carried Yes _____ No _____

May 18,2026

IDAHO STATE UNIVERSITY
921 SOUTH 8TH AVENUE
POCATELLO, ID 83202

Dear Valued Customer:

Enclosed is the Cisco Systems Capital Corporation financing document package. Please have the appropriate person(s) review, sign and initial where appropriate.

Attached is the Signing Certificate to add any authorized signers.

To expedite processing, scanned copies can be sent to the email address below. Billing will not commence nor payments to the vendors made until the **executed original documents** are returned to Cisco Systems Capital Corporation. For your convenience, our FedEx Account number is 162996177.

Attn: Greg Horvath
Cisco Systems Capital Corporation
7100-8 Kit Creek Road
PO BOX 14987
Research Triangle Park, NC 27709-4987

If any individual other than those listed above will be signing the financing documents, please request a blank Customer Signing Certificate to complete.

If your organization is exempt from sales and use tax, please provide a copy of your current exemption certificate for our records. In addition, if you would like us to include a Purchase Order number on corresponding invoices, please send a copy of the PO to my email address below.

Please let me know if anything in this package needs to be updated. Thank you for choosing Cisco Systems Capital Corporation. We appreciate your business!

Regards,

Joan Smith

Joan Smith
Customer Contract Manager
Cisco Systems Capital Corporation
E-Mail: joansmit@cisco.com

PAYMENT AGREEMENT (SLED)

This Payment Agreement (SLED), which incorporates the attached Appendix 1 (collectively, this "**Agreement**") is entered into by Cisco Systems Capital Corporation ("**Capital**"), a Nevada corporation, having its principal place of business at 170 West Tasman Drive, San Jose, California, 95134, and Idaho State University ("**Customer**"), a public higher education institution, having its principal place of business at 921 South 8th Ave, Pocatello, Idaho 83202 , and is effective as of the date of last signature below. Capitalized terms not otherwise defined in this Agreement are defined in Section 19 (Definitions).

1. Purpose

This Agreement contains the terms and conditions under which Capital may extend to Customer, and Customer may accept from Capital, a payment solution for the purchase of the Products and/or Soft Cost Items described in Appendix 1.

2. Term

The Term of this Agreement will commence on the Commencement Date and will terminate upon payment of all Payments and other amounts due hereunder, unless terminated sooner pursuant to the terms of this Agreement.

3. Funding; Disbursements

Capital will have no obligation to fund under this Agreement unless each of the following conditions has been fully satisfied or confirmed on or before the Expiration Date: (a) the Transaction Documents have been duly executed by Customer and delivered to Capital, (b) an opinion of counsel, if required by Capital, has been executed and delivered, (c) Capital has received the Vendor Invoice(s) for the Products from Vendor, (d) Capital has received (i) a Disbursement Request, or (ii) if funding will occur through an escrow or trust, a fully executed copy of the escrow agreement or trust agreement and all documents required thereunder, (e) any special conditions specified in this Agreement have been satisfied or confirmed, and (f) no Credit Event has occurred (as determined by Capital in its sole and absolute discretion). If the foregoing conditions are fully satisfied, then Capital will pay the Vendor the Total Cost. If any of the foregoing conditions are not satisfied, then Capital will have no obligation to fund the purchase of the Products and Customer will be solely responsible to Vendor for all obligations arising under the Purchase Documents, including, without limitation, the obligation to pay for the Products. Upon written request from Customer, Capital may, in its sole and absolute discretion, extend the Expiration Date (and, if necessary, the Commencement Date) in a written notice delivered to Customer by no later than the original Expiration Date.

4. Payments

Customer agrees to make each Payment in the amount and manner specified in this Agreement, without notice or demand, as each Payment becomes due and payable. All Periodic Payments are exclusive of any Taxes, unless otherwise specified. Capital may charge Customer a Late Fee on any Payment not made when due for the period during which it remains overdue (including during any applicable grace period).

5. Taxes

Customer will pay when due directly to Vendor (or, if financed under this Agreement, by reimbursement to Capital), all Taxes (other than those measured by Capital's net income) applicable to Customer's purchase of the Products, the Payments, or otherwise payable in connection with this Agreement. To the extent permitted by law, Customer indemnifies and holds Capital harmless from, any obligation, claim or demand to pay any such Taxes (except to the extent financed under this Agreement). The "Total Cost" in Appendix 1 does not include any Taxes, unless otherwise stated.

6. Selection; Authorization to Order

Customer has, based upon its own judgment, independently selected the Products and/or Soft Cost Items, and, by its execution of this Agreement represents, warrants, and acknowledges that: (i) as to any Products, Customer has reviewed, approved and agreed to be bound by any related Purchase Documents, License Agreements, and Services terms; (ii) even if the Vendor is affiliated with Capital, Capital will not be considered to have made any statement, representation, warranty, or promise made by Vendor; and (iii) neither Vendor nor Capital will be considered to be an agent of the other. Customer agrees to be bound by any purchase order placed (or released) by Capital on Customer's behalf, to the extent requested by Customer to facilitate the payment solution specified in this Agreement, and irrevocably authorizes Capital to submit the same to Vendor for such Products and any Soft Cost Items on Customer's behalf.

7. Non-Cancelable Agreement; Unconditional Payment

ONCE THE TERM HAS BEGUN, SUBJECT TO SECTION 11 BELOW, THIS AGREEEMENT WILL BE NON-CANCELABLE. SUBJECT TO SECTION 11 BELOW, CUSTOMER AGREES THAT IT HAS AN ABSOLUTE AND UNCONDITIONAL OBLIGATION TO PAY ALL PAYMENTS WHEN DUE UNDER THIS AGREEMENT. CUSTOMER MAY NOT ABATE OR REDUCE ANY PAYMENTS DUE OR SET OFF ANY CHARGE AGAINST ANY PAYMENT. CUSTOMER HEREBY WAIVES ANY RECOUPMENT, CROSS-CLAIM, COUNTERCLAIM, OR ANY OTHER DEFENSE AT LAW OR IN EQUITY TO ANY PAYMENT DUE UNDER THIS AGREEMENT, WHETHER ANY SUCH DEFENSE ARISES OUT OF THIS AGREEMENT OR OTHERWISE. IF ANY PRODUCTS ARE NOT PROPERLY INSTALLED, DO NOT OPERATE OR INTEGRATE AS REPRESENTED OR WARRANTED BY VENDOR, OR ARE UNSATISFACTORY FOR ANY REASON WHATSOEVER, CUSTOMER WILL MAKE ANY CLAIM ON ACCOUNT THEREOF SOLELY AGAINST VENDOR AND CUSTOMER WILL NEVERTHELESS PAY ALL AMOUNTS DUE UNDER THIS AGREEMENT.

8. Disclaimers

This Agreement conveys no explicit or implicit license for the use of Software or other intellectual property, and such license rights, to the extent they exist, are contained in separate license documentation entered into between Customer and Vendor. **AS BETWEEN CUSTOMER AND CAPITAL, CUSTOMER ACCEPTS THE PRODUCTS "AS IS, WHERE IS". CAPITAL MAKES ABSOLUTELY NO REPRESENTATIONS OR WARRANTIES, EXPRESS OR IMPLIED, AS TO THE MERCHANTABILITY, FITNESS FOR ANY PARTICULAR PURPOSE, PERFORMANCE, DESIGN, OR CONDITION OF THE PRODUCTS, OR INTELLECTUAL PROPERTY RIGHTS (INCLUDING ANY PATENT, COPYRIGHT, OR TRADEMARK RIGHTS, OF ANY THIRD PARTY, WHETHER RELATING TO INFRINGEMENT OR OTHERWISE) RELATING TO THE PRODUCTS. CAPITAL WILL HAVE NO LIABILITY TO CUSTOMER, OR ITS CUSTOMERS, OR ANY OTHER PERSONS, FOR ANY DAMAGES AT LAW OR IN EQUITY, ARISING OUT OF THIS AGREEMENT, CONCERNING ANY PRODUCTS, INCLUDING DIRECT, INDIRECT, SPECIAL, OR CONSEQUENTIAL DAMAGES, OR DAMAGES BASED ON STRICT OR ABSOLUTE TORT LIABILITY.** Notwithstanding the foregoing, nothing in this Agreement will affect Customer's rights against persons other than Capital, or Capital's liability to Customer, in a separate action at law, for direct damages solely to the extent arising from Capital's breach of its express obligations under this Agreement. Capital makes no representation as to the treatment of this Agreement for tax or accounting purposes.

9. Representations, Warranties, and Covenants of Customer

Customer represents, warrants, and covenants to Capital, as of the date of this Agreement and the Commencement Date, that:

(a) Customer is an entity duly organized and existing under and by virtue of the authorizing statute or constitutional provisions of its State of organization, with full power and authority to enter into the Transaction Documents and perform all of its obligations under such Transaction Documents;

(b) the Transaction Documents have been duly authorized, authenticated, and delivered by Customer by proper action of its governing board at a regularly convened meeting and attended by the requisite majority of board members, or by other appropriate official authentication, as applicable, and all requirements have been met and procedures have occurred in order to ensure the validity and enforceability of such Transaction Documents against Customer;

(c) no other approval, consent or withholding of objection is required from any federal, state or local governmental authority or instrumentality with respect to the entering into or performance by Customer of the Transaction Documents and the transactions contemplated thereby;

(d) Customer has complied with such public bidding requirements and other state, local and federal laws as may be applicable to the Transaction Documents and the acquisition by Customer of the Products;

(e) Customer's acquisition of the Products is necessary, useful and/or appropriate to one or more governmental purposes of Customer;

(f) the Products will at all times be used by Customer for the purpose of performing essential governmental functions;

(g) the acquisition and financing of the Products is necessary for the proper, efficient and economic operation of Customer and/or the services it provides to the citizens of its State, and consistent with the permissible scope of the Customer's authority;

(h) Customer expects to make immediate use of the Products, for which it has an immediate need that is neither temporary nor expected to diminish during the Term;

(i) Customer has, in accordance with the requirements of applicable law, fully budgeted and appropriated sufficient funds to make all Payments and to perform its other obligations under this Agreement and the other Transaction Documents during the applicable Fiscal Period(s), and such funds have not been expended for other purposes;

(j) neither the execution and delivery of any Transaction Document, nor the fulfillment of or compliance with the terms and conditions of any Transaction Document, nor the consummation of any of the transactions contemplated thereby, will conflict with, constitute a breach of, or default under the rules of procedure of Customer, or any constitutional or statutory provision, or any order, rule, regulation, decree or ordinance of any court, government or governmental body to which Customer, any of the Products or any of Customer's other properties are subject; and

(k) there is no action, suit, proceeding, inquiry or investigation, at law or in equity, before or by any court, regulatory agency, public board or body pending or, to the best of the Customer's knowledge, threatened against Customer, wherein an unfavorable ruling or finding would adversely affect the validity or enforceability of any Transaction Document.

10. Appropriation

Customer intends to continue this Agreement for the applicable Term, and to make all Payments due under this Agreement. To the extent permitted by law, Customer covenants to include all Payments due (or to become due) under this Agreement for the applicable Fiscal Period during the Term in each relevant preliminary annual budget for submission to the governing body of Customer. Customer reasonably believes that legally available funds in an amount sufficient to make all Payments during the Term of this Agreement have been (or will be) obtained, and agrees to do all things lawfully within its power to obtain and maintain funds from which the Payments due may be paid.

11. Non-Appropriation

The term of this Agreement will consist of annual one-year terms, each automatically expiring on the last day of each Fiscal Period, unless, prior to the end of such Fiscal Period, Customer appropriates funds sufficient to pay Payments due during the next Fiscal Period. Notwithstanding any provision to the contrary herein, Customer may terminate this Agreement in whole, but not in part, if (a) sufficient funds were not appropriated and budgeted by Customer's governing body or will not otherwise be available to continue this Agreement beyond the current Fiscal Period; and (b) Customer has exhausted all funds legally available for payment of the Payments due under this Agreement beyond the current Fiscal Period (collectively, an "**Event of Non-Appropriation**"). Upon such termination of this Agreement, Customer's obligations under this Agreement, and any interest of Customer in the Products covered by this Agreement, will immediately cease; provided, however, that if, upon such termination, Customer continues to use any Software or receive any Services or other benefits constituting any such Soft Cost Items, such termination will

nevertheless be effective but Customer will be responsible for the payment of damages to Capital in an amount equal to the portion of any Payment thereafter coming due that is attributable to the number of days after such termination during which Customer continues to use such Software or receive such Services or other benefits of any such Soft Cost Items, and for any other losses suffered by Capital as a result of Customer's continued use such Software or receipt of such Services or other benefits of any such Soft Cost Items. Notwithstanding the foregoing, Customer agrees that, without creating a pledge, lien or encumbrance upon funds available to Customer in other than its current Fiscal Period, and to the extent permitted by law, it will use its best efforts to duly make budget requests for each Fiscal Period during the Term of this Agreement for adequate funds to meet its payment obligations and to continue this Agreement in full force and effect.

12. Non-Substitution

For a period of ninety (90) days following the date of termination of this Agreement by Customer due to the occurrence of an Event of Non-Appropriation, Customer, to the extent permitted by law, will not purchase, lease, or rent other property to be used to perform the same or similar function(s) as those performed by the Products covered by this Agreement, except when necessary for public health, safety, and welfare, as determined by a declaration of emergency made by the governing body of Customer or the highest elected official of Customer.

13. No Indebtedness Limitation

Capital and Customer intend that the obligation of Customer to make any Payment due under this Agreement constitutes a current expense of Customer and is not to be construed to be a debt in contravention of any applicable constitutional or statutory limitation on the creation of indebtedness or as a pledge of funds beyond Customer's current Fiscal Period.

14. Events of Default

The occurrence of any of the following will constitute an "**Event of Default**" under this Agreement: (a) Customer fails to pay any amount due under this Agreement within five (5) days after it becomes due and payable; (b) any representation or warranty of Customer made in this Agreement, any other Transaction Document, or any ancillary document delivered by Customer to Capital in connection with this Agreement proves to have been false or misleading when made; (c) Customer fails to perform any other obligation, covenant, condition, or agreement made by it under this Agreement or any other Transaction Document, and such failure continues for twenty (20) days; (d) bankruptcy, receivership, insolvency, reorganization, dissolution, liquidation, or other similar proceedings are instituted by or against Customer of this Agreement; (e) Customer defaults under any other agreement with Capital; (f) Customer dissolves or otherwise terminates its existence, ceases to do business or becomes insolvent, or fails generally to pay its debts as they become due; (g) Customer merges or consolidates with any other entity, or sells, leases, or disposes of all or substantially all of its assets without the prior written consent of Capital, which consent will not be unreasonably withheld; or (h) any change occurs in relation to Customer's business, management, ownership, or financial condition that would have a material adverse effect on Customer's ability to perform its obligations under this Agreement.

15. Remedies

If an Event of Default occurs, Capital may exercise any one or more of the following remedies: (a) terminate this Agreement; (b) declare all amounts due and to become due under this Agreement during the current Fiscal Period immediately due and payable; (c) proceed by court action to enforce performance by Customer of this Agreement and/or to recover all damages and expenses suffered by Capital as a consequence of such Event of Default, including, where applicable, any loss of anticipated tax benefits; (d) take possession of, or render unusable, any Hardware and other Collateral wherever located, without notice or process of law (and such action will not constitute a cancellation or termination of this Agreement); (e) require Customer to assemble such Hardware and other Collateral and deliver it to Capital at a location designated by Capital; (f) sell or lease any or all of the Hardware and other Collateral, through public or private sale or lease transactions, and apply the Net Proceeds thereof to Customer's obligations under this Agreement (with Customer remaining liable for any resulting deficiency); (g) to the extent Software or Services are included as Soft Cost Items under this Agreement, Capital may, after giving prior sixty (60) days written notice to Customer, exercise its Soft Cost Remedies; (h) by written notice to any escrow agent who is holding proceeds of this Agreement, instruct such escrow agent to release all such proceeds and any earnings thereon to Capital, such sums to be credited to payment of Customer's obligations under this Agreement; or (i) exercise any other right or remedy available at law or in equity. The foregoing remedies are cumulative in nature and are intended only to make Capital whole (as if no Event of Default occurred) and not to penalize Customer or allow Capital duplicative remedies.

16. Assignment

Capital may pledge, transfer, or otherwise assign any or all of Capital's interest in this Agreement, Products or Soft Cost Item without prior notice to or consent by Customer. Any assignee of Capital will have all of the rights, but none of the obligations of Capital under this Agreement with such obligations remaining with Capital (unless otherwise provided in the applicable assignment). After its receipt of notice of any such assignment, Customer will pay all Payments and other amounts due as directed in such notice. **Customer waives and agrees that it will not assert against any assignee any claim, defense, counterclaim, or offset that Customer may have against Capital or any preceding assignee.** Customer acknowledges that any assignment by Capital will not materially change Customer's duties or obligations or increase its risks or burdens under this Agreement. Customer may only assign or transfer any of its rights, duties, or obligations in this Agreement, after obtaining the prior written consent of Capital, which, if given, may be subject to conditions.

17. Hardware Related Provisions

17.1 **Use; Maintenance; Inspection.** Customer will use the Hardware in a manner consistent with the manufacturer's recommendations and instructions and all applicable laws and regulations. Customer will, at its expense, keep all Hardware in good repair, condition, and working order (ordinary wear and tear excepted). Customer will ensure that the Hardware is covered by a maintenance agreement, to the extent available, with the manufacturer of the Hardware or other party reasonably acceptable to Capital. Capital may inspect the Hardware at reasonable times, upon reasonable notice, and in compliance with Customer's standard and reasonable security regulations.

17.2 **Reserved.**

17.3 **Ownership.** Customer is the sole owner of the Hardware and has sole title to it. Customer acknowledges and represents that the Hardware will be and remain personal property, notwithstanding the manner it may be attached or affixed to realty. Customer will not lend, pledge,

lease, sublease, or allow any third party to have an enforceable right in or to the Hardware or permit to exist any security interest, lien, or encumbrance with respect to any of the Hardware. Customer will give Capital immediate written notice of any attachment or judicial process affecting any item of Hardware. Customer will ensure that the Hardware remains within the United States.

17.4 **Security Interest.** As security for the payment and performance in full when due (whether on the stated payment dates, by acceleration or otherwise) of all payment and other obligations of Customer under this Agreement, Customer hereby (a) grants Capital a continuing first priority purchase money security interest in all of Customer's right, title, and interest in and to all of the Products and all proceeds thereof (collectively, the "**Collateral**"); and (b) irrevocably authorizes Capital to file financing statements to give public notice of Capital's interest in the Collateral. By its execution of this Agreement, Customer ratifies and approves any filing by Capital of any initial financing statements or amendments thereto if filed prior to the date of this Agreement. Customer will promptly (and, in any event, within five (5) calendar days of such change) notify Capital, in writing and in reasonable detail, of any change in Customer's legal name, jurisdiction of organization, chief executive office, or registered office.

17.5 **Chattel Paper.** The original of this Agreement will constitute chattel paper for purposes of the Uniform Commercial Code ("**UCC**"). If there exist multiple originals, the one marked "Original Copy" or words of similar import, will be the only chattel paper. To the extent this Agreement is executed via Electronic Execution, it will constitute "chattel paper" or "electronic chattel paper" and authoritative copies under Article 9 of UCC and a Transferable Record under the 1999 Uniform Electronic Transactions Act, or the equivalent under applicable state law.

18. Miscellaneous

18.1 **Notices**. Any notice, request, demand, consent, or other communication provided for or permitted in relation to this Agreement (a) must be in writing and delivered to such party at its address, or received by the party at an email address, specified in Appendix 1, and (b) will be considered effective (i) upon delivery, if personally delivered, (ii) the next day, if sent by overnight mail, (iii) three (3) business days after deposit, postage prepaid, if mailed, or (iv) the same day receipt is acknowledged, if sent by e-mail. Capital may deliver notices to Customer under this Agreement via email, regular mail, overnight mail or personal delivery.

18.2 **Disclosure**. Customer acknowledges that Capital may disclose to a third party information about this Agreement, Customer, or the Products and/or Soft Cost Items for administration, regulatory compliance, fraud prevention, credit and risk assessment, financing or syndication purposes, or to facilitate Vendor's processing of an order for the Products and/or Soft Cost Items on behalf of Customer.

18.3 **Continuing Disclosure**. Capital acknowledges that, in connection with Customer's compliance with any continuing disclosure undertakings (each, a "**Continuing Disclosure Agreement**") entered into by Customer pursuant to SEC Rule 15c2-12 promulgated pursuant to the Securities and Exchange Act of 1934, as amended (the "**Rule**"), Customer may be required to file with the Municipal Securities Rulemaking Board's Electronic Municipal Market Access system, or its successor ("**EMMA**"), notice of its incurrence of its obligations under this Agreement and notice of any accommodation, waiver, amendment, modification of terms or other similar events reflecting financial difficulties in connection with this Agreement, in each case including a description of the material terms thereof (each such notice, an "**EMMA Notice**"). Customer will not file or submit or permit the filing or submission of any EMMA Notice that includes any of the following unredacted information regarding Capital: physical or mailing addresses, account information, e-mail addresses, telephone numbers, fax numbers, tax identification numbers, or titles or signatures of officers, employees or other signatories. Customer acknowledges and agrees that Capital is not responsible in connection with any EMMA Notice relating to this Agreement for Customer' compliance or noncompliance (or any claims, losses or liabilities arising therefrom) with the Rule, any Continuing Disclosure Agreement or any applicable securities laws, including but not limited to those relating to the Rule.

18.4 **Rights and Remedies**. Failure or delay on the part of Capital in exercising any right or remedy under this Agreement will not operate as a waiver.

18.5 **Interpretation**. The captions and headings contained in this Agreement are for convenience only and will not affect the interpretation of this Agreement. In this Agreement, the word "including" is not limiting, "person" includes individuals, corporations, and other legal persons and entities, and the singular includes the plural and vice versa. Unless a contrary indication appears, a reference to any document is a reference to that document as amended, novated, supplemented, extended, or restated from time to time.

18.6 **Severability**. If any term in this Agreement is invalid or unenforceable, then the rest of the terms will continue with full force and effect to the extent possible.

18.7 **Survival**. All representations, warranties, and covenants made by Customer hereunder will survive the termination of this Agreement and will remain in full force and effect. All obligations of Customer to indemnify Capital, to the extent permitted by law, will survive the cancellation or termination of this Agreement and be enforceable by Capital and Capital's successors and assigns.

18.8 **Reports, Etc.** Customer will provide Capital with the following notices, reports and other materials, in writing within the respective time periods specified therein: (a) notice of any anticipated occurrence of an Event of Non-Appropriation with respect to this Agreement, if practical, within sixty (60) days prior to such occurrence; (b) proof of appropriation by Customer's governing body with respect to Customer's Payment obligations under this Agreement for the next succeeding Fiscal Period, in a form reasonably acceptable to Capital, within sixty (60) days prior to the last day of the Fiscal Period; and (c) any other documents or reports required or otherwise reasonably requested by Capital (including, without limitation, affidavits, secretary's or clerk's certificates, essential use certificates, and opinions of counsel, in substantially such form as provided to Customer by Capital and otherwise satisfactory to Capital).

18.9 **Opinion of Counsel**. If required by Capital (as specified in Appendix 1), Customer, at its sole cost and expense, will deliver to Capital, the opinion of its legal counsel substantially in the form attached as Exhibit A hereto.

18.10 **Financial Statements**. If not publicly available, Customer will promptly furnish to Capital such financial or other statements regarding the condition and operations of Customer, as Capital may from time-to-time reasonably request.

18.11 **Customer-Capital Purchase Order**. Customer agrees that any "purchase order" issued by Customer to Capital in relation to any Products and/or Soft Cost Items will be issued for Customer's internal use only for the purpose of authorizing Customer's payments to Capital under this Agreement, and none of its terms and conditions will modify or affect the terms of this Agreement.

18.12 **No Third-Party Beneficiaries**. Except in the event of a permitted assignment, these terms do not grant any right or cause of action to any third party.

18.13 **Anti-Money Laundering**. Customer will provide Capital with such information as Capital may require, so that Capital may comply with its obligations under any applicable anti-money laundering and counter terrorism financing laws and regulations.

18.14 **Maximum Rate**. If for any reason Capital is deemed under applicable law to have contracted for, charged, or received any consideration constituting interest in excess of the highest lawful rate, then any such excess will be deemed to have been cancelled automatically and, if previously paid by Customer, will at Capital's option be applied to the principal amount outstanding under this Agreement or be refunded to Customer.

18.15 **Further Assurances**. Customer agrees to promptly execute and deliver to Capital such further documents and take such further action as Capital may require to carry out the intent and purpose of this Agreement.

18.16 **Performance of Customer's Obligations**. Upon Customer's failure to perform any of its obligations under this Agreement, Capital may procure the performance of such obligations and recover the related expenses incurred by Capital from Customer on demand.

18.17 **Execution; Counterparts**. The parties may execute the Transaction Documents by Electronic Execution or manually, and may do so in counterparts, and when so executed each counterpart will be deemed to be an original, and such counterparts together will constitute one and the same instrument. Each individual signatory of the Transaction Documents will be authorized to do so on behalf of his or her respective party and binds the party to such Transaction Documents. A scan of an original signature on the Transaction Documents delivered by reliable electronic means (such as by facsimile transmission or a ".pdf" file by email) will be deemed to be as effective for all purposes as delivery of a manually executed copy of such Transaction Documents. Only one electronic record will be created as the authoritative copy and the same will at all times be deemed to be controlled by Capital or its assignee. Capital will maintain the sole "original" version of this Agreement (whether in electronic or other tangible form). The parties waive any defense to the validity or enforceability of the Transaction Documents related to the use of Electronic Execution.

18.18 **Entire Agreement**. This Agreement, together with the other Transaction Documents, will constitute the entire agreement between Capital and Customer with respect to this subject matter and supersedes all other prior agreements and understandings, both written and oral, between the parties with respect to such matters. Except as otherwise provided in such Transaction Document, any amendment of, or modification to, any provision of any Transaction Document will not bind either party unless it is set forth in writing and executed by both parties.

18.19 **Governing Law; Waiver of Jury Trial.** The parties agree this Agreement and all Transaction Documents will be governed in all respects by the internal laws of the State, without regard to its principles of conflicts of laws. Customer hereby consents to personal jurisdiction and venue in the courts of the State in any action or proceeding with respect to any Transaction Document or Products. TO THE FULLEST THE EXTENT ALLOWED BY APPLICABLE LAW, CAPITAL AND CUSTOMER EACH HEREBY UNCONDITIONALLY WAIVE ITS RESPECTIVE RIGHTS TO A JURY TRIAL WITH RESPECT TO ANY CLAIM OR CAUSE OF ACTION BASED UPON OR ARISING OUT OF, DIRECTLY OR INDIRECTLY, THIS AGREEMENT OR ANY OF THE TRANSACTION DOCUMENTS, ANY OF THE RELATED DOCUMENTS, ANY DEALINGS BETWEEN CUSTOMER AND CAPITAL RELATING TO THE SUBJECT MATTER OF THIS AGREEMENT OR ANY RELATED TRANSACTIONS, AND/OR THE RELATIONSHIP THAT IS BEING ESTABLISHED BETWEEN CAPITAL AND CUSTOMER HEREUNDER. THE SCOPE OF THE FOREGOING WAIVER IS INTENDED TO BE ALL ENCOMPASSING WITH RESPECT TO ANY AND ALL DISPUTES THAT MAY BE FILED IN ANY COURT (INCLUDING, WITHOUT LIMITATION, CONTRACT CLAIMS, TORT CLAIMS, BREACH OF DUTY CLAIMS, AND ALL OTHER COMMON LAW AND STATUTORY CLAIMS). SUCH WAIVER IS IRREVOCABLE AND MAY NOT BE MODIFIED EITHER ORALLY OR IN WRITING, AND WILL APPLY TO ANY SUBSEQUENT AMENDMENTS, RENEWALS, SUPPLEMENTS OR MODIFICATIONS TO THIS AGREEMENT OR ANY OF THE TRANSACTION DOCUMENTS, ANY RELATED DOCUMENTS, OR TO ANY OTHER DOCUMENTS OR AGREEMENTS RELATING TO THIS AGREEMENT OR ANY RELATED TRANSACTION. IN THE EVENT OF LITIGATION, THIS AGREEMENT AND ANY TRANSACTION DOCUMENT MAY BE FILED AS A WRITTEN CONSENT TO A TRIAL BY THE COURT.

18.20 **Certifications.** Customer is prohibited by state law from entering into certain contractual agreements. Capital hereby certifies that: (i) it is not currently engaged in, and will not for the duration of the Agreement engage in, a boycott of goods or services from Israel or territories under its control; or a boycott of any individual or company because the individual or company (a) engages in or supports the exploration, production, utilization, transportation, sale, or manufacture of fossil fuel-based energy, timber, minerals, hydroelectric power, nuclear energy, or agriculture; or (b) engages in or supports the manufacture, distribution, sale, or use of firearms, as defined in section18-3302(2)(d), Idaho Code; and (ii) it is not currently owned or operated by the People's Republic of China and will not for the duration of the Agreement be owned or operated by the People's Republic of China; and (iii) it is not an abortion provider or an affiliate of an abortion provider under the No Public Funds for Abortion Act. The terms in this paragraph defined in Idaho Code Section 67-2346, Section 67-2347A, Section 67-2359, and in Title 18, Chapter 87, Idaho Code, respectively, shall have the meanings defined therein. This certification is made solely to comply with the Idaho statutes referenced herein.

19. Definitions

"**Commencement Date**" means the date specified as the "Commencement Date" in Appendix 1.

"**Credit Event**" means, as of any date: (i) Customer fails to satisfy Capital's then current credit approval standards, policies, or practices, (ii) the occurrence of any change in global or national political conditions or general economic or market conditions which adversely affect the jurisdiction and/or the industry in which the Customer operates, or (iii) the occurrence of any Event of Default or any event or condition that, with notice or the passage of time, or both, would constitute an Event of Default.

"**Disbursement Request**" means, if applicable, the Request for Disbursement and Authorization to Pay in the form attached as Exhibit B.

"**Electronic Execution**" means the execution of any or all the Transaction Documents by a party thereto by any electronic means.

"**Event of Default**" has the meaning given to it in Section 14 (Events of Default).

"**Expiration Date**" means the date on which Capital's credit and pricing approvals for the transaction contemplated by this Agreement will expire if, for whatever reason, it has not already been funded by Capital. Unless an earlier date is specified in Appendix 1, the Expiration Date will be the date that is 120 days from the effective date of this Agreement specified in the preamble above.

"**First Fiscal Period**" means the period specified as the "First Fiscal Period" in Appendix 1.

"**Fiscal Period**" means the period specified as the "Fiscal Period" in Appendix 1.

"**Hardware**" means any items of equipment listed in Appendix 1, together with all parts, substitutions, replacements, additions, and accessions thereto.

"**Indirect Tax**" means value added tax, turnover tax, distribution tax, transfer tax, property tax, goods and services taxes, sales and use taxes, customs and other import or export duty or excise duty (including any customs duties, anti-dumping duties, and countervailing duties).

"**Late Fee**" means the amount to be charged on any overdue Payment for the period during which it is overdue, calculated based on the rate specified in Appendix 1.

"**License Agreement**" means any license agreement or other document granting the Customer the right to use Software.

"**Net Proceeds**" means the proceeds Capital received after deducting: (i) all costs and expenses (including reasonable attorneys' fees) incurred by Capital in retaking possession of, and removing, storing, repairing, refurbishing, and selling or re-leasing such Hardware, and enforcing any obligations of Customer hereunder; and (ii) interest on any overdue payment, for the period of time during which it is overdue, at a rate equal to the Late Fee.

"**Payment**" means each Periodic Payment and all other amounts payable under this Agreement.

"**Payment Period**" means the period for which a Periodic Payment is due and payable.

"**Periodic Payment**" means the amount due and payable each Payment Period.

"**Products**" means the Hardware, Software and/or Services listed in Appendix 1.

"**Purchase Documents**" means any purchase order, contract, bill of sale, license agreement, invoice and/or other documents entered into with or issued by or to any Vendor relating to the procurement of Products and/or Soft Cost Items by Customer.

"**Services**" means any maintenance and/or other services listed in Appendix 1.

"**Soft Cost Items**" means any costs related to Software, Services, Taxes, and/or any other one-time charges or related expenses funded by Capital as listed in Appendix 1.

"**Soft Cost Remedies**" means remedies related to Software and/or Services whereby Capital may deliver a notice instructing the applicable Vendor of such Software and/or Services to (and such Vendor may, without any liability to Customer) immediately cancel, terminate, suspend, or rescind such Software and/or Services, as applicable, whereupon Customer's rights to such Software and/or Services will immediately be cancelled, terminated, suspended, and/or rescinded, as applicable.

"**Software**" means any software license listed in Appendix 1.

"**State**" means the state or commonwealth in which Customer is located.

"**Taxes**" means all present and future taxes, levies, imposts, duties, assessments, fees, stamp, registration or license fees or other documentary duty, deductions, withholdings, or charges of any nature whatsoever, however designated, including, any Indirect Tax, or other similar amounts imposed or assessed by any governmental body, taxing or fiscal authority or agency together with interest thereon and penalties in respect thereof.

"**Term**" means the period specified as the "Term" in Appendix 1.

"**Total Cost**" means (a) as to any Hardware, the total acquisition cost for the Hardware as set forth in the applicable Purchase Documents, and (b) as to any Soft Cost Items, the total amount of the Soft Cost Items, all as specified in Appendix 1.

"**Transaction Documents**" means this Agreement and each of the other documents, certificates and agreements executed by Customer or required by Capital in connection therewith (including but not limited to, acceptance certificate(s), opinion(s) of counsel, incumbency certificate(s), and escrow and trust agreement(s)).

"**Vendor**" means the seller, manufacturer, licensor, supplier, or provider of Products and/or Soft Cost Items specified in Appendix 1.

"**Vendor Invoice**" means Vendor's invoice for the Products and/or Soft Cost Items covered by Appendix 1, which invoice must be final, accurate and complete, and include a description and serial numbers of Hardware and a list of the Software and Services and other Soft Cost Items (if

Vendor ordinarily provides such information on its invoices), or reference to Customer's purchase order number, the Total Cost of such Products and/or Soft Cost Items, and such other information as Capital may reasonably require.

CUSTOMER, BY THE SIGNATURE BELOW OF ITS AUTHORIZED REPRESENTATIVE, ACKNOWLEDGES THAT IT HAS READ THIS AGREEMENT, UNDERSTANDS IT, AND AGREES TO BE BOUND BY ITS TERMS AND CONDITIONS. EACH PERSON SIGNING BELOW ON BEHALF OF CUSTOMER REPRESENTS AND WARRANTS THAT SUCH PERSON IS AUTHORIZED TO EXECUTE AND DELIVER THIS AGREEMENT ON BEHALF OF CUSTOMER.

CISCO SYSTEMS CAPITAL CORPORATION

By: _____

Name (Print): _____

Title: _____

Date: _____

IDAHO STATE UNIVERSITY

By: _____

Name (Print): _____

Title: _____

Date: _____

Appendix 1 to Payment Agreement No. 001-0006449

1. Payment Terms

Description of Products and/or Soft Cost Items:	Hardware:	$8,134,622.78
	Software:	$7,838.37
	Services:	$232,232.10
	Other Soft Cost Items:	$0.00
	Total Cost:	$8,374,693.25
Commencement Date:	To be determined in accordance with Section 3.1 (Commencement) below.	
Term:	84 months (plus the number of days from the Commencement Date to the first Periodic Payment Date, if any).	
Periodic Payment Date(s):	1st calendar day of each annual until the end of the Term.	
Payment Period:	Annually in advance	
Periodic Payment:	Payments 1 – 7 plus applicable Taxes	Payment Amount $1,196,384.75
Effective Interest Rate:	0%	
Fiscal Period:	Commences on July 1 and ends on June 30 of each year.	
First Fiscal Period:	Commences on July 1, 2026 and ends on June 30, 2027.	
Late Fee:	1.17 % per month (or, if lower, the maximum rate permitted by applicable law)	
Remittance Instruction:	(**For ACH Payments**) Bank: Bank of America For the Account of: Cisco Systems Capital Corporation ABA No.: 121000358 Account No.: 1233124070	(**For Check Payments**) Cisco Capital Lock Box P.O. Box 742927 Los Angeles, CA 90074-2927
Vendor Name(s):	**CompuNet Inc.**	
Vendor Contract Number(s):	See attached quotes	
Opinion of Counsel	Required	
Funding/Disbursement Process:	Capital will fund the Total Cost pursuant to the terms of the Disbursement Request.	

2. Notice

Customer:	IDAHO STATE UNIVERSITY	**Capital:**	Cisco Systems Capital Corporation
Attn:	_____	Attn:	Theatre Lead, Americas
Address:	921 South 8th Ave, Pocatello, Idaho 83202	**Address:**	170 W Tasman Drive, San Jose, CA 95134
Phone:	_____	**Phone:**	(984) 216-0514
Email:	_____	**Email:**	csco-americas-notice@cisco.com

3. Additional Provisions; Special Conditions

3.1 Commencement. The Commencement Date will be the date the Products are delivered and inspected by Customer and found to be satisfactory, or if acceptance requirements for such Products are specified in the applicable Purchase Documents as soon as such requirements are met ("**Acceptance Date**"), as specified by Customer on a Certificate of Acceptance, substantially in the form of Exhibit C to this Agreement. Customer agrees to deliver a duly executed Certificate of Acceptance to Capital within five (5) days of the applicable Acceptance Date. Capital will rely upon the accuracy of such Certificate of Acceptance, and such Certificate of Acceptance will be conclusive evidence that (i) the Hardware has been delivered to and inspected by Customer, is in good order and condition, and fit for the purpose for which it may be intended, and (ii) any Soft Cost Items have been received or incurred (as applicable) by Customer.

3.2 SLED Terms and Conditions – State of Idaho. If Customer is required under this Agreement to make any payments to Capital (other than a Payment) during any Fiscal Period during the term of this Agreement in the event of (a) a late payment charge for Payments, (b) an advance by Capital that Customer is required to repay, or (c) any other additional payment obligation Customer owes to Capital under this Agreement (collectively, the "**Additional Payments**"), then the Additional Payments will be payable solely from legally appropriated funds available for such Fiscal Period ("**Available Funds**"). To the extent Available Funds are not available for such Fiscal Period for payment of the Additional Payments, then the Additional Payments will be subject to appropriation for the following Fiscal Period, or the Fiscal Period following the final Fiscal Period of the scheduled Term of this Agreement, if the Additional Payment was incurred in the final Fiscal Period of the scheduled Term of this Agreement. Failure to so appropriate the Additional Payments for the following Fiscal Period in each such case will be considered an Event of Non-Appropriation under this Agreement.

[Remainder of page intentionally left blank.]

EXHIBIT A

Form of Opinion of Counsel

[*To be provided on letterhead of Customer's counsel.*]

_____, 2026

Cisco Systems Capital Corporation
170 W. Tasman
San Jose, CA 95134
Attn.: Theatre Lead, Americas

Re: Payment Agreement (SLED) No. 001-0006449 dated _____, 2026 (the "**Agreement**"), by and between Cisco Systems Capital Corporation ("**Capital**") and Idaho State University ("**Customer**")

Ladies and Gentlemen:

We have acted as counsel to Customer in connection with the Agreement and Transaction Documents. We have examined the law and such other documents as we deem necessary to render this opinion. All capitalized terms not otherwise defined herein shall have the meanings provided in the Agreement.

As to questions of fact material to our opinion, we have relied upon the information set forth in the Transaction Documents and the approval of the transaction by Customer's board of trustees without undertaking to verify the same by independent investigation.

We are of the opinion that, under existing law:

1. Customer is a public body corporate and politic, duly organized and existing under the laws of the State of Idaho.

2. Customer requires approval of its Board of Trustees in order to enter the Agreement, and to the best of our knowledge no other consent is required.

3. The execution, delivery and performance of the Transaction Documents by Customer has been duly authorized by all necessary action on the part of Customer.

4. Customer has acquired or has arranged for the acquisition of the Products off the statewide contract issued by the Idaho Division of Purchasing.

5. The Transaction Documents have been duly executed and delivered by Customer and constitute legal, valid and binding obligations of Customer, enforceable against Customer in accordance with the terms thereof, except insofar as the enforcement thereof may be limited by any applicable bankruptcy, insolvency, moratorium, reorganization or other laws of equitable principles of general application, or of application to municipalities or political subdivisions such as the Customer, affecting remedies or creditors' rights generally, and to the exercise of judicial discretion in appropriate cases.

6. As of the date hereof, based on such inquiry and investigation as we have deemed sufficient, no litigation is pending, (or, to our knowledge, threatened) against Customer in any court: (a) seeking to restrain or enjoin the delivery of the Transaction Documents or of other agreements similar thereto; (b) questioning the authority of Customer to execute the Transaction Documents, or the validity of the Transaction Documents, or the payment of principal of or interest on, the Agreement; (c) questioning the constitutionality of any statute, or the validity of any proceedings, authorizing the execution of the Transaction Documents; or (d) affecting the provisions made for the payment of or security for the Transaction Documents.

This opinion may be relied upon by Capital and its successors and assigns.

Very truly yours,

Idaho State University
Office of General Counsel

By: _____

EXHIBIT B

Form of Disbursement Request

Request for Disbursement and Authorization to Pay

To: Cisco Systems Capital Corporation
170 W. Tasman Drive
San Jose, CA 95134
Attn: Theatre Lead, Americas

Re: [●] ("**Vendor**"); Vendor Invoice No(s). [●]
Payment Agreement (SLED) No. [●] dated [●] (the "**Agreement**")

[●] ("**Customer**") requests and authorizes Cisco Systems Capital Corporation ("**Capital**") to pay Vendor the amounts set forth on the Vendor Invoice(s) listed above, on Customer's behalf, as provided below:

Vendor/Payee	**Amount(s) to be paid by Capital***	**Wire Information**
[Name of Vendor]	$_____ * Excludes taxes on Vendor Invoice(s) (unless otherwise indicated)	Bank Name: Bank Address: ABA No.: Account Name: Account No.:

Customer certifies to Capital:

1. The Products being acquired with this payment disbursement have been delivered and received by Customer at the location(s) contemplated by the Agreement. Customer has conducted such inspection and/or testing of the Products being acquired with the payment disbursement as it deems necessary and appropriate, and such Products have been accepted by Customer. The Acceptance Certificate, if required under the Agreement, is attached hereto.

2. The costs of the Products to be paid from the payment disbursement have been properly incurred and have not been the basis of any previous disbursement.

3. [No part of the payment disbursement requested will be used to pay for Services not yet performed in connection therewith.]

4. No Event of Default, Credit Event or Event of Non-Appropriation (if applicable), and no event which with the giving of notice or lapse of time, or both, would become such an Event of Default or Event of Non-Appropriation has occurred and is continuing on the date hereof.

5. If Customer paid a Vendor Invoice prior to the commencement date of the Agreement, and is requesting reimbursement for such payment, Customer has satisfied the requirements for reimbursement set forth in Treas. Reg. §1.150-2.

Customer acknowledges and agrees that Capital will make payment to Vendor relying solely upon the payment information above, and Capital will not have any obligation to confirm or verify such information prior to payment. Capital will have no obligation with respect to any errors or disputes that may arise between Customer and Vendor, and Customer will hold Capital harmless from and against any and all claims and liability arising out of, connected with, or resulting from, any payments made by Capital to Vendor

as authorized hereunder. Payment by Capital in accordance with the information contained herein will release Capital from any further liability to Customer or Vendor with respect to such amounts.

[As the "bill to" party specified in each Vendor Invoice, Customer will be solely responsible for payment of all taxes related to the invoiced Products and will promptly (and by no later than the relevant Vendor Invoice due date) remit payment for such Taxes to Vendor.]

Customer further acknowledges that (i) Capital's obligation to disburse payment hereunder is conditioned upon receipt by Capital of this Agreement executed by Customer and the satisfaction of all other conditions specified in this Agreement, and (ii) Capital shall not be required to confirm the application of the proceeds of the above payments by the relevant recipient. Capitalized terms used and not defined herein have the meanings given to such terms in the Agreement.

Sincerely,

IDAHO STATE UNIVERSITY

By: _____

(Authorized Signatory)

Print Name: _____

Title: _____

Date: _____

ACCEPTANCE CERTIFICATE

Payment Agreement (SLED) No._____

Customer submits to Capital this Acceptance Certificate (this "**Certificate**") in connection with the Payment Agreement identified above (the "**Agreement**"). Capitalized terms used and not defined herein will have the same meanings as set forth in the Agreement.

Hardware. Customer acknowledges and agrees that the Hardware described in Appendix 1 to the Agreement, if any, or, if different, the Hardware described in the Appendix 1 attached hereto, has been: (a) delivered to the location identified in the Agreement, or if different, the location described in Appendix 1 attached hereto; (b) inspected by Customer, and found to be in good order and condition, fit for the purpose for which it is intended; and (c) irrevocably accepted by Customer as of the Acceptance Date set forth below in accordance with the terms of the Agreement.

Soft Cost Items. Customer acknowledges and agrees that the Soft Cost Items described in Appendix 1 to the Schedule, if any, or if different, the Soft Cost Items described in the Appendix 1 attached hereto, have been: (a) received or incurred (as applicable) by Customer; and (b) irrevocably accepted by Customer as of the Acceptance Date set forth below in accordance with the terms of the Agreement.

Customer confirms and agrees that the representations and warranties in the Agreement, if any, are correct and complete as though made on and as of the date hereof and will continue to be correct and complete throughout the Term.

The person signing this Certificate on behalf of Customer hereby certifies that such person has read and acknowledges all terms and conditions of this Certificate, the Agreement, and is duly authorized to execute this Certificate on behalf of Customer. This Certificate will be executed by Customer and promptly returned to Capital within five (5) days in accordance with the terms of the Agreement (unless otherwise expressly provided therein).

IDAHO STATE UNIVERSITY

By: _____

Name (Print): _____

Title: _____

Acceptance Date: _____

SIGNING CERTIFICATE

("Certificate")

The undersigned officer or other official of IDAHO STATE UNIVERSITY ("**Company**"), hereby certifies that:

(a) I am an officer or other official of Company, I have the authority to make the statements in this Certificate, and I am not listed in the table below;

(b) Each person listed below holds the position(s) stated in this Certificate and is a duly appointed and authorized signatory of the Company (each an "**Authorized Signatory**");

(c) Each Authorized Signatory has full power and authority to execute and deliver binding Transaction Documents (defined below) to Cisco Systems Capital Corporation ("**Capital**") or its affiliates, in Company's name and on its behalf; and

(d) Each Authorized Signatory has full power and authority to take any action necessary or appropriate to effectuate the transactions contemplated by the Transaction Documents.

Authorized Signatories:

NAME	TITLE OR OFFICE	EMAIL ADDRESS	WET INK SIGNATURE (IF SIGNING BY HAND)

In this Certificate, "**Transaction Documents**" means all agreements between Company and Capital, including without limitation all financing, lease, payment solution or other extended payment term agreements, and any amendments, extensions, renewals, or terminations thereto.

The undersigned attests that the email address opposite each Authorized Signatory's name is an accurate email address to which Transaction Documents may be sent for execution by electronic means and (if applicable) that each Wet Ink Signature listed above is true and genuine.

Capital may rely on the foregoing until it receives written notice from Company of the revocation or modification of this Certificate.

The officer signing this Certificate must not be one of the Authorized Signatories listed in the table above.

IN WITNESS WHEREOF, I have executed this Certificate as of the date specified below.

Dated this ____ day of _____, 20__

Signature: _____

Print name: _____

Title: _____

Customer Billing Profile

Customer Name:	IDAHO STATE UNIVERSITY	**Customer Contract Manager:**	Joan Smith
Master Agreement:		**Email Address:**	joansmit@cisco.com
Contract Number:	001-0006449	**Phone Number:**	+1 919 392 6477

Billing Requirements:

Please review details below and note updates as required.

AP Contact: _____

Phone: _____

Email: _____

Bill To Address: _____

_____

Delivery Method: ☐ Mail ☐ Email ☐ Web Portal

AP Mailer Alias: _____

Web Portal / URL: _____

Please note PO or Reference Number details to be included on billing notifications.

Purchase Order Number: _____

PO Validity Period: ☐ Annually ☐ Quarterly ☐ Contract Maturity

Reference Number: _____

Payment Method:

Cisco Capital offers Direct Debit Authorization where payments can be debited via Automated Clearing House (ACH) per the terms of the contract.

☐ Yes, sign us up for Direct Debit! ☐ No, Thank you we will opt out.

Preferred Payment Method: ☐ Wire Transfer ☐ ACH ☐ Direct Debit ☐ Check

Transaction Details:

Please indicate the number of install locations for the equipment and/or services on this contract.

Equipment & Services Locations: ☐ 1 Location ☐ Multiple Locations ☐ Refer to PO for Location Detail ☐ Staging Location

Please indicate how applicable freight charges should be billed.

Freight Charges: ☐ Not Financed ☐ Include in Financed Amount (subject to additional interest)

Please indicate how applicable tax charges should be billed.

Upfront Sales & Use Tax: ☐ Tax Exempt* ☐ Direct Pay Certificate ☐ Not Financed** ☐ Include in Financed Amount (subject to additional interest)

Cisco Capital will bill Personal Property Tax, as applicable, annually, according to the state where the assets are located.

**Customer must provide a copy of their valid tax exemption certificate to partner.*

***Non-Financed Upfront Sales & Use Tax for loans will be billed by partner; customer remits payment direct to partner.*

Cisco Capital Information

Cisco Capital Information:

Corporate Address: Cisco Systems Capital Corporation
170 W. Tasman Dr.
San Jose, CA 95134

Website: www.ciscocapital.com

Tax ID Number: 77-0440621

SIC Code: 3661

DUNS: 13-109-9975

Correspondence Address: Cisco Systems Capital Corporation
P.O. Box 742927
Los Angeles, CA 90074-2927

Cisco Capital Remittance Information:

Remittance Address: Cisco Systems Capital Corporation
P.O. Box 742927
Los Angeles, CA 90074-2927

Local & National Overnight Courier (FedEX, UPS, DHL, etc.) Bank of America Lockbox Services
Cisco Systems Capital Corporation
Lockbox LAC-742927
2706 Media Center Dr
Los Angeles, CA 90065

Wire Transfers: Cisco Systems Capital Corporation
c/o Bank of America
ACCOUNT #: 1233124070
ABA #: 026009593

ACH Information: Cisco Systems Capital Corporation
c/o Bank of America
ACCOUNT #: 1233124070
ABA #: 121000358

CompuNet

Debby Rieker
(406) 922-5628
drieker@compunet.biz
Quote #: DR283632

Cisco C9500x/ ISU Core Switching Refresh

Quote Information:

Quote #: DR283632

Version: 6
Quote Date: 05/12/2026
Expiration Date: 05/25/2026

Prepared for:

Idaho State University

Ben Mayfield
(208) 282-4336
mayfben@isu.edu

Bill To:

Idaho State University

Cheryl Larson
921 South 8th Avenue - Accounts Payable
Stop 8219
Pocatello, ID 83209
itsfinanceoffice@isu.edu

Ship To:

Idaho State University

Ben Mayfield
921 South 8th Avenue
STOP 8040
Pocatello, ID 83209-0001

Hardware

Manufacturer Part Number	Product Details	Qty	List Price	Price	Ext. Price
C9500X-60L4D-A	Catalyst 9500 60x10/25/50G + 4x400G, Advantage	4	$89,246.61	$21,249.19	$84,996.76
CON-L1NCD-C954SXU5	CX LEVEL 1 8X7NCD Catalyst 9500 60x25/50G + 4x400G, Advant/12 mos	4	$7,411.00	$5,889.10	$23,556.40
C9500X-DNA-60L4D-A	C9500X DNA Advantage, Term License	4	$0.00	$0.00	$0.00
CON-L1SWT-C955KX9D	CX LEVEL 1 SW SUB C9500X DNA Advantage, Term License/12 mos	4	$712.00	$562.48	$2,249.92
C9500X-DNA-A-5Y	DNA Advantage 5 Year License (Included on EA)	4	$33,402.31	$0.00	$0.00
C9K-PWR-1500WAC	1500W AC Power Supply	4	$0.00	$0.00	$0.00
C9K-PWR-1500WAC/2	1500W AC Power Supply	4	$3,657.88	$870.93	$3,483.72
PWR-CAB-AC-USA	Power Cord for AC V2 Power Module (USA) 20A 250V NEMA L6-20P	8	$0.00	$0.00	$0.00
C9500X-NW-A	C9500X Network Stack, Advantage	4	$0.00	$0.00	$0.00
S9500UK9-1715	CAT9300/9400/9500/9600 UNIVERSAL	4	$0.00	$0.00	$0.00
C9500X-FAN-1U-R	Catalyst 9500X front to back (port-side intake) cooling Fan	24	$0.00	$0.00	$0.00
C9K-OPTICS-TOOL	Optics extraction tool for C9000 Switches	4	$0.00	$0.00	$0.00
C9500X-RFID	RFID Selected	4	$0.00	$0.00	$0.00

CompuNet

Debby Rieker
(406) 922-5628
drieker@compunet.biz

Quote #: DR283632

Hardware

Manufacturer Part Number	Product Details	Qty	List Price	Price	Ext. Price
NETWORK-PNP-NONE	Network Plug-n-Play Opt Out SKU	4	$0.00	$0.00	$0.00
C9500X-28C8D-A	Catalyst 9500 28x100G + 8x400G, Advantage	5	$122,431.19	$29,501.49	$147,507.45
CON-L1NCD-CX28C8DA	CX LEVEL 1 8X7NCD Catalyst 9500 28x100/ 12 mos	5	$11,090.00	$8,761.10	$43,805.50
C9500X-DNA-28C8D-A	C9500X DNA Advantage, Term License	5	$0.00	$0.00	$0.00
CON-L1SWT-DA28C8DA	CX LEVEL 1 SW SUB C9500X DNA Advantage/ 12 mos	5	$712.00	$562.48	$2,812.40
C9500X-DNA-A-5Y	DNA Advantage 5 Year License (Included on EA)	5	$33,402.31	$0.00	$0.00
C9K-PWR-1500WAC	1500W AC Power Supply	5	$0.00	$0.00	$0.00
C9K-PWR-1500WAC/2	1500W AC Power Supply	5	$3,657.88	$870.93	$4,354.65
PWR-CAB-AC-USA	Power Cord for AC V2 Power Module (USA) 20A 250V NEMA L6-20P	10	$0.00	$0.00	$0.00
C9500X-NW-A	C9500X Network Stack, Advantage	5	$0.00	$0.00	$0.00
S9500UK9-1715	CAT9300/9400/9500/9600 UNIVERSAL	5	$0.00	$0.00	$0.00
C9500X-FAN-1U-R	Catalyst 9500X front to back (port-side intake) cooling Fan	30	$0.00	$0.00	$0.00
C9500X-RFID	RFID Selected	5	$0.00	$0.00	$0.00
NETWORK-PNP-NONE	Network Plug-n-Play Opt Out SKU	5	$0.00	$0.00	$0.00
				Subtotal:	**$312,766.80**

CompuNet

Debby Rieker
(406) 922-5628
drieker@compunet.biz
Quote #: DR283632

C9500-24Y4C-EDU

Manufacturer Part Number	Product Details	Qty	List Price	Price	Ext. Price
C9500-24Y4C-EDU	Cisco Catalyst C9500-24Y4C Layer 3 Switch - Manageable - 100 Gigabit Ethernet - 100GBase-X - 3 Layer Supported - Modular - 650 W Power Consumption - Optical Fiber - 1U - Rack-mountable - Lifetime Limited Warranty	31	$34,761.84	$10,759.62	$333,548.22
C9500-DNA-24Y4C-A	C9500 DNA Advantage, Term License	31	$0.00	$0.00	$0.00
C9500-DNA-L-A-7Y	DNA Advantage 7 Year License (Included on EA)	31	$19,600.40	$0.00	$0.00
CAB-9K12A-NA	Power Cord, 125VAC 13A NEMA 5-15 Plug, North America	62	$0.00	$0.00	$0.00
C9K-PWR-650WAC-R	650W AC Config 4 Power Supply front to back cooling	31	$0.00	$0.00	$0.00
C9K-PWR-650WAC-R/2	650W AC Config 4 Power Supply front to back cooling	31	$2,753.80	$852.37	$26,423.47
C9K-T1-FANTRAY	Catalyst 9500 Type 4 front to back cooling Fan	62	$0.00	$0.00	$0.00
C9500-NW-A	C9500 Network Stack, Advantage	31	$0.00	$0.00	$0.00
S9500UK9-1715	CAT9300/9400/9500/9600 UNIVERSAL	31	$0.00	$0.00	$0.00
C9500-RFID	RFID Selected	31	$0.00	$0.00	$0.00
NETWORK-PNP-LIC	Network Plug-n-Play Connect for zero-touch device deployment	31	$0.00	$0.00	$0.00
				Subtotal:	**$359,971.69**

Shipping

Product Description	Quantity	Price	Ext. Price
Ground Shipping To Be Determined, Billed As Actual	1	$0.00	$0.00

CompuNet

Debby Rieker
(406) 922-5628
drieker@compunet.biz
Quote #: DR283632

Quote Summary

Description	Amount
Hardware	$312,766.80
C9500-24Y4C-EDU	$359,971.69
Total:	$672,738.49

Taxes, shipping, handling and other fees may apply. We reserve the right to cancel any order arising from pricing or other errors. If Customer is purchasing a subscription-based product, Customer agrees to pay all charges for the complete term of the subscription. By signing below or issuing a Purchase Order, Customer agrees to CompuNet's standard terms and conditions, which can be reviewed https://compunet.biz/terms-and-conditions/, provided, that if Customer and CompuNet are parties to a currently effective Master Product Purchase and Services Agreement (MSA), the terms and conditions of such MSA shall control and shall supersede these standard terms and conditions. Your electronic signature, per the Electronic Signature Act, is considered equivalent to your signed and faxed signature, and allows you to accept and place your order. This Quote becomes binding and noncancelable upon Customer's return to CompuNet of acceptance. A copy of this acceptance and the attached proposal document will be sent to your email address to complete your order acceptance. You are NOT required to electronically sign your order, you may fax or email your signed proposal to your Account Executive.

All pricing in this quote reflects manufacturer and distributor costs as available at the time of issuance. Please note that products containing memory are subject to market-driven price adjustments, and vendors may update pricing up to the point of shipment. The pricing in this quote will be subject to adjustment for any price increase from the vendor after the point of quote issuance to the point of shipment. A purchase order issued in response to this quote will be subject to adjustment for any price increase from the vendor after the time of quote issuance to the point of shipment.

While quoted prices are not guaranteed until your order is confirmed and invoiced by the vendor, CompuNet is committed to working for its customers to receive fair and competitive pricing, even during a time of market volatility. To the extent permitted by the vendor, we will offer the opportunity to cancel an order prior to shipment if updated pricing does not match the customer's budget.

This quote may be accepted by signature of Customer's authorized representative below. **If Customer intends to accept this quote by issuance of a purchase order, it must include the following language:**

> Customer acknowledges and agrees: (a) that the pricing in this purchase order reflects the manufacturer or distributor cost available to CompuNet at the time of issuance; (b) that the vendor of the products listed in this purchase order may update pricing up to the point of shipment; and (b) that this purchase order will be subject to pricing adjustment by CompuNet to reflect any price increase from the vendor up to the point of shipment and invoicing by the vendor. The foregoing sentence shall control over any conflicting terms or conditions between Customer and CompuNet, or any conflicting provision of an existing master agreement between Customer and CompuNet.
>
> Alternately, if customer PO references quote # and includes "Per terms and conditions in CompuNet Quote (Applicable Quote #)", PO will be accepted.

A Purchase Order not including the foregoing language will not constitute an acceptance and is rejected.

The undersigned representative of Customer represents and warrants that he or she is an authorized signatory of Customer, with authority to bind Customer to and accept this Quote, and that upon acceptance this Quote will be the binding obligation of Customer without the need for any additional permission or consent.

CompuNet

Debby Rieker
(406) 922-5628
drieker@compunet.biz
Quote #: DR283632

Idaho State University

Signature: _____

Name: _____

Title: _____

Date: _____

PO Number: _____

CompuNet

Debby Rieker
(406) 922-5628
drieker@compunet.biz
Quote #: DR284775

Cisco Nexus Dashboard Appliance/ ISU

Quote Information:

Quote #: DR284775

Version: 5
Quote Date: 05/12/2026
Expiration Date: 05/25/2026

Prepared for:

Idaho State University

Ben Mayfield
(208) 282-4336
mayfben@isu.edu

Bill To:

Idaho State University

Cheryl Larson
921 South 8th Avenue - Accounts Payable
Stop 8219
Pocatello, ID 83209
itsfinanceoffice@isu.edu

Ship To:

Idaho State University

Ben Mayfield
921 South 8th Avenue
STOP 8040
Pocatello, ID 83209-0001

Hardware

Manufacturer Part Number	Product Details	Qty	List Price	Price	Ext. Price
EA-DCN-OFFER	Requires email pre-approval: ea-dcn-offer (at)cisco.com	1	$0.00	$0.00	$0.00
ND-NODE-G5S	Nexus Dashboard Node	3	$0.00	$0.00	$0.00
CON-L1NCD-NDNOD5GS	ENH 8X7XNCD Nexus Dashboard Node/ 12 mos	3	$7,271.00	$6,034.93	$18,104.79
CIMC-LATEST-D	IMC SW (Recommended) latest release for C-Series Servers.	3	$0.00	$0.00	$0.00
ND-CPU-A9454P	ND AMD 9454P 2.75GHz 290W 48C/256MB Cache DDR5 4800MT/s	3	$0.00	$0.00	$0.00
ND-M2-240G-D	ND 240GB M.2 SATA Micron G2 SSD	3	$0.00	$0.00	$0.00
ND-M2-HWRAID-D	ND Cisco Boot optimized M.2 Raid controller	3	$0.00	$0.00	$0.00
ND-TPM2-002D-D	ND TPM 2.0 FIPS 140-2 MSW2022 compliant AMD M8 servers	3	$0.00	$0.00	$0.00
ND-RIS1A-225M8	ND C225 M8 1U Riser 1A PCIe Gen4 x16 HH	3	$0.00	$0.00	$0.00
ND-HD24TB10KJ4-D	ND 2.4TB 12G SAS 10K RPM SFF HDD (4Kn)	18	$0.00	$0.00	$0.00
ND-SD960GBM3XEPD	ND 960GB 2.5in Enter Perf 6G SATA Micron G2 SSD (3X)	3	$0.00	$0.00	$0.00

CompuNet

Debby Rieker
(406) 922-5628
drieker@compunet.biz

Quote #: DR284775

Hardware

Manufacturer Part Number	Product Details	Qty	List Price	Price	Ext. Price
ND-PSU1-1200W-D	ND 1200w AC Titanium Power Supply for C -series Rack Servers	6	$0.00	$0.00	$0.00
ND-MRX32G1RE3	ND 32GB DDR5-5600 RDIMM 1Rx4 (16Gb)	24	$0.00	$0.00	$0.00
ND-RAID-M1L16	ND 24G Tri-Mode M1 RAID Controller w/4GB FBWC 16Drv	3	$0.00	$0.00	$0.00
ND-O-ID10GC-D	Intel X710T2LOCPV3G1L 2x10GbE RJ45 OCP3.0 NIC	3	$0.00	$0.00	$0.00
ND-OCP3-KIT-D	C2XX OCP 3.0 Interposer W/Mech Assy	3	$0.00	$0.00	$0.00
ND-P-V5Q50G-D	Cisco VIC 15425 4x 10/25/50G PCIe C-Series w/Secure Boot	3	$0.00	$0.00	$0.00
ND-UNI-DK9-4.1	Nexus Dashboard Software Release 4.1	3	$0.00	$0.00	$0.00
CAB-9K12A-NA	Power Cord, 125VAC 13A NEMA 5-15 Plug, North America	6	$0.00	$0.00	$0.00
				Subtotal:	**$18,104.79**

Shipping

Product Description	Quantity	Price	Ext. Price
Ground Shipping To Be Determined, Billed As Actual	1	$0.00	$0.00

Quote Summary

Description	Amount
Hardware	$18,104.79
Total:	$18,104.79

CompuNet

Debby Rieker
(406) 922-5628
drieker@compunet.biz

Quote #: DR284775

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Idaho State University

Signature: _____

Name: _____

Title: _____

Date: _____

PO Number: _____

CompuNet

Debby Rieker
(406) 922-5628
drieker@compunet.biz
Quote #: DR284766

Cisco Catalyst Center Appliance/ ISU

Contract Information
ID, NASPO, AR3227 #PADD20210672

Quote Information:
Quote #: DR284766
Version: 7
Quote Date: 05/12/2026
Expiration Date: 05/25/2026

Prepared for:
Idaho State University
Ben Mayfield
(208) 282-4336
mayfben@isu.edu

Bill To:
Idaho State University
Cheryl Larson
921 South 8th Avenue - Accounts Payable
Stop 8219
Pocatello, ID 83209
itsfinanceoffice@isu.edu

Ship To:
Idaho State University
Ben Mayfield
921 South 8th Avenue
STOP 8040
Pocatello, ID 83209-0001

Hardware

Manufacturer Part Number	Product Details	Qty	List Price	Price	Ext. Price
DN3-HW-APL	Cisco Catalyst Center Appliance (Gen 3) - 32 Core	1	$166,497.45	$39,407.68	$39,407.68
CON-L1NCD-DN3HBAPL	CX LEVEL 1 8X7NCD Cisco DNA Center Appliance (Gen 3) - 32/ 12 mos	1	$11,476.00	$9,066.04	$9,066.04
DNA-SW-2.3.7	Cisco Catalyst Center SW 2.3.7	1	$0.00	$0.00	$0.00
DN3-HW-APL-LIC	Cisco Catalyst Center Appliance License-32 Core	1	$0.00	$0.00	$0.00
NO-POWER-CORD	ECO friendly green option, no power cable will be shipped	2	$0.00	$0.00	$0.00
DN3-CPU-I6326	Intel 6326 2.9GHz/185W 16C/24MB DDR4 3200MHz	2	$0.00	$0.00	$0.00
DN3-MR-X32G2RW	32GB RDIMM DRx4 3200 (8Gb)	8	$0.00	$0.00	$0.00
DN3-SD19TKA1X-EV	1.9TB 2.5 inch Enterprise Value 12G SAS SSD	2	$0.00	$0.00	$0.00
DN3-RAID-220M6	Cisco 12G SAS RAID Controller w/4GB FBWC (16 Drv) w/1U Brkt	1	$0.00	$0.00	$0.00
DN3-PSU1-2300W	Cisco UCS 2300W AC Power Supply for Rack Servers Titanium	2	$0.00	$0.00	$0.00
DN3-GPURKIT-C220	GPU Riser Bracket assy kit C220 / C225 1U	1	$0.00	$0.00	$0.00

CompuNet

Debby Rieker
(406) 922-5628
drieker@compunet.biz

Quote #: DR284766

Hardware

Manufacturer Part Number	Product Details	Qty	List Price	Price	Ext. Price
DN3-TPM-002C	TPM 2.0, TCG, FIPS140-2, CC EAL4+ Certified, for M6 servers	1	$0.00	$0.00	$0.00
DN3-SDB960SA1V	960GB 2.5in 6G SATA Enter Value 1X Samsung G1PM893A SSD	2	$0.00	$0.00	$0.00
DN3-SDB1T9SA1V	1.9TB 2.5in 6G SATA Enter Value 1X Samsung G1PM893A SSD	6	$0.00	$0.00	$0.00
DN3-P-I8Q25GF	Cisco-Intel E810XXVDA4L 4x25/10 GbE SFP28 PCIe NIC	1	$0.00	$0.00	$0.00
DN3-P-I8D25GF	Cisco-Intel E810XXVDA2 2x25/10 GbE SFP28 PCIe NIC	1	$0.00	$0.00	$0.00
				Subtotal:	**$48,473.72**

Shipping

Product Description	Quantity	Price	Ext. Price
Ground Shipping To Be Determined, Billed As Actual	1	$0.00	$0.00

Quote Summary

Description	Amount
Hardware	$48,473.72
Total:	$48,473.72

CompuNet

Debby Rieker
(406) 922-5628
drieker@compunet.biz
Quote #: DR284766

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>
> Alternately, if customer PO references quote # and includes "Per terms and conditions in CompuNet Quote (Applicable Quote #)", PO will be accepted.

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CompuNet

Debby Rieker
(406) 922-5628
drieker@compunet.biz
Quote #: DR284766

Idaho State University

Signature: _____

Name: _____

Title: _____

Date: _____

PO Number: _____

CompuNet

Debby Rieker
(406) 922-5628
drieker@compunet.biz
Quote #: DR283609

Cisco switches/ ISU 2026 switch refresh

Contract Information
ID, NASPO, AR3227 #PADD20210672

Quote Information:
Quote #: DR283609
Version: 10
Quote Date: 05/12/2026
Expiration Date: 05/25/2026

Prepared for:
Idaho State University
Ben Mayfield
(208) 282-4336
mayfben@isu.edu

Bill To:
Idaho State University
Cheryl Larson
921 South 8th Avenue - Accounts Payable
Stop 8219
Pocatello, ID 83209
itsfinanceoffice@isu.edu

Ship To:
Idaho State University
Ben Mayfield
921 South 8th Avenue
STOP 8040
Pocatello, ID 83209-0001

C9350-48U

Manufacturer Part Number	Product Details	Qty	List Price	Price	Ext. Price
C9350-48U	Cisco 9350 48-port 60W UPoE	317	$17,312.01	$4,073.41	$1,291,270.97
PWR-C2-1600WAC-IUP	1600W AC 80+ Titanium Port-Inlet Power Supply, upgrade	317	$1,247.00	$293.41	$93,010.97
PWR-C2-1600WAC-I/2	1600W AC 80+ Titanium Port-Inlet Config 2Power Supply	317	$2,597.93	$611.28	$193,775.76
CAB-TA-NA	North America AC Type A Power Cable	634	$0.00	$0.00	$0.00
C9350-NM-NONE	No Network Module Selected	317	$0.00	$0.00	$0.00
C9350-STACK-NONE	No Stack Cable Selected	317	$0.00	$0.00	$0.00
C9350-SPWR-NONE	No Stack Power Cable Selected	317	$0.00	$0.00	$0.00
SC9350UK9-1718	Cisco C9350 IOS XE 17.18 K9 Universal Software Image	317	$0.00	$0.00	$0.00
C9350-RFID	RFID Selected	317	$0.00	$0.00	$0.00
C9350-NM-BLANK	Cisco 9350 Network Module Blank	317	$0.00	$0.00	$0.00
C9350-PWR-BLANK	Cisco 9350 power supply blank cover	317	$0.00	$0.00	$0.00
C9350-FAN-I	Cisco 9350 Port Inlet Fan Module	951	$0.00	$0.00	$0.00
C9K-ACC-RBFT	RUBBER FEET FOR TABLE TOP SETUP 9200 and 93xx	317	$0.00	$0.00	$0.00

CompuNet

Debby Rieker
(406) 922-5628
drieker@compunet.biz
Quote #: DR283609

C9350-48U

Manufacturer Part Number	Product Details	Qty	List Price	Price	Ext. Price
C9K-ACC-SCR-4	12-24 and 10-32 SCREWS FOR RACK INSTALLATION, QTY 4	317	$0.00	$0.00	$0.00
CAB-GUIDE-1RU	1RU CABLE MANAGEMENT GUIDES 9200 and 9300	317	$0.00	$0.00	$0.00
C9350-OS-ESS	Cisco C9350 OS Essentials	317	$0.00	$0.00	$0.00
NETWORK-PNP-LIC	Network Plug-n-Play Connect for zero-touch device deployment	317	$0.00	$0.00	$0.00
				Subtotal:	**$1,578,057.70**

C9350-24U

Manufacturer Part Number	Product Details	Qty	List Price	Price	Ext. Price
C9350-24U	Cisco 9350 24-port 60W UPoE	96	$9,925.90	$2,363.31	$226,877.76
PWR-C2-1600WAC-IUP	1600W AC 80+ Titanium Port-Inlet Power Supply, upgrade	96	$1,247.00	$296.90	$28,502.40
PWR-C2-1600WAC-I/2	1600W AC 80+ Titanium Port-Inlet Config 2Power Supply	96	$2,597.93	$618.56	$59,381.76
CAB-TA-NA	North America AC Type A Power Cable	192	$0.00	$0.00	$0.00
C9350-NM-NONE	No Network Module Selected	96	$0.00	$0.00	$0.00
C9350-STACK-NONE	No Stack Cable Selected	96	$0.00	$0.00	$0.00
C9350-SPWR-NONE	No Stack Power Cable Selected	96	$0.00	$0.00	$0.00
SC9350UK9-1718	Cisco C9350 IOS XE 17.18 K9 Universal Software Image	96	$0.00	$0.00	$0.00
C9350-RFID	RFID Selected	96	$0.00	$0.00	$0.00
C9350-NM-BLANK	Cisco 9350 Network Module Blank	96	$0.00	$0.00	$0.00
C9350-PWR-BLANK	Cisco 9350 power supply blank cover	96	$0.00	$0.00	$0.00
C9350-FAN-I	Cisco 9350 Port Inlet Fan Module	288	$0.00	$0.00	$0.00

CompuNet

Debby Rieker
(406) 922-5628
drieker@compunet.biz
Quote #: DR283609

C9350-24U

Manufacturer Part Number	Product Details	Qty	List Price	Price	Ext. Price
C9K-ACC-RBFT	RUBBER FEET FOR TABLE TOP SETUP 9200 and 93xx	96	$0.00	$0.00	$0.00
C9K-ACC-SCR-4	12-24 and 10-32 SCREWS FOR RACK INSTALLATION, QTY 4	96	$0.00	$0.00	$0.00
CAB-GUIDE-1RU	1RU CABLE MANAGEMENT GUIDES 9200 and 9300	96	$0.00	$0.00	$0.00
C9350-OS-ESS	Cisco C9350 OS Essentials	96	$0.00	$0.00	$0.00
NETWORK-PNP-LIC	Network Plug-n-Play Connect for zero-touch device deployment	96	$0.00	$0.00	$0.00
				Subtotal:	**$314,761.92**

C9350-48HX

Manufacturer Part Number	Product Details	Qty	List Price	Price	Ext. Price
C9350-48HX	Cisco Ethernet Switch - 48 Ports - Manageable - Gigabit Ethernet - 10/100/1000Base-T - 3 Layer Supported - Modular - 4320 W PoE Budget - Twisted Pair - PoE Ports - Gray - Desktop, Rack-mountable - Lifetime Limited Warranty	12	$23,907.67	$5,692.30	$68,307.60
PWR-C2-1600WAC-I	1600W AC 80+ Titanium Port-Inlet Config 2Power Supply	12	$0.00	$0.00	$0.00
PWR-C2-1600WAC-I/2	1600W AC 80+ Titanium Port-Inlet Config 2Power Supply	12	$2,597.93	$618.56	$7,422.72
CAB-TA-NA	North America AC Type A Power Cable	24	$0.00	$0.00	$0.00
C9350-NM-NONE	No Network Module Selected	12	$0.00	$0.00	$0.00
C9350-STACK-NONE	No Stack Cable Selected	12	$0.00	$0.00	$0.00
C9350-SPWR-NONE	No Stack Power Cable Selected	12	$0.00	$0.00	$0.00
SC9350UK9-1718	Cisco C9350 IOS XE 17.18 K9 Universal Software Image	12	$0.00	$0.00	$0.00

CompuNet

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Quote #: DR283609

C9350-48HX

Manufacturer Part Number	Product Details	Qty	List Price	Price	Ext. Price
C9350-RFID-NONE	No RFID Selected	12	$0.00	$0.00	$0.00
C9350-NM-BLANK	Cisco 9350 Network Module Blank	12	$0.00	$0.00	$0.00
C9350-PWR-BLANK	Cisco 9350 power supply blank cover	12	$0.00	$0.00	$0.00
C9350-FAN-I	Cisco 9350 Port Inlet Fan Module	36	$0.00	$0.00	$0.00
C9K-ACC-RBFT	RUBBER FEET FOR TABLE TOP SETUP 9200 and 93xx	12	$0.00	$0.00	$0.00
C9K-ACC-SCR-4	12-24 and 10-32 SCREWS FOR RACK INSTALLATION, QTY 4	12	$0.00	$0.00	$0.00
CAB-GUIDE-1RU	1RU CABLE MANAGEMENT GUIDES 9200 and 9300	12	$0.00	$0.00	$0.00
NETWORK-PNP-LIC	Network Plug-n-Play Connect for zero-touch device deployment	12	$0.00	$0.00	$0.00
C9350-OS-ADV	Cisco C9350 OS Advantage	12	$0.00	$0.00	$0.00
				Subtotal:	**$75,730.32**

License and cables

Manufacturer Part Number	Product Details	Qty	List Price	Price	Ext. Price
CISCO-NETWORK-SUB	Cisco Networking Subscription /Initial Term - 36.00 Months | Auto Renewal Term - 0 Months | Billing Model - Prepaid Term | Requested Start Date - 12-Feb-2026 | Requested End Date - 11-Feb-2029	1	$0.00	$0.00	$0.00
SVS-L0SPT-CN	Cisco Network Product Support	1	$0.00	$0.00	$0.00
LIC-CS-AC1-L-E	Cisco Switching Essentials Tier 1, Large/ Initial Term - 36.00 Months | Requested Start Date - 12-Feb-2026 | Requested End Date - 11-Feb-2029 (Included on EA)	317	$2,520.00	$0.00	$0.00

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License and cables

Manufacturer Part Number	Product Details	Qty	List Price	Price	Ext. Price
LIC-CS-AC1-L-E	Cisco Switching Essentials Tier 1, Large /Initial Term - 36.00 Months | Requested Start Date - 12-Feb-2026 | Requested End Date - 11-Feb-2029 (included on EA0	96	$2,520.00	$0.00	$0.00
LIC-SPACES-ADV-S	Cisco Spaces Advantage for Cisco Switching Advantage License/ Initial Term - 36.00 Months | Requested Start Date - 12-Feb-2026 | Requested End Date - 11-Feb-2029	12	$0.00	$0.00	$0.00
LIC-CS-AC1-L-A	Cisco Switching Advantage Tier 1, Large /Initial Term - 36.00 Months | Requested Start Date - 12-Feb-2026 | Requested End Date - 11-Feb-2029 (Included on EA)	12	$5,652.00	$0.00	$0.00
STACK-T1A-50CM=	50CM Type 1 Stacking Cable	115	$145.48	$35.06	$4,031.90
CAB-SPWR-35CM=	Stack Power Cable 35 CM	115	$145.48	$35.06	$4,031.90
STACK-T1A-1M=	1M Type 1 Stacking Cable	100	$311.75	$75.12	$7,512.00
CAB-SPWR-100CM=	Stack Power Cable 100 CM, spare	100	$290.97	$70.11	$7,011.00
PWR-C2-1600WAC-I=	1600W AC 80+ Titanium Port-Inlet Power Supply, spare	100	$2,597.93	$626.01	$62,601.00
C9350-NM-8Y=	Cisco C9350 8 x 25G/10G/1G or 4 x 50G SFP56 NM, spare	308	$3,429.26	$908.96	$279,959.68
C9350-NM-4C=	Cisco C9350 4 x 100G/40G QSFP28 network module, spare	55	$6,286.98	$1,496.90	$82,329.50
SSD-240G	Cisco 240 GB Solid State Drive - External - Network Switch Device Supported - USB 3.0	2	$4,260.91	$1,014.50	$2,029.00
C9K-F1-SSD-240G	Cisco 240 GB Solid State Drive - Internal - SATA - Network Switch Device Supported	2	$4,686.99	$1,450.74	$2,901.48

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Quote #: DR283609

License and cables

Manufacturer Part Number	Product Details	Qty	List Price	Price	Ext. Price
C9K-F3-SSD-240GB	Cisco Catalyst 9500X Series 240GB SSD Storage	2	$4,260.91	$1,014.50	$2,029.00
				Subtotal:	**$454,436.46**

C9200CX-12P-2X2G-E

Manufacturer Part Number	Product Details	Qty	List Price	Price	Ext. Price
C9200CX-12P-2X2G-E	Catalyst 9000 Compact Switch 12-Port PoE +, 240W, Essentials	110	$3,505.45	$834.63	$91,809.30
C9200CX-DNA-E-12	C9200CX Cisco DNA Essentials, 12-Port Term Licenses	110	$0.00	$0.00	$0.00
C9200CX-DNAE12-7Y	C9200CX Cisco DNA Essentials, 7Y Term License, 12P (Included on EA)	110	$841.19	$0.00	$0.00
C9200CX-NW-E-12	C9200CX Network Essentials, 12-port license	110	$0.00	$0.00	$0.00
CAB-TA-NA	North America AC Type A Power Cable	110	$0.00	$0.00	$0.00
SCAT9200CXUK9-1715	Cisco Catalyst 9200CX XE UNIVERSAL	110	$0.00	$0.00	$0.00
NETWORK-PNP-LIC	Network Plug-n-Play Connect for zero-touch device deployment	110	$0.00	$0.00	$0.00
				Subtotal:	**$91,809.30**

Optics

Manufacturer Part Number	Product Details	Qty	List Price	Price	Ext. Price
SFP-10/25G-LR-S=	10/25GBASE-LR SFP28 Module	80	$2,868.51	$546.38	$43,710.40
QSFP-100G-LR-S=	1100G QSFP28 100G-LR, 10km SMF, duplex, LC Connector	50	$4,151.48	$790.76	$39,538.00
separate DID- see notes					

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Quote #: DR283609

Optics

Manufacturer Part Number	Product Details	Qty	List Price	Price	Ext. Price
QSFP-40/100-SRBD=	100G and 40GBASE SR-BiDi QSFP Transceiver, LC, 100m OM4 MMF	4	$2,803.99	$534.10	$2,136.40
				Subtotal:	**$85,384.80**

Shipping

Product Description	Quantity	Price	Ext. Price
Ground Shipping To Be Determined, Billed As Actual	1	$0.00	$0.00

Quote Summary

Description	Amount
C9350-48U	$1,578,057.70
C9350-24U	$314,761.92
C9350-48HX	$75,730.32
License and cables	$454,436.46
C9200CX-12P-2X2G-E	$91,809.30
Optics	$85,384.80
Total:	$2,600,180.50

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Quote #: DR283609

Taxes, shipping, handling and other fees may apply. We reserve the right to cancel any order arising from pricing or other errors. If Customer is purchasing a subscription-based product, Customer agrees to pay all charges for the complete term of the subscription. By signing below or issuing a Purchase Order, Customer agrees to CompuNet's standard terms and conditions, which can be reviewed https://compunet.biz/terms-and-conditions/, provided, that if Customer and CompuNet are parties to a currently effective Master Product Purchase and Services Agreement (MSA), the terms and conditions of such MSA shall control and shall supersede these standard terms and conditions. Your electronic signature, per the Electronic Signature Act, is considered equivalent to your signed and faxed signature, and allows you to accept and place your order. This Quote becomes binding and noncancelable upon Customer's return to CompuNet of acceptance. A copy of this acceptance and the attached proposal document will be sent to your email address to complete your order acceptance. You are NOT required to electronically sign your order, you may fax or email your signed proposal to your Account Executive.

All pricing in this quote reflects manufacturer and distributor costs as available at the time of issuance. Please note that products containing memory are subject to market-driven price adjustments, and vendors may update pricing up to the point of shipment. The pricing in this quote will be subject to adjustment for any price increase from the vendor after the point of quote issuance to the point of shipment. A purchase order issued in response to this quote will be subject to adjustment for any price increase from the vendor after the time of quote issuance to the point of shipment.

While quoted prices are not guaranteed until your order is confirmed and invoiced by the vendor, CompuNet is committed to working for its customers to receive fair and competitive pricing, even during a time of market volatility. To the extent permitted by the vendor, we will offer the opportunity to cancel an order prior to shipment if updated pricing does not match the customer's budget.

This quote may be accepted by signature of Customer's authorized representative below. **If Customer intends to accept this quote by issuance of a purchase order, it must include the following language:**

> Customer acknowledges and agrees: (a) that the pricing in this purchase order reflects the manufacturer or distributor cost available to CompuNet at the time of issuance; (b) that the vendor of the products listed in this purchase order may update pricing up to the point of shipment; and (b) that this purchase order will be subject to pricing adjustment by CompuNet to reflect any price increase from the vendor up to the point of shipment and invoicing by the vendor. The foregoing sentence shall control over any conflicting terms or conditions between Customer and CompuNet, or any conflicting provision of an existing master agreement between Customer and CompuNet.
>
> Alternately, if customer PO references quote # and includes "Per terms and conditions in CompuNet Quote (Applicable Quote #)", PO will be accepted.

A Purchase Order not including the foregoing language will not constitute an acceptance and is rejected.

The undersigned representative of Customer represents and warrants that he or she is an authorized signatory of Customer, with authority to bind Customer to and accept this Quote, and that upon acceptance this Quote will be the binding obligation of Customer without the need for any additional permission or consent.

CompuNet

Debby Rieker
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drieker@compunet.biz

Quote #: DR283609

Idaho State University

Signature: _____

Name: _____

Title: _____

Date: _____

PO Number: _____

CompuNet

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Quote #: DR283355

Cisco Nexus/ ISU- Data Center Refresh

Contract Information
ID, NASPO, AR3227 #PADD20210672

Quote Information:
Quote #: DR283355
Version: 10
Quote Date: 05/12/2026
Expiration Date: 05/25/2026

Prepared for:
Idaho State University
Ben Mayfield
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mayfben@isu.edu

Bill To:
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Cheryl Larson
921 South 8th Avenue - Accounts Payable
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Pocatello, ID 83209
itsfinanceoffice@isu.edu

Ship To:
Idaho State University
Ben Mayfield
921 South 8th Avenue
STOP 8040
Pocatello, ID 83209-0001

N9336C-SE1

Manufacturer Part Number	Product Details	Qty	List Price	Price	Ext. Price
N9336C-SE1	Nexus 9300 S1 Series, 36p 40/100G QSFP28	3	$46,513.79	$11,497.12	$34,491.36
CON-L1SNB-N93CSE1A	ENH 8X5XSNBD Nexus 9300 S1 Series, 36p 40 100G QSFP28/ 12 mos	3	$2,969.00	$2,345.51	$7,036.53
MODE-NXOS	Mode selection between ACI and NXOS	3	$0.00	$0.00	$0.00
NXK-ACC-KIT-1RU	Nexus 3K/9K Fixed Accessory Kit, 1RU front and rear removal	3	$0.00	$0.00	$0.00
CAB-9K12A-NA	Power Cord, 125VAC 13A NEMA 5-15 Plug, North America	6	$0.00	$0.00	$0.00
NXOS-S1-10.6.1F	Nexus -N9K NX-OS SW 10.5.1 for Silicon One	3	$0.00	$0.00	$0.00
NXK-AF-PI	Dummy PID for Airflow Selection Port-side Intake	3	$0.00	$0.00	$0.00
NXA-SFAN-35CFM-PI	Nexus Fan, 35CFM, port side intake airflow /w EEPROM	18	$0.00	$0.00	$0.00
NXA-PAC-750W-PI	Nexus AC 750W PSU - Port Side Intake	6	$0.00	$0.00	$0.00
C1-SUBS-OPTOUT	OPT OUT FOR "Default" DCN Subscription Selection	3	$0.00	$0.00	$0.00

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Quote #: DR283355

N9336C-SE1

Manufacturer Part Number	Product Details	Qty	List Price	Price	Ext. Price
Current Lead time 91 days					
				Subtotal:	**$41,527.89**

MLB-N9348Y2C6D-P

Manufacturer Part Number	Product Details	Qty	List Price	Price	Ext. Price
MLB-N9348Y2C6D-P	Cisco Nexus 9348Y Smart Switch with DCN Premier License	1	$0.00	$0.00	$0.00
N9348Y2C6D-SE1U	Nexus 9300 48p 25G +2p 100G + 6p 400G DPU Accelerated switch	26	$45,003.78	$13,765.86	$357,912.36
CON-L1NBD-N9Y2C6DU	ENH 8X5XNBD Nexus 9300 48p 25G +2p 100G + 6p 400G DP/ 12 mos	26	$3,074.00	$2,428.46	$63,139.96
NXOS-S1DPU-10.6.1F	Nexus N9K NX-OS SW 10.6.1 for Silicon One (DPU switch)	26	$0.00	$0.00	$0.00
NXK-ACC-KIT-1RU	Nexus 3K/9K Fixed Accessory Kit, 1RU front and rear removal	26	$0.00	$0.00	$0.00
CAB-9K12A-NA	Power Cord, 125VAC 13A NEMA 5-15 Plug, North America	52	$0.00	$0.00	$0.00
NXA-SFAN-35CFM-PI	Nexus Fan, 35CFM, port side intake airflow /w EEPROM	156	$0.00	$0.00	$0.00
NXA-PAC-1100W-PI2	Nexus AC 1100W PSU - Port Side Intake	52	$0.00	$0.00	$0.00
C1-N9K-ADD-T	Cisco DCN Subscription for Nexus 9000 - CHOOSE QTY 1 HERE	26	$0.00	$0.00	$0.00

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Quote #: DR283355

MLB-N9348Y2C6D-P

Manufacturer Part Number	Product Details	Qty	List Price	Price	Ext. Price
C1P1TN9300XF-7Y	DCN Premier Term N9300 XF, 7Y / Initial Term - 84.00 Months | Auto Renewal Term - 0 Months | Billing Model - Prepaid Term | Requested Start Date - 23-Jan-2026 | Requested End Date - 22-Jan-2029 (inlcuded on EA)	26	$52,702.44	$0.00	$0.00
SVS-B-N9K-PR-XF	EMBEDDED SOLN SUPPORT SWSS FOR NEXUS 9K Initial Term - 84.00 Months | Auto Renewal Term - 0 Months | Billing Model - Prepaid Term | Requested Start Date - 23-Jan-2026 | Requested End Date - 22-Jan-2029	26	$0.00	$0.00	$0.00
SW-OTHER	Select if this product will NOT be used for AI Applications	26	$0.00	$0.00	$0.00
				Subtotal:	**$421,052.32**

N9K-C93108TC-FX3P

Manufacturer Part Number	Product Details	Qty	List Price	Price	Ext. Price
N9K-C93108TC-FX3P	Nexus 9300 48x 100M/1/2.5/5/10GT, 6x 100G Switch	14	$44,305.75	$8,094.92	$113,328.88
NXK-AF-PI	Dummy PID for Airflow Selection Port-side Intake	14	$0.00	$0.00	$0.00
MODE-NXOS	Mode selection between ACI and NXOS	14	$0.00	$0.00	$0.00
NXK-ACC-KIT-1RU	Nexus 3K/9K Fixed Accessory Kit, 1RU front and rear removal	14	$0.00	$0.00	$0.00
NXA-FAN-35CFM-PI	Nexus Fan, 35CFM, port side intake airflow	56	$0.00	$0.00	$0.00
NXK-MEM-16GB	Additional memory of 16GB for Nexus Switches	14	$3,230.87	$720.13	$10,081.82
NXA-PAC-1100W-PI	Nexus PoE AC 1100W PSU - Port Side Intake	28	$0.00	$0.00	$0.00
CAB-TA-NA	North America AC Type A Power Cable	28	$0.00	$0.00	$0.00

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Quote #: DR283355

N9K-C93108TC-FX3P

Manufacturer Part Number	Product Details	Qty	List Price	Price	Ext. Price
DCN-OTHER	Select if this product will NOT be used for AI Applications	14	$0.00	$0.00	$0.00
C1-SUBS-OPTOUT	OPT OUT FOR "Default" DCN Subscription Selection	14	$0.00	$0.00	$0.00
NXOS-CS-10.5.3F	Nexus 9300, 9500, 9800 NX-OS SW 10.5.3 (64bit) Cisco Silicon	14	$0.00	$0.00	$0.00
				Subtotal:	**$123,410.70**

optics

Manufacturer Part Number	Product Details	Qty	List Price	Price	Ext. Price
QSFP-100G-LR-S=	100G QSFP28 100G-LR, 10km SMF, duplex, LC Connector	100	$4,151.48	$790.76	$79,076.00
current lead time 126 days					
				Subtotal:	**$79,076.00**

Shipping

Product Description	Quantity	Price	Ext. Price
Ground Shipping To Be Determined, Billed As Actual	1	$0.00	$0.00

Quote Summary

Description	Amount
N9336C-SE1	$41,527.89
MLB-N9348Y2C6D-P	$421,052.32
N9K-C93108TC-FX3P	$123,410.70
optics	$79,076.00
Total:	$665,066.91

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Quote #: DR283355

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CompuNet

Debby Rieker
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drieker@compunet.biz

Quote #: DR283355

Idaho State University

Signature: _____

Name: _____

Title: _____

Date: _____

PO Number: _____

CompuNet

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Quote #: DR284218

Cisco Security EA 60 months/ ISU

Quote Information:

Quote #: DR284218

Version: 8
Quote Date: 05/12/2026
Expiration Date: 05/25/2026

Prepared for:

Idaho State University

Ben Mayfield
(208) 282-4336
mayfben@isu.edu

Bill To:

Idaho State University

Cheryl Larson
921 South 8th Avenue - Accounts Payable
Stop 8219
Pocatello, ID 83209
itsfinanceoffice@isu.edu

Ship To:

Idaho State University

Ben Mayfield
921 South 8th Avenue
STOP 8040
Pocatello, ID 83209-0001

Cisco Quote

Mfg Part Number	Product Description	Qty	Recurring List Price	Recurring Price	Total Recurring Price
EA3-M	Cisco EA 3.0 BUNDLE/ Initial Term - 60.00 Months | Auto Renewal Term - 0 Months | Billing Model - Prepaid Term | Requested Start Date - 19-Apr-2026 | Requested End Date - 18-Apr-2031 | Advance Drawdown - 0	1	$0.00	$0.00	$0.00
E3-SEC-ISE	Security EA 3.0 Identity Service Engine	1	$0.00	$0.00	$0.00
SVS-E3S-ISE-B	Cisco Support Standard for ISE	1	$0.00	$0.00	$0.00
E3S-ISE-ESS	Security EA 3.0 ISE Essentials Subscription/ per license per 12 mos	12000	$1.19	$0.36	$4,320.00
E3S-ISE-ADV	Security EA 3.0 ISE Advantage Subscription/ per license per 12 mos	200	$10.72	$4.06	$812.00
E3-SEC-DUO-EES-FS	Cisco EA 3.0 - Duo Essentials Education Faculty/Student	1	$0.00	$0.00	$0.00
E3S-DUO-EDU-ESS-FS	Security EA3.0-Duo Essentials for Education Faculty/Student/per license per 12 mos	22000	$6.26	$3.78	$83,160.00
SVS-E3S-DUO-B	Cisco Support Standard for Duo	1	$0.00	$0.00	$0.00
E3-SEC-SA-EDASPAA	Cisco EA 3.0 Secure Access DNS EDU Advantage-SPA Advantage	1	$0.00	$0.00	$0.00
E3S-SA-EDUFS-ADV	Security EA 3.0 Cisco Secure Access DNS EDU Advantage/ per license per 12 mos	1250	$38.02	$13.95	$17,437.50
E3S-SA-SPA-AD	Security EA 3.0 Cisco Secure Private Access Advantage/ per license per 12 mos	200	$129.23	$47.41	$9,482.00
E3-CX-DNASPA-T2SC1	Cisco Support Enhanced for Sec Access Non RBI ADV	1	$11,005.68	$8,440.92	$8,440.92

CompuNet

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drieker@compunet.biz

Quote #: DR284218

Cisco Quote

Mfg Part Number	Product Description	Qty	Recurring List Price	Recurring Price	Total Recurring Price
E3-CX-EAMSC	CSVCS Portfolio EA Management Service Cisco	1	$0.00	$0.00	$0.00
				Monthly Subtotal:	**$123,652.42**

Monthly Recurring Summary

Description	Amount
Cisco Quote	$123,652.42
Monthly Total:	$123,652.42

Payment Options

Description	Payments	Interval	Amount
Yearly Quote - Yearly Payments			
5 Year Term	**5**	**Annual**	**$123,652.42**

Summary of Selected Payment Options

Description	Amount
Yearly Quote - Yearly Payments: 5 Year Term	
Selected Recurring Payment	$123,652.42
Total of Recurring Payments	**$618,262.10**

CompuNet

Debby Rieker
(406) 922-5628
drieker@compunet.biz
Quote #: DR284218

Quotes are valid for 30 days unless otherwise noted

Taxes will be calculated and applied at time of invoicing. Shipping, handling and other fees may apply. We reserve the right to cancel orders arising from pricing or other errors. If Customer is purchasing a subscription-based product, Customer agrees to pay all charges for the complete term of the subscription. By signing below or issuing a Purchase Order, Customer agrees to CompuNet's standard terms and conditions, which can be reviewed https://compunet.biz/terms-and-conditions/, provided, that if Customer and CompuNet are parties to a currently effective Master Product Purchase and Services Agreement (MSA), the terms and conditions of such MSA shall control and shall supersede these standard terms and conditions. Your electronic signature, per the Electronic Signature Act, is considered equivalent to your signed and faxed signature, and allows you to accept and place your order. This Quote becomes binding and noncancelable upon Customer's return to CompuNet of acceptance. A copy of this acceptance and the attached proposal document will be sent to your email address to complete your order acceptance. You are NOT required to electronically sign your order; you may fax or email your signed proposal to your Account Executive.

Cisco Universal Cloud Agreement

https://www.cisco.com/c/dam/en_us/about/doing_business/legal/OfferDescriptions/cisco_webex_meetings_services.pdf

Public Sector Clients Only

https://compunet.biz/images/CompuNet-Non-Appropriation-Policy.pdf

Idaho State University

Signature: _____

Name: _____

Title: _____

Date: _____

PO Number: _____

CompuNet

Debby Rieker
(406) 922-5628
drieker@compunet.biz
Quote #: DR275739

Cisco Networking EA 84 months/ ISU

Quote Information:

Quote #: DR275739

Version: 9
Quote Date: 05/12/2026
Expiration Date: 05/25/2026

Prepared for:

Idaho State University

Ben Mayfield
(208) 282-4336
mayfben@isu.edu

Bill To:

Idaho State University

Cheryl Larson
921 South 8th Avenue - Accounts Payable
Stop 8219
Pocatello, ID 83209
itsfinanceoffice@isu.edu

Ship To:

Idaho State University

Ben Mayfield
921 South 8th Avenue
STOP 8040
Pocatello, ID 83209-0001

84 months

Mfg Part Number	Product Description	Qty	Recurring List Price	Recurring Price	Total Recurring Price
EA3-M	Cisco EA 3.0 BUNDLE/ Initial Term - 84.00 Months | Auto Renewal Term - 0 Months | Billing Model - Annual Billing | Requested Start Date - 28-Jun-2025 | Requested End Date - 27-Jun-2032 | Advance Drawdown - 0	1	$0.00	$0.00	$0.00
E3-N-AS	Cisco DNA Switching	1	$0.00	$0.00	$0.00
E3N-C9200CX2-E	C9200CX 12-port CISCO DNA EA Essentials	110	$9.87	$3.41	$375.10
E3N-C9300L1-E	C9300L 24-port CISCO DNA EA Essentials	1	$19.84	$7.04	$7.04
E3N-C9300L2-E	C9300L 48-port CISCO DNA EA Essentials	1	$36.34	$12.90	$12.90
E3N-C9300X1-E	C9300X 12-port CISCO DNA EA Essentials	1	$19.84	$7.02	$7.02
E3N-C93001-E	C9300 24-port CISCO DNA EA Essentials	1	$19.84	$7.02	$7.02
E3N-C93002-E	C9300 48-port CISCO DNA EA Essentials	1	$36.34	$12.70	$12.70
E3N-AS-S	Cisco Support Standard for EA DNA Switching	1	$0.00	$0.00	$0.00
E3N-C9300L1-A	C9300L 24-port CISCO DNA EA Advantage	1	$65.05	$23.10	$23.10
E3N-C9300L2-A	C9300L 48-port CISCO DNA EA Advantage	1	$122.03	$43.33	$43.33
E3N-C93001-A	C9300 24-port CISCO DNA EA Advantage	1	$65.07	$23.03	$23.03
E3N-C93002-A	C9300 48-port CISCO DNA EA Advantage	1	$121.97	$43.30	$43.30
E3N-C9200CX2-A	C9200CX 12-port CISCO DNA EA Advantage	1	$36.60	$11.92	$11.92
E3N-C95005-E	C9500 CISCO DNA EA Essentials 48Y4C	1	$61.59	$0.00	$0.00
E3N-C95006-E	C9500 CISCO DNA EA Essentials 24Y4C	29	$32.46	$11.53	$334.37
E3N-C9500X2-A	C9500X CISCO DNA EA Advantage (60L4D)	4	$391.73	$139.08	$556.32
E3N-C9500X1-A	C9500X CISCO DNA EA Advantage (28C8D)	5	$391.73	$139.08	$695.40

CompuNet

Debby Rieker
(406) 922-5628
drieker@compunet.biz
Quote #: DR275739

84 months

Mfg Part Number	Product Description	Qty	Recurring List Price	Recurring Price	Total Recurring Price
E3N-C95006-A	Cisco Digital Network Architecture Advantage for C9300 - Term License - 1 License - Cisco Enterprise Agreement (EA)	1	$229.75	$0.00	$0.00
E3N-C9500X1-E	C9500X CISCO DNA EA Essentials (28C8D) PLH Cisco Partner Incentive	1	$61.59	$0.00	$0.00
E3N-C95005-A	Cisco Digital Network Architecture Advantage for C9300 - Term License - 1 Switch - Cisco Enterprise Agreement (EA)	1	$391.73	$139.08	$139.08
E3-N-DCN	Cisco Data Center EA for Data Center Networking	1	$0.00	$0.00	$0.00
E3N-DCN-S	Support for Cisco Data Center EA for Data Center Networking	1	$0.00	$0.00	$0.00
E3N-N9300-XF-A	DCN FIXED 10G XF Advantage	14	$643.78	$44.41	$621.74
E3N-N9300-XF2-A	DCN FIXED 10G XF2 Advantage	3	$1,402.81	$189.29	$567.87
E3N-N9300-XF-P	DCN FIXED 10G XF Premier	26	$931.66	$219.99	$5,719.74
E3-N-CNS-CS	Cisco Networking Switching EA 3.0 LIC and support	1	$0.00	$0.00	$0.00
E3N-CS-AC1-L-E	Cisco Switching Essentials EA 3.0 LIC Access Tier 1 Large	425	$69.30	$23.73	$10,085.25
E3N-CS-AC1-L-A	Cisco Switching Advantage EA 3.0 LIC Access Tier 1 Large	1	$155.43	$3.17	$3.17
E3N-CS-AC1-M-E	Cisco Switching Essentials EA 3.0 LIC Access Tier 1 Medium	1	$37.62	$0.77	$0.77
E3N-CS-AC1-M-A	Cisco Switching Advantage EA 3.0 LIC Access Tier 1 Medium	1	$83.16	$1.70	$1.70
SVS-E3S-CS-EAEMB	Cisco Support Standard for Cisco Network Subscription	1	$0.00	$0.00	$0.00
E3-N-CNS-CW	Cisco Networking Wireless Suite	1	$0.00	$0.00	$0.00
E3N-CW-E	Cisco Wireless Essentials EA 3.0 LIC and Support	1710	$12.38	$3.84	$6,566.40
E3N-CW-A	Cisco Wireless Advantage EA 3.0 LIC and Support	1	$20.62	$7.08	$7.08
SVS-E3S-EAEMB	Cisco Support Standard for Cisco Network Subscription	1	$0.00	$0.00	$0.00
E3-N-AIR	Cisco DNA Wireless	1	$0.00	$0.00	$0.00
E3N-AIRWLAN-A	Wireless CISCO DNA EA Advantage	1	$17.97	$6.17	$6.17

CompuNet

Debby Rieker
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drieker@compunet.biz
Quote #: DR275739

84 months

Mfg Part Number	Product Description	Qty	Recurring List Price	Recurring Price	Total Recurring Price
E3N-AIR-S	Cisco Support Standard for EA DNA Wireless	1	$0.00	$0.00	$0.00
E3-A-INTERSIGHT	Intersight	1	$0.00	$0.00	$0.00
E3A-MGT-IS-SAAS-A	Infrastructure Services SaaS/CVA - Advantage	25	$54.48	$51.57	$1,289.25
E3A-INTERSIGHT-S	Cisco Support Standard for EA Intersight	1	$0.00	$0.00	$0.00
				Monthly Subtotal:	**$27,160.77**

Monthly Recurring Summary

Description	Amount
84 months	$27,160.77
Monthly Total:	$27,160.77

Summary of Selected Payment Options

Description	Amount
Monthly Quote - Prepaid: 7 Year Term	
Selected Recurring Payment	$27,160.77
Total of Recurring Payments	**$2,281,504.68**

Quotes are valid for 30 days unless otherwise noted

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Cisco Universal Cloud Agreement

https://www.cisco.com/c/dam/en_us/about/doing_business/legal/OfferDescriptions/cisco_webex_meetings_services.pdf

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CompuNet

Debby Rieker
(406) 922-5628
drieker@compunet.biz

Quote #: DR275739

Idaho State University

Signature: _____

Name: _____

Title: _____

Date: _____

PO Number: _____

CompuNet

Debby Rieker
(406) 922-5628
drieker@compunet.biz
Quote #: DR283990

Cisco Wireless refresh/ ISU

Contract Information
ID, NASPO, AR3227 #PADD20210672

Quote Information:
Quote #: DR283990
Version: 7
Quote Date: 05/12/2026
Expiration Date: 05/25/2026

Prepared for:
Idaho State University
Ben Mayfield
(208) 282-4336
mayfben@isu.edu

Bill To:
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Pocatello, ID 83209
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Ship To:
Idaho State University
Ben Mayfield
921 South 8th Avenue
STOP 8040
Pocatello, ID 83209-0001

Hardware

Manufacturer Part Number	Product Details	Qty	List Price	Price	Ext. Price
CW9800H1	Cisco Catalyst CW9800H1 Wireless Controller	2	$129,641.54	$30,684.39	$61,368.78
CON-SNT-CW98H10A	SNTC-8X5XNBD Cisco Catalyst CW9800H1 Wireless Control/ 12 mos	2	$16,770.00	$13,248.30	$26,496.60
SW-CW9800H-1714	UNIVERSAL	2	$0.00	$0.00	$0.00
PWR-CH1-750WACR	750W AC Power Supply	4	$0.00	$0.00	$0.00
CAB-AC	AC Power Cord (North America), C13, NEMA 5-15P, 2.1m	4	$0.00	$0.00	$0.00
CW9800M	Cisco Catalyst CW9800M Wireless Controller	4	$64,280.77	$15,214.38	$60,857.52
CON-L1NCD-CW98M21A	CX LEVEL 1 8X7NCD Cisco Catalyst CW9800M Wireless Controll/ 12 mos	4	$11,381.00	$8,990.99	$35,963.96
SW-CW9800M-1714	CW9800M Software IOS-XE 17.14	4	$0.00	$0.00	$0.00
C9800-PWR-BLANK	Cisco 9800 Wireless Controller PS Blank	4	$0.00	$0.00	$0.00
PWR-CH1-750WACR	750W AC Power Supply	4	$0.00	$0.00	$0.00
CAB-AC	AC Power Cord (North America), C13, NEMA 5-15P, 2.1m	4	$0.00	$0.00	$0.00

CompuNet

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Quote #: DR283990

Hardware

Manufacturer Part Number	Product Details	Qty	List Price	Price	Ext. Price
CW9176I-CFG	Cisco Wireless 9176I(W7,3 radio,3 band 4x4,UWB),Global	1160	$3,245.83	$768.25	$891,170.00
AIR-AP-NO-BRACKET	AP Bracket not shipped	1160	$0.00	$0.00	$0.00
AIR-AP-NO-CLIP	No AP Ceiling Grid Clip Required	1160	$0.00	$0.00	$0.00
CW9176-MULTI	Multi-AP packaging, minimum order qty is 6 APs	1160	$0.00	$0.00	$0.00
CW9172H-RTG	Cisco Wireless 9172H(W7,3 radio,3 band 2x2),Global	150	$1,417.69	$335.55	$50,332.50
CW9176D1-CFG	Cisco Wireless 9176D1(W7,3 radio,3 band 4x4,UWB),Global	50	$3,636.11	$860.62	$43,031.00
AIR-AP-BRACKET-2	802.11 AP Universal Mounting Bracket	50	$0.00	$0.00	$0.00
AIR-AP-T-RAIL-R	Ceiling Grid Clip for APs & Cellular Gateways-Recessed	50	$0.00	$0.00	$0.00
CW9176-MULTI	Multi-AP packaging, minimum order qty is 6 APs	50	$0.00	$0.00	$0.00
CW9179F	Cisco Wireless 9179F (W7,4 radio,3 band 4x4),Global	20	$9,755.71	$2,309.04	$46,180.80
CW-ACC-9179-B-00	Outdoor Environment Pack for CW9179F	5	$155.88	$36.90	$184.50
CW9174E-CFG	Cisco Wireless 9174E (W7, 3 radio, 3 band, 4x4)	10	$2,649.57	$627.11	$6,271.10
AIR-AP-BRACKET-2	802.11 AP Universal Mounting Bracket	10	$0.00	$0.00	$0.00
AIR-AP-NO-CLIP	No AP Ceiling Grid Clip Required	10	$0.00	$0.00	$0.00
CW9174-MULTI	Minimum Quantity = 10	10	$0.00	$0.00	$0.00
CW-CAB-001-D8-R4	8-Port DART to 4-Port RP-TNC Connector, 1ft	10	$502.50	$118.93	$1,189.30
CW-MNT-ART2-00	Articulating AP Arm	30	$207.83	$49.20	$1,476.00

CompuNet

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drieker@compunet.biz

Quote #: DR283990

Hardware

Manufacturer Part Number	Product Details	Qty	List Price	Price	Ext. Price
CW9176I-CFG	Cisco Wireless 9176I(W7,3 radio,3 band 4x4,UWB),Global	200	$3,245.83	$768.25	$153,650.00
CW9176-MULTI	Multi-AP packaging, minimum order qty is 6 APs	200	$0.00	$0.00	$0.00
AIR-AP-BRACKET-1	802.11 AP Low Profile Mounting Bracket (Default)	200	$0.00	$0.00	$0.00
AIR-AP-T-RAIL-R	Ceiling Grid Clip for APs & Cellular Gateways-Recessed	200	$0.00	$0.00	$0.00
CW9176I-CFG	Cisco Wireless 9176I(W7,3 radio,3 band 4x4,UWB),Global	120	$3,245.83	$768.25	$92,190.00
CW9176-MULTI	Multi-AP packaging, minimum order qty is 6 APs	120	$0.00	$0.00	$0.00
AIR-AP-BRACKET-2	802.11 AP Universal Mounting Bracket	120	$0.00	$0.00	$0.00
AIR-AP-T-RAIL-R	Ceiling Grid Clip for APs & Cellular Gateways-Recessed	120	$0.00	$0.00	$0.00
				Subtotal:	**$1,470,362.06**

Shipping

Product Description	Quantity	Price	Ext. Price
Ground Shipping To Be Determined, Billed As Actual	1	$0.00	$0.00

Quote Summary

Description	Amount
Hardware	$1,470,362.06
Total:	$1,470,362.06

CompuNet

Debby Rieker
(406) 922-5628
drieker@compunet.biz
Quote #: DR283990

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All pricing in this quote reflects manufacturer and distributor costs as available at the time of issuance. Please note that products containing memory are subject to market-driven price adjustments, and vendors may update pricing up to the point of shipment. The pricing in this quote will be subject to adjustment for any price increase from the vendor after the point of quote issuance to the point of shipment. A purchase order issued in response to this quote will be subject to adjustment for any price increase from the vendor after the time of quote issuance to the point of shipment.

While quoted prices are not guaranteed until your order is confirmed and invoiced by the vendor, CompuNet is committed to working for its customers to receive fair and competitive pricing, even during a time of market volatility. To the extent permitted by the vendor, we will offer the opportunity to cancel an order prior to shipment if updated pricing does not match the customer's budget.

This quote may be accepted by signature of Customer's authorized representative below. **If Customer intends to accept this quote by issuance of a purchase order, it must include the following language:**

> Customer acknowledges and agrees: (a) that the pricing in this purchase order reflects the manufacturer or distributor cost available to CompuNet at the time of issuance; (b) that the vendor of the products listed in this purchase order may update pricing up to the point of shipment; and (b) that this purchase order will be subject to pricing adjustment by CompuNet to reflect any price increase from the vendor up to the point of shipment and invoicing by the vendor. The foregoing sentence shall control over any conflicting terms or conditions between Customer and CompuNet, or any conflicting provision of an existing master agreement between Customer and CompuNet.
>
> Alternately, if customer PO references quote # and includes "Per terms and conditions in CompuNet Quote (Applicable Quote #)", PO will be accepted.

A Purchase Order not including the foregoing language will not constitute an acceptance and is rejected.

The undersigned representative of Customer represents and warrants that he or she is an authorized signatory of Customer, with authority to bind Customer to and accept this Quote, and that upon acceptance this Quote will be the binding obligation of Customer without the need for any additional permission or consent.

CompuNet

Debby Rieker
(406) 922-5628
drieker@compunet.biz

Quote #: DR283990

Idaho State University

Signature: _____

Name: _____

Title: _____

Date: _____

PO Number: _____

SUBJECT

University of Idaho – License Agreement Between UI and T-Mobile West, LLC

APPLICABLE STATUTE, RULE, OR POLICY

Idaho State Board of Education Governing Policies & Procedures, Section V.I.2.a

BACKGROUND/DISCUSSION

Since 2001 T-Mobile has been permitted, through a prior license agreement, to install and maintain transmission equipment on the rooftop of UI's Theophilus Tower located at 1001 Paradise Creek Street, Moscow, Idaho. This equipment is used by T-Mobile to provide its customers with wireless personal communication service in the surrounding area. T-Mobile is proposing to continue its communication service with this equipment and thus sign a new license agreement with an initial 5-year term expiring in 2031. The license agreement also includes three automatic 5-year renewal terms. Additional renewal options proposed for T-Mobile provide fee increases of 15% to UI for each of the additional five-year extensions.

IMPACT

With this agreement the University will update terms to be consistent with more recent license agreements and extend its current revenue stream. The University has no objections to the operation of Equipment on the Site for the purpose of broadcasting, and for the transmission and reception of communication signals. University staff have determined the Equipment will not interfere with University operations in or around this student residential building.

ATTACHMENTS

Attachment 1 – Proposed License Amendment

STAFF COMMENTS AND RECOMMENDATIONS

Board staff has reviewed the University of Idaho's (UI) request to enter into a license agreement with T-Mobile West, LLC for the installation and operation of telecommunications equipment on the rooftop of Theophilus Tower at UI's Moscow campus. The proposed agreement replaces an existing license originally executed in 2001 and allows T-Mobile to continue providing wireless communication services in the surrounding area.

The proposed agreement includes an initial five (5) year term beginning May 1, 2026, and ending April 30, 2031, with three automatic five-year renewal options. UI will receive an annual use fee of $31,740 during the initial term, with scheduled increases during each renewal period.

The updated agreement modernizes the terms of the existing license and provides a continued revenue stream to UI while allowing T-Mobile to maintain telecommunications infrastructure serving the Moscow area.

Board staff recommends approval.

BOARD ACTION

I move to approve the University's Senior Associate Vice President for Finance and Planning to execute the License Agreement in substantial consistency with the form submitted in Attachment 1 and execute those related documents anticipated by that license amendment.

Moved by _____ Seconded by _____ Carried Yes _____ No _____

Site ID: SP01121A
Market: Spokane, WA

LICENSE AGREEMENT

This License Agreement ("Agreement") is effective as of the last signature below (the "Effective Date") made between the Board of Regents of the University of Idaho, a state educational institution, and a body politic and corporate organized and existing under the constitution and laws of the State of Idaho ("Grantor"), and T-Mobile West LLC, a Delaware limited liability company with authority to do business in the State of Idaho ("Grantee"), and collectively the "Parties".

RECITALS

A. WHEREAS, Grantor and VoiceStream PV/SS PCS, L.P. (the Grantee's predecessor in interest) entered into that certain License Agreement on May 30, 2001 as may have been amended (collectively, the "Existing License") for purposes of installing, operating, and maintaining a personal communications service systems facility at 1001 Paradise Creek St., Moscow ID 83844 ("Site").

B. WHEREAS, Parties hereby mutually agree to terminate Existing License on April 30, 2026 (the "Existing License Termination Date") and replace with this Agreement effective immediately upon termination of Existing License, such termination shall be effective without further documentation. Any Use Fee and/or payments received by Grantor pursuant to the Existing License for periods following the Existing License Termination Date will be applied as a credit against the Use Fee due and owing pursuant to this Agreement.

C. WHEREAS, Grantee wishes to install, operate, and maintain equipment necessary for purposes of operating a personal communications service systems ("Equipment") as specified in Exhibit A which exhibit is attached and incorporated into this Agreement and located on the roof of Site known as Theophilus Tower.

D. WHEREAS, Grantor wishes to grant and Grantee wishes to receive a license for purposes of installing, operating, maintaining, and removing Equipment all on the terms and conditions as more particularly set forth herein;

NOW THEREFORE, in consideration of the foregoing Recitals which are incorporated into the provisions of this Agreement, Parties further agree as follows:

TERMS AND CONDITIONS

1. The above recitals are incorporated herein.

2. Grant; Site, and Grantee Access to Site. Subject to the conditions, limitations, and restrictions set forth herein and the rules, procedures, and policies of the Grantor, Grantor does hereby grant to Grantee a non-exclusive license to install, operate, replace, modify, maintain, and remove Equipment on the Site for the purpose of broadcasting, and for the transmission and reception of communication signals. The Parties recognize and agree that nothing in this Agreement is intended or shall be construed to be an easement or the granting of an interest in real property beyond permission to use as provided herein. Grantee may gain access to Site by calling (208) 885-7379. Except in cases of emergency ("emergency" in this section meaning the existing or imminent

disruption of Grantee's permitted service without immediate access), all scheduling for access and the actual access shall occur between 8 am to 4 pm Monday through Friday, excluding University of Idaho holidays. Such non-emergency access shall be requested at least forty-eight (48) hours prior to the planned time for requested access. Subject to Grantor approval, provided that such approval shall not be unreasonably withheld, conditioned or delayed, Grantee shall have rights of ingress and egress to Site for the purposes of installing, inspecting, repairing, maintaining, operating, servicing or removing Grantee's Equipment. However, prior to entrance into or onto the building, Grantee's agent or contractor shall provide photo identification identifying the person as an employee of the Grantee or Grantee's contractor or subcontractor. Upon notification and identification as provided herein, an employee or agent of Grantor shall arrange for Grantee to enter the Site. Grantor may require Grantee and its employees, agents, and contractors be accompanied by an employee or agent of Grantor at all times while Grantee and its employees, agents, and contractors are inside, on, or about Grantor's property or at the Site. At no cost to Grantee, Grantor shall provide Grantee with the necessary temporary parking permits to facilitate Grantee's access. Grantor shall not have unsupervised access to Grantee's Equipment, except in the event of an emergency as reasonably determined by Grantor.

3. Term of License. The license granted hereunder shall commence on May 1, 2026 ("Commencement Date") and shall terminate on April 30, 2031 ("Initial Term"). This Agreement will automatically renew for three (3) additional five-year terms (each five-year term shall be defined as an "Extension Term") upon the same terms and conditions of this Agreement, unless Grantee notifies Grantor in writing of Grantee's intention not to renew this Agreement at least ninety (90) days prior to the expiration of the Initial Term or then existing Extension Term. The Initial Term and any Extension Term are collectively referred to as the "Term". If Grantee should remain in operation or continue to keep Equipment installed at the Site after the expiration of the Term and any extension thereof and without executing a new Agreement, then such holding over shall be construed as a license from month to month, subject to all the conditions, provisions, and obligations of this Agreement insofar as the same may be relevant to the month-to-month license, except that the monthly base rental shall increase to one hundred ten percent (110%) percent of the then existing rent and shall thereafter increase three percent (3%) annually based on the then existing rental amount otherwise due and owing pursuant to the terms of this Agreement as of the date of the holding over.

4. Fees and Expenses. Within sixty (60) calendar days following Commencement Date and no later than April 30 of each subsequent year of the Term, Grantee shall pay to Grantor a Use Fee of $31,740.00 per year for the Initial Term, and then $36,500.00 per year for the first five-year Extension Term, and then $41,975.00 per year for the second five-year Extension Term, and then $48,270.00 per year for the third five-year Extension Term (each amount being the "Use Fee") which fee amount is inclusive of and shall cover electricity expenses typical for such installation and use. Use Fees for any fractional year shall be prorated. Use Fees, and/or any other charges or expenses owed by Grantee shall be payable to "Bursar, University of Idaho", and mailed to the attention of Auxiliary Services, University of Idaho, 875 Perimeter Dr. MS 2014, Moscow ID 83844-2014 or such other person as Grantor shall provide to Grantee by written notice. Failure to pay the Use Fee and/or any charges or expenses assessed or incurred hereunder on or before the due date within fifteen (15) days after written notice of non-payment shall constitute a default by Grantee, and, in addition to all other remedies of the Grantor, Grantee shall pay late charges equal to ten (10) percent of the amount past due plus simple interest on the amount due equal to one (1) percent per month until paid.

Site ID: SP01121A
Market: Spokane, WA

5. Use of Site.

a. Subject to Grantor's prior written approval, such approval not to be unreasonably withheld conditioned or delayed, Grantee shall have the right to install, operate maintain, and remove Equipment specified in Exhibit A at the Site. All of Grantee's construction and installation work and any subsequent work shall be performed at Grantee's sole cost and expense and in a good and workmanlike manner and shall be subject to Grantor's prior written approval of Grantee's submitted plans. Grantor's review shall include, but not be limited to timing of re-installation, maintenance, or removal of existing Equipment at the Site (to the extent that may vary from the specification and diagrams of existing installation as shown on Exhibit A) including the location of any equipment placed at some distance from the rooftop Site. Grantee shall submit information regarding appearance, attachment to the Site, the above and below ground wiring or cabling plan, the method and time of access for maintenance or replacement of exiting equipment and any facility or landscape restoration plan as well as any other information reasonably required for Grantor to determine the acceptability of Grantee's proposed work. Should such information be adequate, Grantor shall provide acknowledgement of its approval to Grantee in writing within 30 days. Notwithstanding the foregoing, Grantor's approval for any alterations, replacements, expansions, enhancements, or upgrades of the Equipment shall not be required if such activities are needed for routine maintenance replacing existing with substantially similar equipment. Title to Equipment shall at all times be held by Grantee. All Equipment shall remain Grantee's personal property and are not fixtures (except for any prior or future improvements to the building's electrical system performed by Grantee and such improvements shall remain and become the property of Grantor upon installation Site). Grantee shall have the right to remove all Equipment at its sole expense on or before the expiration of this Agreement or its earlier termination; provided, Grantee restores the Site and the routes used for access to the Site to the condition that existed at the Commencement Date, reasonable wear and tear excepted.

b. Electricity shall be provided by Grantor. Unless failure or interruption of utility service is caused by the intentional act or omission of Grantor, Grantor shall not be liable in damages or otherwise for any failure or interruption of any utility service being furnished to the Site. No such failure or interruption, whether resulting from a casualty or otherwise, shall entitle Grantee to terminate this Agreement or to abate the Use Fee Grantee is required to make under this Agreement, unless such failure or interruption is caused by the intentional act or omission of Grantor. For the purposes of this Section "intentional act" shall not include events of failure or interruption required due to emergency or repair needs as reasonably determined by the Grantor. To the extent any interruption can be scheduled or otherwise anticipated, Grantor shall provide Grantee with no less than seventy-two (72) hour notice prior to such interruption. No written approval or notice shall be required for emergency use of generators provided by Grantee.

c. Grantor may require Grantee to take commercially reasonable steps for installation (including, but not limited to, prescribing a color and shape of new equipment that blends with Site) to ensure aesthetic quality of Site. If Grantee damages or detracts from the aesthetic quality of Site, or damages Grantor's adjoining property (including any real property improvements, grounds or landscaping) while accessing for installation or subsequent maintenance, repair, operation, service, modification, or removal of Grantee's Equipment, Grantee shall restore Site and adjoining property to substantially the condition existing immediately prior to such damage, reasonable wear and tear excepted.

d. If Grantor desires to redevelop, modify, remodel, alter the Site or make any improvements (the "Redevelopment") and the Redevelopment necessitates relocation of Grantee's Equipment, then Grantor reserves the right, upon one year's prior written notice to Grantee, to relocate Equipment temporarily or permanently to another suitable site within Grantor's property ("Alternate Site"). The size, location and dimensions of the Alternate Site shall be mutually approved by Parties prior to re-location as suitable for the purpose of operating telecommunication facilities and shall not materially diminish the signal pattern of Equipment or impair or in any manner diminish the quality of communications service provided by Grantee. Grantee shall perform all relocation work and pay all costs of relocating Equipment to the approved Alternative Site and for any return to the original Site if such return is approved by Grantor. In the event relocation is temporary, Grantee shall be permitted to install a temporary installation or "cell on wheels" to a location mutually agreed upon by the Parties for the duration of any temporary relocation. Relocation to an Alternate Site shall not result in any unreasonable interruption, impairment or alteration of the communications services or quality thereof provided by the Grantee's Equipment and if the Parties cannot agree upon a suitable area for relocation, then Grantee may terminate the Agreement per Section 8..

e. Grantee shall obtain all required permits and regulatory approvals prior to installation of Equipment provided, however, that Grantor shall reasonably cooperate with Grantee, at no cost to Grantor, in executing applications, consents, or other documents reasonably required to obtain such permits and approvals. Costs for any such permits or approvals shall be the sole responsibility of Grantee or Grantee's agents. Grantor shall not unreasonably withhold, condition, or delay any approval or authorization required from Grantor in connection with such permitting process.

f. Grantee shall not erect any signs (except as required by law), display any banners, or exhibit any type of promotional materials on or near the Site. Warning signs regarding Equipment may be permitted by Grantor upon written request by Grantee.

g. Grantee shall operate Equipment in a manner that will not cause interference to Grantor and lessees, licensees, or occupants of the building. All operations of Grantee shall comply with all Federal Communications Commission ("FCC") requirements and other applicable federal, state, and local laws, rules, regulations, and ordinances. Grantor may consider Grantee's or Grantee's contractor's or subcontractor's breach of this provision a material breach of the Agreement. Grantee will resolve any technical interference problems with other equipment or services located at or near the Site, whether installed as of the Commencement Date or at a later date during the Term of this Agreement. In the event that a technical interference problem arises, Grantee will work with Grantor to resolve the problem immediately in a mutually satisfactory manner. However, if a mutually satisfactory resolution cannot be agreed upon, the Grantor may, in its sole judgment, make the final determination of the manner in which the problem shall be resolved.

h. Grantee shall maintain Equipment in good working condition and shall do so without any damage to Grantor's Site. In the event of some act or omission by Grantee resulting in such damage, Grantee shall reimburse Grantor for any repairs necessary to restore Grantor's Site and personal property to its prior condition. When maintenance deemed necessary by Grantor to maintain the safety, appearance, or operation of Grantor's building or supporting infrastructure and grounds requires temporary removal of some or all of Grantee's Equipment, Grantor shall notify Grantee of Grantor's planned maintenance not less than ninety days prior to being initiated by Grantor. Upon such notice, and in coordination with Grantor or its contractors, Grantee shall perform, and pay all

costs of, temporary removal and reinstallation. In the event of an emergency requiring immediate removal, Grantor shall be permitted to stop transmission and remove Equipment to the least extent necessary to address such emergency. As soon as reasonably practical after such emergency, Grantor shall notify Grantee of the event and coordinate a time for reinstallation performed by Grantee at Grantee's expense.

i. Nothing in this Agreement shall preclude Grantor from entering into similar agreements with other parties, provided that such agreements do not materially interfere with Grantee's Equipment or operations. Grantee shall not cause or permit any other communications service provider, alternative local carrier, or other third party owned or controlled facilities or equipment to be installed without the express written permission of Grantor.

j. Grantee shall use commercially reasonable efforts and industry-standard utility locating procedures in preparing the Site for utility placement or trenching (if any is required). In particular, Parties recognize that standard locating measures may not reveal all previously placed utilities or other objects. Grantor shall identify and disclose to Grantee, to the extent of Grantor's actual knowledge, the location of any known utilities or infrastructure within the Site and adjoining grounds prior to commencement of excavation work. As such, Grantee shall take reasonable precautions to prevent damaging any concealed/buried utilities and infrastructure that are properly marked, disclosed, or is likely present within the Site and adjoining grounds and Grantee shall instruct its construction crew to use caution and appropriate methods in order to avoid severing or damaging existing utilities or other objects from existing systems.

6. Grantor's Access to Site. Grantor shall at all times have access to and the right to inspect the Site and the Grantee Facilities. Grantor shall not have unsupervised access to Equipment, except in the event of emergency.

7. Taxes. If personal property, increases in real estate, or other taxes are assessed, Grantee shall pay any portion of such taxes which are solely and directly attributable to the Equipment or Grantee's use of the Site. Grantor shall provide prompt and timely notice of any tax or assessment for which Grantee is liable. Grantee shall have the right to challenge any tax or assessment.

8. Termination and Surrender. This Agreement shall terminate upon the occurrence of one or more of the following events: (i) by mutual written agreement of Parties; (ii) by reason of uncured default by one party (uncured default being defined as the failure of one party to remedy its failure to comply with the terms and conditions of this Agreement within 30 days' from receipt of written notice of the other party); (iii) upon expiration of the Term of this Agreement; (iv) by reason of condemnation or destruction of Site as provided herein; (v) Grantee may terminate the Agreement without further liability, for any or no reason, upon ninety (90) days prior written notice to Grantor. Upon termination, Grantee will immediately surrender possession of Site to Grantor. If possession is not immediately surrendered upon termination, Grantor may, in compliance with the laws of the State of Idaho, remove all Equipment from Site and bill all costs of such removal to Grantee for payment within 30 days.

9. Destruction or Condemnation. In the event of damage to or destruction of the Site by fire or other casualty, except for damage caused by the negligence or willful act or omission of Grantee, Grantor may at its option either (a) promptly repair such damage or cause such damage to be repaired, in which event the Agreement shall continue in full force and effect, or (b) terminate the

Agreement as of the date of such damage, by giving Grantee written notice thereof within thirty (30) days of the damage. If any material portion of the Site, premises or Equipment are permanently condemned or taken under any governmental law, ordinance or regulation, by right of eminent domain, or by deed in lieu, then either party may, at its sole option and upon written notice to the other given within fourteen (14) days following the date the condemning authority takes title or possession, whichever comes first ("date of taking"), terminate this Agreement effective on the date of taking. For purposes of this Section a "material" portion of the building means such portion of the building as would render the remaining portion of the building insufficient for Grantee's continuing use. If Grantee chooses not to terminate this Agreement upon destruction or condemnation, the Use Fee shall be reduced or abated in proportion to the actual reduction or abatement of use of Site until such time as the damage is repaired or Site replaced. If this Agreement is terminated pursuant to this Section 9, all rights and obligations of the Parties shall cease as of the effective date of termination.

10. Indemnity. Grantee and Grantee's agents and subcontractors shall, to the fullest extent permitted by law, indemnify, defend and save Grantor, its successors, assigns, and agents harmless from any and all claims, liabilities, losses, costs, charges, or expenses that Grantor may incur as a result of any act or omission of the Grantee, Grantee's employees, agents, contractors, and subcontractors in their use of Site under this Agreement or any other action in relation to this Agreement. If any action, claim, or demand is made against Grantor for any act or omission of the Grantee, its agents, contractors and subcontractors, the Grantee agrees to assume the expense and shall pay all costs, charges, attorneys' fees, settlements, judgments or other expenses incurred by or obtained against Grantor, and also, including all attorneys' fees and costs associated with any appeal proceeding. This indemnification shall survive the termination of this Agreement for claims, liabilities, losses, costs, charges, or expenses occurring after termination but attributable to the uses authorized by this Agreement.

Grantor shall be responsible only for the acts, omissions or negligence of Grantor and Grantor's employees and agents. Nothing in this License shall extend the tort responsibility or liability of Grantor or the State of Idaho beyond that authorized by law, including the Idaho Tort Claims Act, Idaho Code section 6-901, *et seq.*

11. Insurance. Grantee and Grantee's contractors and subcontractors are required to carry the types and limits of insurance shown in this Section 11, and provide Grantor with a Certificate of Insurance executed by a duly authorized representative of each insurer, showing compliance with these insurance requirements. Certificates from Grantee and Grantee's contractor, independent contractors, and subcontractors shall be provided seven (7) days prior to Grantee's use of Grantor's property. All insurers shall have a Best's rating of "A minus V" or better and be eligible or authorized to do business in Idaho. For claims arising out of Grantees operations, negligent acts or willful misconduct all liability policies required shall be written as primary policies and not contributing to nor in excess of any coverage Grantor may choose to maintain. All required liability policies, (for the avoidance of doubt the applicable liability policies are Commercial General Liability Insurance, Umbrella (if applicable), and Commercial Auto Liability Insurance policies), shall include State of Idaho and the Regents of the University of Idaho as an additional insured. Grantor's additional insured status shall (i) be limited to bodily injury, property damage or personal and advertising injury caused, in whole or in part, by Grantee, its employees, or agents; (ii) not extend to claims for punitive or exemplary damages arising out of the acts or omissions of Grantor, its employees, agents or independent contractors or where such coverage is prohibited by law or to claims arising out of the negligence of Grantor, its employees,

agents or independent contractors; and, (iii) not exceed Grantee's obligation under this Agreement, if any. Certificates shall be emailed or mailed to: UI-Risk@edu.idaho.gov or 875 Perimeter Dr MS 2433, Moscow ID 83844-2433, Attn: Risk Management. All required liability policies shall contain waiver of subrogation coverage or endorsements, for the avoidance of doubt the waiver will apply to the Commercial General Liability Insurance, Umbrella (if applicable), Commercial Auto Liability Insurance policies. Failure of Grantor to demand such certificate or other evidence of full compliance with these insurance requirements or failure of Grantor to identify a deficiency from evidence that is provided shall not be construed as a waiver of Grantee's obligation to maintain such insurance. Failure to maintain the required insurance may result in termination of this Agreement at Grantor's option. By requiring insurance herein, Grantor does not represent that coverage and limits will necessarily be adequate to protect Grantee and such coverage and limits shall not be deemed as a limitation on Grantee's liability under this License. Grantee shall at its sole cost and expense, procure and maintain insurance of the types and in the amounts described below:

a. Commercial General and or Umbrella excess Liability Insurance: Grantee and Grantee's contractors, independent contractors and subcontractors while working hereunder shall maintain commercial general liability (CGL) and, if necessary, commercial umbrella insurance with a limit of not less than $1 million each occurrence and $2million in the aggregate. CGL insurance shall be written on standard ISO occurrence form (or a substitute form providing equivalent coverage) and shall cover liability arising from premises, operations, products-completed operations, personal injury and advertising injury, and contractual liability coverage.

b. Commercial Auto Insurance: Grantee and Grantee's agents, contractors, independent contractors and subcontractors shall maintain a Commercial Auto policy with a Combined Single Limit of $1million. Coverage shall include Non-Owned and Hired Car coverage.

c. Personal Property: In no event shall Grantor be liable for any damage to or loss of personal property sustained by Grantee or Grantee's agents or contractors, whether or not insured, its employees, officers or agents, except to the extent such loss or damage is caused by Grantor's gross negligence or willful misconduct.

d. Workers' Compensation: Where required by law, Grantee and Grantee's agents, contractors, independent contractors and subcontractors shall maintain all statutorily required coverages including Employer's Liability. Grantee is responsible for collecting Certificates of Insurance evidencing Workers Compensation coverage from Grantee's agents and subcontractors, and for forwarding such Certificates to Grantor.

f. Pollution Liability: In the event that any Activity involves the use, installation, remediation or other work involving or relating to Hazardous Materials as defined in this Agreement. Then Grantee and Grantee's agents, contractors, independent contractors and subcontractors shall maintain pollution liability insurance covering liabilities and losses arising out of such Activity with a limit of not less than $1 million each occurrence and $2 million in the aggregate.

Notwithstanding the forgoing, Grantee may, in its sole discretion, self-insure any of the required insurance under the same terms as required by this Agreement. In the event Grantee elects to self-insure its obligation under this Agreement to include (as defined above) Grantor as an additional insured, the following conditions apply:

(i) Grantor shall promptly and no later than thirty (30) days after notice thereof provide Grantee with written notice of any claim, demand, lawsuit, or the like for which it seeks coverage pursuant to this Section and provide Grantee with copies of any demands, notices, summonses, or legal papers received in connection with such claim, demand, lawsuit, or the like;

(ii) Grantor shall not settle any such claim, demand, lawsuit, or the like without the prior written consent of Grantee; and

(iii) Grantor shall fully cooperate with Grantee in the defense of the claim, demand, lawsuit, or the like.

12. Section Intentionally Omitted.

13. Assignment and Sub-licensing. Grantee may not assign, sublicense, or otherwise transfer all or any part of its interest in this Agreement granted herein without the prior written consent of Grantor. However, in the specific event of Grantee's assignment or similar transfer of interest to Grantee's (i) parent company, (ii) any subsidiary, "partner or affiliate" (partner or affiliate is defined as "meaning any entity that directly or indirectly controls, is controlled by, or is under common control with Grantee""), (iii) any entity resulting from a merger, consolidation, reorganization, or sale of substantially all of Grantee's assets, or (iv) to any successor-in-interest or entity acquiring a controlling interest in Grantee's stock or assets, Grantee may assign or otherwise transfer upon written notice to Grantor, (but without need for Grantor's consent). Grantee may not permit any other entity or individual to use the Site or Equipment without the prior written consent of Grantor.

14. Hazardous Substances. Grantee agrees that it will not use, generate, store, or dispose of any Hazardous Material on, under, about, or within the Site or Grantor's property in violation of any law or regulation. Notwithstanding anything in this Agreement to the contrary, Grantor shall not assert Grantee's liability or obligation with respect to any Hazardous Materials in, on, under, about, or within the Site or Grantor's property except to the extent such Hazardous Materials are or were brought onto the Site or Grantor's property by Grantee or Grantee's contractors or subcontractors. As used in this paragraph, "Hazardous Material" shall mean petroleum or any petroleum product, asbestos, any substance known by the U. S. Government or the State of Idaho to cause cancer and/or reproductive toxicity, and/or any substance, chemical, or waste that is identified as hazardous, toxic, or dangerous in any applicable federal, state, or local law or regulation.

15. Attorneys' Fees. In the event of any controversy, claim or action being filed or instituted between the Parties to this Agreement to enforce the terms and conditions of this Agreement or arising from the breach of any provision hereof, the prevailing party will be entitled to receive reasonable attorneys' fees, if awarded by a court of competent jurisdiction.

16. Notice. Any notice under this Agreement shall be in writing and be delivered in person or by public or private courier service (including U.S. Postal Service Express Mail) or certified mail with return receipt requested, to be effective after deposit in the U.S. mail, or upon receipt if personally delivered or sent via a nationally recognized courier to the addresses set forth below. . 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:

Site ID: SP01121A
Market: Spokane, WA

The Grantor: Board of Regents of the University of Idaho
Office of Vice President, Finance & Admin
875 Perimeter Drive MS 3168
Moscow, ID 83844-3168

The Grantee: T Mobile USA, Inc.
Attn: Lease Compliance/Site # SP01121A
12920 SE 38th Street
Bellevue, WA 98006

17. Entire Agreement; Modification. This Agreement (and its attachments, if any) constitutes the entire understanding between the parties with respect to the subject matter hereof and may not be amended except by an agreement signed by an authorized representative of Grantee and an authorized representative of Grantor.

18. Governing Law; Forum. This Agreement shall be governed by and construed under the laws of the state of Idaho. The venue for any action brought to enforce this Agreement or otherwise shall be in the court of competent jurisdiction in Latah County, Idaho.

19. Non-Use of Names and Trademarks. Grantee shall not use the name, trade name, trademark, or other designation of the Grantor, or any contraction, abbreviation, or simulation of any of the foregoing, in any advertisement, for any commercial or promotional purpose, or for any other purpose (other than in performing under this Agreement) without the Grantor's prior written consent in each case.

20. Paragraph Headings. The paragraph headings in this Agreement are inserted for convenience only and shall not be construed to limit or modify the scope of any provision of this Agreement.

21. Non-Waiver. The delay or failure of either party to exercise any of its rights under this Agreement for a breach thereof shall not be deemed to be a waiver of such rights, nor shall the same be deemed to be a waiver of any subsequent breach, either of the same provision or otherwise.

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

23. Nondiscrimination.

A. Grantee shall not discriminate against any employee or applicant for employment in the performance of this Agreement, with respect to tenure, terms, conditions or privileges of employment, or any matter directly or indirectly related to employment, because of race, sex, color, religion, age, status as disabled or a veteran, or physical or mental handicaps, national origin or ancestry. Grantee certifies that it does not, and will not maintain segregated facilities or

accommodations on the basis of race, color, religion or national origin. Regarding any position for which an employee or an applicant is qualified, the Grantee agrees to employ, train, advance in employment, and retain individuals in accordance with applicable laws and regulations including:

1. For nondiscrimination based on Disabled or Vietnam Veterans this includes, but is not limited to, the Vietnam Era Veterans Readjustment Assistance Act of 1972, as amended (38 U.S.C. 4012)(the Act); Executive Order 11701, January 24, 1973 (38 CFR 2675, January 29, 1973); and the regulations of the Secretary of Labor (41 CFR Part 60-250).

2. For nondiscrimination based on Disability this includes, but is not limited to, Section 503 of the Rehabilitation Act of 1973, as amended (29 U.S.C. 793)(the Act); Executive Order 11758, January 15, 1974; and the regulations of the Secretary of Labor (41 FR Part 60- 741).

3. For nondiscrimination based on Age this includes, but is not limited to, Executive Order 11141, February 12, 1964 (29 CFR 2477).

B. Grantee shall include the terms of this clause in every subcontract or purchase order exceeding $50,000 which is related to the performance and obligations under this Agreement and shall act as specified by the Department of Labor to enforce the terms and implement remedies.

24. Institution's Rules, Regulations, and Instructions. Grantee shall follow and comply with all rules and regulations of the Grantor and the reasonable instructions of Grantor's personnel. The Grantor reserves the right to require the removal of any worker it deems unsatisfactory for any reason.

25. Representations and Warranties. To Grantee's actual knowledge without independent inquiry, Grantee represents and warrants, as of the date hereof, the following: (a) that it is financially solvent, able to pay its debts as they mature, and possessed of sufficient working capital to perform its obligations hereunder; (b) that it may legally conduct business in Idaho, that is properly licensed by all necessary governmental and public and quasi-public authorities having jurisdiction over it and the services, equipment, and goods required hereunder, and that it has or will obtain all licenses and permits required by law; (c) that in performing the services called for hereunder Grantee will not be in breach of any agreement with a third party; and (d) that it has inspected the property and Site and that the same are suitable and adequate in all respects for Grantee's operations under this Agreement.

26. Binding Effect. This Agreement is for the benefit only of the parties hereto and shall be binding on and inure to the benefit of the successors and permitted assignees of the respective parties.

27. Time of Essence. All times provided for in this Agreement, or in any other document executed hereunder, for the performance of any act will be strictly construed, time being of the essence.

28. No Joint Venture. Nothing contained in this agreement shall be construed as creating a joint venture, partnership, or agency relationship between the parties.

29. Entity Authority. Each individual executing this Agreement on behalf of an entity represents and warrants that he or she is duly authorized to execute and deliver this Agreement on

Site ID: SP01121A
Market: Spokane, WA

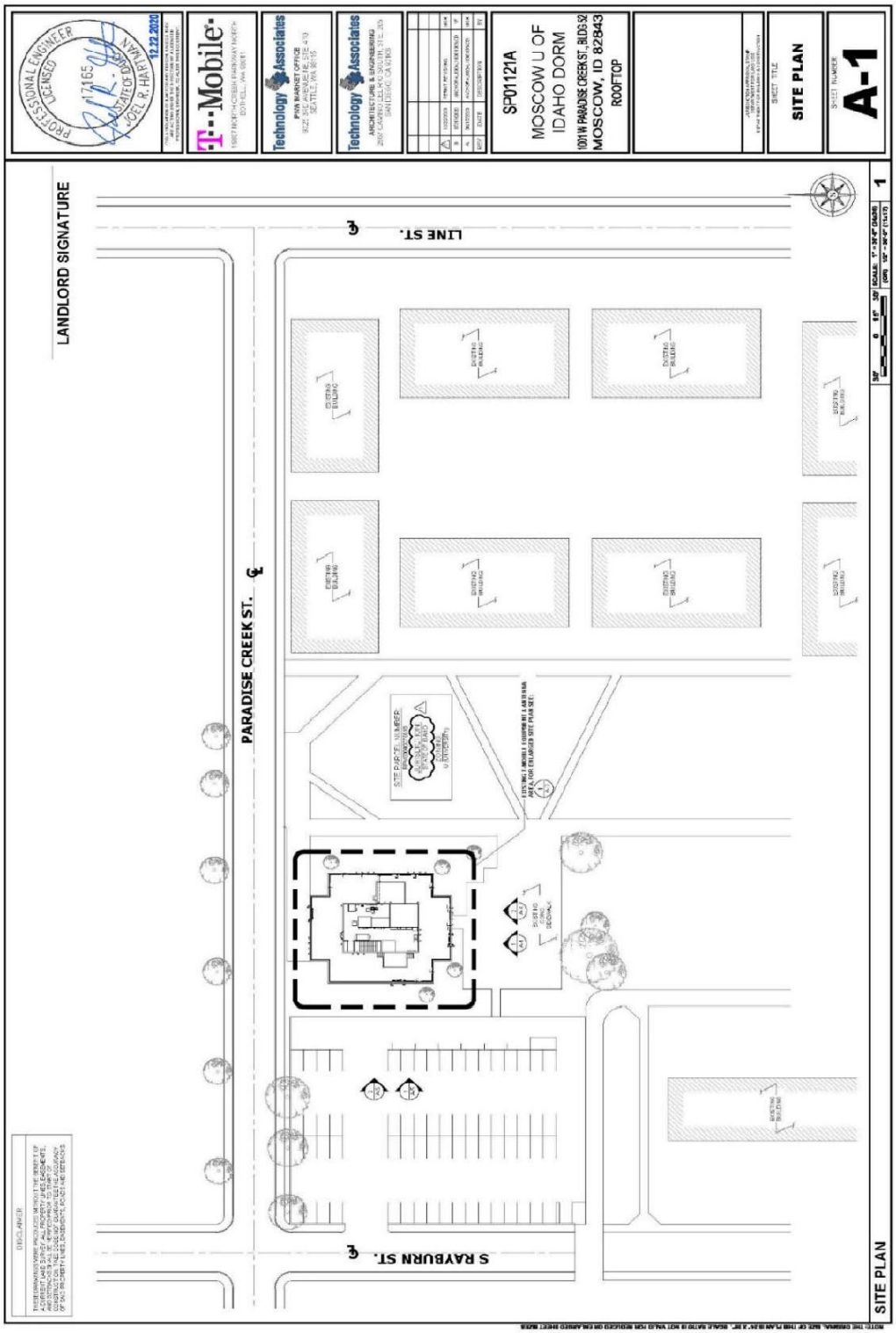
behalf of said entity in accordance with duly adopted organizational documents or agreements and if appropriate a resolution of the entity, and that this Agreement is binding upon said entity in accordance with its terms. The individual executing this Agreement on behalf of Grantor is acting pursuant to delegated authority under the Board of Regents Policy V.I.

IN WITNESS WHEREOF, the authorized representatives of the parties have executed this Agreement:

GRANTOR:	GRANTEE:
Board of Regents of the University of Idaho, a state educational institution	T-Mobile West LLC, a Delaware limited liability company
_____ Kim Salisbury, SAVP Finance & Planning Date: _____	_____ Date: _____

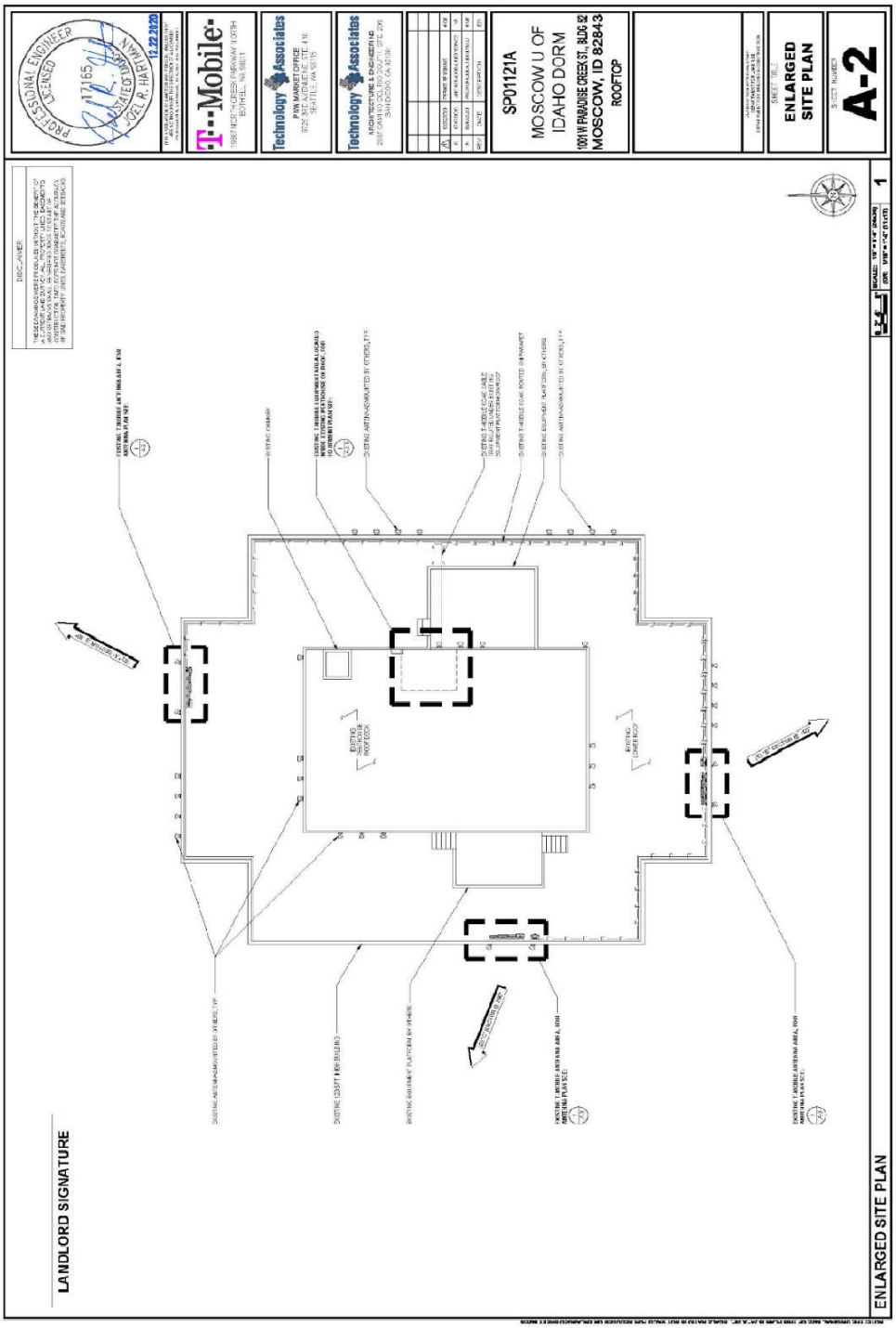
Site ID: SP01121A
Market: Spokane, WA

Exhibit A



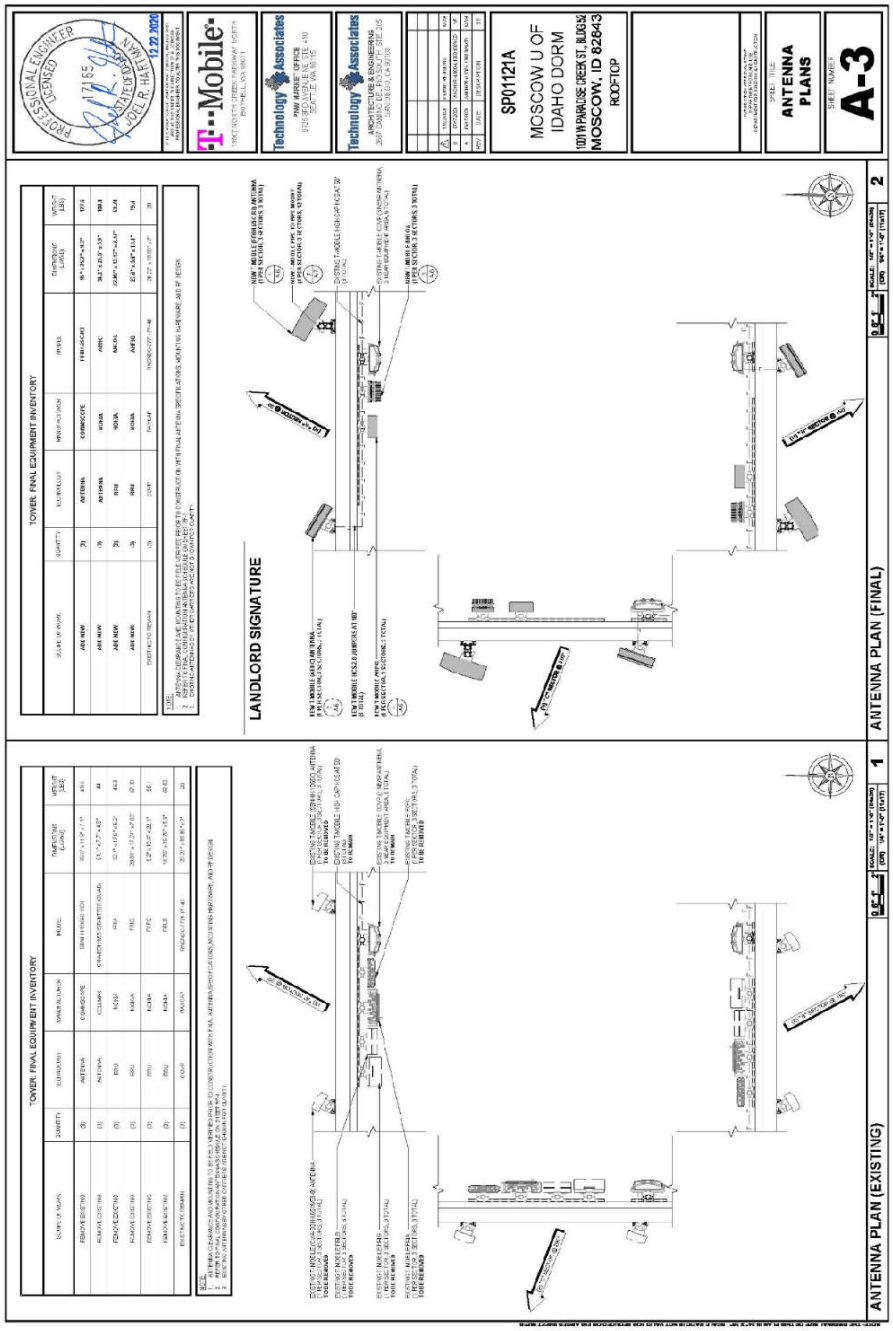
Site ID: SP01121A
Market: Spokane, WA

Exhibit A (continued)



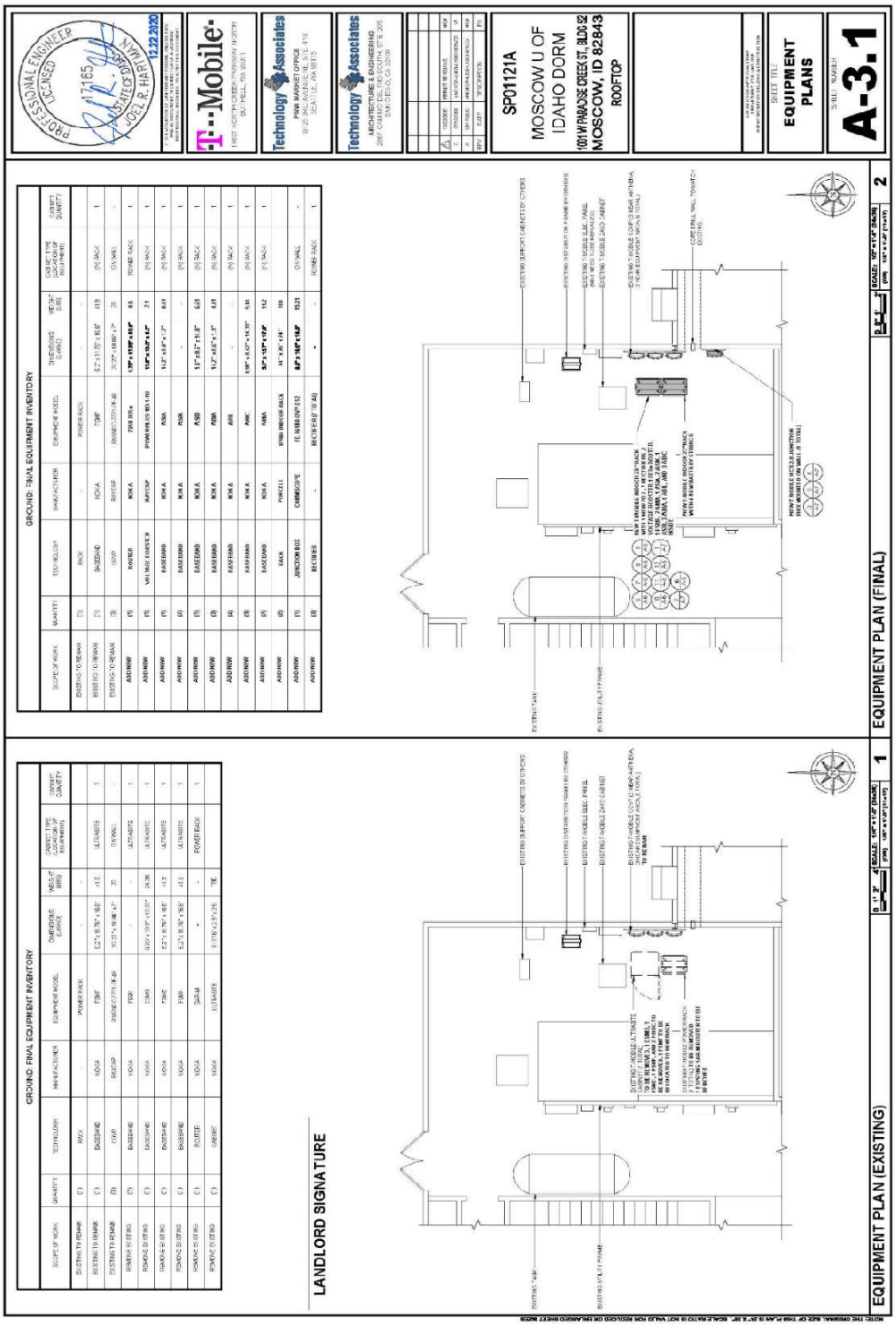
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Market: Spokane, WA

Exhibit A (continued)



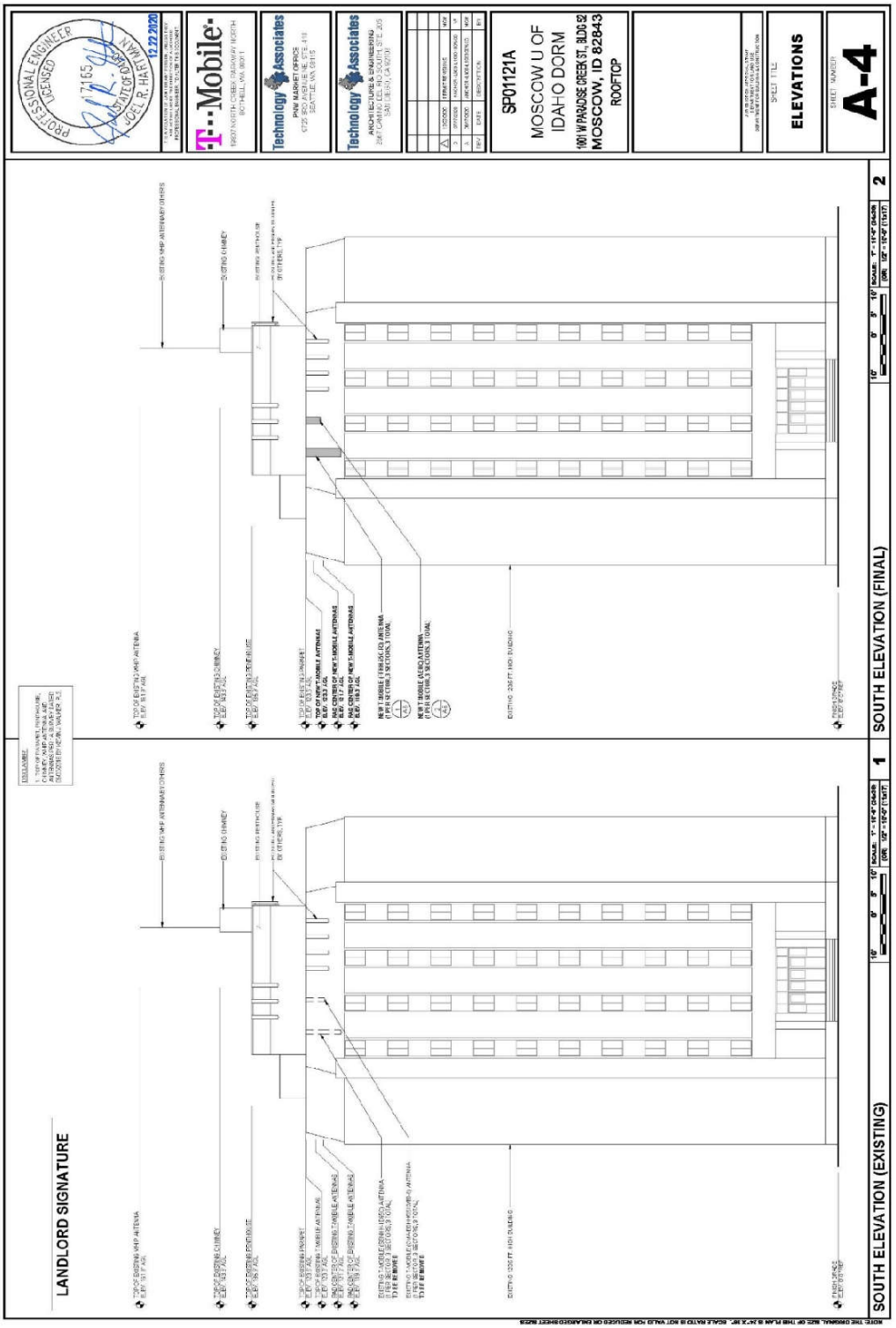
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Market: Spokane, WA

Exhibit A (continued)



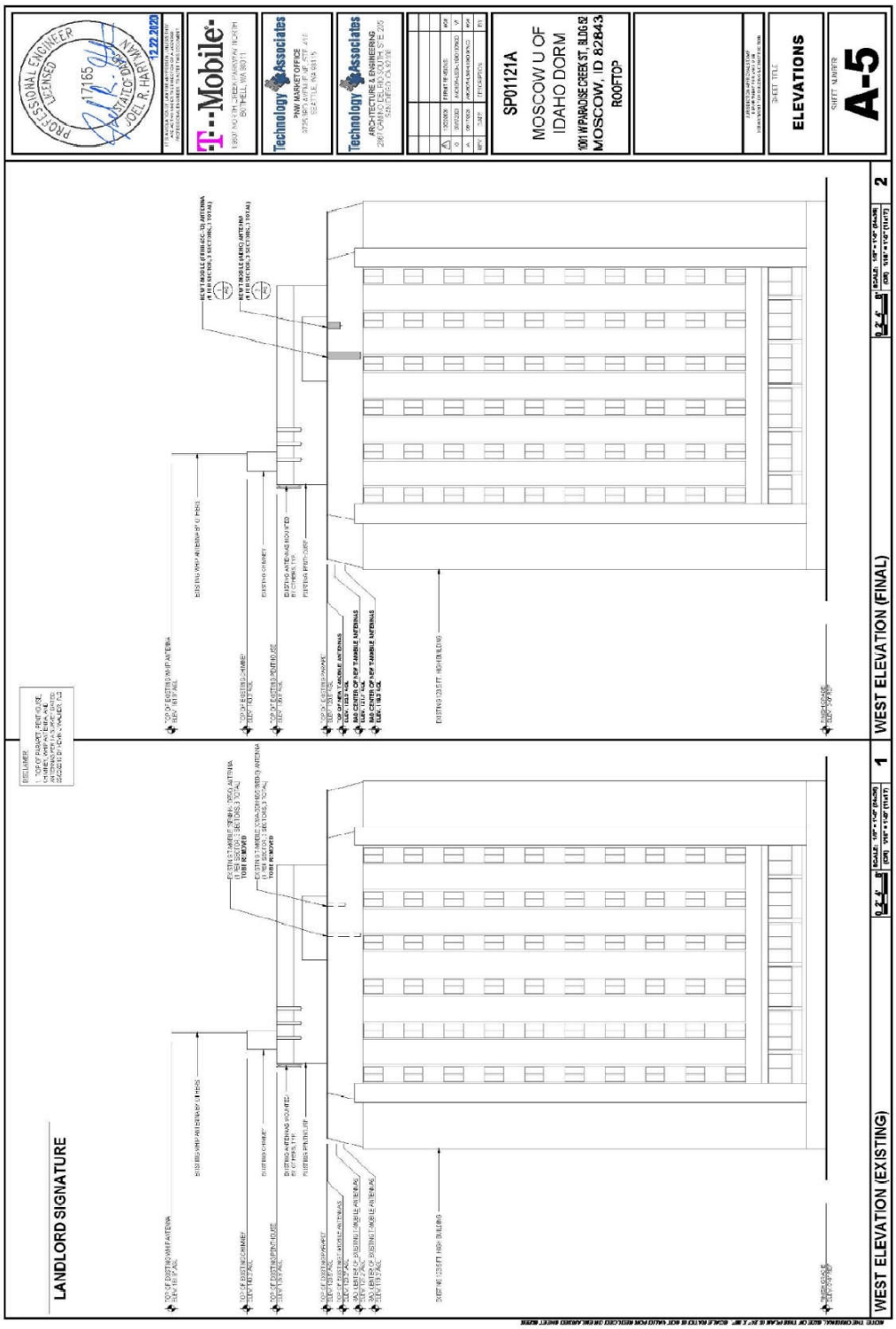
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Market: Spokane, WA

Exhibit A (continued)



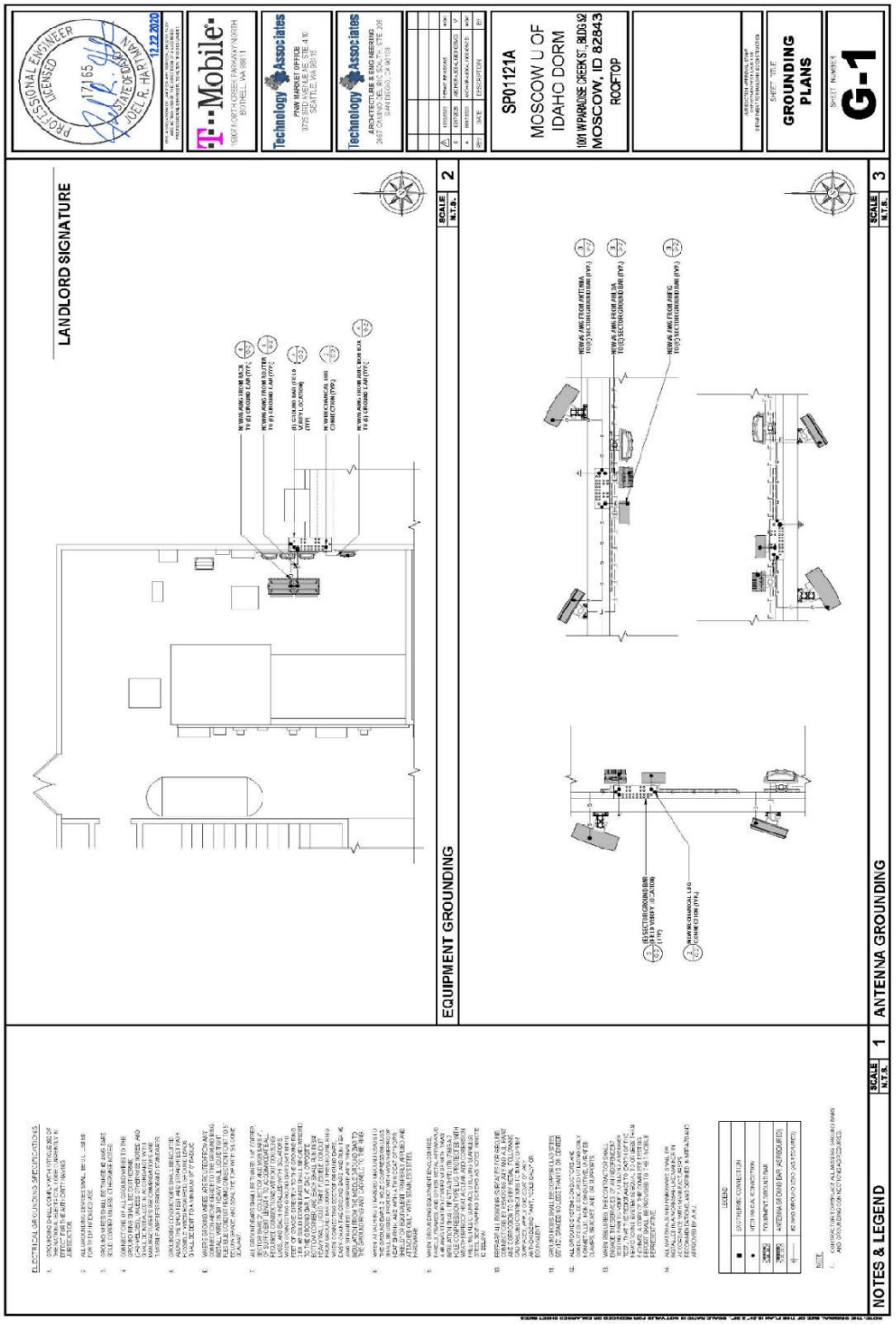
Site ID: SP01121A
Market: Spokane, WA

Exhibit A (continued)



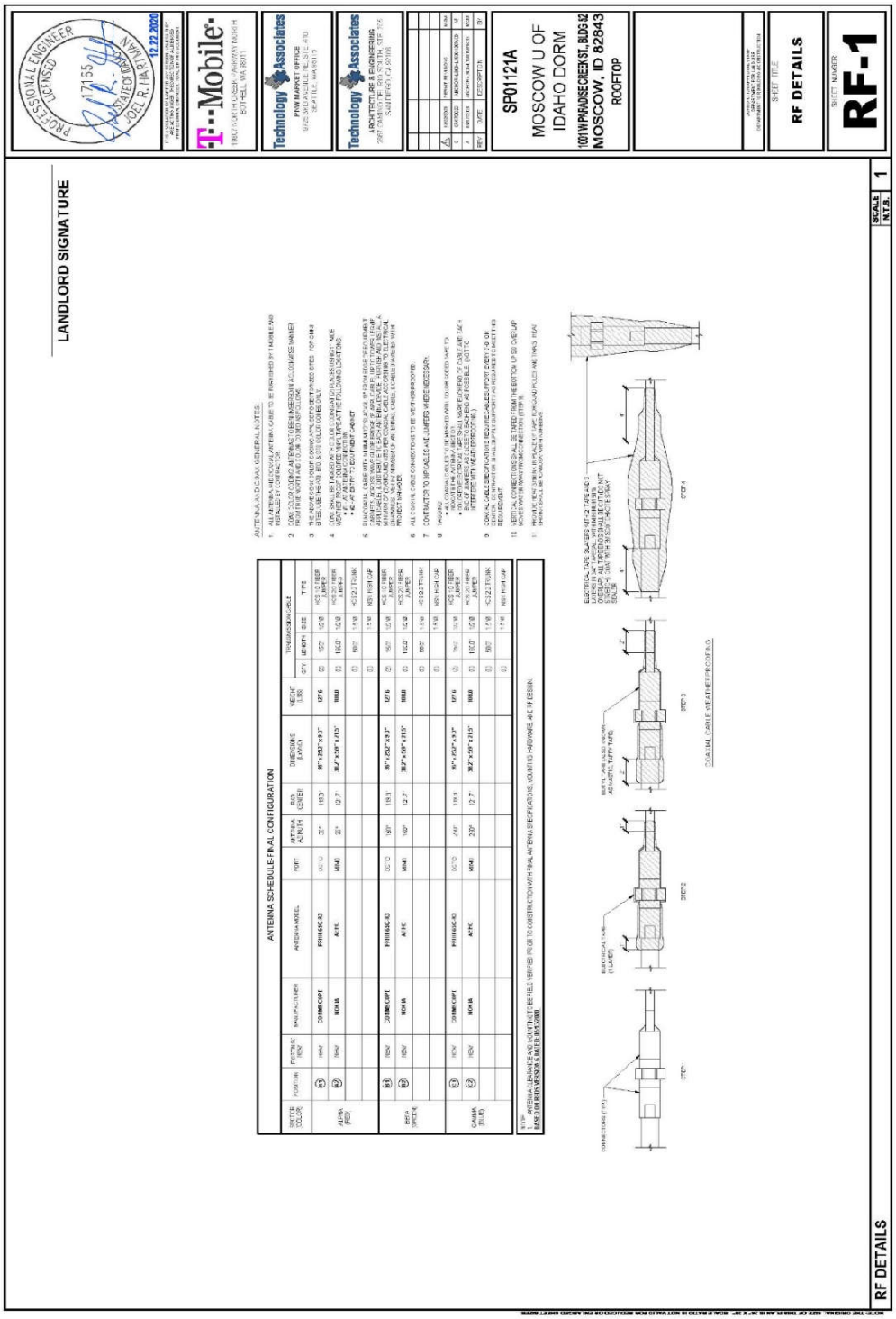
Site ID: SP01121A
Market: Spokane, WA

Exhibit A (continued)



Site ID: SP01121A
Market: Spokane, WA

Exhibit A (continued)



SUBJECT

Emergency Provisional Applications

REFERENCE

April 2019	Board approved SDE recommendations for processing emergency provisional certificates.
August 2019	Board approved SDE revised procedures regarding emergency provisional certificates
October 2025	Board approved seventeen (17) provisional certificates for the 2025-2026 school year
December 2025	Board approved Thirty-four (34) provisional certificates for the 2025-2026 school year
February 2026	Special Board meeting - Board approved thirteen (13) provisional certificates for the 2025-2026 school year
April 2026	Board approved five (5) provisional certificates for the 2025-2026 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 Idaho State Board of Education to authorize a provisional certificate for teachers when the candidate has at least two (2) 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.

In the past three (3) years, the Idaho State Board of Education has approved the following numbers of provisional certificates:

- SY 2022-2023: 212 provisional certificates
- SY 2023-2024: 172 provisional certificates
- SY 2024-2025: 56 provisional certificates

Thus far, the Idaho State Board of Education has approved sixty-nine (69) provisional certificates for the 2025-2026 school year.

DISCUSSION

The Idaho Department of Education received one (1) complete Emergency Provisional Certificate applications for Instructional certificate(s)/endorsement(s) by April 19, 2026.

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 (2) 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. **Cambridge School District #432**
   Applicant Name: Ann Hollon
   Certificate: Provisional
   Endorsement(s): All Subjects K-8
   College Training: 48
   Declared Emergency Date:
   Hire/Assignment Date: August 2025
   Summary of Recruitment Efforts: See attached letter from the Superintendent. The candidate was hired in August; however, her overseas transcripts could not be retrieved, verifying a degree had been completed. Ann is currently enrolled with WGU and needed to obtain 48 credits before being eligible for the Provisional application.

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 LEA while an emergency provisional certificate is in effect.

If the Idaho State Board of Education 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 (2) years of college training and that the school district has declared a hiring emergency. All candidates have been hired by a local education agency as teachers for the 2025-2026 school year. Candidates that have already completed a Baccalaureate degree or higher are not eligible to apply through another pathway.

Staff recommends approval.

BOARD ACTION

I move to authorize the Idaho Department of Education to issue emergency provisional standard instructional certificate(s) for candidate 1 as presented above, effective for the 2025-2026 school year only, and pending a cleared background check.

Moved by _____ Seconded by _____ Carried Yes _____ No ____

SUBJECT

Professional Standards Commission Appointments

APPLICABLE STATUTE, RULE OR POLICY

Idaho Code § 33-1252

BACKGROUND/DISCUSSION

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

Four (4) positions on the PSC are open for three (3) year appointments, effective July 1, 2026: one (1) position representing special education administrators, one (1) position representing the education departments of the public institutions of higher education, one (1) position representing certificated classroom teachers, and one (1) position representing the Idaho State Department of Education.

Nominations for open positions were solicited from the Idaho Education Association, Northwest Professional Educators, the Idaho Association of Special Education Administrators, the Idaho Association of Colleges of Teacher Education, and interested educators, from January 2 to March 1, 2026.

On March 18, 2026, the PSC staff reviewed the nominations received for each position, considering factors such as regional representation, school size, and nominee experience. Bryon Kennedy of Sugar-Salem School District, Taylor Raney of University of Idaho, and Samantha Kallas of Idaho Arts Charter School are recommended for appointment to the Professional Standards Commission for a three (3) year term beginning July 1, 2026, and ending June 30, 2029. The Idaho Department of Education has requested that Alica Holthaus, Deputy Superintendent, replace Wendy Moore, Deputy Superintendent, as the Idaho Department of Education representative on the PSC, effective July 1, 2026, through June 30, 2029.

IMPACT

Section 33-1252, Idaho Code, the Board appoints or reappoints members to the Professional Standards Commission.

ATTACHMENTS

Attachment 1 – PSC Member Roster
Attachment 2 – Bryon Kennedy Resume
Attachment 3 – Taylor Raney Resume
Attachment 4 – Samantha Kallas Resume
Attachment 5 – Alica Holthaus Resume

BOARD STAFF COMMENTS AND RECOMMENDATIONS

Board staff recommends approval.

BOARD ACTION

I move to appoint Bryon Kennedy of Sugar-Salem School District to the Professional Standards Commission, replacing Ramona Lee of West Ada School District, for a three-year term beginning July 1, 2026, and ending June 30, 2029, representing special education administrators.

Moved by _____ Seconded by _____ Carried Yes _____ No _____

I move to appoint Taylor Raney of University of Idaho to the Professional Standards Commission, replacing Katie Mathais of Boise State University, for a three-year term beginning July 1, 2026, and ending June 30, 2029, representing education departments of the public institutions of higher education.

Moved by _____ Seconded by _____ Carried Yes _____ No _____

I move to appoint Samantha Kallas of Idaho Arts Charter School to the Professional Standards Commission, replacing Jonelle Warnock of Boise School District, for a three-year term beginning July 1, 2026, and ending June 30, 2029, representing certificated classroom teachers.

Moved by _____ Seconded by _____ Carried Yes _____ No _____

I move to appoint Alica Holthaus of the State Department of Education to the Professional Standards Commission, replacing Wendy Moore of the State Department of Education, for a three-year term beginning July 1, 2026, and ending June 30, 2029, representing the State Department of Education.

Moved by _____ Seconded by _____ Carried Yes _____ No _____

Idaho Professional
Standards Commission

2025-2026 Member Roster

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

Erika Estes, Classroom Teacher
Weiser School District #431
Term 7/1/24 – 6/30/27

Melyssa Ferro, Classroom Teacher
Caldwell School District #132
Term 7/1/25 – 6/30/28

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

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

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

Amy McBride, Secondary Principal
Twin Falls School District #411
Term 7/1/25 – 6/30/28

Jason Moss, School Superintendent
Grace School District #148
Term 7/1/25 – 6/30/28

MeLissa Rose, Vice Chair
Pupil Service Staff
Lakeland School District #272
Term 7/1/25 – 6/30/28

Jamee Nixon, College of Letters and Sciences
Northwest Nazarene University
Term 7/1/25 – 6/30/28

Matthew Pollard, Classroom Teacher
Moscow School District #281
Term 7/1/25 – 6/30/28

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

Katie Shoup, Chief Educator Officer
Idaho Career Technical Education
Term 7/1/25 – 6/30/28

Royal Toy, Public Teacher Education
Lewis-Clark State College
Term 7/1/25 – 6/30/28

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

Vacant, Elementary Principal

Vacant, State Department of Education

Vacant, Teacher of Exceptional Children

Bryon J. Kennedy



EDUCATION:

- IDAHO STATE UNIVERSITY-Pocatello, Idaho
  - Endorsement courses: Director of Special Education, June 2016
- WESTERN GOVERNORS' UNIVERSITY-Salt Lake City, Utah
  - Master's Degree Educational Leadership, December 2014
  - Capstone Project: *Stakeholder Benefits of Kindergarten Screeners* September 2014
- UTAH STATE UNIVERSITY - LOGAN, Utah
  - Double B.A. Elementary & special Education, 1997
  - Special Education Department Scholarship
- RICKS COLLEGE – Rexburg, Idaho
  - Associates, Elementary Education,1993

TEACHING AND ADVISING:

- ISU Course Instructor/Facilitator [2018-current]
  - Create and facilitate professional development course for staff of Sugar-Salem Joint School District #322 for recertification purposes
- Adjust Faculty Instructor [January 2019-2021] BYUI
  - Same as online instructor
  - Ended due to COVID-19; drop in student numbers
- On-Line Instructor [January 2017-January 2020] BYUI
  - Facilitate and teach SpEd 310: Exceptional Child K-6 Grades
  - Mentor pre-service students in learning and understanding their role to support students with special needs
- Student and Teacher Services Director [July 2015-present] Sugar-Salem School Dist. #322
  - Program oversites: Special Education, Homeless, Foster Care, and staff professional development
  - Facilitate Professional Development Courses for staff in district as well as those offered through ISU
- Student and Teacher Services Director [July 2011-2015] Sugar-Salem School Dist. #322
  - Oversee the daily operations of the Special Education, Migrant, Homeless, and English Language Learner Programs
  - Evaluate Program Staff using Danielson Framework
  - Collaborate with district, region, state, and community members to coordinate appropriate educational outcomes for students
  - Co-coordinate district wide professional development activities
    - Plan, organize, document, carryout, and evaluate professional development activities for K-12 certificated and paraprofessional staff
    - SchoolNet District Team
    - MANDT district trainer [2011-2014]
    - District Paraprofessional Trainer and ETS Proctor [June 2003-present].
- Federal Program Specialist [August 2007-July 2012] Sugar-Salem School Dist. #322
  - Title 1A Elementary Teacher
  - Building Testing Coordinator
  - District Migrant/LEP Director
  - District Response to Intervention Coordinator
  - Homeless/Youth in Transition District Coordinator

- Summer School Teacher (June 2002-current)
    - Teach elementary summer remedial classes focusing on literacy
- K-3 Special Education Teacher [August 2000-August 2007] Sugar-Salem School Dist. #322
    - Same Special Education responsibilities as listed below
- 4-6 Special Education/ K-12 English as a Second Language Teacher [August 1997-August 2000] Sugar-Salem School Dist. #322
    - Teach reading, writing, math, and behavioral skills to students with various disabilities in either in inclusive or pull-out model based on student needs
    - Evaluate student's eligibility for services based on variety of categorical requirements
    - Keep accurate and timely records/files
    - Support to colleagues for student accommodations, modifications, resources materials as needed
    - Supervise paraprofessionals
    - Teach listening, speaking, reading, and writing skills to ESL students
- K-5 Computer Lab Instructor [January 1997-June 1997] Hyrum, Utah
    - Plan computer literacy lessons and activities for students
    - Support teachers in computer-based projects for their classes as needed
    - Basic technology troubleshooting on computer hardware and network

RESEARCH EXPERIENCE:

- Master's Capstone Project: *Stakeholder Benefits of Kindergarten Screeners;* Western Governors' University, September 2014; Daniel Williams mentor, Dr. Don Rainwater Facilitator PUBLICATIONS:
- Assessment: A Development Guidebook for Teachers of English-Language Learners; Northwest Regional Educational Laboratory; Portland, Oregon. Contributing educator

HONORS AND AWARDS:

- 2014 *Educator of the Year* Awarded by Rexburg Area Chamber of Commerce

PROFESSIONAL SERVICE:

- Idaho State Department of Education: Results Driven Accountability Project (2015-current)
- Pre-service Portfolio Review Committee Member; Brigham Young University Idaho (2016-current)
- Former Sugar-Salem Education Association leadership (building representative, vice-president, president)

PROFESSIONAL MEMBERSHIP:

- Council for Exceptional Children
- Idaho Association of School Administrators

REFERENCES:

- Upon request

Additional Functional Expertise:

- Committee member for the following committees or areas:
    - hiring personnel, Insurance, policy development, curriculum adoption
- Volunteer Work: Adoption Educator for private agency; Ecclesiastical opportunities in working with children, youth, and adults
- Eagle Scout; scouting committee member and leader

CURRICULUM VITAE

University of Idaho

NAME: Taylor Raney **DATE:** January 18, 2026

RANK OR TITLE: Associate Dean for Undergraduate Education, Director of Teacher Education, Professor of Curriculum and Instruction

DEPARTMENT: Curriculum and Instruction

[redacted] [redacted]

DATE OF FIRST EMPLOYMENT AT UI: June 21, 2015

DATE OF PRESENT RANK OR TITLE: June 25, 2023

EDUCATION BEYOND HIGH SCHOOL:

Degrees:

Ph.D. (2015) Northwest Nazarene University, Educational Leadership
Ed.S. (2013) Northwest Nazarene University, Educational Administration
M.Ed. (2012) Northwest Nazarene University, Curriculum and Instruction
M.Ed. (2006) Northwest Nazarene University, Educational Administration
B.S.Ed. (2002) University of Idaho, Secondary Education

Certificates and Licenses:

Idaho Standard Secondary Credential: English 6/12, French K/12, Humanities 6/12, Psychology 6/12
Idaho Standard Administrator: School Principal Pre-K/12, Superintendent

EXPERIENCE:

Teaching Appointments:

2023-present Clinical Professor, Dept. of Curriculum and Instruction, University of Idaho, Moscow, ID
2015–2023 Clinical Associate Professor, Department of Curriculum and Instruction, University of Idaho, Moscow, ID
2003–2008 Secondary Teacher, West Junior & Boise Senior High Schools, Boise School District, Boise, ID

Academic Administrative Appointments:

2015-present Director of Teacher Education, College of Education, Health and Human Sciences, University of Idaho, Moscow, ID
2018-2023 Associate Chair, Department of Curriculum and Instruction, College of Education, Health and Human Sciences, University of Idaho, Moscow, ID
2020-present Core Program Coordinator, College of Education, Health and Human Sciences, Department of Curriculum and Instruction, University of Idaho, Moscow, ID
2015-2020 Elementary Program Coordinator, College of Education, Health and Human Sciences, Department of Curriculum and Instruction, University of Idaho, Moscow, ID
2015-2020 Secondary Program Coordinator, College of Education, Health and Human Sciences,

Department of Curriculum and Instruction, University of Idaho, Moscow, ID
2013-2015 Director of Teacher Certification, Idaho State Department of Education, Boise, ID
2013-2015 Director of Professional Standards, Idaho State Department of Education, Boise, ID
2008-2013 Wilson Elementary School Principal, Caldwell School District, Caldwell

TEACHING ACCOMPLISHMENTS:

Areas of Specialization:
Curriculum and Instruction
Educational Leadership

Courses Taught:
ED 250, College of Education, Health and Human Sciences Ambassadors: Spring 2019, Fall 2019, Spring 2020, Fall 2020, Spring 2021, Fall 2021
ED 602, Literature Review, Fall 2021
EDCI 201, Contexts of Education: Fall 2017, Fall 2018, Spring 2026
EDCI 301, Learning, Development, and Assessment: Fall 2015, Fall 2016
EDCI 401, Internship Seminar: Fall 2019 (f2f sec 01, online sec 02, & virtual sec 03), Fall 2020, Fall 2021
EDCI 402, Practicum: Elementary Methods, Fall 2021
EDCI 404, Special Topics, World Languages Teaching Methods, Spring 2021, Spring 2022
EDCI 408, Integrated Methods Practicum I: each semester Fall 2020 – Fall 2025
EDCI 409, Integrated Methods Practicum II: Spring 2019
EDCI 437, Secondary Foreign Language Methods: Fall 2019
EDCI 447, Secondary Foreign Language Methods Practicum: Fall 2019
EDCI 499, DS Secondary Foreign Language Methods, Fall 2021
EDCI 501, Internship Seminar: Fall 2019 (online)
EDCI 598, Intern: Secondary Teaching, Fall 2019, Spring 2020, Fall 2020, Spring 2021, Fall 2021
EDCI 599, Non-thesis Master's Research: Spring 2018, Summer 2018, Spring 2021
EDCI 600, Doctoral Research and Dissertation: Summer 2021
EDAD 534, The Principalship: Summer 2016
EDAD 595, Administration and Supervision of Personnel: Summer 2016, Summer 2017, Summer 2020, Summer 2021, Summer 2022, Summer 2023, Summer 2024
ISEM 301, Alcohol and Drug Prevention: Spring 2016, Fall 2016, Spring 2017, Fall 2017, Spring 2019

SCHOLARSHIP ACCOMPLISHMENTS:

Refereed/Adjudicated

Scholarship of Application

Raney, T., Studebaker, B., Rauh, T., Blevins, B., Hollingshead, A. (2025). University of Idaho CAEP Self-Study Report. University of Idaho. Moscow, ID.
Raney, T., Rauh, T. (2025). University of Idaho State Accreditation. University of Idaho. Moscow, ID.
Raney, T., Dousay, T., Jensen, J. (2021). University of Idaho CAEP Rejoinder. University of Idaho. Moscow, ID.
Raney, T., Dousay, T., Jensen, J. (2020, October). University of Idaho State Accreditation. University of Idaho. Moscow, ID.
Raney, T., Dousay, T., Jensen, J. Hollingshead, A. (2020, April). University of Idaho CAEP Self-Study Report Addendum. University of Idaho. Moscow, ID.
Raney, T., Dousay, T., Campbell, D., Jensen, J. Carr-Chellman, A., Hollingshead, A. (2019, July). University of Idaho CAEP Self-Study Report. University of Idaho. Moscow, ID.

Scholarship in Discovery

Lauritzen, K., Scheef, A., Dousay, T., **Raney, T.**, Dixon, R. (under review). A phenomenological study of K-12 education union leadership perceptions of advocacy for the education profession. *Educational Evaluation and Policy Analysis*.

Marino, M., Scheef, A., Hollingshead, A., Carson, J., Cheah, Y.H., **Raney, T.**, Lemke, C. (under review). Enhancing Special Education Teacher Preparation with Technology Integration. *Teacher Education and Special Education*.

Smith, A., Darragh, J., & **Raney, T.** (2023). Text-a-teacher: Exploring the potential of virtual mentoring of first-year teachers. *Washington Educational Journal*. Vancouver, WA.

Scheef, A. R., Hollingshead, A., **Raney, T.**, Malone, K., Goebel, E., & Hayes, J. (2023). School personnel perceptions of video conference IEP meetings. *Journal of Special Education Technology.*

Carr, A.A., **Raney, T.**, Campbell, D. (2020). Gem state inequalities: Examining the recent history of Idaho public school funding through Kozol's Lens. *Journal of Education Finance.*

Carr, A.A., **Raney, T.**, Campbell, D. (2019). Rural funding inequities: The case of Idaho's public schools. *Kappan Online.* (LINK)

Technical/Professional Reports:

Raney, T. (2015, May). Mathematics teacher certification in Idaho. Idaho Math Education Collaborative. Boise, ID.

Raney, T. (2015, January). Idaho tiered teacher licensure: Anticipated outcomes. Boise State University.

Raney, T. (2014, December). Issues in teacher certification. Teacher Education Coordinating Committee. University of Idaho

Raney, T. (2014, November). Tiered teacher licensure: What can the new teacher expect? Northwest Nazarene University.

Raney, T. (2014, October). Tiered licensure: Expected outcomes and ramifications. Lewis-Clark State College.

Raney, T., Clark, L., Kellerer, P., Gramer, R. (2014, August). Idaho Board of Education vision for tiered teacher licensure in Idaho. Idaho School Superintendents' Annual Conference. Boise, ID.

Raney, T. (2014, July). Tiered teacher licensure: Other states' requirements and outcomes. Idaho State Board of Education.

Raney, T. (2014, April). Educator ethics: What school administration and leadership should know and do to support student safety. University of Idaho – Boise.

Accepted Refereed Presentations at International, National, Regional, and State Conferences:

Cheah, Y.H., **Raney, T.**, Kim, J., & Wargo, E. (2025, April). Examining K-12 teaches' practices and barriers in integrating generative artificial intelligence. The American Educational Research Association (AERA). Denver, CO.

Cheah, Y.H., **Raney, T.**, & Wargo, E. (2024, October). Exploring k-12 teachers' perceptions and readiness for AI integration. The Association for Educational Communications and Technology (AECT). Kansas, City, MO.

Raney, T., Kim, J.H., & Wargo, E. (2022, October). Enhancing rural pre-service educators' competency through effective feedback. National Forum to Advance Rural Education, Green Bay, WI.

Dousay, T., Darragh, J., **Raney, T.** (2021, June) Ready Preservice Teacher One: Creative solutions to

virtual practicum experiences. P20 Conference: Learning by Doing, Twin Falls, ID.

Darragh, J., **Raney, T.** (2020, April). Text-a-Teacher: Exploring Virtual Mentoring with First-Year Teachers. American Educational Research Association Annual Conference, San Francisco, CA. (Conference canceled)

Raney, T. (2019, March). Active Learning in Static Classrooms. Active Learning Symposium. Center for Excellence in Teaching and Learning, Moscow, ID.

Rickey, D., **Raney, T.**, Pietryka, D., & DeGuire, D. (2019, January). Program Accreditation and Micro-Credentialing: Guided Discussions. Ted Andrews Winter Symposium, National Association of State Directors of Teacher Education and Certification, San Diego, CA.

Raney, T., Sanchez, L., Lord, J., Neill, M., Snow, J., & Colon, L. (2018, June). The power of collaboration in the Idaho Coalition for Educator Preparation. National Association of State Directors of Teacher Education and Certification Conference, Minneapolis, MN.

Raney, T., Snow, J., Sanchez, L., Kellerer, P., & VanMullem, H. (2017, February). EPP collaboration for continuous improvement across programs. American Association of Colleges of Teacher Education Annual Conference, Tampa, FL.

Raney, T. (2017, November). Idaho core standards and preparing teachers for a diverse world. University of Idaho Tribal Summit; Education: University and Tribal Partnerships, Moscow, ID.

Raney, T., Snow, J., Sanchez, L., & Linder, C. (2015, November). Elevating the profession: Toward a continuum of professional learning. Idaho School Boards Association Annual Convention, Coeur d'Alene, ID.

Raney, T., Sanchez, L., & Kellerer, P. (2015, October). Impact on reading fluency of double-dosed tier-one instruction for struggling kindergarten students. Northern Rocky Mountain Educational Research Association Conference, Boise, ID.

Raney, T. (2015, March). Educator ethics in a digital world. Idaho State Prevention Conference in Sun Valley, ID.

Raney, T. & Haas, S. (2014, August). Trends in educator ethics in Idaho. Idaho Association of School Administrators Summer Leadership Conference in Boise, ID.

Losee, L., Wallace, J., **Raney, T.**, & Barzee, S. (2014, May). NTEP: Mapping our state's progress to transform educator preparation. 4th National Summit on Educator Effectiveness in San Antonio, TX. Kennedy, T., Sharrard, J., Serna, I., Johnston, H.,

Kennedy, T., **Raney, T.**, & Hammond, K. (2002, October). FLES K-6: Improving public awareness and support of elementary foreign language education programs. Idaho Association of Teachers of Language and Culture Annual Conference in Boise, ID.

Grants awarded

Co-Principal Investigator. *Providing Educational Agriculture to Rural Schools*. Etienne, X., Van Buren, J., Mayes, I., Raney, T., & Wang, J. (2024-2026). $239,997

Co-Principal Investigator. *Idaho's Model Paraeducators Advance to Certified Teacher (IMPACT). Preparation of Early Intervention and Special Education Personnel Serving Children with Disabilities Who have High-Intensity Needs (84.325K).* Scheef, A., Carson J., Hollingshead, A., & Raney, T. (2023-2028). Office of Special Education Programs (OSEP), U.S. Department of Education $1,049,532

Additional Investigator. *Vandal Experience Conference for High School Counselors*. (Principal Investigator: Erick Larson) Funded by the University of Idaho Vandal Ideas Project. (2021). $15,000

Senior Personnel. *Indigenous Knowledge for EffAective Education Program (IKEEP)*. (Principal Investigator: V. Anthony-Stevens). Funded by the U.S. Department of Education. (2018- 2023). Award Notification # S299B180040. $998,704

Principal Investigator. *Network for Transforming Educator Preparation*. Funded by the Council of Chief State School Officers. (2013-2015). $240,000

SERVICE:

Committee Assignments:

University Level, Campus-wide

Member, University Teaching Committee, Fall 2023 - present
Member, RecWell Advisory Committee, Recreation and Wellbeing, Fall 2024 - present
Member, Search Committee, Lead Advisor, University Advising Services, Spring-Fall 2024
Member, Search Committee, Assoc. Director of Assessment and Accreditation, Summer 2023–Spring 2024
Member, President's Council on Diversity and Inclusion, 2020-2024
EHHS Senator, Faculty Senate, Spring 2022 – Spring 2025
Member, Faculty/Staff Policy Committee, Fall 2022 – Spring 2025
Member, University Assessment and Accreditation Committee, Fall 2022 – Spring 2025
Chair, University Assessment and Accreditation Committee, Fall 2024 – Spring 2025
Chair, Dismissal Hearings Committee, Fall 2023 – Spring 2024
Chair, Teacher Education Coordinating Committee, 2015 - present
Stand-in Member (for colleague sabbatical), University Curriculum Committee, Spring 2022
Member, University Curriculum Committee, 2016-2019
Chair, University Curriculum Committee, AY 2018-19
Member, Academic Strategic Steering Committee, 2018-2021
Administrator Alternate, Dismissal Hearings Committee, 2018-2021
Member, Dismissal Hearings Committee, 2021-2023
Member, General Education Steering Committee, 2020-2022

College Level

College of Education, Health and Human Sciences

Member, Search Committee, Business Officer II, Summer 2025
Chair, Search Committee, Data and Assessment Coordinator, Spring 2024
Member, Justice, Equity, Diversity, and Inclusion committee, 2022-present
Member, Leadership Team, 2015-present
Chair, Teacher Education Academic Appeals Committee, 2015-present
Member, College Coordinating Committee, 2015-present
Member, Teacher Career Fair Steering Committee, 2015-2024
Chair, Teaching and Learning Collaborative, January 2022-present
Chair, Search Committee, Assessment and Accreditation Coordinator, Fall 2021
Member, Search Committee, Student Services Coordinator, Fall 2021
Member, Search Committee, Administrative Assistant, AY 2021-22
Member, Clinical Faculty Promotion Committee, AY 2018-20
Member, Promotion and Tenure Committee, 2018-2019
Member, Search Committee, Student Services Support Staff, 2018
Member, Search Committee, Student Services Coordinator, AY 2018-19
Co-Chair, ad hoc faculty promotion bylaw committee, 2017
Member, Search Committee, Dean, 2015-16
Chair, Search Committee, Director of Student Services, 2015-16

College of Agriculture and Life Sciences

Member, Search Committee, Department Chair, Agriculture Education, 2024
Member, Search Committee, Interim Department Chair, Agriculture Education, Spring 2022

Department Level

Agriculture and Extension Education (College of Agriculture and Life Sciences)

Member, Search Committee, Tenure Track Agriculture Education Faculty, Summer - Fall 2023
Member, Third Year Review Committee, Faculty Member, Agriculture Education, Spring 2019

Art & Design (College of Art and Architecture)
Member, Third Year Review Committee, Clinical Faculty Member, Art Education, Spring 2022
Member, Third Year Review Committee, Tenure Track Faculty Member, Art, Spring 2022
Member, Search Committee, Clinical Faculty Member, Art Education, AY 2018-19

Career Services
Member, Search Committee, Professional Academic Advisor, Spring 2026

Center on Disabilities and Human Development
Member, Search Committee, Clinical Faculty Member, Spring 2022

Culture, Society and Justice (College of Letters, Arts, and Social Sciences)
Member, Search Committee, Tenure Track Faculty Member, Criminology, Spring 2024
Member, Search Committee, Clinical Faculty Member, Criminology, Spring 2024
Member, Search Committee, Tenure Track Faculty Member, Criminology, Spring 2023
Member, Search Committee, Clinical Faculty Member, Criminology, Spring 2022

Curriculum and Instruction (College of Education, Health and Human Sciences)
Member, Promotion Committee, Fall 2024
Member, Vandal QUEST Advisory Board, 2021-present
Member, IKEEP Advisory Board, 2016-present
Chair, Search Committee, Department Chair, Spring 2023
Chair, Search Committee, Clinical Faculty Member, Elementary Science Education, Spring 2022
Member, Search Committee, Faculty Member, Cntr. on Disabilities and Human Development, Spring 2022
Member, Search Committee, Tenure Track Faculty Member, Literacy Teacher Education, Spring 2021
Member, Search Committee, Clinical Faculty Member, Elementary Teacher Education, 2020
Member, (Specific Faculty Member) Promotion Committee, Fall 2018
Chair, Core and Elementary/Secondary Program Revision ad hoc Committee, 2015-2017
Member, Third Year Review Committee, Clinical Faculty Member, Spring 2016
Member, Search Committee, Tenure Track Special Education Faculty, 2016

English (College of Letters, Arts, and Social Sciences)
Member, Third Year Review Committee, Clinical Faculty Member, 2026
Member, Third Year Review Committee, Instructor, 2026

Leadership and Counseling (College of Education, Health and Human Sciences)
Ex Officio Member, Educational Leadership Accreditation Committee, Summer 2019-2022
Member, Search Committee, Clinical Faculty Member, Educational Leadership, Spring 2021
Member, Search Committee, Clinical Faculty Member, Educational Leadership, Spring 2026

Lionel Hampton School of Music (College of Letters, Arts, and Social Sciences)
Member, (Specific Faculty Member) Clinical Faculty Third Year Review Committee, Fall 2019

Margaret Ritchie School of Family and Consumer Sciences
Member, Search Committee, Tenure Track Early Childhood Faculty, AY 2018-19

Movement Sciences (College of Education, Health and Human Sciences)
Member, Search Committee, Tenure Track Faculty Member, Physical Education, Fall 2023-Spring 2024
Member, Search Committee, Tenure Track Faculty Member, Physical Education, Spring 2021
Member, (Specific Faculty Member) Clinical Faculty Promotion Committee, Fall 2019

Professional and Scholarly Organizations:
Phi Delta Kappa International, 2019-present
National Association of State Directors of Teacher Education and Certification, 2013-2018
Idaho Association of School Administrators, 2008-2019
Idaho School Superintendents' Association, 2013-2019

Intramural Service:
Faculty Advisor, Men's Lacrosse Club, University of Idaho, 2020-present
Faculty Advisor, Student National Education Association, 2020-2023
Media Outreach Faculty Expert, Education Issues, University of Idaho, 2016-present
Faculty Advisor, Pi Kappa Alpha fraternity, University of Idaho, 2019-present

Extramural Service:
External Reviewer, promotion to full professor, University of Alaska-Anchorage, Fall 2023
Member, Festival Dance Board of Directors, June 2022-2025
Member, Executive Director Search Committee, Palouse Prairie Charter School, Spring 2022
Idaho Indian Education Committee professional standards workgroup, 2021-2024
Council for the Accreditation of Educator Preparation Reviewer, 2016-present
-Accreditation Team Member, Midwestern State University, Texas, 2017–2018
-Accreditation Team Member, University of Portland, Oregon, 2019–2020
-Accreditation Team Member, Universidad Ana Ge Mendez-Recinto de Carolina, Puerto Rico, 2020-2021
-Accreditation Team Member, Concordia University, Nebraska, 2021-2022
-Accreditation Team Member, Frostburg State University, Maryland, 2021-2022
-Accreditation Team Member, Wayne State University, Indiana, 2022-2023
-Accreditation Team Member, Black Hills State University, South Dakota, 2024-2025
-Accreditation Team Member, Southern Nazarene University, Oklahoma, 2024-2025
Teaching, Learning, and Assessment Committee, Moscow School District, Idaho, Summer 2020-2022
Member, State Accreditation Review Team, Teach for America, Idaho, Fall 2019
National Association of State Directors of Teacher Education and Certification Professional Development Committee, 2016 – 2019
Equitable Access to Excellent Educators, Idaho State Department of Education, 2019-2023
Member, Curriculum Selection Committee, Idaho State Department of Education, 2018-2022
Professional Evaluation Review Committee (Idaho Department of Education), 2015
Idaho Coalition for Educator Preparation, 2013-2018
Chair, 2016-2018
Idaho Association of Colleges of Teacher Education, 2013-present
President, Fall 2020-Spring 2022
Regions I and II Idaho School Superintendents' Association University of Idaho Liaison, 2015-present
Idaho Rural Schools Collaborative, 2015-2024
Idaho Professional Standards Commission, Elementary Principal Representative, 2011-2013
Idaho Professional Standards Commission, Higher Education Representative, 2016-2019
Inclusive Education Task Force, Idaho Council on Developmental Disabilities, 2014-2017
Elementary Standards Review, Professional Standards Commission, January 2015
Core Standards Review, Professional Standards Commission, November 2016

Member, Search Committee, Moscow School District, Moscow Middle School Principal, Spring 2017

Graduate Committees:
Northwest Nazarene University – Doctor of Philosophy

Boothby, Casey	McCarthy, Dara
Harris, Dana	McMillan, Kendra
Hicks, Serena	McPherson, Peter
Keller, Sheree	O'Day, Mollee
Larios, Hope	Ziegler, Scott

University of Idaho – Doctor of Philosophy
Bowers, Lauren (chair)
Charbonneau, Krisha
Lauritzen, Karen
McGahan, Hailey (chair)
Natividad de Conley, Gloria (chair)
Philips, Heidi

University of Idaho – Educational Specialist
Mangino, Nichol (chair)

Community Service:
Chair, Festival Dance and Performing Arts Association Board of Directors, June 2023-June 2025
Board Member, Festival Dance and Performing Arts Association Board of Directors, June 2022 – June 2025
Board of Directors: Family Advocates of Idaho, 2013-2015
Editorial Board: Idaho Press Tribune, 2012
Historical Preservation Commission of Moscow, 2016-2017

Samantha Kallas

[redacted] [redacted] [redacted]

A dedicated and professional educator with extensive experience in delivering high-quality education to diverse groups. Proven success in designing and implementing engaging, effective curricula, developing comprehensive training programs, and managing expectations with both learners and colleagues. Skilled in fostering a collaborative work environment through excellent communication, interpersonal, and organizational abilities. Reliable, with a strong work ethic and adaptability to new tasks and environments. Committed to upholding professional standards while supporting team dynamics and organizational goals, and eager to leverage expertise to tackle new challenges and contribute to continuous improvement.

Skills

- Group Facilitation Support
- Instructional Methods
- Technology Integration
- Community Engagement
- Skilled in Microsoft Office
- Learning Modalities
- Database Management
- Creative Plan Development
- Team Meetings
- Instructing

Experience

Teacher **Nampa, Idaho**
Nampa School District (2018-2024) *August 2018 – Present*
Idaho Arts Charter School (2024-present)

- Manage behavioral issues to optimize classroom learning environment.
- Motivate and engage learners, developing skills and knowledge for academic foundation.
- Develop and maintain an optimal environment conducive to learning and appropriate for social and emotional development of students.
- Provide feedback regarding growth and behavioral development.
- Organize and use a variety of teaching techniques, maximizing individual and group learning.
- Engage learners in critical thinking skills through inquiry-based activities that encourage creative problem solving.
- Deliver engaging lesson plans, inspiring learners to explore topics outside of class time.
- Present lesson content with varied strategies to keep students interested and drive home key points.
- Attend and participate in professional development activities and conferences to enhance skill and job knowledge.
- Demonstrate ability to create engaging and interactive lesson plans for learners of all ages and abilities.
- Collaborate with colleagues on curriculum development, implementation of best practices, professional development activities and sharing resources across levels.
- Adapt course materials according to individual language proficiency levels in order facilitate understanding of subject matter content.
- Plan lessons with logically sequenced objectives, based on curriculum.
- Participate in training courses and professional development opportunities to improve teaching skills.

Teacher **Henderson, Nevada**
Pinecrest Academy - Cadence *August 2016 - May 2018*

- Managed student behavioral issues to optimize classroom learning environment.
- Motivated and engaged students, developing skills and knowledge for academic foundation.
- Developed and maintained classroom environment conducive to learning and appropriate for social and emotional development of students.
- Fostered an environment conducive to open communication between teacher, student, parent relationships.
- Built a positive rapport with students to encourage them to take risks in their learning.
- Created assessment tools including rubrics, tests, quizzes and projects to measure student progress.

Office Administrator **Fairbanks, Alaska**
IDEA *August 2015 - January 2016*

- Answered phone calls and managed inquiries from customers and vendors.
- Greeted visitors warmly upon arrival at the office premises.
- Performed general clerical duties such as photocopying, faxing, mailing packages.
- Created and maintained filing systems, both electronic and paper-based, to facilitate quick retrieval of documents.
- Worked with functional teams to support a variety of administrative tasks.
- Served as a liaison between departments within the organization to ensure smooth communication between teams.

Education

Master of Arts (M.A.) in Curriculum and Instruction *May 2009*
Grand Canyon University, **Phoenix, Arizona**

Bachelor of Science (B.S.) in Journalism and Public Relations *May 2004*
Southern Utah University, **Cedar City, Utah**

References

Lauren DeNinno - Idaho Arts Charter School
Principal - Immediate Supervisor
[redacted]

Chance Whitmore — West Middle School (closed)
Principal – Previous Immediate Supervisor
[redacted]

Melissa Sullivan — Willow Creek Elementary
Teacher - Former Colleague
[redacted]

Alica M. Holthaus



Professional Experience

IDAHO BUILDING CAPACITY - CAPACITY BUILDER
10/2023 to Present

SUPERINTENDENT - Mountain View School District
Grangeville, ID - 8/2024 to 12/2025

SUPERINTENDENT - St. Maries School District
St. Maries, ID – 7/2017 to Retired 6/2023

PRINCIPAL - Main Street Elementary
Lincoln County R-III School District
Troy, MO – 7/2015 to 6/2017

PRINCIPAL - Grangeville Elementary/Middle School K/8
Mountain View School District 244
Grangeville, ID – 7/2010 to 6/2015

PRINCIPAL - Clearwater Valley Elementary K/6
Mountain View School District 244
Grangeville, ID – 7/2008 to 6/2010

CLASSROOM TEACHER

- Cottonwood Joint School District #242- Cottonwood, ID 1991-2008
- Payette School District #371 – Payette, ID 1989-1991
- Kimberly School District #414 – Kimberly, ID 1987-1989

Education

SUPERINTENDENT ENDORSEMENT
August 2019

MASTER'S PROGRAM
Educational Leadership
University of Idaho
2003-2006

BACHELOR OF SCIENCE
Elementary Education
Lewis Clark State College
1983-1986

Awards

Idaho School Administrator's Association - Distinguished Leadership Award 2022

Accomplishments & Experience

PROFESSIONAL DEVELOPMENT DIRECTOR- Mountain View School District #244

- I organized and facilitated meetings of the Professional Development Committee. The committee was charged with writing the three year plan for our district.

TITLE 1

- While at GEMS & CVE, I wrote the plan to transfer from Targeted Title 1 to School Wide Title 1

IDAHO STATE DEPARTMENT OF EDUCATION- Principal's Evaluation Task Force

- From 2011-2013 I was part of the task force that developed the administrator evaluation guidelines for the state of Idaho.

SCHOOL IMPROVEMENT

- In the time that I was at GEMS, the school ranking improved from a 3-star school to a 4 star school.
- In the time that I was at CVE, the school moved out of the school improvement designation.

Alica M. Holthaus



Education

SUPERINTENDENT
ENDORSMENT
August 2019

MASTER'S PROGRAM
Educational Leadership
University of Idaho
2003-2006

BACHELOR OF SCIENCE
Elementary Education
Lewis Clark State College
1983-1986

Accomplishments & Experience continued

GRANT WRITER & COMMITTEE MEMBER

- While at CVE, I successfully wrote the Local Education Fund Grant through the Nez Perce tribe to support an All Day/Every Day Kindergarten.
- I was also a member of the Center for Disease Control School Health Committee
- In the past, I wrote and was awarded the Good Ideas Grant and Historical Society Grant.
- I was a committee member for the technology grant for Cottonwood School District as well as various other grants.

TECHNOLOGY TRAINER

- Power School, SASI, ISIMS, building and district trainer, and troubleshooter
- I have a strong experience base with many school data-management tools. I have trained faculty in their use as well as helped to problem solve when needed.

CURRICULUM DIRECTOR

- I was responsible for writing the Science and Health curriculum for District #242 as well as revisions of other curricula.

MENTOR

- I have experience as a mentor for a new teacher as well as a teacher that was struggling with classroom management.

SUBJECT

Assessment Item Review Committee Appointments

REFERENCE

June 2019	Board approved the appointment of twelve (12) new committee members
August 2022	Board appointed 30 committee members for four (4) year term.
June 2024	Board approved the appointment of seventeen (17) new committee members

APPLICABLE STATUTE, RULE, OR POLICY

Section 33-134, Idaho Code - Assessment Item Review Committee

BACKGROUND/DISCUSSION

In accordance with Section 33-134, Idaho Code, the Idaho State Department of Education (Department) supports an Assessment Item Review Committee tasked with reviewing computer adaptive test items to ensure they are appropriate for use. Per statute, the Department recommends, and the Board appoints, a committee of thirty individuals in each of the six (6) educational regions in the state. Each region is represented by two (2) parents, one (1) teacher, one (1) school board member, and one (1) public or charter school administrator. Committee members shall serve a term of four (4) years.

The Assessment Item Review Committee reviews all summative computer adaptive test questions for potential bias and sensitivity. The committee is authorized to make recommendations to revise or eliminate test questions from the Idaho Standards Assessment Tests (ISAT) in English Language Arts/Literacy, Mathematics, and Science based on the potential bias or sensitivity identified. The Idaho Reading Indicator for early literacy is also subject to review. Content from all these assessments will be presented to the Assessment Item Review Committee in August 2026. The Department anticipates sharing the results of the review with the Board in October 2026.

After the completion of the 2025 Assessment Item Review Committee meeting, there were thirteen (13) open positions on the committee, either from expiration of participant involvement or from positions that were not filled in previous years. The Department recruited new applicants to fill open positions. Background and application information regarding the committee was distributed through the Department's newsletter, website, webinars, and email lists to relevant audiences who expressed their interest in joining the committee via an online application.

Prospective applicants were asked to self-identify as a parent, teacher, school board member, or school administrator. They were also asked to identify their region and confirm their willingness to attend the 2026-2027 Bias and Sensitivity Assessment Item Review in Boise in August 2026. The applicants being recommended for appointment are listed in Attachment 1.

IMPACT

Approval would introduce one (1) teacher and three (3) parents, from three (3) of Idaho's regions, to Idaho's Assessment Item Review Committee. All proposed and current members have expressed a commitment to attend the 2026 in-person item review meeting in Boise.

Approval of the list would increase the number of active members on the committee, providing a more thorough review of Idaho's computer-adaptive assessment items. It would also ensure that each region of Idaho, and each subgroup of reviewers, is more evenly represented in the item review than in previous years.

ATTACHMENTS

Attachment 1– Recommended Candidates for Appointment
Attachment 2 – Proposed Assessment Item Review Committee Members

BOARD STAFF COMMENTS AND RECOMMENDATIONS

Board staff recommends approval.

BOARD ACTION

I move to approve the request by the Idaho Department of Education to approve the individuals identified in Attachment 1 for a four-year term on the Assessment Item Review Committee beginning in summer 2026 and exiting in fall 2029.

Moved by_____Seconded by_____Carried Yes_____No__

ATTACHMENT 1:

Region	First Name	Last Name	Role
Region 1	Timothy	Hunt	Parent
Region 1	Michael	McCormack	Teacher
Region 3	Tanya	Koyle	Parent
Region 4	Darlene	Dyer	Parent

PROPOSED NEW ASSESSMENT ITEM REVIEW COMMITTEE MEMBERS

ATTACHMENT 2:

COMPLETE ASSESSMENT ITEM REVIEW COMMITTEE MEMBER LIST WITH INDICATION OF PROPOSED NEW MEMBERS

Region	First Name	Last Name	Role	Committee Status	Exit Year
1	Richard	Meyer	Board Member	Active	2027
1	Peggy	Loutzenhiser	Administrator	Active	2027
1	Jennifer	Kelly	Parent	Active	2027
1	Tim	Hunt	Parent	Pending	2029
1	Michael	McCormack	Teacher	Pending	2029
2	Alicia	Wheeler	Teacher	Active	2027
2	Jolyn	Hobson	Administrator	Active	2027
3	Joy	McDaniel	Parent	Active	2027
3	Lori	Frasure	Board Member	Active	2027
3	Allyson	Randall	Teacher	Active	2027
3	Tanya	Koyle	Parent	Pending	2029
4	Joy	Kane	Administrator	Active	2027
4	Charity	Smith	Teacher	Active	2027
4	Chelsea	Lee	Parent	Active	2027
4	Darlene	Dyer	Parent	Pending	2029
5	Angie	Eldredge	Parent	Active	2027
5	JoDee	Cook	Teacher	Active	2027
6	Christina	Fullmer	Teacher	Active	2027
6	Lisa	Puckett	Administrator	Active	2027
6	Mark	Olsen	Parent	Active	2027
6	Karen	Pyron	Board Member	Active	2027

SUBJECT

Remote School / Hardship Status Applications

REFERENCE

October 1999	The Board granted Albion Elementary School hardship status.
June 2023	The Board received an update regarding Albion Elementary School and its continued need for hardship status.
December 2023	The Board approved Lakeland Joint School District's request that Athol Elementary be designated as a "remote school" pursuant to Section 33-1003, Idaho Code, and for funding purposes, treated as a "separate elementary school." The Board approved hardship status for Athol Elementary.
August 2024	The Board received and update and approved the continuation of remote school hardship status for Albion Elementary and Athol Elementary.
June 2025	The Board received and update and approved the continuation of remote school hardship status for Albion Elementary and Athol Elementary.

APPLICABLE STATUTE, RULE, OR POLICY

Sections 33-1001 and 33-1003, Idaho Code

BACKGROUND/DISCUSSION

Per Section 33-1003, Idaho Code, the State Board of Education (Board) may designate a school as a remote school or grant the hardship status. With either of these designations, the school is treated as a separate school for funding purposes. The Idaho Department of Education (Department) requests that the Board approve remote school and/or hardship status to the following schools:

- Albion Elementary School (Cassia School District)
- Athol Elementary School (Lakeland Joint School District)

Albion Elementary (Cassia School District). Albion Elementary School, within Cassia School District #151, has had hardship status and has been treated as a separate school for funding purposes since 1999. Conditions supporting the decision to approve the Albion Elementary School as a hardship elementary school have not changed.

Athol Elementary (Lakeland Joint School District). During a 2023 review of schools with separate school status, it was discovered Athol Elementary was 9.3 miles from the nearest elementary school or district office, 0.7 miles less than the 10.0 miles required to be considered a separate elementary school. While "hardship school" status for Athol Elementary was initially requested, based on further review of Section 33-1003, Idaho Code, it was determined that "remote school" was a more

appropriate designation than “hardship school” for schools not meeting the mileage requirement. At the December 2023 meeting, the Board approved the Department’s recommendation to designate Athol Elementary a “remote school,” and for funding purposes, to treat it as a "separate elementary school.”

Section 33-1002(3) requires the Board to annually review schools with remote or hardship status.

IMPACT

Cassia School District would have received approximately $171,600 less in FY 2026 if Albion Elementary School had not been considered a separate school and would have received an additional $199,100 (approximate) if Declo Junior High (sixth grade only) was considered a separate school in FY 2026. Lakeland Joint School District would have received approximately $123,600 less in FY 2026 if Athol Elementary School had not been considered a separate school. (Final FY 2026 payment data was not available at the time this document was prepared.)

ATTACHMENTS

Attachment 1 – Albion Elementary Application
Attachment 2 – Athol Elementary Application

BOARD STAFF COMMENTS AND RECOMMENDATIONS

All of the hardship and remote school requests have been reviewed by the Department. The Department has confirmed that these requests qualify based on the statutory requirements.

Board staff recommends approval.

BOARD ACTION

I move to grant Cassia School District’s requests for Albion Elementary School and Lakeland Joint School District’s request for Athol Elementary School to be designated as a "remote school” pursuant to Section 33-1003(3), Idaho Code, and, for funding purposes, to treat both as a "separate elementary school” as described in Section 33-1003(2)(a), Idaho Code.

Moved by _____ Seconded by _____ Carried Yes _____ No _____

Cassia County Joint School District No. 151

Board Members
Ryan Cranney, Chairman
Kent Kidd, Vice Chairman
Monica Mower, Trustee
Sanie Baker, Trustee
Ron Christensen Trustee

CASSIA SCHOOL DISTRICT 151

Administration
Sandra Miller, Superintendent
Chester Bradshaw, Asst. Superintendent
Chris James, Director of Fiscal Affairs
Kim Bedke, Federal Programs Director
Ryun Payne, Student Services Director

May 1, 2026

Mrs. Debbie Critchfield
State Superintendent of Public Schools
PO Box 83720
Boise, Idaho 83720-0027

Dear Mrs. Critchfield,

Albion Elementary School was granted remote school status by the State Board of Education in October of 1999. This status is granted on an annual basis and must be submitted to the State Board of Education each year by the person elected to serve as the state superintendent of schools.

This letter serves as a request for remote school status for Albion Elementary School (school number 111) for the 2026-2027 school year. The conditions for such status have not changed and remain as the basis for this request. We appreciate your willingness to acknowledge the challenges of small, rural educational facilitates throughout the state.

Thank you, and the State Board of Education, for your continued support of the children of Cassia County and Idaho.

Respectfully,

Sandra Miller
Superintendent

CC: Dean Reich

3650 Overland Ave. Burley, ID 83318 ❖ Telephone: (208) 878-6600 ❖ Fax: (208) 878-4231 ❖ www.cassiaschools.org

LAKELAND JOINT SCHOOL DISTRICT
A Community Committed to Academic Excellence...Dedicated to Student Success

Lakeland Joint School District #272
15506 N. Washington Street
Rathdrum, ID 83858
H: (208)687-0431 FX: (208)-687-1884

April 30, 2026

Mrs. Debbie Critchfield
State Superintendent
State Department of Education
650 West State Street
Boise, ID 83702

Dear Superintendent Critchfield:

On December 13, 2023, the State Board of Education granted Athol Elementary School Remote School Status. This status is granted annually and must be submitted to the State Board of Education each year by the person elected to serve as the state superintendent of schools.

This letter requests that Athol Elementary School be designated a "Remote School" for the 2026-2027 school year pursuant to Section 33-1003(3), Idaho Code, and, for funding purposes, continue to be treated as a "separate elementary school" as described in Section 33-1003(2)(a), Idaho Code.

We thank you for your consideration.

Sincerely,

Jake Massey
Interim Superintendent
Lakeland Joint School District 272

SUBJECT

Tuition Waiver Requests

REFERENCE

June 2023	Board approved the request by Pinecrest Academy of Lewiston Charter School #618 to waive the tuition rate charge.
June 2025	Board approved the requests from Plummer-Worley Joint School District #44 and Weiser School District #431 to waive the tuition rate for specific students at their schools.

APPLICABLE STATUTE, RULE, OR POLICY

Sections 33-1401 through 33-1405, Idaho Code

BACKGROUND/DISCUSSION

Per Idaho Code Sections 33-1401 and 33-1405, school boards may submit a request to the State Board of Education (Board) for a waiver of tuition that would normally be charged for an out-of-state student to attend their district. In the past, the Board has provided approvals to Weiser School District (2012), Clark County School District (2017, 2021), and Pinecrest Academy of Lewiston (2023). In 2025, the Board approved tuition rate waivers for students in Plummer-Worley School District #44 and Weiser School District #431. The following are the current requests before the Board.

Plummer-Worley Joint School District

Plummer-Worley Joint School District is requesting a waiver of the tuition charge for ** for the next four school years, and a waiver for ** for the next two school years. If approved, the first waiver request will go into effect for the 2026-27 school year and will continue through 2029-30, while the second waiver request will be active from 2026-27 through 2027-28

Plummer-Worley submits in their requests that they are a rural district on the Coeur d'Alene Indian Reservation. They have made a commitment to the community to provide a quality education. Further, for one of these waivers, the students are children of employees, so staffing would be impacted. The tuition waivers will allow the district to continue employing staff members with specific expertise, saving the district the arduous task of finding replacement staff in an already competitive climate with limited candidates. The waiver will allow the district to keep consistent staffing which produces a more stable, consistent environment for students.

Post Falls School District

Post Falls School District is requesting a waiver of tuition charges for ** student for four years, beginning with SY 2026-27 and continuing through SY 2029-30. These

waiver requests are for students whose parents work for the district in hard to fill positions. The district's superintendent has indicated that these staff are essential for the district's day-to-day operations.

Hollister Charter School

Hollister Charter School is requesting a waiver for ** for the next four school years, beginning with SY 2026-27 and continuing through SY 2029-30. The waiver request is for student(s) of a Hollister Charter School employee.

** Information deemed Personally Identifiable Information (PII) of students, or protected personnel information of public officials, has been redacted pursuant to Idaho Code 74-104(1), 33-133(1)(h), and 74-106(1) using "**"

IMPACT

The estimated tuition for these non-Idaho students that will be waived for the 2026-27 school year for Plummer-Worley is approximately $60,000 for ** children of their staff and approximately $20,200 for their second request. For Post Falls School District, the amount waived for the 2026-27 school year is approximately $21,800. The amount waived in 2026-27 for Hollister Charter School is approximately $9,000. These costs are estimated, as tuition rates are determined annually in the summer. All three schools submitted waiver requests for multiple school years. The schools are not responsible for providing transportation. Attendance and other information for these students will not be included when calculating state foundation payments and special distributions.

** Information deemed Personally Identifiable Information (PII) of students, or protected personnel information of public officials, has been redacted pursuant to Idaho Code 74-104(1), 33-133(1)(h), and 74-106(1) using "**"

ATTACHMENTS

Attachment 1 – Plummer-Worley Tuition Waiver Request
Attachment 2 – Post Falls School Tuition Waiver Request
Attachment 3 – Hollister Charter Tuition Waiver Request

STAFF COMMENTS AND RECOMMENDATIONS

Board staff recommends approval.

BOARD ACTION

I move to approve the first request from Plummer-Worley Joint School District, and the requests from Post Falls School District and Hollister Charter School, to waive the tuition rate charges for the student(s) listed in the requests for the 2026-27 through 2029-30 school years, subject to annual review by the respective school boards.

AND

I move to approve the second waiver request from Plummer-Worley Joint School District for the student listed in the request for the 2026-27 and 2027-28 school years, subject to annual review by the school board.

Moved by _____ Seconded by _____ Carried Yes _____ No _____

PO Box 130 * 1157 E Street
Plummer, ID 83851-0130
Phone (208) 686-1621
Fax (208) 686-2108
www.pwsd44.com

Plummer-Worley Joint School District No. 44

March 9, 2026

Julie Oberle

Idaho State Department of Education

6550 W. State St.

Boise, ID 83702

jaoberle@sde.idaho.gov

RE: I.C. 33-1403 Waiver Request

Dear Ms. Julie Oberle:

The Plummer-Worley Joint School District is requesting a waiver of out of state tuition for [redacted] children [redacted]

On behalf of the Board of Trustees, the request is being made respectfully to adhere to the provisions of I.C. 33-1403. This request is being made for the next four school years, starting with the 2025-2026 school year, pursuant to the provisions of I.C. 33-1405.

We are a rural school district on the Coeur d'Alene Indian Reservation in Plummer, Idaho. The agreement has been made in favor of allowing [redacted] staff member [redacted] to the Plummer-Worley Joint School District from [redacted] and waive the out-of-state tuition.

The district sees a staff member's decision to [redacted] as a statement of support for our direction and efforts here in the district. It makes a strong committed statement to community members about the quality of education received here. Further, it allows the district to continue employing staff members with specific expertise, rather than having them depart at the end of the school year. In turn, this prevents the district from beginning the arduous task of finding replacement staff in an already competitive climate with limited candidates. Additionally, it gives the district consistent staffing from year-to-year and produces a more stable, consistent environment for students.

Staff continue to see a rise in fuel costs and childcare, especially those traveling long distances, thus an alternative in [redacted] becomes more compelling. The district sees itself as fortunate to have these staff members and imposing additional hurdles seems counter-productive to our efforts.

We thank you for the acknowledgement of our response to our staff and their needs.

Respectfully,

Paul Daman

Board Chairman

Plummer-Worley Joint School District #44

PO Box 130 * 1157 E Street
Plummer, ID 83851-0130
Phone (208) 686-1621
Fax (208) 686-2108
www.pwsd44.com

Plummer-Worley Joint School District No. 44

March 9, 2026

Julie Oberle

Idaho State Department of Education

6550 W. State St.

Boise, ID 83702

jaoberle@sde.idaho.gov

RE: I.C. 33-1403 Waiver Request

Dear Ms. Julie Oberle:

The Plummer-Worley Joint School District is requesting a waiver of out of state tuition for [redacted]

On behalf of the Board of Trustees, the request is being made respectfully to adhere to the provisions of I.C. 33-1403. This request is being made for the next two school years, starting with the 2025-2026 school year, pursuant to the provisions of I.C. 33-1405.

We are a rural school district on the Coeur d'Alene Indian Reservation in Plummer, Idaho. [redacted]

We thank you for the acknowledgement of our response to our staff and their needs.

Respectfully,

Paul Daman

Board Chairman

Plummer-Worley Joint School District #44

Ms. Oberle,

I am writing on behalf of the Post Falls School District Board of Trustees to waive the tuition requirement for [redacted] students have parents who work for our district in hard to fill positions. We are requesting this waiver for the next four years FY-27-FY31). Allowing these students to attend our public schools allows our district to retain employees which are essential for our day to day operations.

Please let me know if there is anything else needed to process our request.

Regards,

Dena Naccarato

Superintendent of Schools

Post Falls School District #273

208-773-1658

dena.naccarato@sd273.com

Hollister
Charter School
ROOTED IN TRADITION, GROWING FOR THE FUTURE

208-655-4215
info@hollistercharter.org

March 30, 2026

Dear Ms. Oberle,

Please accept this letter as a request for tuition reimbursement for [redacted]

[redacted] and attends Hollister Charter School. [redacted] an employee of Hollister Charter School [redacted] Due to this situation, Hollister Charter School is requesting a tuition waiver.

We would like to request the waiver for the full 4 years if possible, and understand that if approved, this will go into effect for the 2026-2027 school year.

Thank you for your consideration,

Julie Koyle
Executive Director
Hollister Charter School

SUBJECT

Higher Education Research Council Appointments

REFERENCE

August 2014	Board appointed Dr. Kelly Beierschmitt to the Higher Education Research Council as the INL representative, replacing Dr. Hill.
October 2014	Board appointed Ms. Robin Woods and re-appointed Dr. Haven Baker to the Higher Education Research Council for a three (3) year term.
August 2016	Board re-appointed Mr. Bill Canon to the Higher Education Research Council for a term expiring June 30, 2019.
October 2018	Board re-appointed Dr. Haven Baker and Ms. Robin Woods as non-institutional representatives for terms expiring June 30, 2020, and approved the appointment of Dr. Todd E. Combs as the INL representative.
June 2020	Board appointed Ms. Eileen Langan-Barber and Ms. Heather Messenger as non-institutional representatives for terms expiring June 30, 2023.
December 2021	Board appointed Mr. Douglas Sayer as a non-institutional representative for a term expiring June 30, 2027.
June 2023	Board re-appointed both Ms. Eileen Barber and Ms. Heather Messenger as non-institutional representatives to the Higher Education Research Council for 3-year terms expiring June 30, 2026.
August 2024	Board approved appointment of Dr. Todd Combs as the INL representative.
December 2024	Board reappointed Mr. Douglas Sayer as a non-institutional representative to the Higher Education Research Council for a three-year term expiring on June 30, 2027.
August 2025	Board appointed Ms. McKinsey Lyon as a non-institutional representative to the Higher Education Research Council for a three-year term expiring on June 30, 2028.

BACKGROUND/DISCUSSION

The Higher Education Research Council (HERC) is responsible for implementing the Board's research policy (Board Policy III.W) and provides guidance to Idaho's four-year public institutions for a statewide collaborative effort to accomplish goals and objectives set forth in Board policy. HERC also provides direction for and oversees the use of research funding provided to the Board by the Legislature to

promote research activities that will have a beneficial effect on the quality of education and the economy of the state.

HERC consists of the Vice Presidents of Research from Boise State University, Idaho State University, and the University of Idaho; a representative of Lewis-Clark State College; a representative of the Idaho National Laboratory (INL); and three (3) non-institutional representatives, with consideration of geographic, private industry involvement and other representation characteristics. The Board shall appoint the three non-institutional representatives. The appointments of the representative of INL shall be subject to approval of the Board. HERC appointments for non-institutional representatives are appointed for staggered three-year terms.

In the process of conducting a search for both Heather Messenger and Eileen Barber's replacements on the Council, HERC identified Gurtej Sandhu, Principal Fellow and Vice President at Micron Technology and Samantha Parrott, Executive Director at Snake River Sugarbeet Growers Association as the individuals they would like to have serve as two of its three non-institutional representative.

Sandhu is currently responsible for Micron's end-to-end (Si-to-Package) R&D technology roadmaps. The scope includes driving cross-functional alignment across various departments and business units to proactively identify technology gaps and managing the engineering organization to resource and execute on developing innovative technology solutions for future memory scaling. His responsibilities include driving AI/ML based solutions for chip development, leading several internal project teams worldwide and managing interactions with research consortia around the world. He has held several engineering and management roles and been actively involved with a broad range of process technologies for IC processing and has pioneered several process technologies currently employed in mainstream semiconductor chip manufacturing.

Parrott has been the Executive Director for The Snake River Sugarbeet Growers Association for over three years. Her company represents over 700 sugarbeet growers across Idaho, Oregon, and Washington from six local grower associations. Their mission is to advocate for sugarbeet growers and to educate the public about the agriculture industry. They carry out this mission in several ways including supporting or opposing state and federal legislation related to the agriculture and sugarbeet industries, promoting and participating in research to improve sugarbeet growing practices, working closely with local, state, and national agriculture organizations to improve overall farming conditions and making campaign contributions to candidates supportive of agriculture and our growers.

Joining HERC as its newest members, both Sandhu and Parrott bring unique experiences, perspectives, and expertise from their respective industries and are sure to be welcome additions to the Council as it works to carry out its important responsibilities and duties.

ATTACHMENTS

Attachment 1 – Current HERC Membership – June 2026

STAFF COMMENTS AND RECOMMENDATIONS

Board staff recommends approval.

BOARD ACTION

I move to appoint Gurtej Sandhu and Samantha Parrott as non-institutional representatives to the Higher Education Research Council, for three-year terms expiring on June 30, 2029.

Moved by _____ Seconded by _____ Carried Yes _____ No _____

HIGHER EDUCATION RESEARCH COUNCIL
June 2026

Dr. Nancy Glenn
Vice President of Research & Economic Development
Boise State University

Dr. Todd Combs
Deputy Laboratory Director
Idaho National Laboratory

Dr. Martin Blair
Vice President for Research & Economic Development
Idaho State University

McKinsey Lyon (06/25-06/28)
Non-institutional representative
VP of External Affairs
Perpetua Resources

Dr. Grace Anderson
Vice President for Institutional Research & Effectiveness
Lewis-Clark State College

Gurtej Sandhu (01/26-06/29)
Non-institutional representative
Principal Fellow & CVP
Micron Technology

Dr. Christopher Nomura
Vice President for Research & Economic Development
University of Idaho

Samantha Parrott (07/26-06/29)
Non-institutional representative
Executive Director
Snake River Sugarbeet Growers Association

Board Staff Support
Dr. Heidi Estrem
Chief Academic Officer

Mr. John Thomas
HERC Program Manager

TAB	DESCRIPTION	ACTION
1	SUPERINTENDENT'S K-12 UPDATE	Information Item
2	COLLEGE AND CAREER COMPETENCIES	Action Item
3	ADOPTION OF PRAXIS ASSESSMENTS AND QUALIFYING SCORES	Action Item

SUBJECT

Superintendent's K-12 Update

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.

- 2026 Summer Work
- Legislative Implementation Update

BOARD STAFF COMMENTS AND RECOMMENDATIONS

Informational item; no Board staff recommendations.

BOARD ACTION

This item is for informational purposes only.

SUBJECT

College and Career Readiness Competencies

REFERENCE

April 2017	The Board reviewed and discussed the College and Career Readiness Competencies and requested the addition of "Knowledge of Core Subjects."
June 2017	The Board approved the College and Career Readiness Competencies.
November 2024	The Board approved Pending rule Docket 08-0203-2401, replacing the existing Senior Project with the Future Readiness Project as a minimum graduation requirement.

APPLICABLE STATUTE, RULE OR POLICY

Idaho Administrative Code, IDAPA 08.02.03, Rules Governing Thoroughness
Idaho State Board of Education College and Career Readiness Competencies (Incorporated by Reference)

BACKGROUND/DISCUSSION

In November 2016, the Board convened a work group to develop a common definition of "college and career readiness" to help state agencies, institutions, and public schools align their efforts, expectations, and outcomes. The work group was composed of agency-level executives from the State Board of Education, Department of Education, Division of Career Technical Education, Governor's Office, Department of Commerce, Department of Labor, institutions of higher education (2-year and 4-year), the Idaho Indian Education Committee, and industry partners.

The College and Career Readiness Competencies were the outcome of this work group and serve as a foundation for strong cross-sector strategic planning to ensure students are prepared to transition successfully from high school to postsecondary education and their next learning experience or the workforce.

Since taking office, Superintendent Critchfield and the Idaho State Department of Education (Department) staff have made updating Idaho's graduation requirements a top policy priority. Her goals include making the minimum graduation requirements relevant to students while ensuring access to the skills, resources, and credentials they need to become engaged, successful citizens.

During the 2025 Session, the Idaho Legislature approved the first comprehensive update to the graduation requirements in over a decade. Part of these updates included replacing the existing Senior Project with the Future Readiness Project. The new Future Readiness Project must include an experiential component, such as an apprenticeship, internship, volunteer work, or a related extracurricular activity. Shifting the focus from students demonstrating learning to acquiring real-world skills supports Idaho's statewide college and career initiatives from the past decade – Advanced Opportunities (2015), College and Career Advisor dollars

(2016), and LAUNCH and Idaho Career Ready Students (2023).

To further support a common language and framework around skills acquisition, the Department proposes renaming the College and Career Readiness Competencies to the Idaho Career Readiness Competencies. This revision clarifies that readiness is not a stopping point at college enrollment, but a continuum that includes college, workforce training, military service, and long-term career advancement. It also promotes the integration of the competencies and their common language into higher education.

The Department also proposes changing the "Knowledge of Core Subjects" competency title to "Curiosity and Learning Transfer", along with a corresponding definition update. Strong academic foundations in language arts, mathematics, science, and social studies remain essential. However, the revised title and definition more clearly emphasize lifelong learning, intellectual curiosity, and the ability to apply and transfer knowledge across disciplines and into real-world contexts. The change shifts the focus from content acquisition alone to the application and use of knowledge in new contexts.

IMPACT

If adopted, the proposed changes will improve statewide communication and reinforce long-term readiness across postsecondary education, training, and workforce pathways.

The Department will take the lead in ensuring that professional development is available in alignment with updated competencies and will develop and release materials and resources accordingly. The Department has engaged a graphic designer to rebrand the competencies using visual guides that are both engaging and appealing to students, educators, and industry professionals.

Additionally, as the Competencies are included in administrative rule, the approved changes will be put forward as a proposed rule change to update IDAPA 08.02.03. This realignment is proposed as Proposed Rule Docket No. 08.0203.2601.

The scope and purpose of the framework remain unchanged. The revision strengthens clarity and statewide messaging while maintaining the Board's original intent.

ATTACHMENTS

Attachment 1 – College and Career Readiness Competencies Redline
Attachment 2 – Career Readiness Competencies and Subskills Draft
Attachment 3 – Competency Rebrand Samples

BOARD STAFF COMMENTS AND RECOMMENDATIONS

After the College and Career Competencies were initially created, they were primarily used for the Department's work with schools implementing a mastery-based education approach. Board staff applauds the Department's work to increase their value and use through this update.

As a part of this update, the Department has created supporting documents that outline the attributes and skills students will show as they progress from elementary school to career and lifelong learning (Attachment 3). Prior to bringing the competencies to the Board, staff from both the Board and Department presented them to career center staff of our public institutions. The overall feedback from the institutions was positive; they feel that these documents align well with their work. The institutions provided some feedback to improve alignment, and the Department updated their draft documents accordingly. Board staff appreciates the Department's willingness to engage in this collaborative process, which increases the opportunity for the competencies to be used across Idaho's public education system.

Board staff recommends approval.

BOARD ACTION

I move to adopt the proposed changes to the College and Career Competencies, as submitted by the Idaho Department of Education, in Attachment 1.

Moved by _____ Seconded by _____ Carried Yes _____ No _____

Idaho State Board of Education

~~College and~~ Idaho Career Readiness Competencies

Approved June 15, 2017

Updated June xx, 2026

Purpose: Proficiency in basic academic skills, including math, reading and writing, are foundational to an educated and productive citizen. Successful application of this learning requires high technical and behavioral competencies. Together, these skills are critical for student success, whether at the collegiate level or in the workforce.

Therefore, it is equally important that students, teachers, and policymakers have a common understanding and agreement about the specific competencies a high school graduate will need to possess in order to lead a successful and meaningful life.

Definition: College and career readiness is the attainment and demonstration of requisite competencies that broadly prepare high school graduates for a successful transition into some form of postsecondary education and/or the workplace.

Competencies:

- ~~Knowledge of Core Subjects: Possess proficiency in the core subjects (language arts/communication, math, science, social studies, humanities and health/wellness), and ability to apply this knowledge and understanding to be successful in college or the workplace.~~
- Curiosity and Learning Transfer: Demonstrate curiosity and a commitment to lifelong learning by asking questions, seeking understanding, and making connections across learning experiences. Apply and transfer knowledge and skills to new situations, challenges, and environments in school, postsecondary education, the workplace, and life.

- Critical Thinking/Creative Problem Solving: Exercise sound reasoning to analyze issues, make decisions, identify problems and use good judgment to implement solutions and overcome problems. The individual is able to obtain, interpret, and use knowledge, facts, and data in this process, and may demonstrate originality and inventiveness.

- Oral/Written Communications: Articulate thoughts and ideas clearly and effectively in written and oral forms. The individual has public speaking skills; is able to express ideas to others; and can write/edit correspondence and reports clearly and effectively.

- Teamwork/Collaboration: Build collaborative relationships, work effectively within a team structure, and can negotiate and manage conflict.

- Digital Literacy: Confidently and effectively perform tasks in a digital environment through the use of information and communication technologies to find, evaluate, interpret, create and communicate ideas and information requiring both cognitive and technical skills.

- Leadership: Leverage the strengths of others to achieve common outcomes or goals, and use interpersonal skills to encourage others. The individual is able to assess their emotions; use empathetic skills to guide and motivate; and organize, prioritize, and delegate work.

- Professionalism/Work Ethic: Demonstrate personal accountability and effective work habits (e.g., punctuality, working productively with others, and time workload management), and understand the impact of non-verbal communication. The individual demonstrates integrity and ethical behavior, acts responsibly, and is able to learn from their mistakes.

- Career Exploration and Development: Identify and articulate one's skills, strengths, knowledge, and experiences relevant to career goals, and identify training, education and competencies necessary for professional growth. The individual is able to navigate and explore career options, and understands and can pursue opportunities.

- Citizenship/Civic Responsibility: Think critically about complex issues and evaluate information about issues of public consequence. Demonstrate knowledge of institutions and processes of government and political systems. Possess behaviors, attitudes, and understanding needed to be a knowledgeable, active and engaged member of a community.

- Financial Literacy: Possess knowledge and understanding in the following areas: earning income, buying goods and services, using credit, saving and protecting assets and insuring.[2]

IDAHO CAREER READINESS COMPETENCIES

Competencies & Subskills

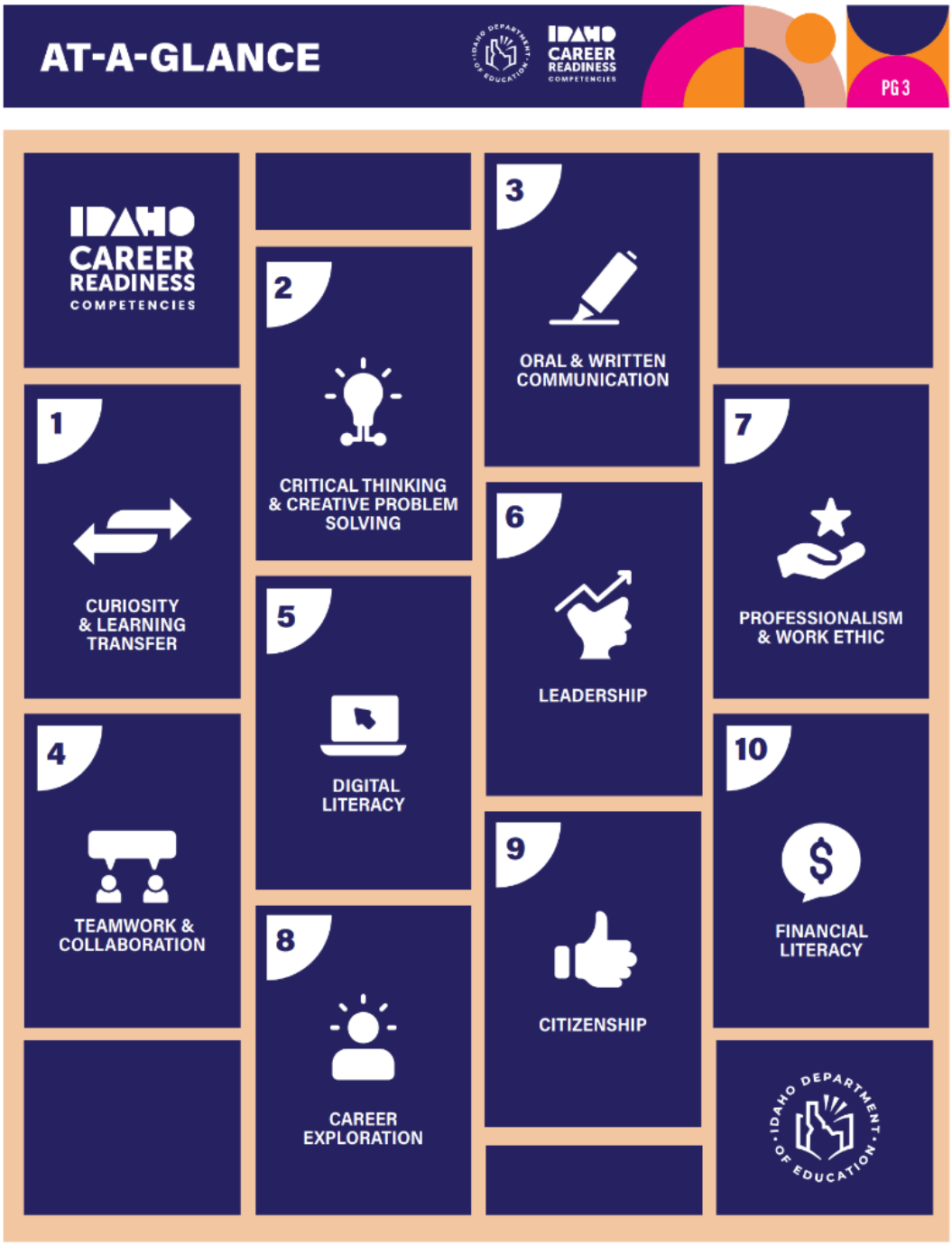
IDAHO DEPARTMENT OF EDUCATION
STUDENT ENGAGEMENT | COLLEGE AND CAREER READINESS

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05/05/2025

COMPETENCIES-AT-A-GLANCE

Competencies At-A-Glance



COMPETENCIES AND SUBSKILLS

1. Curiosity and Learning Transfer

Description:

Demonstrate curiosity and a commitment to lifelong learning by asking questions, seeking understanding, and making connections across learning experiences. Apply and transfer knowledge and skills to new situations, challenges, and environments in school, postsecondary education, the workplace, and life.

Subskills:

- Asking Questions and Exploring Ideas
- Making Connections Across Learning
- Applying Learning in New Situations
- Reflecting and Improving Learning

Critical Thinking and Problem Solving

Description:

Exercise sound reasoning to analyze issues, make decisions, identify problems and use good judgment to implement solutions and overcome problems. The individual is able to obtain, interpret, and use knowledge, facts, and data in this process, and may demonstrate originality and inventiveness.

Subskills:

- Analyzing Information
- Evaluating Evidence
- Developing Solutions
- Reflecting on Reasoning

3. Oral and Written Communication

Description:

Articulate thoughts and ideas clearly and effectively in written and oral forms. The individual has public speaking skills; is able to express ideas to others; and can write/edit correspondence and reports clearly and effectively.

Subskills:

- Expressing Ideas Clearly
- Listening and Understanding Others

- Adapting Communication
- Providing and Responding to Feedback

4. Teamwork and Collaboration

Description:
Build collaborative relationships, work effectively within a team structure, and can negotiate and manage conflict.

Subskills:

- Contributing to Teams
- Shared Responsibility
- Respecting Different Perspectives
- Resolving Conflict and Challenges

5. Digital Literacy

Description:
Confidently and effectively perform tasks in a digital environment through the use of information and communication technologies to find, evaluate, interpret, create and communicate ideas and information requiring both cognitive and technical skills.

Subskills:

- Finding and Evaluating Information
- Creating and Communicating with Technology
- Responsible Digital Participation
- Using Technology to Solve Problems

6. Leadership

Description:
Leverage the strengths of others to achieve common outcomes or goals, and use interpersonal skills to encourage others. The individual is able to assess their emotions; use empathetic skills to guide and motivate; and organize, prioritize, and delegate work.

Subskills:

- Initiative and Ownership
- Influencing and Supporting Others
- Decision Making and Accountability

- Contributing to Communities

7. Professionalism and Work Ethic

Description:
Demonstrate personal accountability and effective work habits (e.g., punctuality, working productively with others, and time workload management), and understand the impact of non-verbal communication. The individual demonstrates integrity and ethical behavior, acts responsibly, and is able to learn from their mistakes.

Subskills:

- Responsibility and Reliability
- Integrity and Ethical Behavior
- Perseverance and Adaptability
- Reflecting and Improving Performance

8. Career Exploration

Description:
Identify and articulate one's skills, strengths, knowledge, and experiences relevant to career goals, and identify training, education and competencies necessary for professional growth. The individual is able to navigate and explore career options, and understands and can pursue opportunities.

Subskills:

- Exploring Career Options
- Connecting Interests and Strengths
- Planning Education and Career Goals
- Testing Career Interests Through Authentic Experiences

9. Citizenship

Description:
Think critically about complex issues and evaluate information about issues of public consequence. Demonstrate knowledge of institutions and processes of government and political systems. Possess behaviors, attitudes, and understanding needed to be a knowledgeable, active and engaged member of a community.

Subskills:

- Understanding Communities and Systems

- Respecting Different Perspectives
- Civic Participation and Engagement
- Contributing to the Common Good

10. Financial Literacy

Description:

Possess knowledge and understanding in the following areas: earning income, buying goods and services, using credit, saving and protecting assets and insuring.

Subskills:

- Managing Financial Resources
- Financial Decision Making
- Planning for Financial Futures
- Understanding Risk and Tradeoffs

IDAHO CAREER READINESS COMPETENCIES

Competency Rebrand Samples

IDAHO DEPARTMENT OF EDUCATION
STUDENT ENGAGEMENT | COLLEGE AND CAREER READINESS

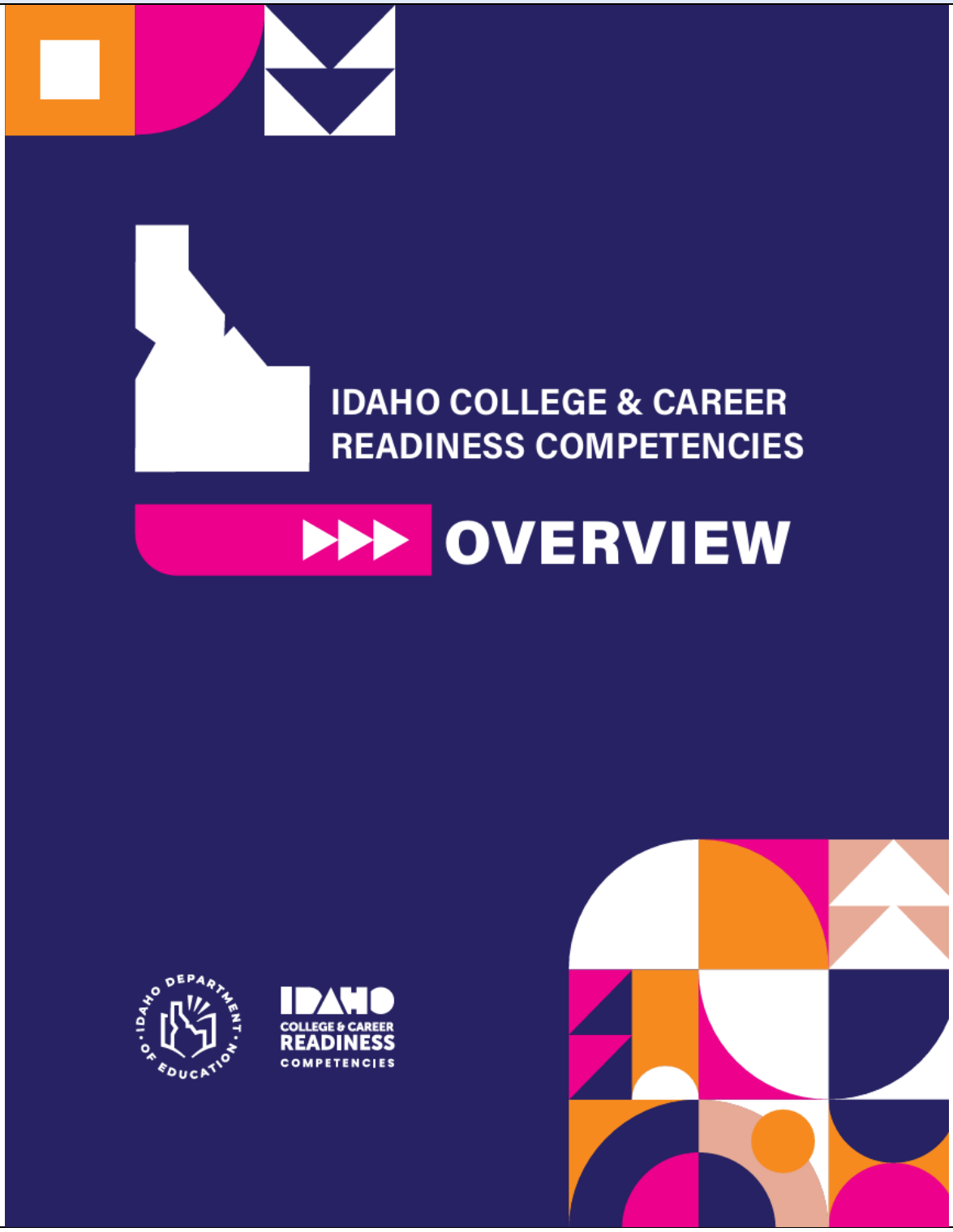
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05/05/2026

COMPETENCY REBRAND SAMPLES

The following pages include visual samples of resources included in the newly branded Idaho Career Readiness Competency toolkit. The refreshed Idaho Career Readiness Competencies introduce a cohesive visual identity designed to reflect both clarity and continuity across a learner's journey. Each band level is represented by a distinct color, creating an intuitive way to differentiate stages while maintaining a unified system that can be recognized and applied across K–12, postsecondary, workforce, and lifelong learning contexts. These colors are intentionally designed to be universal, allowing educators, employers, and partners to share a common visual language regardless of setting. Arrows are embedded throughout the design to reinforce a key idea: there is no final endpoint to readiness. Instead, the competencies represent an ongoing progression, emphasizing growth, adaptability, and continuous development over time.

Competency Toolkit Cover Page



Competency Overview

IDAHO COLLEGE & CAREER READINESS COMPETENCIES
OVERVIEW

PURPOSE

Proficiency in basic academic skills, including math, reading and writing, are foundational to an educated and productive citizen. Successful application of this learning requires high technical and behavioral competencies. Together, these skills are critical for student success, whether at the collegiate level or in the workforce.

Therefore, it is equally important that students, teachers, and policymakers have a common understanding and agreement about the specific competencies a high school graduate will need to possess in order to lead a successful and meaningful life.

DEFINITION

College and career readiness is the attainment and demonstration of requisite competencies that broadly prepare high school graduates for a successful transition into some form of postsecondary education and/or the workplace.

HISTORY

Approved on June 15, 2017, by the Idaho State Board of Education, the Idaho College and Career Readiness Competencies define the knowledge, skills, and attributes students need to successfully transition from high school into postsecondary education and/or the workforce.

Following adoption, subskills and performance level descriptors were developed through the collaborative work of the Idaho Mastery Education Network and the Idaho State Department of Education. These resources supported mastery-based learning environments by clarifying expectations for student growth and demonstrating how competencies could be measured through authentic performance.

Beginning in 2025–2026, the competencies received a major structural and instructional overhaul to support whole-school implementation across Idaho schools. This update intentionally moved the competencies beyond a mastery-only context and repositioned them as a shared, flexible framework that can be embedded across classrooms, programs, and student experiences, regardless of instructional model.

This update keeps the intent of the competencies and makes them easier for educators to use in planning, advising, and supporting students.

TERMS

Competencies represent the knowledge, skills, and attributes that help students persevere in life and ensure they are ready for college and careers. Competencies are specific, measurable, and transferable, and are experienced through learning opportunities in conjunction with Idaho Content Standards. Authentic work and performance provide evidence of growth. Some competencies may receive greater emphasis at certain grade levels or within specific courses of study.

Subskills represent the identified abilities, processes, and strategies that enable students to develop and demonstrate the broader competencies. Subskills clarify what competency development looks like in practice and support instructional design, learning experiences, and assessment.

Performance Level Descriptors are written as positive, developmental, and student-friendly "I can" statements that describe observable actions and behaviors. In the updated framework, descriptors are organized into four developmental bands: Elementary (K–5), Middle Grades (6–8), High School (9–12), and Career/Postsecondary. These bands reflect progression across contexts rather than fixed grade-level expectations. Learners may demonstrate different performance levels across competencies at the same time, progressing at their own pace based on evidence of learning.

IDAHO COLLEGE & CAREER READINESS COMPETENCIES

Framework Structure

FRAMEWORK STRUCTURE

IDAHO CAREER READINESS COMPETENCIES

PG 4

FRAMEWORK OVERVIEW
A key feature of the framework is that it is developmental. The competencies are not meant to be mastered once and completed. Instead, they grow over time as individuals encounter new expectations, environments, and challenges.

THE FIVE DEVELOPMENTAL LEVELS
The framework includes five developmental levels:

1. **Elementary (K-5)**
   Individuals build understanding and practice skills with support
2. **Middle Grades (6-8)**
   Individuals apply skills in structured situations and explain their thinking
3. **High School (9-12)**
   Individuals apply skills independently and intentionally across contexts
4. **Postsecondary / Early Career**
   Individuals apply skills in academic and workplace settings, receive feedback, and refine their approach based on expectations and outcomes
5. **Workforce / Lifelong Learning**
   Individuals continue to develop and adapt their skills over time, applying them across changing contexts, roles, and life experiences, and contributing to the growth and well being of others when appropriate

This progression reflects a shift from understanding to application to independence to real-world refinement to ongoing growth and contribution.

UNDERSTANDING THE DEVELOPMENTAL DIFFERENCES ACROSS LEVELS
While the levels are presented sequentially, they are not simply about age or grade. Each level reflects a shift in how skills are used, where they are applied, and what is expected of the individual.

Elementary: Exposure andGuided Practice
At the Elementary level, the focus is on exposure and guided practice. Individuals are learning what the skill is and beginning to use it with support.

Middle Grades: Structured Application
At the Middle level, individuals begin applying skills in structured settings. They are expected to explain their thinking and make connections, but still within defined supports.

High School: Independent Use
At the High School level, individuals use skills independently and intentionally. They begin making decisions about how to apply skills across different contexts and reflect on their performance.

Postsecondary / Early Career: Real-World Refinement
At the Postsecondary and Early Career level, individuals apply skills in real environments where expectations, feedback, and consequences are present. Skills are refined through experience and accountability.

Workforce / Lifelong Learning: Adaptation & Contribution
At the Lifelong Learning level, individuals continue using and adapting these skills across changing roles, environments, and life stages.

The focus expands beyond personal success to include contribution, connection, and continued growth over time. This ensures the framework is relevant not only for students and employees, but also for individuals in community learning environments and later stages of life.

Competency Sign





IDAHO CAREER READINESS COMPETENCIES

ELEMENTARY SCHOOL (K-5)

1 CURIOSITY & LEARNING TRANSFER

Learners demonstrate curiosity by asking questions, exploring ideas, and applying knowledge across learning experiences. They connect ideas across disciplines, and transfer learning to new situations.

Asking Questions and Exploring Ideas
Learners seek knowledge by asking questions and investigating ideas.
I ask questions to learn more about a topic.

Making Connections Across Learning
Learners connect ideas across subjects and experiences.
I connect what I learn to what I already know.

Applying Learning in New Situations
Learners transfer knowledge and skills to new contexts.
I use what I learn to solve new problems.

Reflecting and Improving Learning
Learners monitor understanding and adjust strategies.
I can explain what helps me learn.

2 CRITICAL THINKING & PROBLEM SOLVING

Learners analyze information, evaluate evidence, and generate solutions. They think creatively and refine reasoning.

Analyzing Information
Learners examine information for meaning and patterns.
I identify important information to understand a topic.

Evaluating Evidence
Learners assess quality and credibility of evidence.
I decide if something makes sense and explain why.

Developing Solutions
Learners generate and refine creative solutions.
I decide if something makes sense and explain why.

Reflecting on Reasoning
Learners examine and improve thinking processes.
I explain how I solved a problem.

3 ORAL & WRITTEN COMMUNICATION

Learners analyze information, evaluate evidence, and generate solutions. They think creatively and refine reasoning.

Expressing Ideas Clearly
Learners communicate ideas clearly and purposefully.
I share my ideas clearly so others can understand.

Listening and Understanding Others
Learners listen and seek to understand perspectives.
I listen and respond to others' ideas.

Adapting Communication
Learners adjust communication based on audience.
I change how I speak depending on who I talk to.

Providing and Responding to Feedback
Learners adjust communication based on audience.
I give and receive feedback to improve my work.

4 TEAMWORK & COLLABORATION

Learners analyze information, evaluate evidence, and generate solutions. They think creatively and refine reasoning.

Contributing to Teams
Learners contribute effort and ideas.
I work with others to complete a task.

Shared Responsibility
Learners contribute effort and ideas.
I complete my part and help my group.

Respecting Different Perspectives
Learners consider and value different viewpoints.
I respect others' ideas and perspectives.

Resolving Conflict and Challenges
Learners address disagreements constructively.
I solve disagreements calmly and respectfully.

5 DIGITAL LITERACY

Learners use technology to find, create, and communicate information responsibly.

Finding and Evaluating Information
Learners locate and assess digital information.
I find information online to answer questions.

Creating and Communicating with Technology
Learners use technology ethically.
I use technology to create and share my work.

Responsible Digital Participation
Learners use technology ethically.
I follow rules when using technology.

Using Technology to Solve Problems
Learners use tech to solve problems.
I use technology to complete tasks and solve problems.



IDAHO CAREER READINESS COMPETENCIES

POSTSECONDARY / EARLY CAREER

1 CURIOSITY & LEARNING TRANSFER

Learners demonstrate curiosity by asking questions, exploring ideas, and applying knowledge across learning experiences. They connect ideas across disciplines, and transfer learning to new situations.

Asking Questions and Exploring Ideas
Learners seek knowledge by asking questions and investigating ideas.
I develop and pursue questions to address real-world challenges and deepen my understanding.

Making Connections Across Learning
Learners connect ideas across subjects and experiences.
I integrate knowledge across disciplines to address problems and inform decisions in real-world contexts.

Applying Learning in New Situations
Learners transfer knowledge and skills to new contexts.
I apply my learning in academic and workplace settings and adjust my approach based on feedback and results.

Reflecting and Improving Learning
Learners monitor understanding and adjust strategies.
I reflect on my learning, seek feedback, and refine my approach to improve performance.

2 CRITICAL THINKING & PROBLEM SOLVING

Learners analyze information, evaluate evidence, and generate solutions. They think creatively and refine reasoning.

Analyzing Information
Learners examine information for meaning and patterns.
I analyze information from multiple sources to make informed decisions in real-world contexts.

Evaluating Evidence
Learners assess quality and credibility of evidence.
I evaluate evidence to support decisions and justify actions in academic or workplace settings.

Developing Solutions
Learners generate and refine creative solutions.
I design, test, and refine solutions using evidence and feedback.

Reflecting on Reasoning
Learners examine and improve thinking processes.
I evaluate my thinking and adjust my approach based on feedback and outcomes.

3 ORAL & WRITTEN COMMUNICATION

Learners analyze information, evaluate evidence, and generate solutions. They think creatively and refine reasoning.

Expressing Ideas Clearly
Learners communicate ideas clearly and purposefully.
I communicate effectively in academic and professional settings to achieve intended outcomes.

Listening and Understanding Others
Learners listen and seek to understand perspectives.
I engage in discussions by building on others' ideas to strengthen understanding and outcomes.

Adapting Communication
Learners adjust communication based on audience.
I adjust my communication based on audience, context, and purpose.

Providing and Responding to Feedback
Learners adjust communication based on audience.
I provide and apply feedback to improve communication, collaboration, and outcomes.

4 TEAMWORK & COLLABORATION

Learners analyze information, evaluate evidence, and generate solutions. They think creatively and refine reasoning.

Contributing to Teams
Learners contribute effort and ideas.
I collaborate effectively in team settings and contribute to shared outcomes.

Shared Responsibility
Learners contribute effort and ideas.
I take responsibility for my role and contribute to achieving team goals.

Respecting Different Perspectives
Learners consider and value different viewpoints.
I consider and apply different perspectives to improve decisions and outcomes.

Resolving Conflict and Challenges
Learners address disagreements constructively.
I address conflict constructively to maintain progress and working relationships.

5 DIGITAL LITERACY

Learners use technology to find, create, and communicate information responsibly.

Finding and Evaluating Information
Learners locate and assess digital information.
I evaluate and use digital information to complete tasks and inform decisions.

Creating and Communicating with Technology
Learners use technology ethically.
I select and use appropriate digital tools to communicate and achieve goals.

Responsible Digital Participation
Learners use technology ethically.
I use technology responsibly and ethically in academic and professional settings.

Using Technology to Solve Problems
Learners use tech to solve problems.
I use digital tools to improve efficiency and solve problems in real-world tasks.

Band Level – Postsecondary/Early Career

SUBJECT

Adoption of Praxis Assessments and Qualifying Scores

REFERENCE

April 2023	Board approved Praxis assessments and Idaho cut scores.
April 2024	Board approved Praxis assessments and Idaho cut scores.
August 2025	Board adopted Praxis assessments and qualifying scores for 5589 Middle School Social Studies, 5758 ParaPathways: Reading and Writing, and 5759 ParaPathways: Mathematics.

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 demonstration of proficiency in the area of endorsement being sought (IDAPA 08.02.02.015.01.d). Each candidate must meet or exceed the state qualifying score on the State Board of Education (Board) approved content area assessment. Praxis II – Subject Assessments are one of the Board approved content area assessments.

Educational Testing Service (ETS), the provider of Praxis assessments, launched the Praxis Elementary Education Fundamentals tests in Spring 2026. These tests are designed to replace several other Elementary Education series offered by ETS effective August 31, 2028. The Elementary Education Fundamentals tests are updated to align with the latest national content standards and incorporate science of reading principles, social studies inquiry skills, and science and engineering practices.

The Elementary Education Series 7002-2005, currently adopted by Idaho, is among the Elementary Education series assessments scheduled for discontinuance in 2028. In preparation for the discontinuance of the Elementary Education Series, the Idaho Department of Education recommends the adoption of the following Elementary Education Fundamentals tests and multi-state qualifying scores, effective September 1, 2026:

- 8003-Mathematics,
- 8004-Social Studies,
- 8005-Science, and
- 8006-Teaching Reading.

IMPACT

The Board's adoption of the Elementary Education Fundamentals, effective September 1, 2026, will allow candidates a choice of assessments and will provide ample time for Idaho educators to shift from use of the expiring assessments to the updated series.

ATTACHMENTS

Attachment 1 – Praxis Elementary Education Fundamentals Flyer
Attachment 2 – Praxis Assessments and Qualifying Scores

BOARD STAFF COMMENTS AND RECOMMENDATIONS

Board staff are supportive of the Department's plan to begin the transition to the updated elementary education series of Praxis assessments well before the current series is discontinued.

Board staff recommends approval.

BOARD ACTION

I move to approve the adoption of Praxis Elementary Education Fundamentals Series 8003-8006 and multi-state qualifying scores as outlined in Attachment 2, effective September 1, 2026.

Moved by _____ Seconded by _____ Carried Yes _____ No _____

praxis

Focused on Flexibility, Built for Today's Classrooms

The new Praxis Elementary Education Fundamentals tests align with the latest standards and support candidate success.

Launching Spring 2026, the new Praxis Elementary Education Fundamentals tests are built to reflect what matters most for today's classrooms—ensuring candidates have the right content knowledge, with greater flexibility to succeed.



Key Enhancements

- Updated to reflect the latest national standards
- Modular design provides flexibility for candidates to test when they feel most prepared with Praxis Steps
- Presents content in the context of applied practice

The redesigned tests will replace the following Elementary Education series of tests: 5001, 7001, 5901, 7811.

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Tests Comparison At A Glance

Notable Test Updates

- Updated to align with the latest content standards from ILA, NCSS, C3, NGSS, NSTA, CAEP, and others.
- Incorporates Science of Reading principles, Social Studies Inquiry Skills, and Science and Engineering Practices.
- No combined test option (to take all tests in one sitting).
- Praxis Steps enabled, allowing candidates to take or retake one content category at a time.

CURRENT ELEMENTARY EDUCATION: READING & LANGUAGE ARTS (5002)		NEW (8002)	
Category (Approx. % of Test)	Approx. # of Questions	Category (Approx. % of Test)	Approx. # of Questions
Reading (47%)	38	Reading (52%)	42
Writing, Speaking, and Listening (53%)	42	Writing, Speaking, and Listening (48%)	38
Total	**80**	**Total**	**80**

CURRENT ELEMENTARY EDUCATION: TEACHING READING (7002)		NEW (8006)	
Category (Approx. % of Test)	Approx. # of Questions	Category (Approx. % of Test)	Approx. # of Questions
Phonological and Phonemic Awareness and Emergent Literacy (15%)	12	Foundational Literacy Skills (40%)	32
Phonics and Decoding (20%)	16		
Vocabulary and Fluency (24%)	19	Fluency and Vocabulary (30%)	24
Comprehension of Literary and Informational Text (24%)	19	Comprehension and Written Expression (30%)	24
Written Expression (17%)	14		
Total	**80**	**Total**	**80**

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CURRENT ELEMENTARY EDUCATION: MATHEMATICS (5003, 5903, 7003)			NEW (8003)	
Category (Approx. % of Test)	Approx. # of Questions		Category (Approx. % of Test)	Approx. # of Questions
	(5003, 5903)	(7003)		(8003)
Numbers and Operations (40%)	20	16	Numbers and Operations (42%)	28
Algebraic Thinking (30%)	15	12	Algebraic Thinking (29%)	20
Geometry and Measurement, Data, Statistics, and Probability (30%)	15	12	Geometry, Measurement, and Data (29%)	20
Total	**50**	**40**	**Total**	**68**

CURRENT ELEMENTARY EDUCATION: SOCIAL STUDIES (5004, 5904, 7004)			NEW (8004)	
Category (Approx. % of Test)	Approx. # of Questions		Category (Approx. % of Test)	Approx. # of Questions
	(5004, 5904)	(7004)		(8004)
United States History, Government, and Citizenship (45%)	27	25	United States History, Government, and Citizenship (43%)	33
Geography, Anthropology, and Sociology (30%)	18	16	Geography, Anthropology, and Sociology (30%)	23
World History and Economics (25%)	15	14	World History and Economics (27%)	21
Total	**60**	**55**	**Total**	**77**

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CURRENT ELEMENTARY EDUCATION: SCIENCE (5005, 5905, 7005)			NEW (8005)	
Category (Approx. % of Test)	Approx. # of Questions		Category (Approx. % of Test)	Approx. # of Questions
	(5005, 5905)	(7005)		(8005)
Earth Science (33%)	17-18	16	Earth and Space Sciences (32%)	24
Life Science (33%)	18-19	17	Life Science (34%)	25
Physical Science (33%)	18-19	17	Physical Science (34%)	25
Total	**55**	**50**	**Total**	**74**

Introducing Praxis Steps: A Flexible Path to Success

The new Elementary Education Fundamentals tests will be built with the new Praxis Steps modular solution, which allows candidates to have more control over their testing experience.

Candidate Benefits

- Test in smaller "steps" when they feel most ready
- Receive diagnostic feedback to target areas of improvement
- Build confidence, reduce test anxiety and master content knowledge
- Save time and money by retaking only the step they did not pass, rather than the full test

Program Benefits

- Provide more opportunities for candidates to meet their specific requirements without sacrificing standards
- Guide candidates to test while the content is fresh
- Support candidates in areas where they struggle
- Leverage more granular data to drive program improvements

Praxis Steps capabilities will be available shortly after the Elementary Education Fundamentals tests launch.

BECOME AN EARLY ADOPTER

Contact your Director of Educational Partnerships to adopt the new Elementary Education Fundamentals tests and learn about incentives for candidates to take the updated tests in Spring 2026.

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Standard Instructional Certificate - ETS Praxis Assessments

Endorsement Code	Endorsement	Content/ Grade Level	ETS Praxis Subject Assessment	Idaho Cut Score	Multi State Cut Score
7010	~~All Subjects~~	K-8	~~Elementary Education: 7002 Teaching Reading Subtest AND~~	~~143~~	~~143~~
			~~Elementary Education: 7003 Mathematics Subtest AND~~	~~157~~	~~157~~
			~~Elementary Education: 7004 Social Studies Subtest AND~~	~~155~~	~~155~~
			~~Elementary Education: 7005 Science Subtest~~	~~159~~	~~159~~
7010	All Subjects (Candidates take 8001)	K-8	Elementary Education: 8003 Mathematics Subtest and	152	152
			Elementary Education: 8004 Social Studies	147	147
			Elementary Education: 8005 Science and	143	143
			Elementary Education: 8006 Teaching Reading	152	152
8222	American Government/Political Science	5-9	5589 Middle School Social Studies	149	149
7222		6-12	5931 Government/Political Science	149	149
7770	American Indian Language	K-12	-	-	-
7038	Bilingual Education	K-12	5362 English to Speakers of Other Languages	155	155
8421	Biological Science	5-9	5442 Middle School Science	152	152
7421		6-12	5236 Biology	154	154
7083	Blended Early Childhood Education/ Early Childhood Special Education	Birth-Grade 3	5025 Early Childhood Education OR Elementary Subtests (See All Subjects) AND	156	156
			5692 Special Education: Early Childhood/Early Intervention	159	159
7014	Blended Elementary Education/ Elementary Special Education	Grade 4-6	Elementary Subtests (See All Subjects)	See All Subjects	See All Subjects
7035	Blind and Low Vision	Pre-K-12	5355 Special Education: Foundational Knowledge AND	145	151
			5282 Special Education: Teaching Students with Visual Impairments	163	163
8440	Chemistry	5-9	5442 Middle School Science	152	152
7440		6-12	5246 Chemistry	146	146
8144	Communication	5-9	5221 Speech Communication: Content Knowledge	143	-
7144		6-12			
8400	Computer Science	5-9	5652 Computer Science	149	149
7400		6-12			
9921	CTE - Agriculture Science & Technology	6-12	5701 Agriculture	147	147
9093	CTE - Business Technology Education	6-12	5101 Business Education: Content Knowledge	148	154
9400	CTE - Computer Science	6-12	5652 Computer Science	149	149
9401	CTE - Engineering	6-12	5053 Technology and Engineering Education	157	157
9970	CTE - Family and Consumer Sciences	6-12	5123 Family and Consumer Sciences	151	151
9092	CTE - Marketing Technology Education	6-12	5561 Marketing Education	158	-
9981	CTE - Technology Education	6-12	5053 Technology and Engineering Education	157	157
7030	Deaf/Hard of Hearing	Pre-K-12	5355 Special Education: Foundational Knowledge AND	145	145
			5272 Special Education: Education of Deaf and Hard of Hearing Students	160	160
7019	Early Childhood Special Education	Pre-K-3	5025 Early Childhood Education OR Elementary Multiple Subtests (See All Subjects) AND	156	156
			5692 Special Education: Early Childhood/Early Intervention	159	159
7140	Early Literacy	K-3	5205 Teaching Reading: Elementary	159	159
8451	Earth and Space Science	5-9	5442 Middle School Science	152	152
7451		6-12	5572 Earth and Space Sciences	154	154
8228	Economics	5-9	5589 Middle School Social Studies	149	149
7228		6-12	5911 Economics	150	150
8990	Engineering	5-9	5051 Technology Education	154	159
7990		6-12			
8120	English	5-9	5047 Middle School English Language Arts	164	164
7120		6-12	5038 English Language Arts: Content Knowledge	167	167
7126	English as a Second Language (ESL)	K-12	5362 English to Speakers of Other Languages	155	155
7036	Exceptional Child Education	K-8	5355 Special Education: Foundational Knowledge AND Elementary Subtests (See All Subjects)	145	145
7037		6-12		See All Subjects	See All Subjects
7029		K-12			
8226	Geography	5-9	5589 Middle School Social Studies	149	149
7226		6-12	5921 Geography	153	-
8452	Geology	5-9	5442 Middle School Science	152	152
7452		6-12	5572 Earth and Space Sciences	154	154
7028	Gifted and Talented	K-12	5358 Gifted Education	157	157
8520	Health	5-9	5551 Health Education	155	-
7520		6-12			
7521		K-12			
8221	History	5-9	5589 Middle School Social Studies	149	149
7221		6-12	5941 World and U.S. History: Content Knowledge	141	-
8133	Humanities	5-9	-	-	-
7133		6-12			
8134	Journalism	5-9	5224 Journalism	153	153
7134		6			
7080	Junior ROTC	12	-		
7139	Literacy	K-12	5206 Teaching Reading	156	156
8320	Mathematics - Middle Level	5-9	5164 Middle School Mathematics	157	157
7300	Mathematics	6-12	5165 Mathematics	159	159
8820	Music	5-9	5113 Music: Content Knowledge	148	161
7820		6-12			

Standard Instructional Certificate - ETS Praxis Assessments

Endorsement Code	Endorsement	Content/ Grade Level	ETS Praxis Subject Assessment	Idaho Cut Score	Multi State Cut Score
7810		K-12			
7420	Natural Science	6-12	5436 General Science	141	141
7989	Online-Teacher	Pre-K-12	-	-	-
8510	Physical Education (PE)	5-9	5091 Physical Education: Content Knowledge	143	-
7512		6-12			
7511		K-12			
8430	Physical Science	5-9	5442 Middle School Science	152	152
7430		6-12	5485 Physical Science	157	157
8450	Physics	5-9	5442 Middle School Science	152	152
7450		6-12	5266 Physics	145	145
8231	Psychology	5-9	5391 Psychology	154	154
7231		6-12			
8453	Science - Middle Level	5-9	5442 Middle School Science	152	152
7200	Social Studies	6-12	5581 Social Studies	153	153
8220	Social Studies - Middle Level	5-9	5589 Middle School Social Studies	149	149
8229	Sociology	5-9	5952 Sociology	154	154
7229		6-12			
8236	Sociology/Anthropology	5-9	5952 Sociology	154	154
7236		6-12			
7296	Teacher Leader - Instructional Technology				
7297	Teacher Leader - Instructional Specialist	-			
7298	Teacher Leader - Literacy	-	5205 Teaching Reading: Elementary **(OR)**	159	159
			5206 Teaching Reading (K-12) **(OR)**	156	156
			5302 Reading Specialist	165	165
7299	Teacher Leader - Mathematics	-	5164 Middle School Mathematics **(OR)**	157	157
			5165 Mathematics **(OR)**	159	159
			5037 Elementary Education: Math Specialist	153	153
7045	Teacher Leader - Special Education	-			
7020	Teacher Librarian	K-12	5312 School Librarian	154	154
8137	Theater Arts	5-9	5641 Theatre	148	-
7137		6-12			
8852	Visual Arts	5-9	5134 Art: Content Knowledge	151	158
7852		6-12			
7851		K-12			
8700	World Language (All other languages not listed below)	5-9	5841 World Language Pedagogy	151	158
7700		6-12			
7710		K-12			
8702	World Language - American Sign Language	5-9	0634 American Sign Language Proficiency Interview (ASLPI) by Gallaudet	3 (equivalent to 160 scale score)	160
7702		6-12			
7701		K-12			
8796	World Language - Chinese	5-9	5665 Chinese (Mandarin): World Language	164	164
7796		6-12			
7715		K-12			
8830	World Language - French	5-9	5174 French: World Language	156	162
7730		6-12			
7712		K-12			
8740	World Language - German	5-9	5183 German: World Language	157	163
7740		6-12			
7713		K-12			
7792	World Language - Japanese	K-12	5661 Japanese	156	156
7750	World Language - Latin	K-12	5601 Latin	152	-
7714	World Language - Russian	K-12	5671 Russian: World Language	130	130
8720	World Language - Spanish	5-9	5195 Spanish: World Language	163	168
7720		6-12			
7711		K-12			

TAB	DESCRIPTION	ACTION
1	ANNOUNCEMENT OF THE SOLE FINALIST FOR THE BOISE STATE UNIVERSITY PRESIDENT SEARCH	Information Item
2	BOARD POLICY II.R. RETIREMENT PLAN COMMITTEE – SECOND READING	Action Item
3	BOARD POLICY V.N. GRANTS AND CONTRACTS – SECOND READING	Action Item
4	BOARD POLICY V.V. SCHOLARSHIPS – FIRST READING	Action Item
5	FY 2027 APPROPRIATED FUNDS OPERATING BUDGETS	Action Item
6	CHIEF EXECUTIVE OFFICERS CONTRACT TERMS	Action Item
7	IDAHO PUBLIC TELEVISION GENERAL MANAGER APPOINTMENT	Action Item
8	BOISE STATE UNIVERSITY – EAST STADIUM REDEVELOPMENT FEASIBILITY STUDY UPDATE	Information Item

SUBJECT

Board Policy II.R. Retirement Plan Committee – Second Reading

REFERENCE

June 2011	Idaho State Board of Education (Board) approved Supplemental Retirement 403(b) Plan document
August 2013	Board approved technical amendments to plan document
February 2014	Board approved amendments to the Supplemental Retirement Benefit Plan
April 2020	Board approved allowance of plan-optional COVID-19 distribution and loan relief related to the CARES Act.
December 2020	Board approved amendments to Policy II.R. to allow the Executive Director to authorize the hiring of consultants for legal and fiduciary plan reviews.
February 2021	Board approved the First Reading of proposed amendments to committee membership at institutions
April 2021	Board approved the Second Reading of proposed amendments
April 2026	Board approved the First Reading of proposed amendments

APPLICABLE STATUTE, RULE, OR POLICY

Idaho State Board of Education Governing Policies & Procedures, Sections II.K.2. and II.R.
Sections 33-107A and 107C, Idaho Code

BACKGROUND/DISCUSSION

The Idaho State Board of Education sponsors several retirement plans for eligible employees at Idaho's public postsecondary institutions, including the Optional Retirement Plan 401(a), Supplemental 403(b) Plan, and the 457(b) Deferred Compensation Plan.

Section II.R. of the Board's Governing Policies and Procedures establishes the Retirement Plans Committee and delegates certain responsibilities to the Committee related to oversight and administration of the Board-sponsored retirement plans. The proposed amendments streamline Policy II.R. by removing the detailed enumeration of fiduciary duties, trustee responsibilities, and consultant provisions currently set forth in Sections 3.a. through 5, and replacing them with a single reference to the Retirement Plan Governance Charter. The Charter, which is incorporated by reference into the Policy, contains the full governance framework, including fiduciary responsibilities, delegation of authority, reporting requirements, and administrative procedures of the Committee.

The Retirement Plan Governance Charter establishes a structured governance framework that defines fiduciary responsibilities associated with the Board-

sponsored retirement plans; clarifies the roles and responsibilities of the Board, the Retirement Plans Committee, and participating institutions; establishes procedures for committee membership, meetings, and reporting to the Board; delegates certain administrative and investment oversight responsibilities to the Retirement Plans Committee; and provides guidance for the monitoring of service providers, investment options, and plan administration.

The Retirement Plan Governance Charter is approved by the Board and may be amended by the Board from time to time. In the event of any conflict between Policy II.R. and the Charter, the Policy shall control.

This governance framework aligns with best practices for retirement plan oversight and is intended to improve transparency, accountability, and fiduciary compliance for the Board-sponsored retirement plans.

IMPACT

The proposed amendments to Policy II.R. streamline the Board's governing policy by removing the detailed operational provisions currently embedded in Sections 3.a. through 5 and directing readers to the Retirement Plan Governance Charter for those details. This approach keeps the Board's governing policy concise while allowing the Charter to be updated administratively as needed, subject to Board approval. The amendments do not create new fiscal obligations or alter the substantive governance structure of the retirement plans.

ATTACHMENTS

Attachment 1 – Proposed Policy Amendments – Clean
Attachment 2 – Proposed Policy Amendments – Redline
Attachment 3 – Proposed Retirement Plan Governance Charter

BOARD STAFF COMMENTS AND RECOMMENDATIONS

Board staff recommends approval of the second reading of amendments to Policy II.R. as presented in Attachment 1. The proposed amendments remove Sections 3.a. through 5 from the Policy and add a new Section 4 incorporating the Retirement Plan Governance Charter by reference, providing a cleaner and more flexible governance structure for the Board-sponsored retirement plans.

There have been no changes between the first and second reading.

Board staff recommends approval.

BOARD ACTION

I move to approve the second reading of Board Policy II.R., the Retirement Plan Committee as presented in Attachment 1.

Moved by _____ Seconded by _____ Carried Yes _____ No _____

1. The Retirement Plan Committee is a special committee of the Board. The Committee provides stewardship of the retirement plans sponsored by the Board for the exclusive benefit of participants and their beneficiaries. The Committee may establish necessary procedures to carry out its responsibilities. Such procedures must be consistent with the Board's Governing Policies and Procedures.

2. The Committee shall consist of five or more members appointed by, and serving at the pleasure of, the Board. The chair of the Committee shall be appointed by the Board President and shall be a Board member. Other members of the Committee shall include at least two participants in the sponsored plans: at least one representative from a public four-year institution and at least one representative from a community or technical college. At least two members shall be private sector members who are knowledgeable about financial markets. All committee members should have investment, legal or benefits management expertise sufficient to evaluate the risks associated with the Committee's purpose. A quorum of any meeting of the Committee shall consist of a majority of the members. Committee members shall not be compensated for their service on the Committee. The Committee will meet as needed, but not less than semi-annually. The Committee is supported by the Board's Chief Fiscal Officer and by the Board's outside tax counsel.

3. Board-sponsored plans include the 401(a) Optional Retirement Plan (ORP), and the 403(b) and 457(b) voluntary deferred compensation plans (collectively referred to hereinafter as "Plan" or "Plans"). The Board has authority to manage and control the Plans' operation and administration. The Board retains exclusive authority to amend the Plans and select trustees/custodians.

4. The governance, fiduciary responsibilities, delegation of authority, reporting requirements, and administrative procedures of the Committee are further detailed in the Retirement Plan Governance Charter, which is incorporated by reference into this Policy. The Retirement Plan Governance Charter shall be approved by the Board and may be amended by the Board. In the event of any conflict between this Policy and the Charter, this policy shall control.

Idaho State Board of Education
GOVERNING POLICIES AND PROCEDURES
SECTION: II. HUMAN RESOURCES
SUBSECTION: R. Retirement Plan Committee June 2026~~April 2021~~

1. The Retirement Plan Committee is a special committee of the Board. The Committee provides stewardship of the retirement plans sponsored by the Board for the exclusive benefit of participants and their beneficiaries. The Committee may establish necessary procedures to carry out its responsibilities. Such procedures must be consistent with the Board's Governing Policies and Procedures.

2. The Committee shall consist of five or more members appointed by, and serving at the pleasure of, the Board. The chair of the Committee shall be appointed by the Board President and shall be a Board member. Other members of the Committee shall include at least two participants in the sponsored plans: at least one representative from a public four-year institution and at least one representative from a community or technical college. At least two members shall be private sector members who are knowledgeable about financial markets. All committee members should have investment, legal or benefits management expertise sufficient to evaluate the risks associated with the Committee's purpose. A quorum of any meeting of the Committee shall consist of a majority of the members. Committee members shall not be compensated for their service on the Committee. The Committee will meet as needed, but not less than semi-annually. The Committee is supported by the Board's Chief Fiscal Officer and by the Board's outside tax counsel.

3. Board-sponsored plans include the 401(a) Optional Retirement Plan (ORP), and the 403(b) and 457(b) voluntary deferred compensation plans (collectively referred to hereinafter as "Plan" or "Plans"). The Board has authority to manage and control the Plans' operation and administration. The Board retains exclusive authority to amend the Plans and select trustees/custodians.

~~a. The Committee shall report at least annually to the Board.~~
~~b. The Committee members shall sign a conflict of interest disclosure questionnaire.~~
~~c. The Board delegates execution of the following fiduciary responsibilities with respect to the Plans to the Committee:~~
~~i. Establishing, periodically reviewing, and maintaining a written investment policy, including investment allocation strategies.~~
~~ii. Overseeing administration of the Plans in accordance with the investment policy, including:~~
~~a) Selecting an appropriate number and type of investment asset classes and management styles for Plan participants, including default investment elections.~~
~~b) Establishing performance criteria and benchmarks for selected asset classes.~~
~~c) Researching, selecting, and withdrawing Plan investments as appropriate for specified asset classes or styles.~~
~~d) Reviewing communication methods and materials to ensure that Plan participants receive adequate investment education and performance information.~~

~~e) Ensuring the Committee and the Plans comply with applicable laws, regulations, and the terms of the Plan pertaining to investments.~~

~~iii. Reviewing and monitoring investment performance, including the reasonableness of investment fees, against appropriate benchmarks and in accordance with the investment policy.~~

~~iv. Managing the Plans to ensure regulatory compliance pertaining to Plan investments, including required Plan amendments and document retention;~~

~~v. Monitoring the Plans' vendors and implementation of contractual service arrangements;~~

~~vi. Advising the Board on selection or termination of the Plans' trustee(s)/custodian(s);~~

~~vii. Monitoring for reasonableness and consistency with the Plans' terms any investment product fees and charges passed through to Plan participants; and~~

~~viii. Retaining consultants, subject to approval by the Board's executive director, as noted in Section 5.~~

~~4. The trustee(s) and/or custodian(s) of the sponsored plans will be responsible for holding and investing the Plans' assets in accordance with the terms of the Trust/Custodial Agreement.~~

~~5. The Committee may recommend to the Board's executive director the engagement of outside consultants and/or other professionals. The services of consultants and other professionals may include, but are not limited to:~~

~~a. Providing formal reviews of the performance of the investment options. Such reviews shall be based on established criteria and shall include recommendations for changes where appropriate;~~

~~b. Advising the Committee of any recommended modifications to the investment structure of the Plans; and~~

~~c. Advising the Committee as to the appropriate performance benchmarks for the investment options.~~

~~d. Advising the Committee as to the effectiveness of vendors and assisting in periodic review and/or vendor searches.~~

~~e. Providing legal counsel to the Board regarding plan administration.~~

~~f. As determined by the Plans, payment for fees may be made from record keeping fees established within the Plans.~~

4. The governance, fiduciary responsibilities, delegation of authority, reporting requirements, and administrative procedures of the Committee are further detailed in the Retirement Plan Governance Charter, which is incorporated by reference into this Policy. The Retirement Plan Governance Charter shall be approved by the Board and may be amended by the Board. In the event of any conflict between this Policy and the Charter, this policy shall control.

Idaho State Board of Education
Retirement Plan Governance Charter

I. Purpose and Objectives

The purpose of this Governance Charter ("Charter") is to create a structured framework that identifies and clarifies the appropriate plan fiduciaries and the delegation of administrative and fiduciary functions for the retirement plans (the "Plans") sponsored by the **Idaho State Board of Education** ("Plan Sponsor" or "Board") as listed below.

Plan Name	Type
Optional Retirement Plan	401(a)
Tax Deferred 403(b) Plan	403(b)
457(b) Deferred Compensation Plan	457(b)
Supplemental Retirement 403(b) Plan	403(b)

This Charter defines the fiduciary responsibility of the Plan Sponsor and the delegation of certain rights, powers and duties for the Plans to the Retirement Plan Committee ("Committee"), who shall serve as fiduciaries of the Plans for those fiduciary duties delegated by the Plan Sponsor under and pursuant to this Charter. The Board shall retain the authority and decision rights except as expressly provided herein.

II. Fiduciary Authority and Responsibilities Under the Plan

Fiduciaries of retirement plans have special responsibilities under the Internal Revenue Code ("Code") and State law. Fiduciaries include those individuals who:

a) exercise discretionary authority or control over the management of retirement plans or exercise any authority or control over the management or disposition of plan assets;

b) render investment advice for a fee or other compensation (direct or indirect) as to plan assets; or

c) have discretionary authority or discretionary responsibility in the administration of employee benefit plans.

Therefore, the Plan Sponsor may act as a fiduciary when making fiduciary decisions. However, the Plan Sponsor is not a fiduciary when acting as a "settlor." The Plan Sponsor shall bear the responsibility for all fiduciary duties except to the extent prudently delegated to a third party. Therefore, to the extent the Plan Sponsor delegates fiduciary duties to the Committee, the Committee will likewise be a fiduciary. The objectives as they relate to fiduciary responsibility and maintenance and operation of the Plans are to:

a) Maintain the Plans for the exclusive benefit of participants while avoiding any prohibited transactions and/or conflicts of interest;

b) Act for the exclusive purpose of providing Plan benefits and defraying reasonable expenses of Plan administration;

c) Exercise prudence in all respects while executing fiduciary responsibilities;

d) Diversify designated investment alternatives available to participants under the Plans; and,

e) Ensure conformity of each Plan's operations to the Plan document provisions and applicable law.

Fiduciaries who fail to meet the responsibilities delineated herein may be personally liable for breach of fiduciary duty. **However, the Plan Sponsor indemnifies and holds harmless each member of the Committee for an alleged breach of fiduciary duty, except in the case of the delegate's gross negligence or willful misconduct.**

III. Committee Membership

Pursuant to the Idaho State Board of Education Governing Policies and Procedures, Section II, Subsection R, and as stated below, the Board delegates certain responsibilities for the Plans to the Committee, which shall be organized as described below.

a) The Committee's membership shall consist of five or more members as follows:

   i. *Committee Chair*. The Chair of the Committee shall be appointed by the Board President and shall be a Board member. The Board may at any time remove the Chair and appoint another Chair. If the Chair is no longer a Board member, the Chair will automatically be removed from the Committee without additional action required by the Board. If the Chair resigns or is removed from the Committee, the Board shall appoint a new Chair at its next meeting.

   ii. *Campus Participants.* Each campus that participates in the Optional Retirement Plan shall have a seat on the Committee with the Director of Human Resources (or such equivalent position) as the Committee member. However, at the discretion of the Director of Human Resources, the Director may delegate another member of the Human Resources Department (or such equivalent department) to serve on the Committee and if desired, an alternate who may participate if the delegate is unavailable. It is the Director's responsibility to ensure that the delegates have sufficient skills and understanding of the campus' needs as it relates to the Plans. The Director of Human Resources may at any time remove the delegate and delegate another individual or join the Committee themselves. If any individual who is a campus member of the Committee ceases to be an employee, they shall automatically be removed from the Committee without any requirement for action by the Board or Committee or any notice to the individual.

   iii. *Community Members.* At the Board's discretion, the Board may add at least two members shall be private sector members from the community who are knowledgeable about financial markets. The Board may at any time remove a designated community member. The Board may, at its discretion, replace the member with another member of the community or elect to leave the seat open.

   iv. All Committee members should have investment, legal, or benefits experience sufficient to assist in the discharge of the Committee's duties and further the Committee's purpose.

b) Consistent with the Board's Governing Policies and Procedures, the Committee may establish necessary procedures to carry out its responsibilities.

c) Upon selection to serve on the Committee, members will complete the Fiduciary Committee Member Acknowledgement of Responsibilities. No individual shall serve on the Committee if they have a conflict of interest, except that no person shall be disqualified from service by reason of the fact that the person is or becomes a participant in the Plans.

IV. Committee Procedures

The Committee shall ensure the execution of its responsibilities with respect to the Plans. Such execution of responsibilities shall include, but is not limited to:

a) *Committee Chair*. The Chair shall be responsible for the preparation of the meeting agenda, meeting materials, and conducting the meeting.

b) *Quorum*. A quorum for the transaction of business at any Committee meeting shall consist of the majority of the members of the Committee. Once a quorum has been established, the quorum shall continue to exist until the meeting has been adjourned.

c) *Majority Decisions*. Any action of the Committee may be taken by a simple majority of those members present at a meeting, with or without the concurrence of the minority. In the event of a deadlock, the matter shall be decided by the Committee Chair.

d) *Delegation to Act on Behalf of Committee*. The Committee may delegate in writing one or more of its members to act on its behalf or to give notice in writing of any action taken by the Committee. The Committee may appoint such officers and/or subcommittees (the members of which need not be members of the Committee) with such powers as it shall determine and may authorize them to execute or deliver on behalf of the Plans.

e) *Committee Rules*. Subject to the limitations of the Plans, the Committee shall from time to time establish rules for the administration of the Committee and the transaction of its business, including the times and places for holding meetings and the notices to be given with respect to such meetings.

f) *Frequency of Meetings*. Except to the extent that the Committee shall otherwise determine, meetings of the Committee shall be held at least once each semi-annual period.

g) *Reports to the Board*. Periodically, but not less than annually, the Committee shall present a report to the Board. The report shall contain a summary of the Committee's activities, including an overview of the administrative and investment actions taken related to the Plans, as well as any additional information deemed appropriate by either the Committee or the Board. The Committee Chair will provide such reports in writing or present updates to the Board verbally. The Chair may request the attendance of other Committee members or service providers as the Chair deems helpful to the Board.

V. Plan Administrative Responsibilities

The Board retains the authority to manage and control the Plans' operations and administration. To the extent allowable under applicable law and except as limited in Section VII below, the Board hereby delegates the following administrative responsibilities to the Committee related to the Plans:

a) *Plan Administration.* Discretionary authority for controlling and managing the operation and administration of the Plans, including resolving all questions arising in the administration, interpretation, and application of the Plans. However, the Board's Executive Director and Chief Financial Officer will have final decision-making authority for any benefit appeals.

b) *Rules for Plan Administration.* Making and enforcing rules and prescribing procedures for efficient administration of the Plans to the extent consistent with the Plans, including procedures to be followed by participants in filing applications for benefits, handling claims for benefits and appeals, and the furnishing of evidence necessary to establish rights to such benefits.

c) *Records.* Maintaining all records necessary for the administration of the Plans, other than those maintained by the recordkeeper, including maintaining written records of all recommendations and decisions as well as the decision-making processes for which the Committee has authority and responsibility.

d) *Plan Interpretation.* Applying, construing, and interpreting the Plans in a discretionary manner, making factual determinations thereunder, and determining the amount, manner, and time of payment of any benefits, provided that any benefit appeals will go to the Board's Executive Director and Chief Financial Officer for a final decision.

e) *Delegation.* Delegating and/or allocating general or specific authority to the Chair, or any other individual or entity, to act on behalf of the Committee with respect to the Plans.

f) *Plan Amendments.* Reviewing and recommending for adoption to the Board amendments to the Plan documents and/or policies.

g) *Reporting.* Review consolidated financial reporting for the Plans, including governmental reporting.

h) *Audit Reports.* Review any financial audit reports.

i) *Oversight.* Provide general oversight of the Plans' compliance with applicable laws and/or regulations and recommend to the Board such other actions as are necessary or desirable in connection with the administration of the Plans.

j) *Third-Party Providers.* Recommend to the Executive Director of the Board consultants, auditors and other advisers to the Plans as appropriate to assist with the aforementioned responsibilities. Any recommendations for trustees, custodians, or recordkeepers will be made to the Board for approval.

k) *Monitoring of Service Providers.* Monitoring and evaluating the recordkeeper/administrator and other parties hired to perform delegated responsibilities to ensure reasonableness of fees and appropriate execution of delegated responsibilities. Recommend to the Board's Executive Director the termination of any such service providers, except for the trustees, custodians, and recordkeepers, which shall go to the Board.

l) *Expenses.* Establishing policies and procedures to allocate reasonable expenses incurred by the Plan.

m) *Tax-Qualification*. Obtaining approval of the tax-qualified status of the Plans, as appropriate and available, and monitoring any corrective actions for qualification failures that have been implemented and that the correction process has been appropriately documented.

The Committee may take such other and further actions with respect to the administration of the Plans as are consistent with this Charter or as are set forth in the documents of the Plans or their related trusts or contracts, or which the Committee determines in its discretion are in the best interests of the Plans and participants.

VI. Plan Investment Responsibilities

To the extent allowable under applicable law and except as limited in Section VII below, the Board hereby delegates the investment responsibilities provided below to the Committee related to the Plans. The Committee's investment-related responsibilities shall include, but shall not be limited to, the following:

a) *Investment Professionals*. As determined necessary by the Committee, the Committee may select and enter into agreements with investment managers.

The Committee may also terminate, replace, amend or restate agreements with any investment manager as the Committee deems necessary and prudent.

The Committee shall recommend for hire to the Board's Executive Director an Investment Consultant to assist the Committee with selecting and monitoring investments.

b) *Investment Policy*. In consultation with the Investment Consultant, develop investment objectives, guidelines and performance measurement standards consistent with the needs of the investments of the Plans as documented in an Investment Policy Statement, which shall be established by, reviewed by and maintained by the Committee.

c) *Selection of Investments.* In consultation with the Investment Consultant, select investment funds for the Plans, ensuring their proper diversification, and monitoring their performance against appropriate benchmarks.

d) *Communications.* Communicate the Plans' provisions to participants as required by applicable law and oversee information provided to participants on the nature and characteristics of the investment alternatives available in the Plans to assist participants with making prudent asset allocation decisions.

e) *Selection of Default Investment Alternative*. Determine the default investment to be used if a participant does not make an investment election.

f) *Monitoring Investments*. In consultation with the Investment Consultant, provide on-going monitoring with respect to the investments of the Plans in the context of established standards of performance and taking whatever corrective action is deemed prudent and appropriate if objectives are not being met or if policies and guidelines are not being followed.

g) *Monitoring Fees and Expenses*. Monitor the performance and reasonableness of investment costs and investment professional fees and take any such actions deemed prudent and appropriate related to investment costs and investment professional fees.

h) *Investment Reports.* Receive, review and maintain on file reports of the Plans' financial conditions.

The Committee may take such other and further actions with respect to the investments of the Plans as are consistent with this Charter or as are set forth in the documents of the Plans or their related trusts or contracts, or which the Committee determines in its discretion are in the best interests of the Plans and participants.

VII. Employer Contribution Policy for Optional Retirement Plan (ORP)

The Idaho State Board of Education establishes the following policy regarding employer contributions for participants in the Optional Retirement Plan (ORP) (Idaho Code § 33-107A).

a) *Redirection of Expired PERSI Amortization Contribution***.** Effective July 1, 2025, the employer contribution amount previously allocated to the 1.49% Public Employee Retirement System of Idaho (PERSI) amortization requirement must be redirected and applied to the employer contribution for all ORP 401(a) participants.

b) *Application***.** This redirection will remain in effect unless amended by the Board or superseded by statute.

c) *Parity Objective.* It is the policy objective of the Board to maintain equitable employer retirement contribution rates for ORP participants at Idaho's four-year public institutions by aligning ORP employer

contribution rates with the PERSI employer contribution rate, less any amounts required for total disability insurance, but not less than five percent (5%) of each participant's salary, as permitted by law.

d) *Implementation***.** Institutions must implement this policy through their budgeting, payroll, and administrative processes and to ensure timely and accurate employer contributions consistent with this Charter and applicable law.

e) *Compliance and Oversight.* Institutions are required to comply with this policy and shall make such records available as necessary to demonstrate compliance. The Retirement Plan Committee shall provide oversight and may report compliance issues or recommended corrective actions to the Board.

VIII. Board Authority Reserved

Notwithstanding the above delegations, the Board reserves the authority:

a) To revoke any and all delegation to the Committee at any time and for any reason;

b) To review, revise and amend the roles and responsibilities of the Committee and to revise this Charter accordingly;

c) To periodically review the Committee to ensure that it is performing the duties delegated to it under this Charter;

d) To review, revise, and approve the adoption, termination, merger or spin-off of a Plan;

e) To review and approve any amendment to the Plans; and

f) To review and approve any contract with the trustee, custodian, or recordkeeper.

IX. Duties Delegated to Campuses

As the Plans include employees from multiple campuses, certain duties are delegated to the individual campuses as follows:

a) Determine employee eligibility to participate in the Plans in accordance with applicable Plan document provisions.

b) Enroll participants in the Plans in accordance with applicable Plan document provisions.

c) Ensure the timely deposit of participant salary deferrals and employer contributions to the participants' accounts under the Plans.

d) Approve and administer participant loans and distributions in accordance with applicable Plan document provisions.

X. Construction

This Charter shall not be interpreted to limit the discretion of the Plan Sponsor. The Plan Sponsor, by its Board, reserves the discretion to make exceptions to this Charter as may be appropriate.

As used herein, the term "participants" shall be deemed to include participants and their beneficiaries, as appropriate.

XI. Charter Review and Amendment

This Charter shall be reviewed periodically by the Board and amended, restated, replaced or terminated as determined by the Board.

XII. Plan Document Coordination

In the event of any conflict between the provisions of this Charter, or any delegation of authority made pursuant to this Charter, and the provisions of any of the Plan documents, the terms of the Plan document shall govern.

XIII. Fiduciary Responsibility

The Committee shall discharge its duties with respect to the Plans solely in the interest of the participants and beneficiaries. The fiduciaries are to perform their duties with the care, skill, prudence, and diligence under the circumstances then prevailing that a prudent person acting in a like capacity and familiar with such matters would use in the conduct of an enterprise of a like character and with like aims.

AS AUTHORIZED PURSUANT TO THE IDAHO STATE BOARD OF EDUCATION POLICIES AND PROCEDURES AND EXECUTED FOR THE COMMITTEE:

BY:

_____ _____
Signature Date

_____
Printed Name

_____
Title

SUBJECT

Board Policy V.N. Grants and Contracts – Second Reading

REFERENCE

December 2011	Board approved the first reading to amend Board policy Section V.N.
February 2012	Board approved the second reading to amend Board policy Section V.N.
April 2026	Board approved the first reading to amend Board policy Section V.N.

APPLICABLE STATUTE, RULE, OR POLICY

Idaho State Board of Education Governing Policies & Procedures, Section V.N.
Idaho Code §33-107A and 107C

BACKGROUND/DISCUSSION

Board Policy V.N. governs the approval and acceptance of grants and contracts and establishes indirect cost recovery rates applicable to institutions and agencies under the governance of the Board. The proposed amendments make several substantive updates to Policy V.N.

First, a new Section 1 is added to define key terms used throughout the policy, including “Agency,” “Agency under the governance of the Board,” “Indirect costs” (costs incurred for a common or joint purpose that cannot be directly attributed to a specific project, program, or activity), “Long-term programs or projects” (programs or projects that demonstrate prior operations in two or more fiscal years), “Short-term programs or projects” (programs and projects with operations in less than two fiscal years), and “State pass-through funding” (funds in which an agency acts as the intermediary that distributes state funds appropriated to the agency for a specific purpose to a sub-recipient). A Purpose statement is also added to Section 1. These definitions and the purpose statement provide clarity and consistency in how the policy is applied across institutions and agencies.

Second, the indirect cost recovery provisions for state grants and contracts are updated. The prior flat prohibition on indirect cost recovery for state-funded contracts with the Office of the State Board of Education (OSBE) or an agency under the governance of the Board is replaced with a tiered rate structure: long-term programs or projects (those that demonstrate prior operations in two or more fiscal years) will be subject to an eight percent (8%) indirect cost recovery rate, while short-term programs or projects (those with operations in less than two fiscal years) will be subject to a four percent (4%) rate.

Third, the Reduction or Waiver of Cost Recoveries provision is updated. The prior language authorizing the chief executive officer to reduce or waive indirect cost recovery rates is revised to reference the institutional president or agency

administrator, and the associated annual reporting requirement for discretionary reductions or waivers is removed.

Fourth, the section regarding Restrictions on Contract Services has been removed.

Fifth, a zero (0) percent indirect cost recovery rate is established for state pass-through funding from an agency to an institution, providing a specific rate for this category that was not addressed in the first reading at the April 2026 Board meeting.

IMPACT

The proposed amendments clarify and modernize the Board's grants and contracts policy. The new definitions section reduces ambiguity in policy application. The revised indirect cost recovery rates for state-funded contracts establish a structured approach that replaces the prior prohibition, and the updated Reduction or Waiver provision clarifies the authorized officer and removes the annual reporting requirement.

ATTACHMENTS

Attachment 1 – Proposed Policy Amendments – Clean
Attachment 2 – Proposed Policy Amendments – Redline

BOARD STAFF COMMENTS AND RECOMMENDATIONS

Board staff recommends approval of the second reading of amendments to Policy V.N. as presented in Attachment 1.

The proposed amendments add defined terms and a purpose statement, update the indirect cost recovery rates for state-funded contracts, update the Reduction or Waiver of Cost Recoveries provision, and remove previous language regarding restrictions on contract services.

Changes made between the first and second reading include: the addition of a Purpose statement; new defined terms for "Indirect costs" and "State pass-through funding"; an update to the Reduction or Waiver of Cost Recoveries provision replacing "chief executive officer" with "institutional president or agency administrator" and removing the annual reporting requirement; and the establishment of a zero (0) percent indirect cost recovery rate for state pass-through funding from an agency to an institution. These additions were made based on feedback provided after the first reading.

All changes from the first reading and second reading of Policy V.N. can be found highlighted in Attachment 2.

Board staff recommends approval.

BOARD ACTION

I move to approve the second reading of Board Policy V.N., Grants and Contracts as presented in Attachment 1.

Moved by _____ Seconded by _____ Carried Yes _____ No _____

Idaho State Board of Education
GOVERNING POLICIES AND PROCEDURES
SECTION: V. FINANCIAL AFFAIRS
SUBSECTION: N. Grants and Contracts **June 2026**

1. Purpose: This policy outlines expectations for the agencies and institutions under the governance of the Board regarding grants and contracts, including indirect cost recovery rates.

2. Definitions

   a. Agency: The Office of the State Board of Education and the agencies under the governance of the Board.

   b. Agency under the governance of the Board: The State Department of Education, the Division of Career Technical Education, the Public Charter School Commission, the Division of Vocational Rehabilitation, and Idaho Public Television.

   c. Indirect costs: Costs incurred for a common or joint purpose that cannot be directly attributed to a specific project, program, or activity, including but not limited to facilities, administrative costs such as human resources and payroll, IT infrastructure, and insurance.

   d. Long-term programs or projects: To qualify as a long-term program or project for the purposes of indirect cost recovery rate, a program or project at an Idaho public institution of higher education shall demonstrate prior operations in two or more fiscal years.

   e. Short-term programs or projects: Programs and projects with operations in less than two fiscal years.

   f. State pass-through funding: Funds in which an agency acts as the intermediary that distributes state funds appropriated to the agency for a specific purpose to a sub-recipient, including pass-through projects typically governed by memorandums of understanding such as funding for educator preparation. State pass-through funding does not include funds originated by or passed from a state agency or other state entity not under the governance of the Board.

3. Approval of Grant and Contract Applications

   All applications for grants and contracts in excess of one million dollars ($1,000,000) that require the institution or agency to dedicate current funds or facilities or will obligate the institution or agency or state to dedicate future funding or facilities require approval by the executive director. Cost sharing or other types of in-kind matching requirements are not considered as dedicated commitments. If there is no dedicated funding or facilities obligation, the application may be approved by the chief executive officer of the institution or agency or his or her designee. When requests for approval

of such applications are presented to the executive director the following information shall be included:

a. Agency to which application is made.

b. Amount of the proposal.

c. Period of the grant or contract.

d. Purpose of the grant or contract.

e. Nature of obligations including amount of funds involved or facilities to be committed.

4. Acceptance of Grants and Contracts

Grants and contracts accepted by an institution or agency shall be reported to the Board in August of each year, when the amount of the grant or contract award exceeds one million dollars ($1,000,000). The following information must be provided:

a. Name of grantor or contract.

b. Amount of the grant or contract.

c. Grant or contract period.

d. Purpose of the grant or contract.

e. Indicate nature of institution or agency's obligations in the form of dedicated funding or dedication of significant facilities.

5. Facilities and Administrative Indirect Cost Recovery

a. The following indirect cost recovery rates will be used by institutions, the Office of the State Board of Education, and agencies under the governance of the Board for grant and contract services:

i. For grants and contracts with the federal government:
1) The indirect cost recovery rates are those negotiated between the institution or agency and the federal government.
2) The indirect cost recovery rate may vary from one classification (e.g. research, instruction, public service/outreach, etc.) to another, but institutions and agencies are encouraged to maximize indirect cost recovery rates.

3) Institutions or agencies may accept indirect cost recovery rates below the institution's/agency's negotiated rate when federal laws, federal programs or policies of the federal agencies limit the rate.

ii. For state grants and contracts between an institution and the Office of the State Board of Education or an agency under the governance of the Board, and using state funds, the following will apply:
   1) Long-term programs or projects: The indirect cost recovery rate will be eight (8) percent.
   2) Short-term programs or projects: The indirect cost recovery rate will be four (4) percent.

iii. State pass-through funding from an agency to an institution shall have a zero (0) percent indirect recovery rate.

iv. Except as provided above, for grants and contracts with a State of Idaho office, department, agency, authority, commission, board, institution, hospital, college, university or other instrumentality thereof, the indirect cost recovery rate is twenty percent (20%) of the total direct cost; provided however, if the funding is federal pass-through, then paragraph one (1) applies.

v. For grants and contracts with any political subdivision of the State of Idaho as defined in Idaho Code §6-902(2):
   1) The indirect cost recovery rate is no less than twenty percent (20%) of the total direct cost unless the funding is federal pass through;
   2) If the funding is federal pass-through, then paragraph (1) applies.

vi. For grants and contracts with private entities, whether for-profit or non-profit, indirect cost recovery shall be charged at the full indirect cost recovery rate proposed to the federal government at the last rate negotiation which represents the institution's full cost of doing business.

b. Reduction or Waiver of Cost Recoveries

i. Notwithstanding the indirect cost recovery rates established in 3.a.ii and 3.a.iii, for good cause, the institutional president or agency administrator or his or her designee is authorized to reduce or waive indirect cost recoveries.

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Idaho State Board of Education
GOVERNING POLICIES AND PROCEDURES
SECTION: V. FINANCIAL AFFAIRS
SUBSECTION: N. Grants and Contracts ~~February 2012~~June 2026

1. Purpose: This policy outlines expectations for the agencies and institutions under the governance of the Board regarding grants and contracts, including indirect cost recovery rates.

2. Definitions

   a. Agency: The Office of the State Board of Education and the agencies under the governance of the Board.

   b. Agency under the governance of the Board: The State Department of Education, the Division of Career Technical Education, the Public Charter School Commission, the Division of Vocational Rehabilitation, and Idaho Public Television.

   c. Indirect costs: Costs incurred for a common or joint purpose that cannot be directly attributed to a specific project, program, or activity, including but not limited to facilities, administrative costs such as human resources and payroll, IT infrastructure, and insurance.

   d. Long-term programs or projects: To qualify as a long-term program or project for the purposes of indirect cost recovery rate, a program or project at an Idaho public institution of higher education shall demonstrate prior operations in two or more fiscal years.

   e. Short-term programs or projects: Programs and projects with operations in less than two fiscal years.

   f. State pass-through funding: Funds in which an agency acts as the intermediary that distributes state funds appropriated to the agency for a specific purpose to a sub-recipient, including pass-through projects typically governed by memorandums of understanding such as funding for educator preparation. State pass-through funding does not include funds originated by or passed from a state agency or other state entity not under the governance of the Board.

~~1.~~ 3. Approval of Grant and Contract Applications

All applications for grants and contracts in excess of one million dollars ($1,000,000) that require the institution or agency to dedicate current funds or facilities or will obligate the institution or agency or state to dedicate future funding or facilities require approval by the executive director. Cost sharing or other types of in-kind matching requirements are not considered as dedicated commitments. If there is no dedicated funding or facilities obligation, the application may be approved by the chief executive officer of the institution or agency or his or her designee. When requests for approval

of such applications are presented to the executive director the following information shall be included:

a. Agency to which application is made.

b. Amount of the proposal.

c. Period of the grant or contract.

d. Purpose of the grant or contract.

e. Nature of obligations including amount of funds involved or facilities to be committed.

~~2.~~ 4. Acceptance of Grants and Contracts

Grants and contracts accepted by an institution or agency shall be reported to the Board in August of each year, when the amount of the grant or contract award exceeds one million dollars ($1,000,000). The following information must be provided:

a. Name of grantor or contract.

b. Amount of the grant or contract.

c. Grant or contract period.

d. Purpose of the grant or contract.

e. Indicate nature of institution or agency's obligations in the form of dedicated funding or dedication of significant facilities.

5~~3~~. Facilities and Administrative Indirect Cost Recovery

a. The following indirect cost recovery rates will be used by institutions, the Office of the State Board of Education, and agencies under the governance of the Board for grant and contract services:

i. For grants and contracts with the federal government:
1) The indirect cost recovery rates are those negotiated between the institution or agency and the federal government.
2) The indirect cost recovery rate may vary from one classification (e.g. research, instruction, public service/outreach, etc.) to another, but institutions and agencies are encouraged to maximize indirect cost recovery rates.

3) Institutions or agencies may accept indirect cost recovery rates below the institution's/agency's negotiated rate when federal laws, federal programs or policies of the federal agencies limit the rate.

ii. For state grants and contracts between an institution and~~with or administered by~~ the Office of the State Board of Education or an agency under the governance of the Board, ~~the Division of Career Technical Education, or the Division of Vocational Rehabilitation~~and using state funds, the following will apply: ~~no indirect cost recovery is allowed.~~

1) Long-term programs or projects: The indirect cost recovery rate will be eight (8) percent.
2) Short-term programs or projects: The indirect cost recovery rate will be four (4) percent.

iii. State pass-through funding from an agency to an institution shall have a zero (0) percent indirect recovery rate.

~~ii.~~iv. Except as provided above, for grants and contracts with a State of Idaho office, department, agency, authority, commission, board, institution, hospital, college, university or other instrumentality thereof, the indirect cost recovery rate is twenty percent (20%) of the total direct cost; provided however, if the funding is federal pass-through, then paragraph one (1) applies.

~~iii.~~v. For grants and contracts with any political subdivision of the State of Idaho as defined in Idaho Code §6-902(2):
1) The indirect cost recovery rate is no less than twenty percent (20%) of the total direct cost unless the funding is federal pass through;
2) If the funding is federal pass-through, then paragraph (1) applies.

~~iv.~~vi. For grants and contracts with private entities, whether for-profit or non-profit, indirect cost recovery shall be charged at the full indirect cost recovery rate proposed to the federal government at the last rate negotiation which represents the institution's full cost of doing business.

b. Reduction or Waiver of Cost Recoveries

i. Notwithstanding the indirect cost recovery rates established in 3.a.ii and 3.a.iii~~above~~, for good cause, the ~~chief executive officer~~institutional president or agency administrator or his or her designee ~~of the institution or agency~~ is authorized to reduce or waive indirect cost recoveries.

~~i.~~

~~ii. Discretionary reductions or waivers of indirect costs must be reported to the Board office in August of each year.~~

Idaho State Board of Education
GOVERNING POLICIES AND PROCEDURES
SECTION: V. FINANCIAL AFFAIRS
SUBSECTION: N. Grants and Contracts ~~February 2012~~June 2026

~~4. Restrictions on Contract Services~~

~~a. Research or consultant entities of agencies and institutions under the governance of the Board may not bid on contract services when it appears that the contract services are reasonably available from the private sector.~~ ~~If the product of contract work is to be privileged or its dissemination restricted, the agency or institution may not undertake the contract work without the written approval of the chief executive officer of the agency or institution.~~

SUBJECT

Board Policy V.V. Scholarships – First Reading

REFERENCE

October 2011	Board approved first reading of proposed amendments
February 2012	Board approved second reading of proposed amendments

APPLICABLE STATUTES, RULE OR POLICY

Idaho State Board of Education Governing Policies & Procedures, Section V. Financial Affairs, Subsection V. Scholarships
Idaho Code § 49-418A
Idaho Code § 33-4302

BACKGROUND / DISCUSSION

Board staff, in coordination with institutional representatives, has identified the need to establish policy guardrails governing the use of the Armed Forces / Public Safety Officer Dependent Scholarship (AF/PSOD Scholarship), administered by the Office of the State Board of Education (OSBE) pursuant to Idaho Code Section 33-4302. Following discussions with Board staff and institutional partners, it has been determined that Policy V.V. Scholarships is the appropriate vehicle for these updates.

The updated language for the proposed amendments was developed in consultation with select legislators and a contact at the U.S. Department of Veterans Affairs (VA) to ensure the proposed policy language is well-informed and appropriately scoped. The amendments address application deadlines, housing and meal plan fund alignment, study abroad parameters, disability status documentation requirements, and recipient agreement obligations.

Note: This item is also being presented as an information item before the IRSA Committee.

IMPACT

The proposed amendments to Policy V.V. will establish clear parameters for the administration of the Armed Forces / Public Safety Officer Dependent Scholarship (AF/PSOD Scholarship), providing institutions with consistent guidance and ensuring alignment with applicable state and federal requirements. The addition of guardrails will support equitable and accountable administration of scholarship funds for qualifying service members, veterans, public safety officers, and their families.

ATTACHMENTS

Attachment 1 – Proposed Policy Amendments – Clean
Attachment 2 – Proposed Policy Amendments – Redline

STAFF COMMENTS AND RECOMMENDATIONS

Board staff has identified a need for updated policy language to provide guardrails around the Armed Forces / Public Safety Officer Dependent Scholarship (AF/PSOD Scholarship). The amendments to Policy V.V. Scholarships address application deadlines, housing and meal plan fund alignment, study abroad limitations, disability status documentation, and recipient agreement requirements. The amendments have been prepared with input from legislative contacts and VA.

Board staff recommends approval of the first reading.

BOARD ACTION

I move to approve the first reading of the amendments to Board Policy V.V. Scholarships, as presented in Attachment 1.

Moved by_____ Seconded by_____ Carried Yes____ No____

Idaho State Board of Education
GOVERNING POLICIES AND PROCEDURES
SECTION: V. FINANCIAL AFFAIRS
SUBSECTION: V. Scholarships **August 2026**

1. Purpose: This policy establishes expectations and guidelines for the implementation of scholarship and grant programs managed by the Office of the State Board of Education and the state's public institutions and community colleges.

2. Definitions

   a. Institutions: Boise State University, Idaho State University, Lewis-Clark State College, and University of Idaho.

   b. Community colleges: College of Eastern Idaho, College of Southern Idaho, College of Western Idaho, and North Idaho College.

3. Armed Forces / Public Safety Officer Dependent Scholarship

   Per Idaho Code Section 33-4302, the Office of the State Board of Education (OSBE) administers the Armed Forces / Public Safety Officer Dependent Scholarship (AF/PSOD Scholarship).

   a. The AF/PSOD Scholarship will have three application deadlines.
      i. Fall semester: July 1
      ii. Spring semester: December 1
      iii. Summer semester: April 15

   b. AF/PSOD Scholarship funds will be provided in alignment with the lowest-cost housing option and the lowest-cost meal plan (typically covering 14 to 19 meals) of the institution the recipient attends. If an individual selects a higher cost housing or meal plan option, alternate funding must be used to cover the difference.

   c. AF/PSOD Scholarship funds may not be used to cover costs associated with study abroad unless approved via a separate application to the Scholarship Program Manager. The maximum amount of AF/PSOD Scholarship funds provided for a study abroad semester may not exceed the amount provided to the recipient for their most recent in-state semester.

   d. Disability status will be based on a documented disability determination that specifies unemployability from Veterans Affairs, PERSI, or the Social Security Administration. Disability determination documentation must be dated within the year prior to AF/PSOD Scholarship application submission. Any changes to the scholarship recipient's disability status must be reported to the OSBE Scholarship Program Manager within 30 days of the change.

   e. To accept and receive an AF/PSOD Scholarship, the recipient must confirm their agreement to the terms of the scholarship, including but not limited to required

communication regarding changes to their enrollment institution and enrollment status.

4. College and University License Plates (Idaho Code § 49-418A)

   Funds from the college and university special license plate program shall be used only as follows:

   a. To fund scholarships for Idaho residents attending the institution. Each institution may either create a new scholarship or fund existing scholarships so long as the scholarship recipients are Idaho residents as defined by Idaho Code and the rules of the Board.

   b. To contribute to academic programs. Provided, however, that this use of such funds shall be on the following conditions:

      i. Such funds must be matched in at least equal amounts to non-state, non-federal, and non-local governmental funds.

      ii. Such use requires prior approval of the Board.

5. Each institution participating in the college and university license plate program shall, upon request, present a detailed report to the Board of all recipients and distributions of all funds from said program.

   Said report shall include, at a minimum; a complete accounting of the receipts; a complete accounting of the disbursements; what scholarships were funded and in what amounts; a brief description of the scholarship requirements or criteria; a list of the recipients of scholarships funded; the academic programs to which contributions were made and in what amounts; the amount and source of non-governmental matching funds contributed to academic programs in conjunction with the license plate funds; and any projected future use of said funds.

Idaho State Board of Education
GOVERNING POLICIES AND PROCEDURES
SECTION: V. FINANCIAL AFFAIRS
SUBSECTION: V. Scholarships ~~February 2012~~August 2026

1. Purpose: This policy establishes expectations and guidelines for the implementation of scholarship and grant programs managed by the Office of the State Board of Education and the state's public institutions and community colleges.

2. Definitions

   a. Institutions: Boise State University, Idaho State University, Lewis-Clark State College, and University of Idaho.
   b. Community colleges: College of Eastern Idaho, College of Southern Idaho, College of Western Idaho, and North Idaho College.

3. Armed Forces / Public Safety Officer Dependent Scholarship

   Per Idaho Code Section 33-4302, the Office of the State Board of Education (OSBE) administers the Armed Forces / Public Safety Officer Dependent Scholarship (AF/PSOD Scholarship).

   a. The AF/PSOD Scholarship will have three application deadlines.
      i. Fall semester: July 1
      ii. Spring semester: December 1
      iii. Summer semester: April 15

   b. AF/PSOD Scholarship funds will be provided in alignment with the lowest-cost housing option and the lowest-cost meal plan (typically covering 14 to 19 meals) of the institution the recipient attends. If an individual selects a higher cost housing or meal plan option, alternate funding must be used to cover the difference.

   c. AF/PSOD Scholarship funds may not be used to cover costs associated with study abroad unless approved via a separate application to the Scholarship Program Manager. The maximum amount of AF/PSOD Scholarship funds provided for a study abroad semester may not exceed the amount provided to the recipient for their most recent in-state semester.

   d. Disability status will be based on a documented disability determination that specifies unemployability from Veterans Affairs, PERSI, or the Social Security Administration. Disability determination documentation must be dated within the year prior to AF/PSOD Scholarship application submission. Any changes to the scholarship recipient's disability status must be reported to the OSBE Scholarship Program Manager within 30 days of the change.

   e. To accept and receive an AF/PSOD Scholarship, the recipient must confirm their agreement to the terms of the scholarship, including but not limited to required communication regarding changes to their enrollment institution and enrollment status.

Idaho State Board of Education
GOVERNING POLICIES AND PROCEDURES
SECTION: V. FINANCIAL AFFAIRS
SUBSECTION: V. Scholarships ~~February 2012~~August 2026

4. College and University License Plates (Idaho Code § 49-418A)

~~1.~~ Funds from the college and university special license plate program shall be used only as follows:

a. To fund scholarships for Idaho residents attending the institution. Each institution may either create a new scholarship or fund existing scholarships so long as the scholarship recipients are Idaho residents as defined by Idaho Code and the rules of the Board.

b. To contribute to academic programs. Provided, however, that this use of such funds shall be on the following conditions:

i. Such funds must be matched in at least equal amounts to non-state, non-federal, and non-local governmental funds.

ii. Such use requires prior approval of the Board.

~~2~~5. Each institution participating in the college and university license plate program shall, upon request, present a detailed report to the Board of all recipients and distributions of all funds from said program.

Said report shall include, at a minimum; a complete accounting of the receipts; a complete accounting of the disbursements; what scholarships were funded and in what amounts; a brief description of the scholarship requirements or criteria; a list of the recipients of scholarships funded; the academic programs to which contributions were made and in what amounts; the amount and source of non-governmental matching funds contributed to academic programs in conjunction with the license plate funds; and any projected future use of said funds.

SUBJECT

FY 2027 Appropriated Funds Operating Budgets

APPLICABLE STATUTE, RULE, OR POLICY

Idaho State Board of Education Governing Policies & Procedures Section II.F.b.v., V.B.3.b.ii., 4.b., 5.c, 6.b.

BACKGROUND/DISCUSSION

Pursuant to Board policy V.B., each institution and agency prepares an operating budget for appropriated funds, non-appropriated auxiliary enterprises, non-appropriated local services, and non-appropriated other funds.

For the appropriated funds operating budget, Board policy V.B.3.b.ii states as follows: "Each institution or agency prepares an operating budget for the next fiscal year based upon guidelines adopted by the Board. Each budget is then submitted to the Board in a summary format prescribed by the Executive Director for review and formal approval before the beginning of the fiscal year." The appropriated operating budgets have been developed based on appropriations enacted during the 2026 legislative session.

For the college and universities' non-appropriated operating budgets, Board policy V.B. requires reports of revenues and expenditures to be submitted to the State Board of Education at the request of the Board. Currently, these operating budgets are available on each institution's website and are available upon request.

Operating budgets are presented in two formats: budgets for agencies, health education programs, and special programs contain a summary (displayed by program, by source of revenue, and by expenditure classification) and a budget overview that briefly describes the program and changes from the previous fiscal year. All sources of revenues are included (i.e., General Fund, federal funds, miscellaneous revenue, and any other fund source).

For the college and universities, postsecondary career technical education, and agricultural research and extension, supplemental information is provided including personnel costs summarized by type of position. The four-year institution reports contain information about appropriated funds, which only includes state General Fund, endowment funds, and appropriated student fees.

IMPACT

Approval of the operating budgets establishes agency and institutional fiscal spending plans for FY 2027 and allows the agencies and institutions to continue operations from FY 2026 into FY 2027.

ATTACHMENTS

Attachment 1 – Charts - FY 2027 General Funds by Program
Attachment 2 – Office of the State Board of Education Operating Budget
Attachment 3 – Idaho Public Television Operating Budget
Attachment 4 – Idaho Division of Vocational Rehabilitation Operating Budget
Attachment 5 – Idaho Public Charter School Commission Operating Budget
Attachment 6 – College and Universities FY 2027 Budget by Function
Attachment 7 – College and Universities Summary of Appropriated Budget
Attachment 8 – Boise State University FY 2027 Budget Overview
Attachment 9 – Boise State University Appropriated Budget
Attachment 10 – Boise State University Salary Changes
Attachment 11 – Idaho State University FY 2027 Budget Overview
Attachment 12 – Idaho State University Appropriated Budget
Attachment 13 – Idaho State University Salary Changes
Attachment 14 – University of Idaho FY 2027 Budget Overview
Attachment 15 – University of Idaho Appropriated Budget
Attachment 16 – University of Idaho Salary Changes
Attachment 17 – Lewis-Clark State College FY 2027 Budget Overview
Attachment 18 – Lewis-Clark State College Appropriated Budget
Attachment 19 – Lewis-Clark State College Salary Changes
Attachment 20 – Charts - FY 2027 Budgeted Positions by Type
Attachment 21 – College and Universities Personnel Costs
Attachment 22 – Career Technical Education FY 2027 Budget Overview
Attachment 23 – Career Technical Education Appropriated Budget
Attachment 24 – Agricultural Research & Extension FY 2027 Budget Overview
Attachment 25 – Agricultural Research & Extension Appropriated Budget
Attachment 26 – Agricultural Research & Extension Personnel Costs
Attachment 27 – Health Education Programs Operating Budget
Attachment 28 – Special Programs Operating Budget

STAFF COMMENTS AND RECOMMENDATIONS

Operating budgets for FY 2027 were developed according to legislative appropriations and Board guidelines as applicable. Representatives from the institutions will be available to answer specific questions.

The FY 2027 appropriated budgets reflect implementation of an ongoing 5% reduction to state General Fund appropriations enacted during the 2026 Idaho legislative session. Across college and universities, the reductions are partially offset by Board-approved tuition and fee increases, increased endowment distributions, and restoration of certain benefit and fixed-cost funding, while a health insurance increase of $2,040 per FTE (to $16,170 per employee) raised personnel costs across every entity.

Office of the State Board of Education (OSBE) - OSBE's FY 2027 operating budget of $62.9M declines $12.9M (-16.97%) from FY 2026. The reduction is concentrated in General Fund, mainly attributable to the sunsetting of the

Empowering Parent's Program. The budget also reflects a net-zero transfer of $998,400 from the institutions for the Canvas LMS renewal for the college and universities, along with a net-zero transfer of 4.0 FTP and $510,500 to return Risk Managers to BSU, ISU, and UI. The total Board office FTP decline is 4.83 (-5.42%).

	FY2026	FY2027	Net FTE
OSBE	89.10	84.27	**(4.83)**

Idaho Public Television (IPTV) - IPTV's FY 2027 operating budget of $11.6M declines $417,400 (-3.48%). General Fund (PC/OE/capital lease) drops $327,800 (-9.93%), reflecting a 4% FY 2026 General Fund rescission of $126,800 carried into the base under SB 1331, while continuously appropriated local funds (+0.47%) and Millennium Funds (+0.26%) hold roughly flat. The deepest program and class reductions fall on Development (-12.67%) and Capital Outlay (-34.11%). SB 1331 provided a $207,000 Millennium Fund personnel appropriation and authorizes additional locally funded positions subject to DHR and DFM approval. The total IPTV FTP decline is 1.0 (-1.36%).

	FY2026	FY2027	Net FTE
IPTV	73.48	72.48	**(1.00)**

Idaho Division of Vocational Rehabilitation (IDVR)- IDVR's FY 2027 budget of $26.8M declines $1.28M (-4.57%). The reduction is driven almost entirely by a $1.49M (-22.15%) cut to General Fund support and partially cushioned by a 1.04% increase in federal funds. Trustee/Benefit payments, the division's client-services dollars, fall $1.59M (-13.66%), while the core Vocational Rehabilitation program declines 4.68% and the Council for the Deaf and Hard of Hearing holds roughly flat (+0.70%). Personnel costs rise 2.09% on benefit-rate growth despite a 0.90 FTP reduction (-0.62%).

	FY2026	FY2027	Net FTE
IDVR	145.27	144.37	**(0.90)**

Idaho Public Charter School Commission (IPCSC) - IPCSC's FY 2027 budget of $744,700 increases $14,500 (+1.99%) over the adjusted FY 2026 base, after absorbing $10,000 in General Fund holdbacks and reversions (HB 874 plus an additional 2% FY 2027 holdback). The increase is attributable entirely to rising benefit costs, now trending near 40% of salary versus a previously budgeted 37%, as no salary increases are included for FY 2027. Operating expenditures grow only 0.35%, below inflation, which the agency notes may reduce purchasing power. Staffing total holds at 5.0 FTP.

	FY2026	FY2027	Net FTE
IPCSC	5.00	5.00	**0.00**

Boise State University (BSU) - BSU's FY 2027 base operating budget totals $321.2M, an increase of $14.3M over the FY 2026 base of $307.0M. State General Funds decline a net $2.9M, which includes a $6.7M ongoing 5% base cut, partially offset by a $2.0M one-time adjustment and added health and benefit funding. Dedicated funds rise a net $3.3M and tuition and fee revenue grows $13.8M on Board-approved April 2026 rate adjustments and projected enrollment and online-program growth. BSU reduces 25.50 FTE and reallocates toward Institutional Support (+25.04%) while holding Instruction roughly flat (-0.99%). BSU will be transitioning to a new all-funds University Budget Model (UBM) in FY 2027.

	Faculty	Exec/Admin	Managerial/Prof	Classified	Net FTE
BSU	(7.21)	(4.34)	+0.50	(14.45)	**(25.50)**

Idaho State University (ISU) - ISU presents a balanced central fund budget for FY 2027, with total operating revenues up 3.5%, despite a $5.2M ongoing 5% base reduction and a net 3.0% (-$3.1M) decline in ongoing state General Funds. ISU absorbs the cuts primarily through its "Bold Path Forward. Together." restructuring plan, approved in January 2026 and expected to generate $8.3M in ongoing central-fund savings effective FY 2027. ISU reduces 28.06 FTE with the faculty salary base down 3.0%. A $2.9M tuition rate increase and 6.2% growth in endowment distributions support the revenue increase on a conservative flat-enrollment assumption.

	Faculty	Exec/Admin	Managerial/Prof	Classified	Net FTE
ISU	(10.14)	(2.23)	(10.69)	(5.00)	**(28.06)**

University of Idaho (UI) - UI's FY 2027 budget totals $213.6M, up $4.8M (+2.3%) over the FY 2026 base (and 4.94% measured against post-holdback FY 2026 actuals). The budget implements a $5.7M 5% state holdback, $4.7M from personnel and $1.0M from non-personnel, partially offset by reinstatement of the $2.0M FY 2026 reduction and $1.9M in added benefit funding, for a net state General Fund decline of $1.4M. UI reduces 14.08 FTE and reallocates toward Student Financial Aid (+35.90%) and Student Services (+11.28%) while reducing Library (-14.27%) and Academic Support (-11.40%). Tuition revenue grows $5.0M and endowment distributions $1.2M, on a flat net-fee-paying enrollment assumption.

Institution	Faculty	Exec/Admin	Managerial/Prof	Classified	Net FTE
UI	(6.03)	(0.92)	+2.09	(9.22)	**(14.08)**

Lewis-Clark State College (LC State) - LC State's FY 2027 budget of $44.7M declines $180,700 (-0.40%). State General Funds fall $808,600 (-3%), reflecting combined 3% and 2% rescissions totaling $1.2M, partially offset by benefit (+$388,100) and SWCAP (+$68,100) funding net of a $61,100 Canvas transfer, a

$355,800 increase in endowment distributions, and a $272,100 tuition increase. LC State reduces 1.42 FTE, with the faculty salary base down 7.6% and the Instruction function down 6.1% and adopts a fiscally conservative posture including a measured pause before filling positions. LC State cites its prison education program as a strategic enrollment-stabilization initiative.

Institution	Faculty	Exec/Admin	Managerial/Prof	Classified	Net FTE
LC State	(11.41)	0.00	+9.71	+0.28	**(1.42)**

Career Technical Education (CTE) – CTE's FY 2027 budget, excluding the continuously appropriated Motorcycle Safety fund, totals $106.7M, a 2.78% reduction against the FY 2026 original appropriation (and a 1.08% increase against the FY 2026 revised figure). General Fund support declines 3.34% ($91.97M to $88.90M), reflecting the 5% reduction working through the base. The cut lands hardest on Educator Services (EDED), where General Fund falls 20.09% and 2.0 FTP are eliminated (-20%). Technical College Programs (EDEC) are comparatively protected. General Fund declines 2.33% while the 509.14 technical-college FTP and the $10M ongoing Trustee/Benefit appropriation for CTE program-capacity enhancements (added in FY 2026) are preserved.

	FY2026	FY2027	Net FTE
CTE	560.14	558.14	**(0.36)**

Agricultural Research and Extension Service (ARES) - UI's ARES appropriation declines 3.2% from the FY 2026 original, reflecting a 5% base reduction of approximately $2.0M partially offset by $705,600 in added benefit costs. The permanent reduction was allocated 84% to personnel and 16% to operating, and the personnel impact is substantial: budgeted FTE fall 40.90 (from 323.86 to 282.96, roughly a 12.6% staffing reduction), with the Classified workforce bearing the largest share (114.82 to 85.79 FTE). General Fund personnel cost drops from $35.23M to $34.26M.

	Faculty	Exec/Admin	Managerial/Prof	Classified	Net FTE
ARES (UI)	(12.15)	(0.13)	+0.41	(29.03)	**(40.90)**

Health Education Programs - Health Education Programs increases $1.47M (+5.10%) to $30.2M, with General Fund up 5.02%. The increase funds targeted Graduate Medical Education enhancements. $240,000 for four (4) new psychiatry residents in the Eastern Idaho Medical Residencies, $60,000 for one (1) additional resident in Burley, $60,000 for one (1) Family Medicine OB/GYN fellowship, $360,000 for six Family Medicine residents in Nampa, and $180,000 for three (3) new child-psychiatry seats at the University of Utah, plus a WIMU veterinary FTP adjustment. Staffing rises 1.50 FTP (+3.19%), expanding physician-training pipelines in high-need specialties and rural sites.

	FY2026	FY2027	Net FTE
Health Education	46.96	48.46	**+1.50**

Special Programs - Special Programs decline $316,400 (-0.90%) to $34.9M, with General Fund down 1.04%. Within scholarships and grants (-1.08% overall), the Rural Underserved Educator Incentive Program (RUEIP) absorbs the largest reduction (-4.21%, to $3.0 million) and the Opportunity Scholarship declines $194,000 (-0.94%). The GEARUP, Atwell Parry Work Study, and the Armed Forces/Public Safety Officer scholarship hold flat. Personnel costs rise 6.89% while operating expenditures fall 54.27%, indicating a reallocation within the administrative cost centers. Staffing essentially stays flat (-0.14% FTP).

	FY2026	FY2027	Net FTE
Special Programs	49.34	49.27	**(0.07)**

Attachment 21 presents a system-wide summation of personnel costs by institution and by classification and also includes the number of new positions added at each institution. Board review of the operating budgets is the best opportunity for the Board to see the number of new positions added year-over-year.

Additionally, a list of FY 2027 Permanent Building Fund Advisory Council (PBFAC) Recommended Alteration and Repair Projects would typically appear as an attached information item in these materials. However, at its September 2025 project review meeting, PBFAC recommended that no college and university projects be funded for the FY 2027 funding cycle. Any new project funding through PBFAC will be considered until FY 2028.

This information was reviewed by the BAHR Committee on June 3, 2026.

Board staff recommends approval.

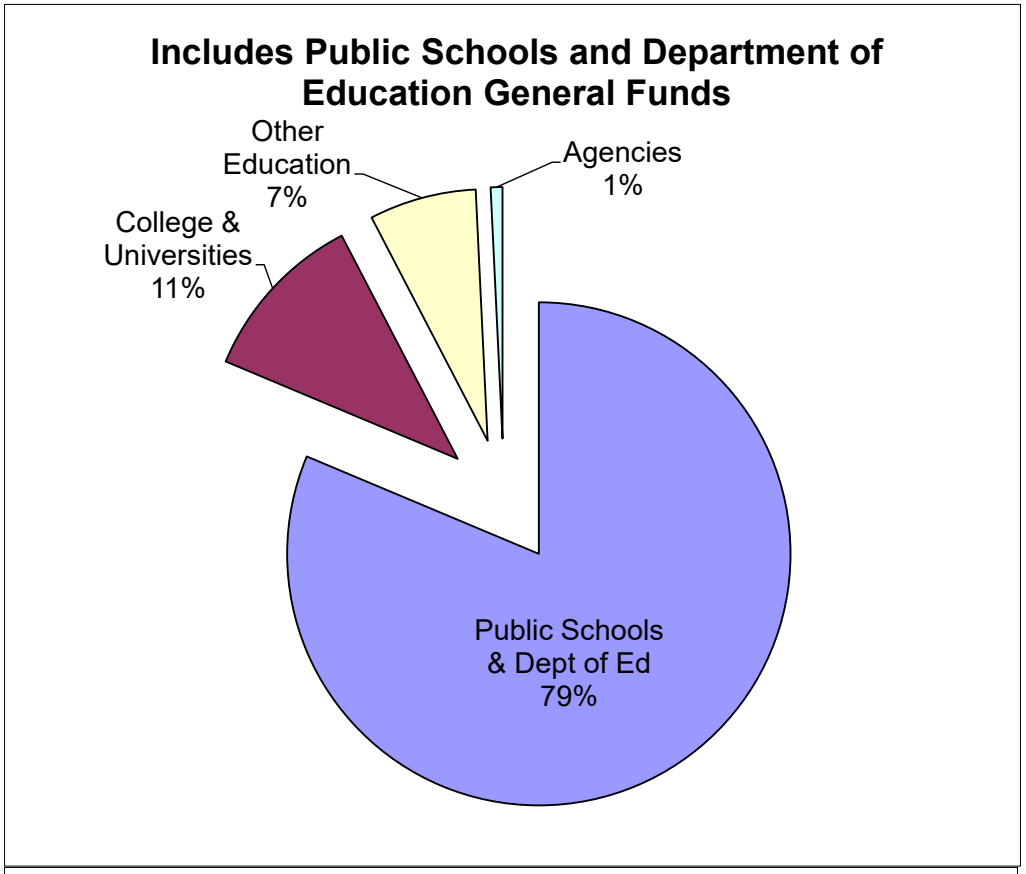
BOARD ACTION

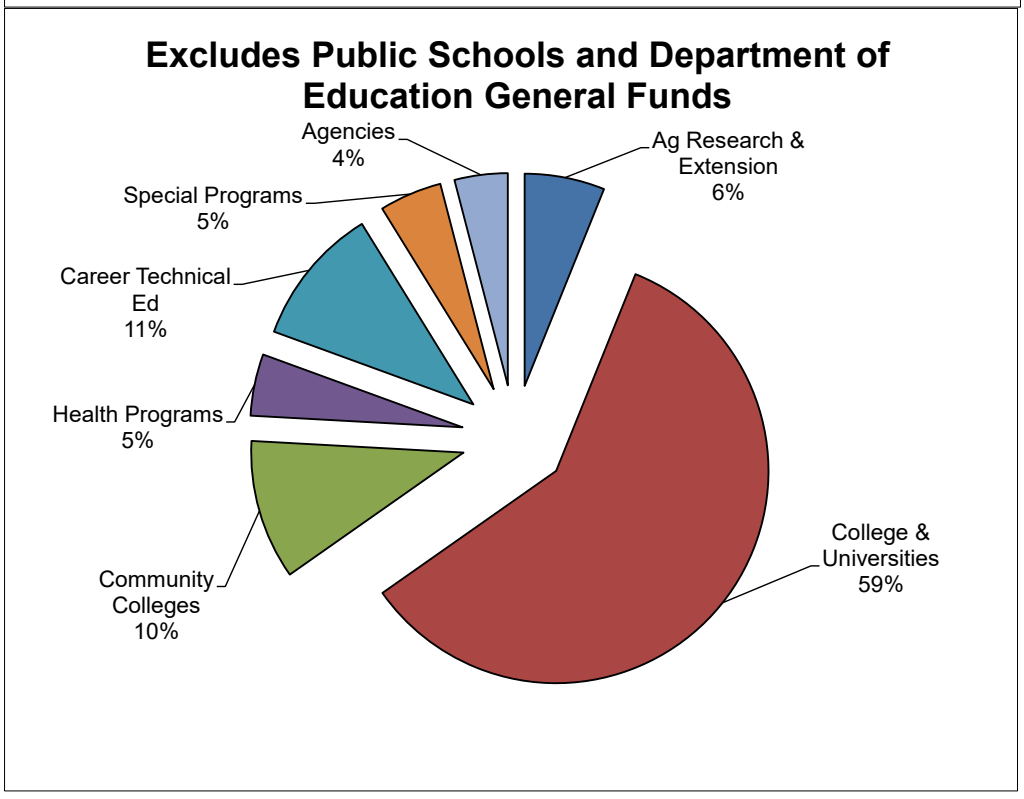
I move to approve the FY 2027 operating budgets for the Office of the State Board of Education, Idaho Public Television, Idaho Division of Vocational Rehabilitation, Idaho Public Charter School Commission, College and Universities, Career Technical Education, Agricultural Research and Extension Service, Health Education Programs, and Special Programs, as presented in Attachments 2-28.

Moved by _____ Seconded by _____ Carried Yes _____ No _____

State Board of Education

FY27 General Funds by Program





OFFICE OF THE STATE BOARD OF EDUCATION

FY 2027 Operating Budget

	FY 2026 BUDGET	FY 2027 BUDGET	PERCENT of CHANGE
By Cost Center:			
Office of the State Board of Education			
Administration	30,460,133	19,413,100	-36.27%
IT and Data Management	9,338,162	9,371,600	0.36%
School Safety and Security	1,458,493	1,110,800	-23.84%
Scholarship Programs	30,932,300	29,542,000	-4.49%
Systemwide Needs	3,540,799	3,438,800	-2.88%
Total Programs	**75,729,887**	**62,876,300**	-16.97%
By Fund Source:			
General Fund - OSBE	22,974,233	8,424,300	-63.33%
General Fund - IT and Data Management	8,049,162	8,082,600	0.42%
General Fund - Office of School Safety/Security	733,000	743,900	1.49%
General Fund - Scholarships	26,401,600	25,011,000	-5.27%
Federal Funds	507,200	4,000,000	688.64%
Federal Funds - School Safety/Security	260,500	0	-100.00%
Federal Funds - GEARUP	4,530,700	4,531,000	0.01%
In-Demand Careers	276,500	294,400	6.47%
Broadband Infrastructure	1,274,000	1,274,000	0.00%
Miscellaneous Revenue OSBE	6,578,800	6,569,600	-0.14%
Miscellaneous IT and Data Management	15,000	15,000	0.00%
Miscellaneous School Safety/Security	464,993	366,900	-21.10%
Miscellaneous - Postsecondary Credit	0	0	N/A
Systemwide Needs	3,540,799	3,438,800	-2.88%
Indirect Cost Recovery Fund	123,400	124,800	1.13%
Total Funds	**75,729,887**	**62,876,300**	-16.97%
By Expenditure Classification:			
Personnel Costs	11,066,672	10,609,100	-4.13%
Operating Expenditures	7,700,600	9,026,000	17.21%
Capital Outlay	6,224,000	6,125,000	-1.59%
Trustee/Benefit Payments	50,738,615	37,116,200	-26.85%
Lump Sum	0	0	N/A
Total Expenditures	**75,729,887**	**62,876,300**	-16.97%
Full Time Positions	89.10	84.27	-5.42%

Budget Overview

The FY 2027 budget for The Office of the State Board of Education (OSBE) reflects an increase in health insurance of $2,040 per FTE for an annual rate of $16,170 per employee. OSBE Administration received a net zero transfer of $998,400 from the institutions for the CANVAS LMS Renewal as well as a net zero transfer of (4.0) FTP and ($510,500) to transfer the Risk Managers back to the institutions.

IDAHO PUBLIC TELEVISION
FY 2027 Operating Budget

		FY 2026 BUDGET	FY 2027 BUDGET	PERCENT of CHANGE
By Program:				
Delivery System and Administration:				
Technical Services		2,769,000	2,711,700	(2.07%)
Administration	(3)	1,899,800	1,902,800	0.16%
Educational Content:				
Programming Acquisitions		1,791,500	1,739,400	(2.91%)
IdahoPTV Productions		1,832,900	1,761,200	(3.91%)
Special Productions/Projects		800,000	800,000	0.00%
Communications		789,700	759,700	(3.80%)
Education/Community Services		665,700	639,400	(3.95%)
Development		1,444,600	1,261,600	(12.67%)
Total Programs		**11,993,200**	**11,575,800**	(3.48%)
By Fund Source:				
General Fund - PC /OE / Capital Lease		3,299,800	2,972,000	(9.93%)
Millennium Funds		1,004,400	1,007,000	0.26%
Federal Funds		-	0	
Local Funds	(1)	7,561,500	7,596,800	0.47%
Total Funds		**11,993,200**	**11,575,800**	(3.48%)
By Expenditure Classification:				
Personnel Costs		6,626,200	6,497,600	(1.94%)
Operating Expenditures:				
Communication & Programming		1,812,800	1,798,416	(0.79%)
Employee Development & Travel		309,200	303,016	(2.00%)
Professional, Admin & Other Services		778,000	754,660	(3.00%)
Supplies, R&M Services		829,900	790,106	(4.80%)
Utilities and Gas		185,700	195,271	5.15%
Leases and Rentals		523,500	549,539	4.97%
Miscellaneous		243,600	236,292	(3.00%)
Total Operating Expenditures		4,682,700	4,627,300	(1.18%)
Capital Outlay		684,300	450,900	(34.11%)
Total Expenditures		**11,993,200**	**11,575,800**	(3.48%)
FTP Count	(2)	73.48	72.48	(1.36%)

Notes:

FY2026, General Fund budget per HB250 & 391 appropriated $342,400 from the General Fund to Idaho Public Television for capital outlay.

FY2027 General Fund budget per SB1331 appropriated $2,972,000 from the General Fund to Idaho Public TV. This legislation included a 4% FY2026 General Fund rescission totaling $126,800 and $700 from the Millennium Fund.

(1) SB1331 provided for the continuous appropriation of local funds. This is our targeted amount for SFY 2027.

(2) SB1331 also provided IdahoPTV with the ability to add additional personnel based on the availability of local funds and with the authorization from the Idaho Division of Human Resources and the Division of Financial Management.

(3) SB1331 provided IdahoPTV Millenium Fund Personnel Cost Appropriation totalling $207,000

DIVISION OF VOCATIONAL REHABILITATION

FY 2027 Operating Budget

	FY 2026 BUDGET	FY 2027 BUDGET	PERCENT of CHANGE
By Program:			
Vocational Rehabilitation	27,499,700	26,212,000	-4.68%
Council for the Deaf & Hard of Hearing (CDHH)	598,800	603,000	0.70%
Total Programs	**28,098,500**	**26,815,000**	-4.57%
By Fund Source:			
General Fund	6,734,900	5,243,100	-22.15%
Federal Funds	19,945,000	20,152,600	1.04%
Miscellaneous Revenue	258,100	258,100	0.00%
Dedicated Funds	1,160,500	1,161,200	0.06%
Total Funds	**28,098,500**	**26,815,000**	-4.57%
By Expenditure Classification:			
Personnel Costs	13,492,400	13,774,100	2.09%
Operating Expenditures	2,573,300	2,596,800	
Communications	126,633	128,400	1.40%
Employee Dev./Memberships	21,126	21,529	1.91%
Professional & General Services	700,131	704,863	0.68%
Travel	67,325	68,883	2.31%
Supplies & Insurance	209,536	210,656	0.53%
Rents	51,410	53,100	3.29%
Computer Services	819,911	832,268	1.51%
Other	577,228	577,101	-0.02%
Total Operating Expenditures	2,573,300	2,596,800	0.91%
Capital Outlay	404,600	404,600	0.00%
Trustee/Benefit Payments	11,628,200	10,039,500	-13.66%
Total Expenditures	**28,098,500**	**26,815,000**	-4.57%
Full Time Positions	145.27	144.37	-0.62%

Budget Overview

FY26 funded with HB 876 & HB 877

[1] Additional lease increase for CDHH in the amount of $2,100

V. FISCAL YEAR 2027 OPERATING BUDGET

BACKGROUND

	FY 2026 BUDGET	FY 2027 BUDGET	PERCENT OF CHANGE
By Program			
Charter School Commission	730,200	744,700	1.986%
Total Programs	730,200	744,700	1.986%
By Fund Source			
General Fund	191,900	192,600	0.365%
Dedicated Fund	538.300	552,100	2.564%
Total Funds	730,200	744,700	1.986%
By Expenditure Classification			
Personnel Costs	586,600	600,600	2.387%
Operating Expenditures	143,600	144,100	0.348%
Capital Outlay	0.00	0.00	0.000%
Total Expenditures	730,200	744,700	1.986%
FTP Count	5.0	5.0	0.0%

Notes:

The Fiscal Year 2027 Operating Budget reflects a 1.986% increase over the adjusted Fiscal Year 2026 base. The budget includes a total of $10,000 in General Fund holdbacks and reversions, including amounts incorporated in House Bill 874 and an additional 2% holdback for FY2027.

Personnel costs increase by 2.387%; however, no salary increases are included for FY2027. The increase is primarily attributable to higher benefit costs, which have trended closer to 40% of salary compared to the previously budgeted rate of approximately 37%. Operating expenditures increase by 0.348%, which is below anticipated inflationary pressures and may reduce purchasing power during the fiscal year.

To manage these constraints, the agency will closely monitor expenditures, prioritize essential operating needs, and implement cost containment measures as necessary to remain within available appropriations. The agency's operations are primarily personnel- and service-based, and do not require capital expenditures.

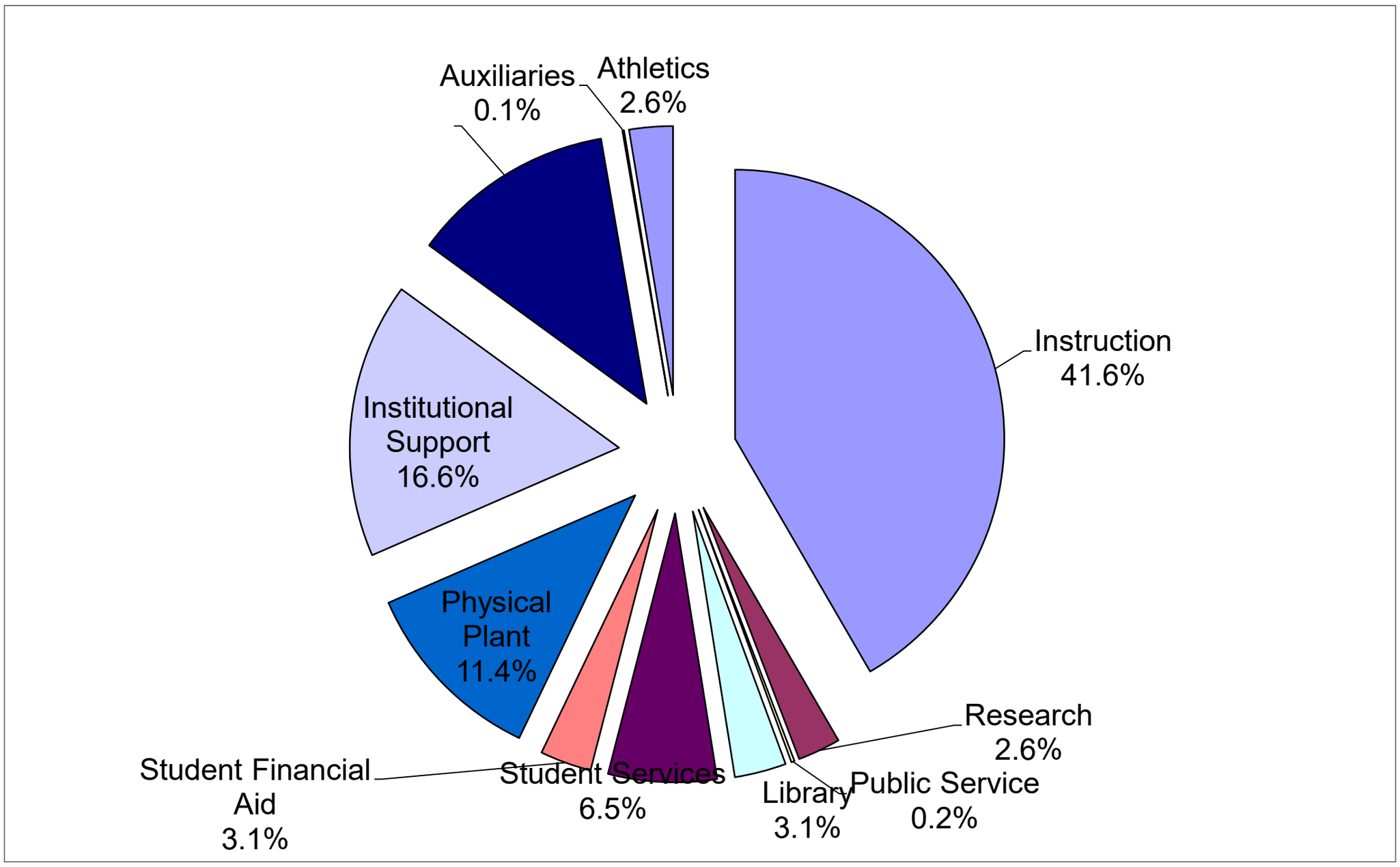
SPEAKER
IPCSC Director, Rachel Burk

COMMISSION ACTION

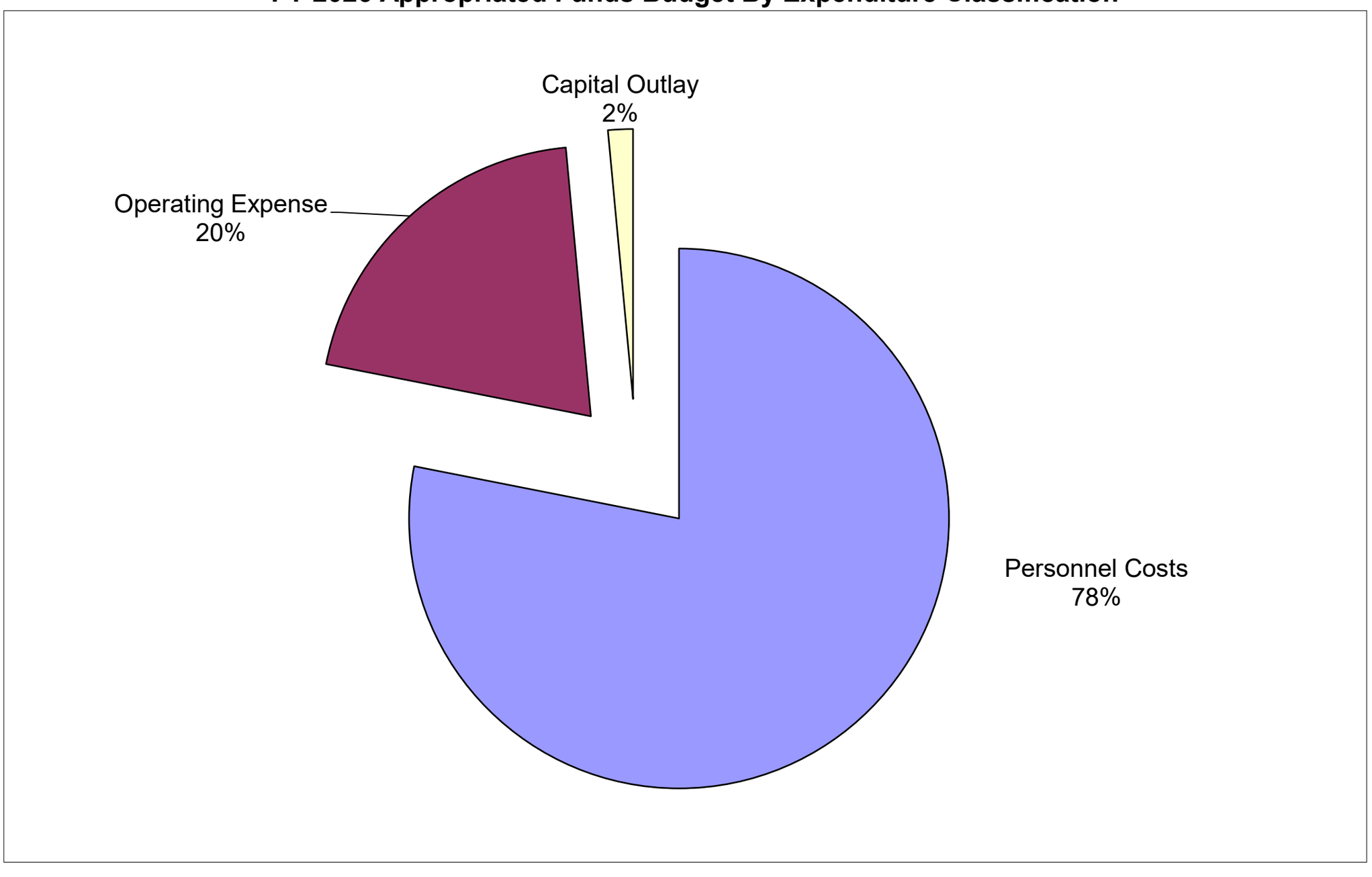
1. A motion to approve the FY 2027 Operating Budget as presented.
OR
2. A motion to modify the FY 2027 Operating Budget.
OR
3. A Commission-developed motion.

COLLEGE & UNIVERSITIES

FY 2027 Appropriated Funds Budget By Function



FY 2026 Appropriated Funds Budget By Expenditure Classification



COLLEGE & UNIVERSITIES SUMMARY

Budget Distribution by Activity and Expense Class

July 1, 2026 - June 30, 2027

		FY2026 Original Budget with Holdbacks		FY2027 Original Budget		Changes from Prior Year	
		Amount	% of Total	Amount	% of Total	Amount	% Chge
	Revenue by Source						
1	State General Account - ongoing	$379,938,177	51.39%	$367,946,200	48.46%	($11,991,977)	-3.16%
2	State General Account - one time	(4,000,000)	-0.54%	0	0.00%	4,000,000	-100.00%
3	HESF - one time	0	0.00%	0	0.00%	0	0.00%
4	State Endowments	25,691,400	3.47%	27,601,100	3.64%	1,909,700	7.43%
5	COVID Funds	0	0.00%	0	0.00%	0	0.00%
6	Student Tuition and Fees	337,703,507	45.68%	363,702,501	47.90%	25,998,994	7.70%
7	Total Operating Revenues	$739,333,084	100.00%	$759,249,801	100.00%	$19,916,717	2.69%
	Expenses						
	By Function:						
8	Instruction	$318,650,306	42.98%	$316,111,480	41.63%	($2,538,826)	-0.80%
9	Research	20,331,221	2.74%	19,531,588	2.57%	(799,633)	-3.93%
10	Public Service	1,480,975	0.20%	1,455,916	0.19%	(25,059)	-1.69%
11	Library	25,591,027	3.45%	23,536,637	3.10%	(2,054,390)	-8.03%
12	Student Services	46,567,838	6.28%	49,444,222	6.51%	2,876,384	6.18%
13	Student Financial Aid	20,695,721	2.79%	23,419,138	3.08%	2,723,417	13.16%
14	Physical Plant	84,219,087	11.36%	86,285,965	11.36%	2,066,878	2.45%
15	Institutional Support	111,491,711	15.04%	125,755,104	16.56%	14,263,393	12.79%
16	Academic Support	91,807,390	12.38%	93,124,642	12.27%	1,317,252	1.43%
17	Auxiliaries	680,729	0.09%	729,428	0.10%	48,699	7.15%
18	Athletics	19,817,077	2.67%	19,857,380	2.62%	40,303	0.20%
19	**Total Bdgt by Function**	$741,333,083	100.00%	$759,251,501	100.00%	$17,918,418	2.42%
20	**By Expense Class:**						
21	Personnel Costs:						
22	Salaries:						
23	Faculty	$195,823,458	26.42%	$193,591,778	25.50%	($2,231,680)	-0.0114
24	Executive/Admin	22,934,051	3.09%	22,036,490	2.90%	(897,561)	-3.91%
25	Managerial/Prof	141,530,718	19.09%	141,509,667	18.64%	(21,051)	-0.01%
26	Classified	54,557,689	7.36%	53,143,000	7.00%	(1,414,689)	-2.59%
27	Grad Assist	14,803,454	2.00%	14,703,067	1.94%	(100,387)	-0.68%
28	Irregular Help	8,208,160	1.11%	7,533,731	0.99%	(674,429)	-8.22%
29	Total Salaries	$437,857,530	59.06%	$432,517,734	56.97%	($5,339,796)	-1.22%
30	Personnel Benefits	151,517,004	20.44%	160,453,699	21.13%	8,936,695	5.90%
31	Total Pers Costs	$589,374,534	79.50%	$592,971,432	78.10%	$3,596,898	0.61%
32	Operating Expense:						
33	Travel	2,518,700	0.34%	1,715,307	0.23%	(803,393)	-31.90%
34	Utilities	21,685,758	2.93%	23,321,082	3.07%	1,635,324	7.54%
35	Insurance	5,632,095	0.76%	6,593,995	0.87%	961,900	17.08%
36	Other Oper. Exp	109,644,375	14.79%	123,367,417	16.25%	13,723,042	12.52%
37	Total Oper. Exp	$139,480,928	18.81%	$154,997,801	20.41%	$15,516,873	11.12%
38	Capital Outlay:						
39	Depart Equipment	1,597,238	0.22%	1,495,867	0.20%	(101,371)	-6.35%
40	Library Acquisitions	10,880,384	1.47%	9,784,700	1.29%	(1,095,684)	-10.07%
41	Total Cap Outlay	$12,477,622	1.68%	$11,280,567	1.49%	($1,197,055)	-9.59%
42	**Tot Bdgt by Exp Class**	$741,333,084	100.00%	$759,249,801	100.00%	$17,916,717	2.42%
43	One-time 27th Payroll (GF)	$0		$0		$0	
44	One-time Capital Outlay	$0		$0		$0	
45	One-time Other	$0		$0		$0	
46	**Activity Total**	$741,333,084		$759,249,801		$17,916,717	2.42%
47	**TOTAL FTE POSITIONS**	4,926.42		4,857.36		(69.06)	-1.40%
48	**Budget Deficit - reserve funds**	(2,000,000)		0			

BOISE STATE UNIVERSITY
FY2027 BUDGET OVERVIEW
Appropriated Funds

FY 2026 Base Operating Budget	$306,961,600
Adjustments to Base from State General Funds	
Change in Variable Benefit Costs	-$144,600
Risk Mgmt.,State Controller, OIT, Admin. Fees	-$62,000
Change in Employee Compensation (CEC)	$0
Change in Health Benefit Costs	$2,059,200
5% Ongoing Base reduction	-$6,711,300
One-Time Adjustment	$2,000,000
NET INCREASE TO BASE FROM STATE GENERAL FUNDS	**-$2,858,700**
Adjustments to Base from Dedicated Funds	
Change in Variable Benefit Costs	-$144,100
Change in Employee Compensation (CEC)	$0
Restore Recission	$1,412,400
Change in Health Benefit Costs	$2,052,000
NET APPROPRIATIONS INCREASE FROM DEDICATED	**$3,320,300**
NET INCREASE FROM TUITION AND FEES	**$13,818,101**
FY 2027 Base Operating Budget	**$321,241,301**

Boise State's proposed FY27 base operating budget of $321.2 million comprises $131.4 million in state general funds and $189.9 million in student tuition and fee revenue, reflecting updated projections and online program growth. This includes a $13.8 million revenue increase resulting from Board-approved tuition and fee adjustments in April 2026 as well as the projected enrollment growth.

The university remains committed to balancing educational costs with high-quality program delivery. Through program prioritization, strategic investment, and

innovation, Boise State continues to maximize institutional efficiency. Starting in FY27, the university will transition to a new all-funds budget model. This University Budget Model (UBM) will enhance financial transparency and support data-driven strategic decision-making.

BOISE STATE UNIVERSITY

Budget Distribution by Activity and Expense Class

July 1, 2026 - June 30, 2027

		FY2026 Original Budget		FY2027 Original Budget		Changes from	
		Amount	% of Total	Amount	% of Total	Amount	% Chge
	Revenue by Source						
1	State General Account - ongoing	$136,040,977	44.35%	$131,366,000	40.89%	($4,674,977)	-3.44%
2	State General Account - one time	(2,000,000)	-0.65%	0	0.00%	2,000,000	-100.00%
3	HESF - one time	0	0.00%	0	0.00%	0	0.00%
4	State Endowments	0	0.00%	0	0.00%	0	0.00%
5	COVID Funds	0	0.00%	0	0.00%	0	0.00%
6	Student Tuition and Fees	172,717,107	56.30%	189,875,301	59.11%	17,158,194	9.93%
7	Hold Back - one time		0.00%	0	0.00%	0	0.00%
8	Total Operating Revenues	$306,758,084	100.00%	$321,241,301	100.00%	$14,483,217	4.72%
	Expenses						
	By Function:						
9	Instruction	$141,959,031	45.98%	$140,549,895	43.75%	($1,409,136)	-0.99%
10	Research	7,935,568	2.57%	7,536,818	2.35%	(398,750)	-5.02%
11	Public Service	1,259,935	0.41%	1,232,642	0.38%	(27,293)	-2.17%
12	Library	8,914,720	2.89%	8,304,127	2.59%	(610,593)	-6.85%
13	Student Services	16,210,566	5.25%	17,038,664	5.30%	828,098	5.11%
14	Student Financial Aid	2,681,091	0.87%	2,000,660	0.62%	(680,431)	-25.38%
15	Physical Plant	28,241,075	9.15%	28,008,208	8.72%	(232,867)	-0.82%
16	Institutional Support	44,544,007	14.43%	55,697,415	17.34%	11,153,408	25.04%
17	Academic Support	49,386,853	16.00%	53,247,635	16.58%	3,860,782	7.82%
18	Auxiliaries	0	0.00%	0	0.00%	0	0.00%
19	Athletics	7,625,236	2.47%	7,625,236	2.37%	(0)	0.00%
20	**Total Bdgt by Function**	$308,758,083	100.00%	$321,241,301	100.00%	$12,483,218	4.04%
21	**By Expense Class:**						
22	Personnel Costs:						
23	Salaries:						
24	Faculty	$86,850,256	28.13%	$87,400,925	27.21%	$550,669	0.63%
25	Executive/Admin	6,301,836	2.04%	5,860,805	1.82%	(441,031)	-7.00%
26	Managerial/Prof	67,685,984	21.92%	67,963,933	21.16%	277,949	0.41%
27	Classified	14,211,800	4.60%	13,505,426	4.20%	(706,374)	-4.97%
28	Grad Assist	5,147,597	1.67%	4,969,710	1.55%	(177,887)	-3.46%
29	Irregular Help	862,445	0.28%	946,592	0.29%	84,147	9.76%
30	Total Salaries	$181,059,918	58.64%	$180,647,392	56.23%	($412,526)	-0.23%
31	Personnel Benefits	62,927,321	20.38%	67,959,248	21.16%	5,031,927	8.00%
32	Total Pers Costs	$243,987,239	79.02%	$248,606,639	77.39%	$4,619,400	1.89%
33	Operating Expense:						
34	Travel	$0	0.00%	$0	0.00%	0	0.00%
35	Utilities	5,229,133	1.69%	5,129,133	1.60%	(100,000)	-1.91%
36	Insurance	1,575,164	0.51%	1,575,164	0.49%	0	0.00%
37	Other Oper. Exp	54,533,469	17.66%	62,552,157	19.47%	8,018,688	14.70%
38	Total Oper. Exp	$61,337,766	19.87%	$69,256,454	21.56%	$7,918,688	12.91%
39	Capital Outlay:						
40	Depart Equipment	$209,456	0.07%	$153,420	0.05%	(56,036)	-26.75%
41	Library Acquisitions	3,223,623	1.04%	3,224,787	1.00%	1,164	0.04%
42	Total Cap Outlay	$3,433,079	1.11%	$3,378,207	1.05%	($54,872)	-1.60%
43	**Tot Bdgt by Exp Class**	$308,758,084	100.00%	$321,241,301	100.00%	$12,483,217	4.04%
44	HESF one-time	$0		$0		$0	
45	One-time Capital Outlay	$0		$0		$0	
46	Unallocated CEC + Target Positi	$0		$0		$0	
47	**Activity Total**	$308,758,084		$321,241,301		$12,483,217	4.04%
48	**TOTAL FTE POSITIONS**	2,011.08		1,985.58		(25.50)	-1.27%
49	**Budget Deficit: Holdbacks**	($2,000,000)		$0			

BOISE STATE UNIVERSITY

Summary of Salary Changes for FY2027 by Employee Group

Institution/Agency by Group	Existing Positions FY2026 FTE	FY2026 Salary Base	Salary Adjustments Promotion	Reductions/Other	Equity	Total	FY2027 Salary Base	% Incr	Position Adjustments FTE	Salary	Total FY2027 FTE	FY2027 Salary Base	% change
General Education (Approp Only)													
Faculty													
Professor	275.57	$33,996,008	$505,482	-$390,521		$114,960	$34,110,968	0.3%	25.62	3,213,958	301.19	$37,324,926	9.8%
Associate Professor	233.11	$24,119,850	$211,389	-$170,016		$41,373	$24,161,223	0.2%	-27.17	(2,695,092)	205.94	$21,466,132	-11.0%
Assistant Professor	182.00	$15,008,814	$5,013	-$41,312		-$36,299	$14,972,514	-0.2%	-14.75	(1,163,564)	167.25	$13,808,950	-8.0%
Instr/Lect	130.30	$7,812,826	$21,466	-$57,054		-$35,589	$7,777,237	-0.5%	9.09	1,311,927	139.39	$9,089,164	16.3%
Part-Time Instructor	0.00	$5,912,759				$0	$5,912,759	0.0%	0.00	(201,007)		$5,711,752	-3.4%
Total Faculty	820.98	$86,850,256	$743,349	-$658,904	$0	$84,445	$86,934,702	0.1%	-7.21	466,223	813.77	$87,400,924	0.6%
Executive/Administrative	29.68	$6,301,836				$0	$6,301,836	0.0%	-4.34	(441,031)	25.34	$5,860,805	-7.0%
Managerial/Professional	864.44	$67,685,984		-$204,076		-$204,076	$67,481,908	-0.3%	0.50	482,026	864.94	$67,963,933	0.4%
Classified	295.98	$14,211,800		-$157,389		-$157,389	$14,054,410	-1.1%	-14.45	(548,984)	281.53	$13,505,426	-5.0%
Student/Teaching Assistant	0.00	$5,147,597		-$52,269		-$52,269	$5,095,328	-1.0%	0.00	(125,617)		$4,969,710	-3.5%
Irregular Help	0.00	$862,445		-$83,237		-$83,237	$779,208	-9.7%	0.00	167,384		$946,592	9.8%
Total	2,011.08	$181,059,918	$743,349	-$1,155,876	$0	-$412,526	$180,647,392	-0.2%	-25.50	$0	1,985.58	$180,647,392	-0.2%
Idaho Small Business Development Center													
Faculty													
Professor						$0	$0	0.0%					
Associate Professor						$0	$0	0.0%					
Assistant Professor						$0	$0	0.0%					
Instr/Lect						$0	$0	0.0%					
Part-Time Instructor						$0	$0	0.0%					
Total Faculty		$0	$0	$0	$0	$0	$0	0.0%					
Executive/Administrative						$0	$0	0.0%					
Managerial/Professional	10.17	$643,437		(17,240)	0	-$17,240	$626,197	-2.7%	-0.70	(0)	9.47	$626,197	-2.7%
Classified						$0	$0	0.0%					
Student/Teaching Assistant						$0	$0	0.0%					
Irregular Help	0.00						$0				0.00	$0	
Total	10.17	$643,437	$0	-$17,240	$0	-$17,240	$626,197	0.0%	-0.70	$0	9.47	$626,197	
TechHelp													
Faculty													
Professor						$0	$0	0.0%					
Associate Professor						$0	$0	0.0%					
Assistant Professor						$0	$0	0.0%					
Instr/Lect						$0	$0	0.0%					
Part-Time Instructor						$0	$0	0.0%					
Total Faculty			$0	$0	$0	$0	$0	0.0%					
Executive/Administrative						$0	$0	0.0%					
Managerial/Professional	3.44	$334,872		-$10,322		-$10,322	$324,550	-3.1%	-0.09	0	3.35	$324,550	-3.1%
Classified							$0	0.0%					
Student/Teaching Assistant							$0	0.0%				$0	
Irregular Help						$0	$0					$0	
Total	3.44	$334,872	$0	-$10,322	$0	-$10,322	$324,550	0.0%	-0.09	$0	3.35	$324,550	

$	175,506,742	Regular Salaries-Final FY26 Budget Book
$	862,445	Irregular Salaries-Final FY26 Budget Book
$	5,147,597	Student Salaries-Final FY26 Budget Book
$	181,516,783	
$	181,059,918	
$	456,866	

IDAHO STATE UNIVERSITY

FY2027 Budget Overview

Background

Idaho State University has been engaged in a strategic, multi-year initiative to address a structural budget deficit in central university (appropriated) funds. The deficit, dating back to FY2017, was caused by a significant decline in international student enrollment and further exacerbated by state disinvestment, inflation, increased competition, the COVID-19 pandemic, and multi-year tuition rate freezes. These challenges prompted a comprehensive transformation of ISU's budgeting, planning, and operational framework.

During this period, ISU was directed to spend down excess reserves, providing the University with the opportunity to build essential foundations for long-term fiscal sustainability, including:

1. Establishment of a budget governance structure and budget principles
2. Creation of a comprehensive all-funds budget model
3. Development of forecasting, scenario-planning, reporting, and analytical tools
4. Creation of longitudinal data sets to analyze staffing, revenue, expense, contribution margin, and workload trends and benchmarks
5. Stabilization of local and auxiliary funds and operations

This foundational work established a culture that supports ISU's established budget principles of:

- Trust, transparency, and inclusivity in budget development and administration
- Maximization of University resources
- Budgeting and decision-making informed by data, strategic plans, and priorities
- Budget structures that foster innovation, stewardship, and resilience
- Empowerment, mutual accountability, responsiveness, and adaptation at the local level

ISU entered FY2026 with a balanced central fund budget for the first time since FY2016-- and one year ahead of schedule-- with the understanding that additional work would be required through OAR, program prioritization, enrollment strategies, and revenue diversification to achieve enduring fiscal sustainability. The need for this additional work was amplified and accelerated due to state budget cuts announced in Fall 2025 and into the 2026 legislative session.

Multi-Year Financial Initiatives

In January 2023, ISU launched the **Budget Optimization Initiative**. The focus of this initiative was to strategically optimize ISU's resources by identifying opportunities to grow revenues, improve operating and financial structures, and increase operational efficiency and effectiveness. Over the ensuing two years, 17 Budget Optimization Initiative projects were completed, with more than 150 faculty and staff from across the University participating in project teams.

Outcomes of the Budget Optimization Initiative included:

- Expanded revenue streams through fee restructuring, non-academic growth, and enrollment gains
- Improved understanding of net tuition revenue, scholarship strategies, and discounting practices
- Improved operational efficiencies through de-siloing and implementation of shared service models

In 2025, the University concluded the project-Budget Optimization Initiative and launched **Opportunity Aligned Resourcing (OAR)**, an enduring and forward-thinking framework for strategic institutional growth and resiliency. Built upon ISU's budget principles, OAR is designed to steer the University toward future goals by strategically aligning resources with opportunities that support mission fulfillment. This collaborative process is centered on the principle that resource allocation decisions should be driven by data, analysis, context, and opportunity rather than historical allocations or formulaic models.

State budget cuts announced in Fall 2025 and Spring 2026 created the need for significant budget restructuring heading into FY2027. In response, the University proactively launched a strategic budget restructuring plan, called **Bold Path Forward. *Together***.

Building upon foundations of trust, mission focus, and a One ISU mindset, University leadership engaged the campus community throughout the fall semester to gather feedback and ideas regarding structural and operational changes and other budget-balancing strategies for FY2027 and beyond. An online survey was also made available to all members of the University community to collect additional ideas, feedback, and perspectives.

More than 2,000 comments were collected through this process, revealing five overarching themes:

- Structural redesign
- Strengthening the academic core
- Operational efficiency
- Investing in people and performance
- Revenue growth/diversification

The analysis and results were shared with the University community, while members of Administrative Council worked to incorporate these ideas into divisional plans and recommendations.

In January 2026, Administrative Council approved the **Bold Path Forward. *Together*** strategic budget restructuring plan. This plan is expected to realize $8.3 million in ongoing budget savings in central university funds effective FY2027.

Looking Ahead

Due to the University's proactive efforts to respond to state budget cuts through strategic budget restructuring, ISU is presenting a balanced central fund operating budget for FY2027.

Idaho State University will continue to build enduring fiscal sustainability and resiliency in FY2027 and beyond by:

- Continuing to expand and diversify central revenue streams
- Implementing a Strategic Enrollment Management plan
- Launching a comprehensive fundraising campaign
- Expanding partnerships and collaborations, including Public-Private Partnerships (P3), to support infrastructure needs and programmatic growth
- Implementing the Campus Master Plan, including debt and philanthropic financing for the Life Sciences Building
- Maintaining a continued focus on operational efficiencies
- Advancing academic program prioritization
- Preparing for Outcomes-Based Funding

FY2027 Budget Overview

The FY2027 budget represents ISU's mission-focused and data-informed allocation of resources. The budget supports continued investment in growth, impact, and outcomes while maintaining a focus on efficiency, effectiveness, diversified revenue streams, and long-term financial stability.

FY2027 Strategic Priorities

- Enrollment Growth and Student Success – growing enrollment and supporting each student to goal completion
- Academic and Research Focus – strengthening academic excellence and expanding research opportunities
- Advancing/Enhancing Physical Infrastructure – investing in dynamic, innovative, student-centered spaces and infrastructure
- External Relationships and Partnerships – building strong partnerships and meaningful external relationships
- Employee Engagement, Empowerment, and Connection – empowering employees through shared vision, connection, and engagement

FY2027 General Appropriations Resources Summary of Changes		
Base General Education Appropriation (excluding one-time)	**$**	**109,865,500**
Adjustments:		
Ongoing Base Reduction	$	(5,242,700)
Personnel Benefits		1,781,800
Risk Management, Controller		435,700
Canvas LMS		(186,300)
Risk Management Transfer		97,800
Endowments		373,100
Net Change in General Education Appropriation	$	(2,740,600)
Base Tuition and Fees Appropriation	**$**	**69,009,700**
Adjustments:		
Personnel Benefits	$	654,800
Tuition Rate Increase		2,900,000
Net Change in Tuition and Fees Appropriation	$	3,554,800
FY2027 General Appropriations Resources	**$**	**179,689,400**

ISU has conservatively estimated flat enrollment growth for FY2027.The FY2027 budget reflects a revenue increase of 5.2%, reflecting FY2026 enrollment growth combined with a modest tuition rate increase across all tuition levels. The FY2027 budget also reflects a 6.2% increase in endowment funds and a 3.0% decrease in net general fund appropriations. Collectively, these resources allow ISU to continue advancing strategic priorities maintaining a solid foundation for sustainable growth and long-term success.

IDAHO STATE UNIVERSITY

Budget Distribution by Activity and Expense Class

July 1, 2026 - June 30, 2027

		FY2026 Original Budget		FY2027 Original Budget		Changes from Prior Year	
		Amount	% of Total	Amount	% of Total	Amount	% Chge
	Revenue by Source						
1	State General Account - ongoing	$104,482,500	60.18%	$101,368,800	56.41%	($3,113,700)	-2.98%
2	State General Account - one time	0	0.00%	0	0.00%	0	0.00%
3	HESF - one time	0	0.00%	0	0.00%	0	0.00%
4	State Endowments	6,037,800	3.48%	6,410,900	3.57%	373,100	6.18%
5	COVID Funds	0	0.00%	0	0.00%	0	0.00%
6	Student Tuition and Fees	68,354,900	39.37%	71,909,700	40.02%	3,554,800	5.20%
7	Holdback - one time	(5,255,500)	-3.03%	0	0.00%	5,255,500	-100.00%
8	Total Operating Revenues	$173,619,700	100.00%	$179,689,400	100.00%	$6,069,700	3.50%
	Expenses						
	By Function:						
9	Instruction	$82,263,700	45.99%	$83,107,100	46.25%	$843,400	1.03%
10	Research	6,230,000	3.48%	5,786,100	3.22%	(443,900)	-7.13%
11	Public Service	0	0.00%	0	0.00%	0	0.00%
12	Library	6,836,900	3.82%	6,648,600	3.70%	(188,300)	-2.75%
13	Student Services	11,669,300	6.52%	11,877,600	6.61%	208,300	1.79%
14	Student Financial Aid	7,964,500	4.45%	8,122,000	4.52%	157,500	1.98%
15	Physical Plant	23,589,100	13.19%	23,898,900	13.30%	309,800	1.31%
16	Institutional Support	18,416,700	10.30%	18,328,500	10.20%	(88,200)	-0.48%
17	Academic Support	16,143,700	9.03%	16,351,900	9.10%	208,200	1.29%
18	Auxiliaries	51,900	0.03%	35,900	0.02%	(16,000)	-30.83%
19	Athletics	5,709,400	3.19%	5,534,500	3.08%	(174,900)	-3.06%
20	**Total Bdgt by Function**	$178,875,200	100.00%	$179,691,100	100.00%	$815,900	0.46%
21	**By Expense Class:**						
22	Personnel Costs:						
23	Salaries:						
24	Faculty	$47,426,600	26.51%	$46,023,600	25.61%	($1,403,000)	-2.96%
25	Executive/Admin	6,055,600	3.39%	5,646,800	3.14%	(408,800)	-6.75%
26	Managerial/Prof	28,112,000	15.72%	27,162,900	15.12%	(949,100)	-3.38%
27	Classified	15,849,100	8.86%	15,622,700	8.69%	(226,400)	-1.43%
28	Grad Assist	4,053,800	2.27%	4,131,300	2.30%	77,500	1.91%
29	Irregular Help	5,323,900	2.98%	5,173,500	2.88%	(150,400)	-2.82%
30	Total Salaries	$106,821,000	59.72%	$103,760,800	57.74%	($3,060,200)	-2.86%
31	Personnel Benefits	38,923,700	21.76%	40,147,700	22.34%	1,224,000	3.14%
32	Total Pers Costs	$145,744,700	81.48%	$143,908,500	80.09%	($1,836,200)	-1.26%
33	Operating Expense:						
34	Travel	$1,648,600	0.92%	$1,075,400	0.60%	(573,200)	-34.77%
35	Utilities	4,246,700	2.37%	4,380,100	2.44%	133,400	3.14%
36	Insurance	1,369,900	0.77%	1,700,000	0.95%	330,100	24.10%
37	Other Oper. Exp	21,790,500	12.18%	24,550,600	13.66%	2,760,100	12.67%
38	Total Oper. Exp	$29,055,700	16.24%	$31,706,100	17.64%	$2,650,400	9.12%
39	Capital Outlay:						
40	Depart Equipment	$835,000	0.47%	$835,000	0.46%	0	0.00%
41	Library Acquisitions	3,239,800	1.81%	3,239,800	1.80%	0	0.00%
42	Total Cap Outlay	$4,074,800	2.28%	$4,074,800	2.27%	$0	0.00%
43	**Tot Bdgt by Exp Class**	$178,875,200	100.00%	$179,689,400	100.00%	$814,200	0.46%
44	One-time 27th Payroll (GF)	$0		$0		0	
45	One-time Capital Outlay	$0		$0		0	
46	Unallocated CEC + Target Positions	$0		$0		0	
47	**Activity Total**	$178,875,200		$179,689,400		$814,200	0.46%
48	**TOTAL FTE POSITIONS**	1,248.01		1,219.95		(28.06)	-2.25%
49	**Budget Deficit - reserves**	($5,255,500)		$0			

IDAHO STATE UNIVERSITY

Summary of Salary Changes for FY2027 by Employee Group

Institution/Agency by Group	Existing Positons FTE	FY2026 Salary Base	Promotion	Salary Adjustments Perf/Exp	Salary Adjustments Equity	Salary Adjustments Total	FY2027 Salary	% Incr	Position Adjustments FTE	Position Adjustments Salary Base	Total FTE	Total FY2027 Salary
General Education												
Faculty	487.64	44,547,100	149,900	-	-	149,900	44,697,000	0.34	(10.14)	(1,012,900)	477.50	43,684,100
Adjunct Faculty	0.00	2,879,500	-	-	-	-	2,879,500	0.00	-	(540,000)	0.00	2,339,500
Executive/Administrative	29.23	6,055,600	-	-	-	-	6,055,600	0.00	(2.23)	(408,800)	27.00	5,646,800
Managerial/Professional	369.69	28,112,000	-	-	-	-	28,112,000	0.00	(10.69)	(949,100)	359.00	27,162,900
Classified	361.45	15,849,100	-	-	-	-	15,849,100	0.00	(5.00)	(226,400)	356.45	15,622,700
Teaching Assistant	0.00	4,053,800	-	-	-	-	4,053,800	0.00	-	77,500	0.00	4,131,300
Irregular Salaries	0.00	5,323,900	-	-	-	-	5,323,900	0.00	-	(150,400)	0.00	5,173,500
Total	1,248.01	106,821,000	149,900	-	-	149,900	106,970,900	0.14	(28.06)	(3,210,100)	1,219.95	103,760,800
Idaho Dental Education Program												
Faculty	1.89	186,032	-	3,198	-	3,198	189,230	1.72	-	(11,032)	1.89	175,000
Adjunct Faculty	0.00	109,386	-	-	-	-	109,386	0.00	-	(40,286)	0.00	69,100
Executive/Administrative	0.00	-	-	-	-	-	-	N/A	-	-	0.00	-
Managerial/Professional	1.36	104,305	-	1,793	-	1,793	106,098	1.72	-	(12,005)	1.36	92,300
Classified	0.00	-	-	-	-	-	-	N/A	-	-	0.00	-
Teaching Assistant	0.00	-	-	-	-	-	-	N/A	-	-	0.00	-
Irregular Salaries	0.00	27,000	-	-	-	-	27,000	0.00	-	(10,500)	0.00	16,500
Total	3.25	426,723	-	4,991	-	4,991	431,714	1.17	-	(73,823)	3.25	352,900
Idaho Museum of Natural History												
Faculty	1.00	85,108	-	2,906	-	2,906	88,014	3.41	-	(5,908)	1.00	79,200
Adjunct Faculty	0.00	-	-	-	-	-	-	N/A	-	-	0.00	-
Executive/Administrative	0.00	-	-	-	-	-	-	N/A	-	-	0.00	-
Managerial/Professional	7.20	451,287	-	15,406	-	15,406	466,694	3.41	-	12,213	7.20	463,500
Classified	0.00	-	-	-	-	-	-	N/A	-	-	0.00	-
Teaching Assistant	0.00	-	-	-	-	-	-	N/A	-	-	0.00	-
Irregular Salaries	0.00	2,650	-	-	-	-	2,650	N/A	-	13,750	0.00	16,400
Total	8.20	539,045	-	18,312	-	18,312	557,357	3.40	-	20,055	8.20	559,100
Family Medicine Residency												
Faculty	2.35	660,520	7,300	7,491	-	14,791	675,310	2.24	1.00	53,680	3.35	714,200
Adjunct Faculty	0.00	-	-	-	-	-	-	N/A	-	-	0.00	-
Executive/Administrative	0.00	-	-	-	-	-	-	N/A	-	-	0.00	-
Managerial/Professional	20.95	1,335,304	-	15,143	-	15,143	1,350,446	1.13	-	(3,304)	20.95	1,332,000
Classified	2.00	80,392	-	912	-	912	81,304	1.13	-	8	2.00	80,400
Teaching Assistant	0.00	-	-	-	-	-	-	N/A	-	-	0.00	-
Irregular Salaries	0.00	96,384	-	-	-	-	96,384	0.00	-	10,916	0.00	107,300
Total	25.30	2,172,599	7,300	23,545	-	30,845	2,203,444	1.42	1.00	61,301	26.30	2,233,900

UNIVERSITY OF IDAHO
FY 2027 Budget Overview
Appropriated Funds

FY 2026 Base Operating Budget	**$208,800,000**
Adjustments to Base from State General Funds:	
Benefits	$ 1,920,700
Reinstatement of FY 2026 Reduction	2,000,000
SWCAP and State ITS Billings	288,500
Canvas LMS to OSBE	(210,200)
Risk Management from OSBE	273,300
5% Holdback	(5,667,000)
Total Adjustments from State General Funds	**$ (1,394,700)**
Adjustments to Base from Tuition:	**$ 5,013,900**
Adjustments to Base from Land Grant Endowments:	**$ 1,180,800**
FY 2027 Base Operating Budget	**$213,600,000**

The FY 2027 General Education operating budget totals $213.6M, an increase of $4.8M or 2.3% over FY 2026. This increase includes the reinstatement of the $2.0M reduction in state funding in FY 2026 along with increased benefit and SWCAP funding which partially offset the $5.7M in state holdbacks. Other changes include $5.0M in additional tuition revenue driven by year-over-year enrollment growth and tuition rate increases, and increased distributions from the three land grant endowment funds benefiting the University of Idaho. In alignment with our sustainable budget model, the university assumed flat net fee paying enrollment from FY 2026 actuals to FY 2027 budget.

Major FY 2026 expense changes include implementation of the 5% state holdback, with $4.7M coming from personnel and $1.0M from non-personnel categories. Fixed-cost funding also increased for contractual obligations, benefits, and utilities. Additional resources were directed to scholarships; Strategic Enrollment Management (recruiting, admissions, financial aid, and other student services); Teaching Assistants; the Office of Information Technology; and the Counseling and Mental Health Center. These investments primarily stabilize areas that have depended on one-time funds as enrollment growth increased demand without matching recurring resources.

As the university moves forward with its sustainable budget model and the implementation of our strategic plan, we will continue to focus on ensuring that all university resources are used in an effective manner to meet the strategic priorities of the university. The model continues to provide the roadmap for setting the budget. The strategic plan ensures resources are allocated in a responsible manner that supports our goals.

UNIVERSITY OF IDAHO

Budget Distribution by Activity and Expense Class

July 1, 2026 - June 30, 2027

		FY2026 Original Budget with Holdbac		FY2027 Original Budget		Changes from Prior Year	
		Amount	% of Total	Amount	% of Total	Amount	% Chge
	Revenue by Source						
1	State General Account - ongoing	$115,340,900	56.67%	$111,946,200	52.41%	($3,394,700)	-2.94%
2	State General Account - one time	(2,000,000)	-0.98%	0	0.00%	2,000,000	-100.00%
3	HESF - one time	0	0.00%	0	0.00%	0	0.00%
4	State Endowments	15,762,000	7.74%	16,942,800	7.93%	1,180,800	7.49%
5	COVID Funds	0	0.00%	0	0.00%	0	0.00%
6	Student Tuition and Fees	79,697,100	39.15%	84,711,000	39.66%	5,013,900	6.29%
7	Total Base Operating Revenues	208,800,000	102.58%	213,600,000	100.00%	4,800,000	2.30%
8	Holdback - one time	(5,256,500)	-2.58%	0	0.00%	5,256,500	-100.00%
9	Total Adjusted Operating Revenues	$203,543,500	100.00%	$213,600,000	100.00%	$10,056,500	4.94%
	Expenses						
	By Function:						
10	Instruction	$76,140,775	36.47%	$75,275,075	35.24%	($865,700)	-1.14%
11	Research	6,083,192	2.91%	6,118,758	2.86%	35,566	0.58%
12	Public Service	0	0.00%	0	0.00%	0	0.00%
13	Library	8,939,207	4.28%	7,663,259	3.59%	(1,275,948)	-14.27%
14	Student Services	13,916,971	6.67%	15,487,160	7.25%	1,570,189	11.28%
15	Student Financial Aid	9,043,608	4.33%	12,289,967	5.75%	3,246,359	35.90%
16	Physical Plant	27,748,145	13.29%	29,435,801	13.78%	1,687,656	6.08%
17	Institutional Support	40,005,598	19.16%	42,908,699	20.09%	2,903,101	7.26%
18	Academic Support	21,942,504	10.51%	19,441,281	9.10%	(2,501,223)	-11.40%
19	Auxiliaries	590,000	0.28%	590,000	0.28%	0	0.00%
20	Athletics	4,390,000	2.10%	4,390,000	2.06%	0	0.00%
21	**Total Adjusted Bdgt by Function**	$208,800,000	100.00%	$213,600,000	100.00%	$4,800,000	2.30%
22	**By Expense Class:**						
23	Personnel Costs:						
24	Salaries:						
25	Faculty	$50,230,463	24.06%	$49,707,597	23.27%	($522,866)	-1.04%
26	Executive/Admin	8,556,350	4.10%	8,499,162	3.98%	(57,188)	-0.67%
27	Managerial/Prof	36,988,349	17.71%	37,407,069	17.51%	418,720	1.13%
28	Classified	21,694,844	10.39%	21,191,937	9.92%	(502,907)	-2.32%
29	Grad Assist	5,602,057	2.68%	5,602,057	2.62%	0	0.00%
30	Irregular Help	1,498,336	0.72%	937,252	0.44%	(561,084)	-37.45%
31	Total Salaries	$124,570,399	59.66%	$123,345,074	57.75%	($1,225,325)	-0.98%
32	Personnel Benefits	39,265,486	18.81%	41,728,019	19.54%	2,462,533	6.27%
33	Total Pers Costs	$163,835,885	78.47%	$165,073,093	77.28%	$1,237,208	0.76%
34	Operating Expense:						
35	Travel	$870,100	0.42%	$639,907	0.30%	(230,193)	-26.46%
36	Utilities & Debt Service	11,046,725	5.29%	12,598,649	5.90%	1,551,924	14.05%
37	Insurance	2,469,131	1.18%	2,950,931	1.38%	481,800	19.51%
38	Other Oper. Exp	26,057,516	12.48%	28,958,960	13.56%	2,901,444	11.13%
39	Total Oper. Exp	$40,443,472	19.37%	$45,148,447	21.14%	$4,704,975	11.63%
40	Capital Outlay:						
41	Depart Equipment	$466,682	0.22%	$421,347	0.20%	(45,335)	-9.71%
42	Library Acquisitions	4,053,961	1.94%	2,957,113	1.38%	(1,096,848)	-27.06%
43	Total Cap Outlay	$4,520,643	2.17%	$3,378,460	1.58%	($1,142,183)	-25.27%
44	**Tot Bdgt by Exp Class**	$208,800,000	100.00%	$213,600,000	100.00%	$4,800,000	2.30%
45	**Tot Bdgt by Exp Class**	$208,800,000	100.00%	$213,600,000	100.00%	$4,800,000	2.30%
46	One-time 27th Payroll (GF)	$0		$0		$0	
47	One-time Capital Outlay	$0		$0		$0	
48	Holdback - one time	($5,256,500)		$0		$5,256,500	
49	Unallocated CEC / Target Positio	$0		$0		$0	
50	**Activity Total**	$203,543,500		$213,600,000		$10,056,500	4.94%
51	**TOTAL FTE POSITIONS**	1,327.90		1,313.82		(14.08)	-1.06%
52	**Budget Deficit:**	$0		$0			

BUSINESS AFFAIRS AND HUMAN RESOURCES
JUNE 16-18, 2026
UNIVERSITY OF IDAHO
Summary of Salary Changes for FY 2027 by Employee Group

	FY 2026 Budget Book		Annual Salary Process							Midyear Changes and Position Adjustments		FY 2027 Budget Book		
				Salary Adjustments										
Institution/Agency by Group	FTE	Salary Base	Promotion	Merit	Equity/Other	ATB and Minimums	Total	Salary	% Incr	FTE	Salary Base	FTE	Salary	% Incr
General Education (FT 10)														
Faculty	489.30	$ 50,230,463	$ 249,015	$ -	$ -	$ -	$ 249,015	$ 50,479,478	0.50%	(6.03)	(771,881)	483.27	$ 49,707,597	-1.04%
Executive/Administrative	41.81	8,556,350	-	-	-	-	-	8,556,350	0.00%	(0.92)	(57,188)	40.89	8,499,162	-0.67%
Managerial/Professional	388.64	36,988,349	-	-	-	-	-	36,988,349	0.00%	2.09	418,720	390.73	37,407,069	1.13%
Classified	408.15	21,694,844	-	-	-	-	-	21,694,844	0.00%	(9.22)	(502,907)	398.93	21,191,937	-2.32%
Teaching Assistant	-	5,602,057	-	-	-	-	-	5,602,057	0.00%	-	(4,664,805)	-	937,252	-83.27%
Irregular Help	-	1,498,336	-	-	-	-	-	1,498,336	0.00%	-	4,103,721	-	5,602,057	#######
Total	######	$ 124,570,399	$ 249,015	$ -	$ -	$ -	$ 249,015	$ 124,819,414	0.20%	(14.08)	$ (1,474,340)	1,313.82	$ 123,345,074	-0.98%

LEWIS-CLARK STATE COLLEGE
FY2027 BUDGET OVERVIEW
Appropriated Funds

2027 State Budget Overview

FY 2026 Base Operating Budget (excl. one-time)	**$44,899,800**
Adjustments to Base from State General Funds	
FY 2026 State Funds Base	$24,073,800
3% Rescission	($722,200)
2% Rescission	($481,500)
Personnel Benefits	$388,100
SWCAP	$68,100
Canvas Transfer To SBOE	($61,100)
FY 2027 Base State General Funds	**$23,265,200**
Net Decrease in Base State General Funds	**($808,600)**
Adjustments to Base from Endowment Funds	
FY 2026 Endowment Funds	$3,891,600
Normal School Endowment Fund Adjustment	$355,800
FY 2027 Base State Endowment Funds	**$4,247,400**
Net Increase in Endowment Funds	**$355,800**
Adjustments to Base from Tuition Funds	
FY 2026 Tuition Base Budget	$16,934,400
FY 2027 Tuition Base Budget	**$17,206,500**
Net Increase in Tuition Budget	**$272,100**
NET DECREASE IN ALL BASE FUNDS	**($180,700)**
FY 2027 All Funds Base Budget	**$44,719,100**

FY 2027 Operating Budget	**$44,719,100**
General Fund (52.02%)	**$23,265,200**
Normal School Endowment (9.50%)	**$4,247,400**
Tuition (38.48%)	**$17,206,500**

The FY 2027 General Education operating budget totals $44,719,100, a decrease of ($180,700) under the FY 2026 operating budget of $44,899,800. The ongoing 5% recission of ($1,203,700), personnel benefits of $388,100, SWCAP of $68,100, and the Canvas transfer to SBOE of ($61,100) accounted for the ($808,600) decrease or (3%).

Additionally, LC State saw an increase of $68,100 in SWCAP. State Endowment appropriations rose by $355,800 compared to the FY 2026 funding level. Revenue from student tuition, adjusted for estimated FY 2027 enrollment, resulted in a net increase of $272,100, and is primarily allocated for operational inflation and faculty contract obligations.

For FY 2027, the college will continue its fiscally conservative approach, taking a measured pause before filling positions as we address challenges associated with enrollment uncertainties, and rising student support and operational costs. We will strategically assess where to invest in positions to further the institution’s mission. Additionally, we will continue exploring ways to maximize efficiencies and increase and diversify our revenue streams through program modifications and new offerings. An example of a strategic growth initiative is our prison education program, which has contributed to maintaining stable enrollment.

Overall, the FY 2027 budget is fiscally conservative and reflects ongoing efforts to align anticipated revenue with expenses. Given uncertain enrollment and current projections, the institution has assumed a reduction in resident full-time as well as part-time net fee-paying enrollment and flat in all other net fee-paying tuition lines from FY 2026 actuals to the FY 2027 budget. We will continue to ensure that resources are used effectively to support the education mission and meet the institution's strategic priorities.

BUSINESS AFFAIRS AND HUMAN RESOURCES
JUNE 16-18, 2026

LEWIS-CLARK STATE COLLEGE
Budget Distribution by Activity and Expense Class
July 1, 2026 - June 30, 2027

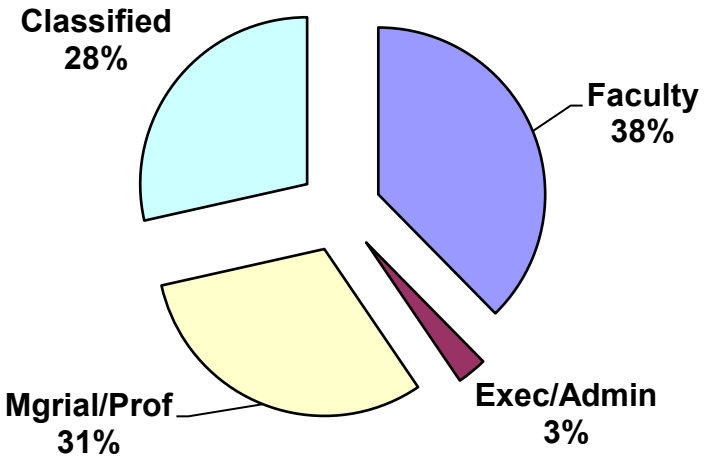
		FY2026 Original Budget		FY2027 Original Budget		Changes from Prior Year	
		Amount	% of Total	Amount	% of Total	Amount	% Chge
	Revenue by Source						
1	State General Account - ongoing	$24,073,800	55.08%	$23,265,200	52.03%	($808,600)	-3.36%
2	State General Account - one time	0	0.00%	0	0.00%	0	0.00%
3	HESF - one time	0	0.00%	0	0.00%	0	0.00%
4	State Endowments	3,891,600	8.90%	4,247,400	9.50%	355,800	9.14%
5	COVID Funds	0	0.00%	0	0.00%	0	0.00%
6	Student Tuition and Fees	16,934,400	38.75%	17,206,500	38.48%	272,100	1.61%
7	Hold Back one time	(1,195,900)	-2.74%	0	0.00%	1,195,900	-100.00%
8	Total Operating Revenues	$43,703,900	100.00%	$44,719,100	100.00%	$1,015,200	2.32%
	Expenses						
	By Function:						
9	Instruction	$18,286,800	40.73%	$17,179,410	38.42%	($1,107,390)	-6.06%
10	Research	82,461	0.18%	89,912	0.20%	7,451	9.04%
11	Public Service	221,040	0.49%	223,274	0.50%	2,234	1.01%
12	Library	900,200	2.00%	920,651	2.06%	20,451	2.27%
13	Student Services	4,771,001	10.63%	5,040,798	11.27%	269,797	5.65%
14	Student Financial Aid	1,006,522	2.24%	1,006,511	2.25%	(11)	0.00%
15	Physical Plant	4,640,767	10.34%	4,943,056	11.05%	302,289	6.51%
16	Institutional Support	8,525,406	18.99%	8,820,490	19.72%	295,084	3.46%
17	Academic Support	4,334,333	9.65%	4,083,826	9.13%	(250,507)	-5.78%
18	Auxiliaries	38,829	0.09%	103,528	0.23%	64,699	166.63%
19	Athletics	2,092,441	4.66%	2,307,644	5.16%	215,203	10.28%
20	**Total Bdgt by Function**	$44,899,800	100.00%	$44,719,100	100.00%	($180,700)	-0.40%
21	**By Expense Class:**						
22	Personnel Costs:						
23	Salaries:						
24	Faculty	$11,316,139	25.20%	$10,459,656	23.39%	($856,483)	-7.57%
25	Executive/Admin	$2,020,265	4.50%	$2,029,723	4.54%	9,458	0.47%
26	Managerial/Prof	$8,744,385	19.48%	$8,975,765	20.07%	231,380	2.65%
27	Classified	$2,801,945	6.24%	$2,822,937	6.31%	20,992	0.75%
28	Grad Assist	$0	0.00%	$0	0.00%	0	0.00%
29	Irregular Help	523,479	1.17%	476,387	1.07%	(47,092)	-9.00%
30	Total Salaries	$25,406,213	56.58%	$24,764,468	55.38%	($641,745)	-2.53%
31	Personnel Benefits	10,400,497	23.16%	10,618,732	23.75%	218,235	2.10%
32	Total Pers Costs	$35,806,710	79.75%	$35,383,200	79.12%	($423,510)	-1.18%
33	Operating Expense:						
34	Travel	$0	0.00%	$0	0.00%	0	0.00%
35	Utilities	1,163,200	2.59%	1,213,200	2.71%	50,000	4.30%
36	Insurance	217,900	0.49%	367,900	0.82%	150,000	68.84%
37	Other Oper. Exp	7,262,890	16.18%	7,305,700	16.34%	42,810	0.59%
38	Total Oper. Exp	$8,643,990	19.25%	$8,886,800	19.87%	$242,810	2.81%
39	Capital Outlay:						
40	Depart Equipment	$86,100	0.19%	$86,100	0.19%	0	0.00%
41	Library Acquisitions	363,000	0.81%	363,000	0.81%	0	0.00%
42	Total Cap Outlay	$449,100	1.00%	$449,100	1.00%	$0	0.00%
43	**Tot Bdgt by Exp Class**	$44,899,800	100.00%	$44,719,100	100.00%	($180,700)	-0.40%
44	One-time 27th Payroll (GF)	$0		$0		0	
45	One-time Capital Outlay	$0		$0		0	
46	Unallocated CEC + Target Positio	$0		$0		0	
47	**Activity Total**	$44,899,800		$44,719,100		($180,700)	-0.40%
48	**TOTAL FTE POSITIONS**	339.43		338.01		(1.42)	-0.42%
47	**Budget Deficit - reserve funds**	($1,195,900)		$0			

LEWIS-CLARK STATE COLLEGE

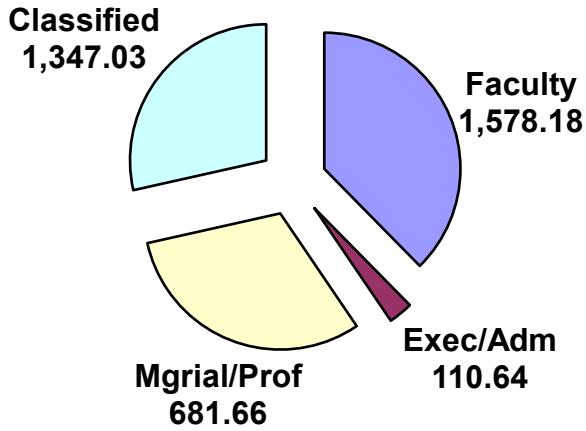
Summary of Salary Changes for FY2027 by Employee Group

	Existing Positions								Position Adjustments		Total	
		FY2026		Salary Adjustments			FY2027					**FY2027**
Institution/Agency by Group	FTE	Salary Base	Promotion	Merit (CEC)	Equity	Total	Salary	% Incr	FTE	Salary Base	FTE	Salary Base
General Education												
Faculty												
Professor	50.01	4,482,684	19,000	0	0	19,000	4,501,684	0.42	(6.01)	(76,055)	44.00	4,425,629
Associate Professor	35.90	2,599,303	24,000	0	0	24,000	2,623,303	0.92	(1.90)	(156,893)	34.00	2,466,410
Assistant Professor	25.50	1,646,444	0	0	0	0	1,646,444	0.00	(1.00)	(31,742)	24.50	1,614,702
Instr/Lect	19.78	1,437,440	0	0	0	0	1,437,440	0.00	(2.50)	(332,333)	17.28	1,105,107
Part-Time Instructor	0.00	1,150,268	0	0	0	0	1,150,268	0.00	0.00	(302,460)	0.00	847,808
Total Faculty	131.19	11,316,139	43,000	0	0	43,000	11,359,139	0.38	(11.41)	(899,483)	119.78	10,459,656
Executive/Administrative	14.92	2,020,265	0	0	0	0	2,020,265	0.00	0.00	9,458	14.92	2,029,723
Managerial/Professional	130.35	8,744,385	0	0	0	0	8,744,385	0.00	9.71	231,380	140.06	8,975,765
Classified	62.97	2,801,945	0	0	0	0	2,801,945	0.00	0.28	20,992	63.25	2,822,937
Irregular Help	0.00	523,479				0	523,479	0.00	0.00	(47,092)	0.00	476,387
Total	339.43	25,406,213	43,000	0	0	43,000	25,449,213	0.17	(1.42)	(684,745)	338.01	24,764,468

College & Universities
FY26 Budgeted Positions by Type - % of Total



College & Universities
FY26 Budgeted Positions by Type - FTP



COLLEGE & UNIVERSITIES
Operating Budget Personnel Costs Summary
July 1, 2026 - June 30, 2027

		FY2026 Original Budget with Holdbacks				FY2027 Original Budget			
	Classification	FTE	Salaries	Benefits	Total	FTE	Salaries	Benefits	Total
	BOISE STATE UNIVERSITY								
1	Faculty	820.98	$86,850,256	$27,423,272	$114,273,528	813.77	$87,400,925	$29,777,246	$117,178,171
2	Executive/Administrative	29.68	6,301,836	1,706,272	8,008,108	25.34	5,860,805	1,598,925	7,459,730
3	Managerial/Professional	864.44	67,685,984	25,820,082	93,506,066	864.94	67,963,933	27,834,932	95,798,865
4	Classified	295.98	14,211,800	7,695,024	21,906,824	281.53	13,505,426	7,950,105	21,455,531
5	Irregular Help		862,445	77,620	940,065		4,969,710	85,193	5,054,903
6	Graduate Assistants		5,147,597	205,051	5,352,648		946,592	712,846	1,659,438
7	TOTAL	2,011.08	$181,059,918	$62,927,321	$243,987,239	1,985.58	$180,647,392	$67,959,247	$248,606,639
8				Number of New Positions		(25.50)			
9									
10									
11	IDAHO STATE UNIVERSITY								
12	Faculty	487.64	$47,426,600	$16,674,900	$64,101,500	477.50	$46,023,600	$18,323,800	$64,347,400
13	Executive/Administrative	29.23	6,055,600	1,662,300	7,717,900	27.00	5,646,800	2,066,700	7,713,500
14	Managerial/Professional	369.69	28,112,000	11,023,500	39,135,500	359.00	27,162,900	9,941,600	37,104,500
15	Classified	361.45	15,849,100	8,768,700	24,617,800	356.45	15,622,700	8,936,200	24,558,900
16	Irregular Help		5,323,900	450,900	5,774,800		5,173,500	62,000	5,235,500
17	Graduate Assistants		4,053,800	343,400	4,397,200		4,131,300	817,400	4,948,700
18	TOTAL	1,248.01	$106,821,000	$38,923,700	$145,744,700	1,219.95	$103,760,800	$40,147,700	$143,908,500
19				Number of New Positions		(28.06)			
20									
21									
22	UNIVERSITY OF IDAHO								
23	Faculty	489.30	$50,230,463	$15,646,789	$65,877,252	483.27	$49,707,597	$15,160,816	$64,868,413
24	Executive/Administrative	41.81	8,556,350	2,776,452	11,332,802	40.89	8,499,162	2,921,669	11,420,831
25	Managerial/Professional	388.64	36,988,349	12,425,126	49,413,475	390.73	37,407,069	14,925,416	52,332,485
26	Classified	408.15	21,694,844	8,080,525	29,775,369	398.93	21,191,937	8,455,584	29,647,521
27	Irregular Help		1,498,336	157,328	1,655,664		937,252	79,666	1,016,918
28	Graduate Assistants		5,602,057	179,266	5,781,323		5,602,057	184,868	5,786,925
29	TOTAL	1,327.90	$124,570,399	$39,265,486	$163,835,885	1,313.82	$123,345,074	$41,728,019	$165,073,093
30				Number of New Positions		(14.08)			
31									
32									
33	LEWIS CLARK STATE COLLEGE								
34	Faculty	131.19	$11,316,139	$4,166,260	$15,482,399	119.78	$10,459,656	$4,096,161	$14,555,817
35	Executive/Administrative	14.92	2,020,265	660,853	2,681,118	14.92	2,029,723	660,673	2,690,396
36	Managerial/Professional	130.35	8,744,385	3,969,756	12,714,141	140.06	8,975,765	4,126,713	13,102,478
37	Classified	62.97	2,801,945	1,555,363	4,357,308	63.25	2,822,937	1,691,794	4,514,731
38	Irregular Help		523,479	48,265	571,744		476,387	43,391	519,778
39	Graduate Assistants		0		0		0		0
40	TOTAL	339.43	$25,406,213	$10,400,497	$35,806,710	338.01	$24,764,468	$10,618,732	$35,383,200
41				Number of New Positions		(1.42)			
42									
43									
44	TOTAL COLLEGE & UNIVERSITIES								
45	Faculty	1,929.11	$195,823,458	$63,911,221	$259,734,679	1,894.32	$193,591,778	$67,358,023	$260,949,801
46	Exec/Admin	115.64	22,934,051	6,805,877	29,739,928	108.15	22,036,490	7,247,967	29,284,457
47	Mgrial/Prof	1,753.12	141,530,718	53,238,464	194,769,182	1,754.73	141,509,667	56,828,661	198,338,328
48	Classified	1,128.55	54,557,689	26,099,612	80,657,301	1,100.16	53,143,000	27,033,683	80,176,683
49	Irregular Help	0.00	8,208,160	734,113	8,942,273	0.00	11,556,849	270,250	11,827,099
50	Graduate Assistants	0.00	14,803,454	727,717	15,531,171	0.00	10,679,949	1,715,114	12,395,063
51	TOTAL	4,926.42	$437,857,530	$151,517,004	$589,374,534	4,857.36	$432,517,734	$160,453,698	$592,971,432
52				Number of New Positions		(69.06)			

Idaho Division of Career Technical Education
Appropriated Funds – FY 2026

The legislature appropriates funds to the Idaho Division of Career Technical Education (Division) for the administration and management of Idaho's career technical education system. The Division is responsible for secondary and postsecondary career technical education and adult programs and courses, workforce training, apprenticeship programs, other related services. Adult programs include adult education programs with Idaho correctional facilities, fire service training, hazardous material training, motorcycle training (housed at CSI), general educational development (GED), Centers for New Directions, and Workforce Training Centers at our technical colleges. Secondary programs are delivered through each of Idaho's local education agencies starting in grade 7 and going through grade 12. Pursuant to IDAPA 08.02.03 all secondary schools (middle schools/junior high schools and high schools) are required to offer career technical education. Postsecondary career technical education programs are delivered through Idaho's technical college system. The six technical colleges are house at Idaho's four community colleges and Lewis-Clark State College and Idaho State University. In addition to the programs listed, the Division is responsible for the administration of the federal Perkins V program and Adult Education programs tied to the Workforce Innovation and Opportunity Act (WIOA). Perkins V covers both secondary and postsecondary programs and makes up the bulk of the federal funding received by the Division. The Division work cooperatively with the Workforce Development Council and the Idaho Division of Vocation Rehabilitation in fulling Idaho's responsibilities under WIOA as well as administering other aspects of Idaho's career technical education system.

The Division's appropriation is divided into five budget units:

- Administration
- Secondary and General Programs
- Technical College Programs
- Educator Services
- Related Programs
- Other Services

In additional to the general funds appropriated by the legislature, the Division receives revenue for the administration of related programs from the following dedicated funds: Hazardous Materials/Waste Enforcement Fund; Miscellaneous Revenue Fund; Displaced Homemaker Fund and Motorcycle Safety Program Fund. The monies from the Hazardous Materials, Displaced Homemakers, and Motorcycle Safety are restricted in use. The Miscellaneous Revenue Funds are made up from registration fees from the Divisions annual summer conference and those monies go back into providing the annual conference.

The operating budgets for the technical colleges are derived from the general fund appropriation under technical college programs and has been 90.5% for personnel cost and 509.14 FTP with the remaining 9.5% for operating expenditures. For FY26 the

Division received an additional $10M in Trustee/Benefits ongoing to be distributed equally to the technical colleges specifically for the use of CTE program capacity enhancements.

Idaho Division of Career Technical Education

By Appropriation Unit, Account Category and Fund

	FY 2027	FY 2026	FY 2026 Original	% Inc/-Dcr	% Inc/-Dcr From Original
EDEA - Administration					
By Account Category					
50 Personnel Costs	$2,328,800.00	$2,290,100.00	$2,342,400.00	1.69%	-0.58%
55 Operating Expenditures	$638,300.00	$642,500.00	$702,600.00	-0.65%	-9.15%
60 Capital Outlay	$0.00	$0.00	$0.00		
Total	$2,967,100.00	$2,932,600.00	$3,045,000.00	1.18%	-2.56%
By Fund					
10000 General Fund	$2,947,100.00	$2,912,600.00	$3,025,000.00	1.18%	-2.58%
34800 Federal Grants	$20,000.00	$20,000.00	$20,000.00	0.00%	0.00%
Total	$2,967,100.00	$2,932,600.00	$3,045,000.00	1.18%	-2.56%
FTP	20.00	20.00	20.00	0.00%	0.00%
EDEB - Secondary and General					
By Account Category					
50 Personnel Costs	$2,153,300.00	$2,110,700.00	$2,089,100.00	2.02%	3.07%
55 Operating Expenditures	$542,000.00	$542,000.00	$542,000.00	0.00%	0.00%
60 Capital Outlay	$0.00	$0.00	$0.00		
70 Trustee and Benefit Payments	$24,333,400.00	$22,456,100.00	$23,378,800.00	8.36%	4.08%
Total	$27,028,700.00	$25,108,800.00	$26,009,900.00	7.65%	3.92%
By Fund					
10000 General Fund	$15,669,500.00	$15,643,600.00	$16,544,700.00	0.17%	-5.29%
32300 In Demand Career Fund	$5,000,000.00	$5,000,000.00	$5,000,000.00	0.00%	0.00%
34800 Federal Grants	$4,456,900.00	$4,440,200.00	$4,440,200.00	0.38%	0.38%
30900 Idaho Career Ready Students Fund (	$1,877,300.00	$957,600.00	$0.00	96.04%	
34900 Miscellaneous Revenue	$25,000.00	$25,000.00	$25,000.00	0.00%	0.00%
Total	$27,028,700.00	$26,066,400.00	$26,009,900.00	3.69%	3.92%
FTP	21.00	21.00	21.00	0.00%	0.00%
EDEC - Technical Colleges					
By Account Category					
50 Personnel Costs	$51,319,000.00	$50,291,000.00	$51,846,400.00	2.04%	-1.02%
55 Operating Expenditures	$5,044,300.00	$5,044,300.00	$5,200,300.00	0.00%	-3.00%
60 Capital Outlay	$0.00	$0.00	$0.00		
70 Trustee and Benefit Payments	$13,488,700.00	$13,488,700.00	$14,368,400.00	0.00%	-6.12%
Total	$69,852,000.00	$68,824,000.00	$71,415,100.00	1.49%	-2.19%
By Fund					
10000 General Fund	$65,483,600.00	$64,455,600.00	$67,046,700.00	1.59%	-2.33%
34800 Federal Grants	$4,368,400.00	$4,368,400.00	$4,368,400.00	0.00%	0.00%
Total	$69,852,000.00	$68,824,000.00	$71,415,100.00	1.49%	-2.19%
FTP	509.14	509.14	509.14	0.00%	0.00%
EDED - Educator Services					
By Account Category					
50 Personnel Costs	$881,400.00	$793,100.00	$1,149,200.00	11.13%	-23.30%
55 Operating Expenditures	$469,100.00	$469,100.00	$509,100.00	0.00%	-7.86%
60 Capital Outlay	$0.00	$0.00	$0.00		
70 Trustee and Benefit Payments	$661,200.00	$661,200.00	$702,500.00	0.00%	-5.88%
Total	$2,011,700.00	$1,923,400.00	$2,360,800.00	4.59%	-14.79%
By Fund					
10000 General Fund	$1,666,700.00	$1,648,400.00	$2,085,800.00	1.11%	-20.09%
34900 Miscellaneous Revenue	$275,000.00	$275,000.00	$275,000.00	0.00%	0.00%
Total	$1,941,700.00	$1,923,400.00	$2,360,800.00	0.95%	-17.75%
FTP	8.00	8.00	10.00		-20.00%
EDEJ - Related Programs					
By Account Category					

50 Personnel Costs	$1,186,600.00	$1,168,200.00	$1,176,200.00	1.58%	0.88%
55 Operating Expenditures	$276,800.00	$276,800.00	$302,600.00	0.00%	-8.53%
60 Capital Outlay	$0.00	$0.00	$0.00		
70 Trustee and Benefit Payments	$5,333,000.00	$5,333,000.00	$5,445,700.00	0.00%	-2.07%
70 Trustee and Benefit Payments (OT)	$0.00	$50,000.00	$50,000.00	-100.00%	-100.00%
Total	$6,796,400.00	$6,828,000.00	$6,974,500.00	-0.46%	-2.55%
By Fund					
10000 General Fund	$3,131,200.00	$3,117,400.00	$3,263,900.00	0.44%	-4.07%
10000 General Fund (OT)	$0.00	$50,000.00	$50,000.00	-100.00%	-100.00%
21800 Displaced Homemaker	$170,000.00	$170,000.00	$170,000.00	0.00%	0.00%
27400 Hazardous Materials	$67,800.00	$67,800.00	$67,800.00	0.00%	0.00%
34800 Federal Grants	$3,412,400.00	$3,407,800.00	$3,407,800.00	0.13%	0.13%
34900 Miscellaneous Revenue	$15,000.00	$15,000.00	$15,000.00	0.00%	0.00%
Total	$6,796,400.00	$6,828,000.00	$6,974,500.00	-0.46%	-2.55%
FTP					
EDEK- Other Services (Continous Appropriation per IC 33-4904)					
By Account Category					
70 Trustee and Benefit Payments	$2,133,000.00	$2,133,000.00	$2,133,000.00	0.00%	0.00%
Total					
By Fund					
31901 Motorcycle Safety Training	$2,133,000.00	$2,133,000.00	$2,133,000.00	0.00%	0.00%
Total					
All Functions					
By Account Ctegory					
50 Personnel Costs	$57,869,100.00	$56,653,100.00	$58,603,300.00	2.15%	-1.25%
55 Operating Expenditures	$6,970,500.00	$6,974,700.00	$7,256,600.00	-0.06%	-3.94%
60 Capital Outlay	$0.00	$0.00	$0.00		
70 Trustee and Benefit Payments	$40,616,300.00	$38,789,000.00	$40,632,700.00	4.71%	-0.04%
Total	$105,455,900.00	$102,416,800.00	$106,492,600.00	2.97%	-0.97%
By Fund					
10000 General Fund	$88,898,100.00	$87,777,600.00	$91,966,100.00	1.28%	-3.34%
32300 In Demand Career Fund	$5,000,000.00	$5,000,000.00	$5,000,000.00	0.00%	0.00%
21800 Displaced Homemaker	$170,000.00	$170,000.00	$170,000.00	0.00%	0.00%
27400 Hazardous Materials	$67,800.00	$67,800.00	$67,800.00	0.00%	0.00%
34800 Federal Grants	$12,257,700.00	$12,236,400.00	$12,236,400.00	0.17%	0.17%
34900 Miscellaneous Revenue	$315,000.00	$315,000.00	$315,000.00	0.00%	0.00%
31901 Motorcycle Safety Training	$2,133,000.00	$2,133,000.00	$2,133,000.00	0.00%	0.00%
Total	$108,841,600.00	$107,699,800.00	$111,888,300.00	1.06%	-2.72%
Excluding Motorcycle Safety Training	$106,708,600.00	$105,566,800.00	$109,755,300.00	1.08%	-2.78%

University of Idaho

FY2027 Budget Overview

Agricultural Research and Extension Service

In FY2027, the Agricultural Research and Extension Service (ARES) appropriation decreased 3.2% from the original FY2026 appropriation. This includes a 5% base reduction of $1,997,800 and a $705,600 increase in personnel benefit costs.

The Agricultural Research and Extension Service (ARES) permanent reduction of nearly $2,000,000 was allocated 84% to personnel costs and 16% to operating expenses.

Continued support for the ARES appropriation remains essential for the University of Idaho's College of Agricultural and Life Sciences to continue serving the needs of Idaho's citizens and stakeholders.

UNIVERSITY OF IDAHO
AVAILABILITY AND ALLOCATION OF FUNDS FOR FY2027
AGRICULTURAL RESEARCH AND EXTENSION SYSTEM

	FUNDS AVAILABLE	FTE	AMOUNT
1			
2			
3	FY2027 Operating Budget Base	323.86	$ 39,955,500
4	Adjustments: Ongoing Base Reductions		$ (1,598,300)
5			
6			
7			
8			-
9	Adjustments: FTP Additions	(40.90)	-
10	Adjustments: FTP Adjustment	-	
11	FY2027 Adjusted Budget Base	282.96	$ 38,357,200
12			
13	Additional Funding for FY2027		
14	Additional Ongoing Reduction		$ (399,500)
	Benefit Costs		$ 705,600
15			-
16	Total Additional Funding	-	$ 306,100
17	Total Funds Available for FY2025	282.96	$ 38,663,300
18			
19			
20	**ALLOCATION OF FUNDS**		
21			
22	FY2027 Adjusted Budget Base	323.86	$ 38,357,200
23			
24	MCO Increases/Decreases to Budget Base		
25	Replacement items		$ -
26	Inflationary Adjustments		$ -
27	Benefit Costs		$ 705,600
28	Additional Ongoing Reduction		$ (399,500)
29			
30	Total MCO Increases/Decreases	-	$ 306,100
31			
32	Enhancements to Budget Base		
33			
34		-	
35	FTE Increase	(40.90)	
36			
37	Total Enhancements	(40.90)	$ -
38			
39	Total Increases	(40.90)	$ 306,100
40			
41	FY2027 Operating Budget	282.96	$ 38,663,300

AGRICULTURAL RESEARCH & EXTENSION SERVICE

Operating Budget Personnel Costs Summary

July 1, 2026 - June 30, 2027

ARES	FY2026 Operating Budget				FY2027 Operating Budget			
Classification	FTE	Salaries	Benefits	Total	FTE	Salaries	Benefits	Total
Faculty	155.69	$15,246,671	$4,497,850	$ 19,744,521	143.54	$ 15,035,956	$ 4,585,967	$ 19,621,923
Executive/Administrative	2.65	$576,029	$169,929	$ 745,958	2.52	$ 533,189	$ 162,623	$ 695,812
Managerial/Professional	50.7	$4,087,192	$1,499,999	$ 5,587,191	51.11	$ 5,056,230	$ 2,017,436	$ 7,073,666
Classified	114.82	$5,988,055	$2,197,616	$ 8,185,671	85.79	$ 4,665,899	$ 1,861,694	$ 6,527,593
Irregular Help		$404,377	$40,842	$ 445,219		$ 314,661	$ 26,746	$ 341,406
Graduate Assistants		$507,500	$16,240	$ 523,740		$ -	$ -	$ -
TOTAL General Fund	323.86	$26,809,824	$8,422,476	$35,232,300	282.96	$25,605,935	$8,654,465	$34,260,399
	Personnel Cost per FY2026 General Fund			$35,232,300	Personnel Cost per FY2027 General Fund			$34,260,400

HEALTH EDUCATION PROGRAMS

FY 2027 Operating Budget

	FY 2026 BUDGET	FY 2027 BUDGET	PERCENT of CHANGE
By Program:			
Boise Internal Medicine Residency	1,252,300	1,252,300	0.00%
Eastern Idaho Medical Residencies	3,147,600	3,387,600	7.62%
Family Medicine Residencies	7,892,200	8,454,400	7.12%
Idaho Dental Education Program	2,273,900	2,349,300	3.32%
Psychiatry Residency	812,700	812,700	0.00%
University of Utah Medical Education	3,075,500	3,328,800	8.24%
WIMU Veterinary Education	2,818,300	2,862,700	1.58%
WWAMI Medical Education	7,483,100	7,775,100	3.90%
Total Programs	**28,755,600**	**30,222,900**	5.10%
By Fund Source:			
General Fund	28,377,100	29,800,900	5.02%
Student Fee Revenue	378,500	422,000	11.49%
Total Funds	**28,755,600**	**30,222,900**	5.10%
By Expenditure Classification:			
Personnel Costs	5,770,900	5,982,300	3.66%
Operating Expenditures	2,685,500	2,651,800	-1.25%
Capital Outlay	5,500	5,500	0.00%
Trustee & Benefits	20,293,700	21,583,300	6.35%
Lump Sum	0	0	0.00%
Total Expenditures	**28,755,600**	**30,222,900**	5.10%
Full Time Position	46.96	48.46	3.19%

Budget Overview

The FY 2027 budget for Health Education Programs reflects an increase in health insurance of $2,040 for an annual rate of $16,170K. Enhancements included $240K for four new psychiatry residents at the Eastern Idaho Medical Residencies; $60K for one additional medical resident in Burley; $60k for one Family Medicine OB/GYN fellowship; $360K for six Family Medicine Residents in Nampa; $180K for three new child psychiatry residents seats at the University of Utah; and an FTP adjustment for the Washington-Idaho-Mountain-Utah Veterinary Education Program (WIMU).

SPECIAL PROGRAMS

FY 2027 Operating Budget

	FY 2026 BUDGET	FY 2027 BUDGET	PERCENT of CHANGE
By Program:			
Forest Utilization Research	1,670,800	1,662,900	-0.47%
Geological Survey	1,356,300	1,356,500	0.01%
Scholarships and Grants:			
Idaho Promise Scholarship - A			0.00%
Atwell Parry Work Study Program	1,186,000	1,186,000	0.00%
Rural Educator Incentive Program	3,131,900	3,000,000	-4.21%
Armed Forces/Public Safety Officers	330,000	330,000	0.00%
Scholarships Program Manager	111,600	113,000	1.25%
Opportunity Scholarship	20,576,000	20,382,000	-0.94%
Postsecondary Credit Scholarship	0	0	0.00%
GEARUP Scholarship	4,529,900	4,531,000	0.02%
Total Scholarships and Grants	29,865,400	29,542,000	-1.08%
Museum of Natural History	764,600	767,200	0.34%
Small Business Development Centers	1,120,400	1,130,700	0.92%
TechHelp	442,700	444,500	0.41%
Total Programs	**35,220,200**	**34,903,800**	-0.90%
By Fund Source:			
General Fund	30,467,400	30,149,900	-1.04%
Miscellaneous Funds	-	-	0.00%
Federal Funds	4,752,800	4,753,900	0.02%
Total Funds	**35,220,200**	**34,903,800**	-0.90%
By Expenditure Classification:			
Personnel Costs	4,888,600	5,225,400	6.89%
Operating Expenditures	603,100	275,800	-54.27%
Capital Outlay	0		0.00%
Trustee/Benefit or Lump Sum Payments	29,728,500	29,402,600	-1.10%
Total Expenditures	**35,220,200**	**34,903,800**	-0.90%
Full Time Position	49.34	49.27	-0.14%

Budget Overview

The FY 2027 budget for Special Programs reflects an increase in health insurance of $2,040 per FTE for an annual rate of $16,170K per employee.

SUBJECT

Chief Executive Officers Contract Terms

APPLICABLE STATUTES, RULE OR POLICY

Idaho State Board of Education Governing Policies & Procedures, Section I.E.2.d. and e.

Idaho Code §§ 33-102A, 33-2205, 33-2303, 33-2806, 33-3006, 33-3106, and 33-4005

BACKGROUND/DISCUSSION

Contracts for the presidents of Boise State University, Idaho State University, Lewis-Clark State College, and the University of Idaho are established by the State Board of Education pursuant to Board Policy I.E.2.e.i, which provides that "Each chief executive officer's annual compensation shall be set and approved by the Board." The Board will be conducting annual reviews and discussions with the four (4) college/university presidents on June 16, 2026.

IMPACT

Approval of any proposed salaries changes will allow staff to enter the salaries for FY 2027 into the state payroll system and update any presidential contracts.

STAFF COMMENTS AND RECOMMENDATIONS

Institution chief executive officer annual personnel reviews were conducted on June 16, 2026 by the Board along with any proposed salary increases and updated contract terms.

BOARD ACTION

I move to approve an annual salary of $_____for **NAME** as **POSITION at COLLEGE/UNIVERSITY,** retroactively effective June 7, 2026.

Moved by _____Seconded by _____Carried Yes _____No _____

I move to approve an amendment to extend **NAME** contract as **POSITION** of **COLLEGE/UNIVERSITY** for **DURATION**, and for the parties to execute the **NUMBER** amendment to their contract.

Moved by _____Seconded by _____Carried Yes _____No__

SUBJECT

Idaho Public Television - General Manager Appointment

APPLICABLE STATUTE, RULE, OR POLICY

Idaho State Board of Education Governing Policies & Procedures, Section I.E.2.c.Idaho Code §33-2205(1), Idaho Code §33-2202

BACKGROUND/DISCUSSION

Jeff Tucker, who has served as General Manager of Idaho Public Television (IPTV), has announced his retirement. He will work through July 4, 2026, and then utilize accrued vacation leave through his retirement date of August 31, 2026. Mr. Tucker has served in this role since August 2021. To ensure continuity of leadership and operations at IDPTV, the State Board of Education has identified Scott Graf as the next General Manager.

Board policy provides that the Board's Executive Director shall have authority to identify candidates and make recommendations for the appointment of agency heads, which must be approved and appointed by the Board.

Scott Graf currently serves as Director of Content and Operations at IPTV, a position he has held since August 2025. Mr. Graf brings extensive experience in public media and state government communications, having worked in communications roles within Idaho State Government from 2016 to 2025. Prior to his work in state government, Mr. Graf held positions at Boise State Public Radio and spent eight years at WFAE Radio in Charlotte, North Carolina. He is a graduate of Northwest Missouri State University and has worked in public media since 2004. In his current role at IPTV, Mr. Graf has demonstrated strong leadership in aligning departments and ensuring strategic coordination of organizational resources.

IMPACT

This appointment will ensure continuity of leadership at IPTV with the pending retirement of current IPTV General Manager Jeff Tucker.

ATTACHMENTS

Attachment 1 – Scott Graf Resume

STAFF COMMENTS AND RECOMMENDATIONS

Board staff has conducted a review of Scott Graf's qualifications and professional background and find him well suited to serve as General Manager of IDPTV. Mr. Graf brings extensive experience in communications, public media leadership, and state government operations. His background in both public broadcasting and public sector leadership, combined with his current success in aligning IPTV's departments and operations, demonstrates his readiness for this appointment.

Board staff recommends approval of the appointment of Mr. Graf as General Manager of Idaho Public Television.

BOARD ACTION

I move to appoint Scott Graf as General Manager of Idaho Public Television at the rate of $67.50/hour effective June 21st, 2026.

Moved by _____ Seconded by _____ Carried Yes _____ No _____

SCOTT GRAF

Idaho-based professional with over 20 years' experience, including 12 in public media and the last 9 in government and strategic government communications. Extensive background in writing, editing, storytelling, story pitching, staff management, strategic media relations, relationship development and internal communications oversight. Genuine interpersonal communicator skilled at building trust and relationships with people from all backgrounds and at all levels of an organization. Adept at relationship development with local, regional and national partners and stakeholders. Midwest native with professional experience in the urban West and Southeast.

EXPERIENCE

JANUARY 2023 – PRESENT **Boise, Idaho**

CHIEF COMMUNICATIONS OFFICER Supt. of Public Instruction/Idaho Dept. of Education

Currently oversee department and superintendent messaging around high profile and highly scrutinized education issues, including direct outreach to state policymakers. Cultivate and maintain external relationships to support beneficial policy change and counter adverse legislation. Work closely with local media to ensure the department's story is told consistently and accurately. Anticipate and plan for scrutiny from various entities in the public and political spheres by assessing vulnerability and messaging accordingly. Have helped lead an internal cultural transformation by providing communication, leadership, visibility and accountability.

NOVEMBER 2016 – JANUARY 2023 **Boise, Idaho**

PUBLIC INFORMATION OFFICER/DIRECTOR OF CONSTITUENT AFFAIRS Office of the Attorney General

Oversaw communications and constituent affairs for a 5-term AG and statewide law firm representing all aspects of state government. Communicated legally complex and nuanced messaging within state public information laws and ethical bounds, while navigating political and intergovernmental sensitivities. Cultivated positive relationships with journalists and other external entities based on trust, professionalism and customer service.

APRIL 2012 – NOVEMBER 2016 **Boise, Idaho**

NEWS DIRECTOR, HOST/EDITOR/REPORTER Boise State Public Radio

Managed newsroom of public media reporters and hosts while also reporting for regional and national audiences. Oversaw department budget development and execution. Consistently navigated issues associated with station's role in the broader public media system, as well as issues unique to the university setting.

May 2004 – March 2012 **Charlotte, North Carolina**

MORNING NEWS HOST AND REPORTER WFAE Public Radio

Hosted morning news program in top 25 media market for discerning and demanding audience. Reported in-depth feature stories for national broadcast and conducted local and regional newsmaker interviews. Designated as preferred on-air contact for Development team to assist in cultivation of donor relationships.

EDUCATION

DECEMBER 2001 **Maryville, Missouri**

B.S. NORTHWEST MISSOURI STATE UNIVERSITY

Communications/Broadcast major, Political Science minor. Cum Laude, 3.79 GPA.

SKILLS/CHARACTERISTICS

- Strategic communicator adept at planning messaging around internal and external organizational need, risk assessment, vulnerability and anticipated reaction; strong relationship builder both internally and externally; personable and approachable; solution-oriented; strong team player; intellectually curious and covets new challenges; self-motivated with a strong work ethic and focus on personal accountability.

SUBJECT

Boise State University - East Stadium Redevelopment Feasibility Study Update

REFERENCE

N/A

APPLICABLE STATUTE, RULE OR POLICY

Idaho State Board of Education Governing Policies & Procedures, Section V.K.4

BACKGROUND/DISCUSSION

Boise State is in the early stages of assessing whether redeveloping Albertsons Stadium east parking area could enhance the university's capacity to host national-level events, expand student-athlete facilities, and introduce complementary commercial amenities.

A central objective of this effort is to assess whether the site could support uses that generate long-term, non-tuition revenue while remaining compatible with campus operations and the surrounding transportation network.

This feasibility phase will inform future decisions on redevelopment, and focuses on understanding opportunities, risks, and alignment with campus safety, long-term university strategies, and community value. The process is shaped through consultation with key stakeholders.

No final plans or commitments exist today.

IMPACT

This early feasibility effort has no immediate policy, financial, or approval implications for the State Board, but may inform future discussions related to institutional financial sustainability, systemwide revenue diversification, and major campus development governance. The Board will be kept informed of progress, and future requests for approval will only occur only if the exploration advances to a stage requiring such.

ATTACHMENTS

Attachment 1 – Briefing
Attachment 2 – East Stadium Redevelopment Feasibility Presentation

BOARD STAFF COMMENTS AND RECOMMENDATIONS

Boise State University (BSU) is conducting a preliminary feasibility assessment regarding the potential redevelopment of the East Stadium Parking Lot and adjacent BSU owned properties. As presented in the briefing materials (Attachment 1), BSU is evaluating whether the site could support a mixed-use development that may include parking, hospitality, retail, housing, conference/event space, and other complementary uses designed to generate long-term, non-tuition revenue while supporting institutional strategic priorities.

This project remains in an exploratory phase only. No development commitments, financial obligations, or approvals are being requested by BSU at this time. BSU is currently assessing feasibility considerations including parking replacement, transportation impacts, infrastructure needs, stakeholder input, constructability, and financial viability.

BSU has engaged an owner's representative in a limited advisory capacity to provide market and development expertise during the feasibility assessment process. Any future advancement of the project would require additional institutional review, stakeholder engagement, and appropriate Board approvals consistent with Board policy governing major capital and real property projects.

Board staff is supportive of these efforts and for the BAHR Committee continue to be updated should the project advance to a stage requiring formal Board consideration.

BOARD ACTION

This item is for informational purposes only.

BRIEFING: East Stadium Parking Lot Redevelopment

Early Feasibility Study

Purpose

This item is provided to inform the Idaho State Board of Education of early, exploratory work underway at Boise State University related to a potential redevelopment of the East Stadium Parking Lot (ESPL). No decisions have been made, and no approvals are being requested at this stage.

Project Status and Objectives

Boise State University is conducting early feasibility and stakeholder assessment for a potential large-scale redevelopment of the East Stadium Parking Lot and adjacent university-owned property. The concept under examination is a mixed-use development that could include a combination of hotel, conference or event space, retail, dining, housing, and parking.

A central objective of the exploration is to determine if the site could support uses that generate long-term, non-tuition revenue while remaining compatible with campus operations and the surrounding transportation network.

This work remains preliminary. Additional due diligence is necessary to assess constraints, entitlements, constructability, traffic, parking replacement, and financial viability before any formal development process is considered.

Use of an Owner's Representative

As part of this early assessment, the university has engaged Tommy Ahlquist in a limited owner's representative advisory role. The purpose of this engagement is to provide market insight and development expertise to help the university understand:

- Local development and construction market conditions
- Site opportunities and constraints
- Potential development scenarios
- Overall project viability

The role is advisory only and is intended to support an internal determination of whether further exploration is warranted.

Potential Future Process (If Feasible)

If early feasibility findings suggest the project is viable and aligned with university priorities, future steps may include:

- Retaining a secondary owner's representative with expertise to support development structuring and fiduciary oversight
- Issuing a Request for Proposals (RFP) to the development community
- Reviewing proposals with third-party guidance to ensure the university's operational, financial, and policy interests are protected

Advancement to any of these steps would require additional internal review and appropriate governance approvals.

Study Areas Under Consideration

The preliminary evaluation includes:

- East Stadium Parking Lot, including areas near Cesar Chavez Lane and property along Broadway Avenue that has multiple smaller buildings.
- University Plaza site, a small, vacant parcel adjacent to the University Plaza parking structure
- Property along Beacon Street that has been earmarked in the Campus Master Plan for an additional campus parking structure.

Each site presents unique development opportunities as well as constraints related to access, parking, circulation, and existing uses.

Stakeholder Input and Key Considerations

Initial discussions have been held with key Boise State departments with considerations to include:

- Parking replacement prior to redevelopment (current lot provides ~790 spaces; future needs may approach ~1,100 spaces)
- Continued university control of parking operations
- Protection of campus safety, security, and Clery compliance
- Coordination related to IT infrastructure and network impacts
- Transportation, circulation, and pedestrian safety impacts, particularly along Broadway Avenue

The team has met, or plans to meet, with community stakeholders to gain insights and identify considerations and/or concerns as part of the feasibility effort. So far, no major concerns have been shared. The stakeholders include:

- City of Boise
- ACHD

- CCDC
- ITD (pending)

Key Takeaway

This work represents an early, exploratory planning effort intended to assess whether the East Stadium Parking Lot and adjacent sites could support a development that aligns with Boise State's long-term strategic and financial goals. The university is currently gathering information, identifying constraints, and testing feasibility. No development commitments, financial obligations, or approvals are being sought at this time.

The Board will be kept informed as this analysis progresses or if the project advances to a stage requiring formal consideration.

Site Map

The red outlined areas in the map below illustrate the East Stadium redevelopment area under consideration. The orange area indicates where an initial phase (parking structure) may locate, in accordance with the campus master plan.


Chaffee Hall
Albertsons Stadium


East Stadium Lot Redevelopment
Feasibility Study, May 2026
BOISE STATE UNIVERSITY

East Stadium Lot Redevelopment

Agenda Topics

- Executive Summary
- Primary Project Goals
- Stakeholder Engagement
- Project Area/U of T Example
- Opportunity Zones
- Recommendation & Discussion



East Stadium Lot Redevelopment

Executive Summary

Key Objective: Determine the viability of revenue-generating development while maintaining campus operations.

Fall Meeting 2025 Recap: Leadership introduction and go-ahead for feasibility phase, owner's rep participation.

Current Phase: Completed initial stakeholder engagement and constraint identification.

NEXT DECISION POINTS:

1. Engage with second owner's representative to assist with RFP preparations and ongoing oversight
2. Proceed with RFP process based on feasibility findings
3. Create a go/no-go decision matrix



East Stadium Lot Redevelopment

Primary Project Goals

Generate Revenue

Develop strategic partnerships and create opportunities to generate non-tuition revenue streams.

Maintain Control

Ensure all facilities operate within campus security, safety and financial protocols.

Enhance Gateway

Create an easy-access gateway of amenities, services and parking to fans, visitors and the campus community.

East Stadium Lot Redevelopment

Stakeholder Engagement

Boise State Departments

- Department of Public Safety
  - Parking & Transportation
  - Campus Security
  - Emergency Management
- Office of Information Technology
- Campus Planning

Community Partners

- City of Boise
- Ada County Highway District (ACHD)
- Capital City Development Corporation (CCDC)
- Idaho Transportation Department (pending)

PARKING IS THE PRIMARY PROJECT COMPLEXITY TO RESOLVE

East Stadium Lot Redevelopment

Operational Requirements

Parking

- Immediate need of 790 replacement stalls
- University (DPS) must maintain operational control

Safety & Security

- Clery Act compliance
- Building height and vantage point considerations for security/ surveillance
- Vehicle crash barriers & protective infrastructure
- Pedestrian safety along Broadway

OIT Infrastructure

- WiFi/cellular coverage impact assessment needed
- University avoid commercial IT operations oversight - especially for a hotel component

Access

- Potential Friendship Lane closure impacts
- Right-in, right-out access to Broadway
- West Stadium Lot circulation may require modification

East Stadium Lot Redevelopment

Key Constraints & Challenges

Regulatory/Planning

- Existing structure relocation
- City of Boise design review
- State Highway access limitations
- Campus Master Plan parking location preferences

Financial Considerations

- Parking infrastructure costs
- Structure relocation expenses
- Revenue generation requirements vs development costs
- Credit and debt capacity impact
- 2nd tier owners rep - event venue specialist

East Stadium Lot Redevelopment

Large-scale Mixed Use Development

- Hotel & conference facilities
- Outdoor/indoor event space
- Retail & restaurant options
- Structured parking

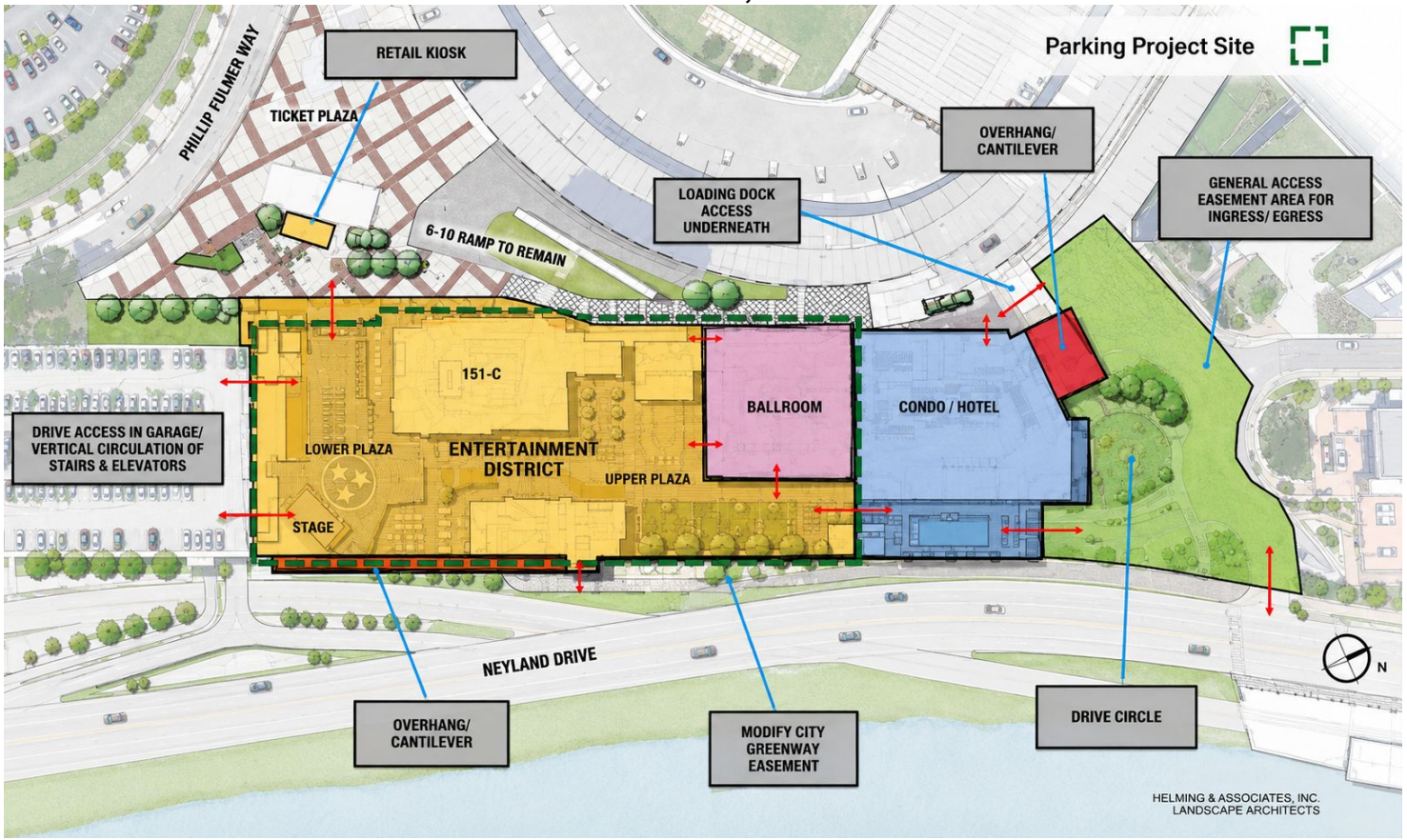


1. River Activation Area
2. Office or High-end Residential Over Parking, or Park Area and Additional Activation
3. Elevated Parking Garage with Hotel, Ground Level Retail and Office
4. Promenade Walk
5. New Science Research Building
6. **Phase 1** - Vertical Mixed-use and Parking

UNIVERSITY OF TENNESSEE

THE UNIVERSITY OF TENNESSEE KNOXVILLE

Neyland Entertainment District Proposal


Parking Project Site
RETAIL KIOSK
TICKET PLAZA
PHILLIP FULMER WAY
6-10 RAMP TO REMAIN
LOADING DOCK ACCESS UNDERNEATH
OVERHANG/ CANTILEVER
GENERAL ACCESS EASEMENT AREA FOR INGRESS/ EGRESS
151-C
BALLROOM
CONDO / HOTEL
DRIVE ACCESS IN GARAGE/ VERTICAL CIRCULATION OF STAIRS & ELEVATORS
LOWER PLAZA
ENTERTAINMENT DISTRICT
UPPER PLAZA
STAGE
NEYLAND DRIVE
OVERHANG/ CANTILEVER
MODIFY CITY GREENWAY EASEMENT
DRIVE CIRCLE
N
HELMING & ASSOCIATES, INC.
LANDSCAPE ARCHITECTS

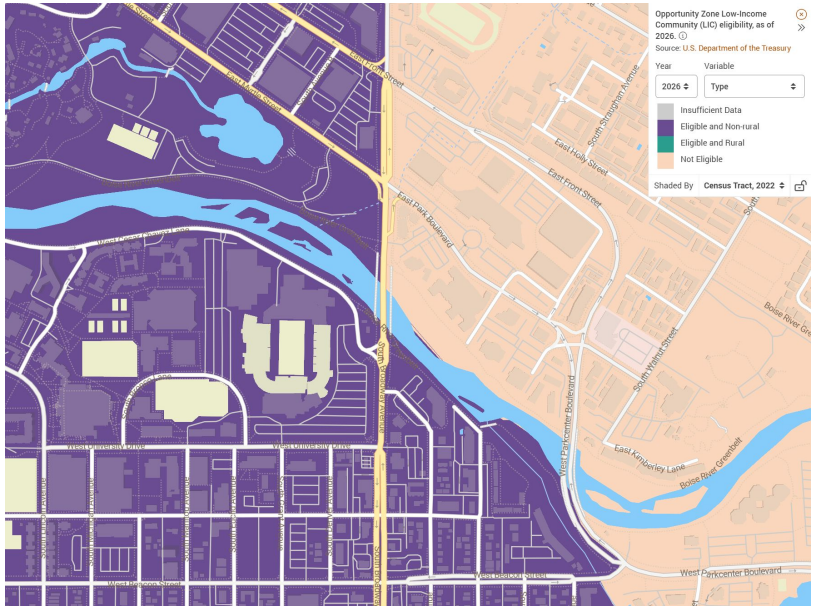

WORKING DRAWINGS SUBJECT TO CHANGE
TENNESSEE


WORKING DRAWINGS; SUBJECT TO CHANGE
THE UNIVERSITY OF TENNESSEE SYSTEM


WORKING DRAWINGS; SUBJECT TO CHANGE
THE UNIVERSITY OF TENNESSEE SYSTEM

Opportunity Zones

- *Federal tax incentives for investing in designated underserved communities - **Purple area is designated***
- *Created to spur economic development and job growth*
- *Investors can defer or reduce capital gains taxes through long-term investments in Qualified Opportunity Funds (QOFs)*



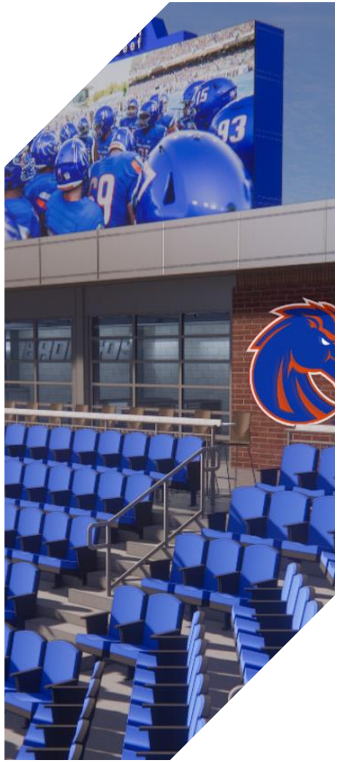
East Stadium Lot Redevelopment

Recommendation

1 Proceed with informational item to the State Board of Education. **June meeting.**

2 Develop and advertise RFQ to retain a 2nd tier owner's rep to support
- **a)** Selection of firm
- **b)** Additional analysis and recommendations
- **c)** Leadership review/decision-making

3 Develop and advertise RFP to the development community. Proceed with development if viable solution is received. **October - February**



Discussion

TAB	DESCRIPTION	ACTION
1	IDAHO COMPREHENSIVE LITERACY PLAN	Action Item
2	IDAHO DIGITAL LEARNING ACADEMY – ANNUAL REPORT	Information Item
3	DIVISION OF CAREER TECHNICAL EDUCATION – ANNUAL REPORT	Information Item
4	CTE PEDAGOGY ASSESSMENT FOR CERTIFICATION	Action Item
5	BOARD POLICY VII.A. CTE GENERAL POLICIES – FIRST READING	Action Item
6	BOARD POLICY VII.B. CTE PROGRAM DELIVERY – FIRST READING	Action Item
7	BOARD POLICY I.A. POLICY MAKING AUTHORITY – FIRST READING	Action Item
8	BOARD POLICY I.B. PROCEDURES REPEAL – FIRST READING	Action Item
9	BOARD POLICY IV.D. CERTIFICATION AND THE CAREER LADDER – SECOND READING	Action Item

TAB	DESCRIPTION	ACTION
10	BOARD POLICY VII.C. CTE CERTIFICATION – FIRST READING	Action Item
11	LEGISLATIVE IDEAS – 2027 LEGISLATIVE SESSION	Action Item

SUBJECT

Idaho Comprehensive Literacy Plan

REFERENCE

December 1998	Board approved the initial Idaho Comprehensive Literacy Plan.
August 2015	Board adopted the Literacy Implementation Committee's recommendations, including a recommendation to substantially revise the Idaho Comprehensive Literacy Plan pursuant to Section 33-1614, Idaho Code.
December 2015	Board adopted the December 2015 (FY 2016) Idaho Comprehensive Literacy Plan.
February 2017	Board incorporated the Idaho Comprehensive Literacy Plan Educator Guide as an addendum to the 2015 Idaho Comprehensive Literacy Plan.
December 2020	Board adopted the December 2020 (FY 2021) Idaho Comprehensive Literacy Plan.

APPLICABLE STATUTE, RULE OR POLICY

Sections 33-1002, 33-1801 through 33-1811, Idaho Code

BACKGROUND/DISCUSSION

Per statute, the Idaho Comprehensive Literacy Plan is updated every five (5) fiscal years. In February 2026, the Idaho State Department of Education (Department) launched the process to complete this work, including contracting with literacy expert Dr. Sally Brown, and gathering both a writing group and a larger Idaho Comprehensive Literacy Plan Update Work Group (Work Group).

The Work Group included twenty-four (24) individuals from across Idaho, including representation from the Department, the Office of the State Board of Education, the legislature, K-12 educators, and higher education literacy experts. To complete the update of the plan, there were three (3) writing group meetings and five (5) full Work Group meetings and Dr. Brown, the writing group, and Department and Board staff completing tasks outside of the meeting times.

The Work Group maintained the previous plan's focus on the responsibilities of all stakeholders, while continuing to refine the organization of the plan and its alignment to current research. The plan continues the expectation that Idaho districts, schools, and educators implement strategies aligned to The Science of Reading. In this update of the plan, the Work Group endeavored to provide a clear update on the goals set in 2020, to reduce the number of goals, and to more clearly identify the exact stakeholder groups responsible for each task.

To further support the implementation of science of reading aligned instruction, the Department is developing a Literacy Instructional Guide and other supporting resources.

IMPACT

Approval of the June 2026 Idaho Comprehensive Literacy Plan will update and replace the plan approved by the Board in December 2020.

ATTACHMENTS

Attachment 1 – Idaho Comprehensive Literacy Plan June 2026

BOARD STAFF COMMENTS AND RECOMMENDATIONS

The Idaho Comprehensive Literacy Plan is established in Idaho Code as the framing document for literacy funding, instruction, and intervention in Idaho.

Section 33-1002, Idaho Code establishes the funding formula for Idaho's literacy funds. Half of the literacy funds are distributed based on the student population, while the other half is based on the number of students in a district who are At Grade Level on the Idaho Reading Indicator (IRI) or improve their IRI score by at least one category from fall to spring.

The remaining statutes related to literacy are in Section 33, Chapter 18, Idaho Code. Statute specifies that Idaho Comprehensive Literacy Plan (ICLP) shall set the state's "strategy to ensure students develop strong literacy skills needed for future learning." The plan must be updated every five (5) years to ensure it remains relevant and can be used for its statutorily required purposes. Chapter 18 includes the following requirements:

- The ICLP sets expectations for "LEA-level leadership collaboration, professional development for staff, effective instruction and interventions, and the use of assessments and data for setting locally established student proficiency and growth targets." (33-1804)
- The ICLP is the "reference document" for the early literacy assessment, the Idaho Reading Indicator (IRI). (33-1806)
- K-3 curricular materials used by school districts must be "tied to evidence-based best practices" and aligned with the ICLP. (33-1806)
- To be an approved vendor, providers of computer-based literacy intervention tools must demonstrate alignment to the ICLP. (33-1807)
- The professional development provided by the Department must be based on the science of reading, embed coaching that integrates evidence-based best practices, and be aligned to the ICLP. (33-1807)
- Educator preparation programs under the supervision of the Board must ensure their course offerings and graduation requirements are consistent with the ICLP. (33-1808)
- Professional development courses designed to meet the requirement for training on the characteristics of dyslexia must be aligned to the ICLP and the Dyslexia Handbook. (33-1811)

School districts, charter schools, and educator preparation programs are only required to align to the comprehensive literacy plan as outlined above, and additional provisions added into the Idaho Comprehensive Literacy plan outside of this statutory identified scope would not be enforceable. Literacy intervention requirements for both public and non-public educator preparation programs are included in the Idaho Standards for the Initial Certification of Professional School Personnel, or its equivalent. These standards are incorporated by reference into IDAPA 08.02.02 and must be amended through the negotiated rulemaking process.

Board staff recommends approval.

BOARD ACTION

I move to approve the Idaho Comprehensive Literacy Plan as submitted in Attachment 1 and authorize the Idaho State Department of Education to make non-substantive administrative changes to the document, including formatting and addressing typographical errors, grammar, consistency, and syntax.

Moved by _____ Seconded by _____ Carried Yes _____ No _____

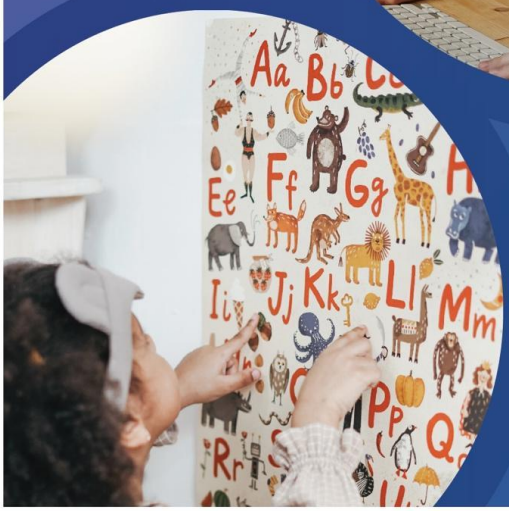
Comprehensive Literacy Plan

Kindergarten through 12th Grade

June 2026







P.O. BOX 83720, BOISE, ID 83720-0037
208-334-2270

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The Idaho State Board of Education appreciates notifications of errors so they may be corrected in subsequent printings and publications.

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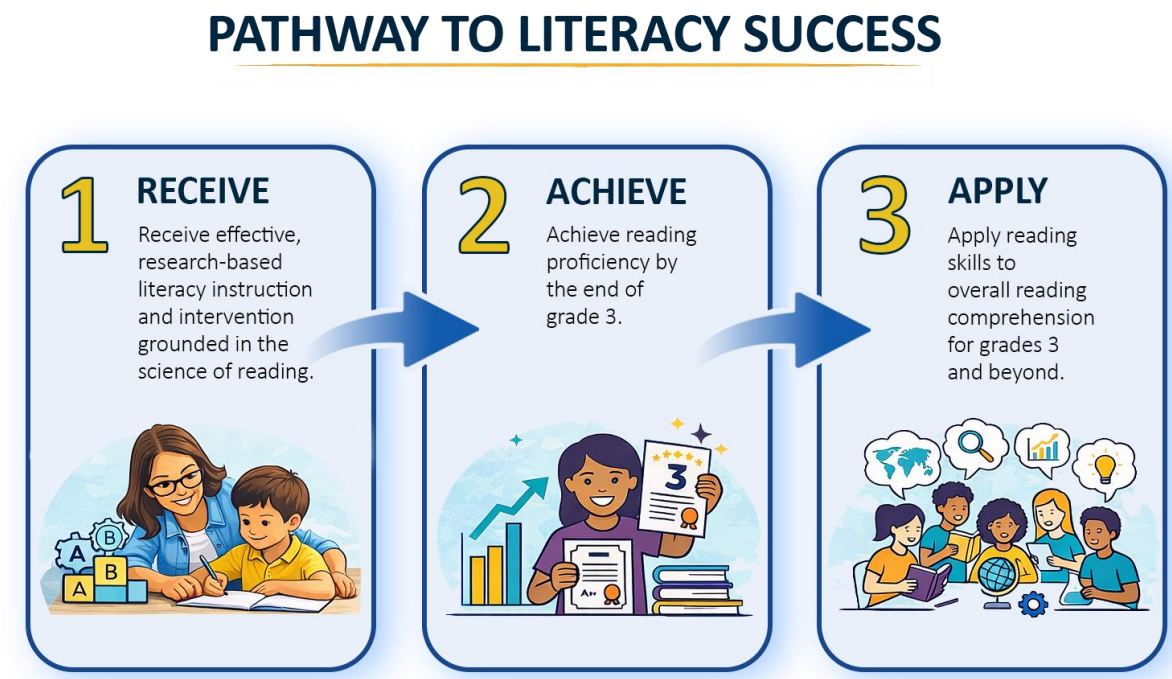
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SECTION I: INTRODUCTION

PURPOSE AND VISION STATEMENT

Literacy is a fundamental human right and a critical priority for our state. It is our responsibility as stakeholders to carry out this charge. The *Idaho Comprehensive Literacy Plan* is designed to ensure that **ALL Idaho students**, regardless of background, ability, or location are afforded access to the pathway to literacy success.

Figure 1.1 Pathway to Literacy Success



This K-12 plan articulates how we should align our literacy work across the state so that every child becomes a reader and writer. It emphasizes expanded foundational skills[1], including oral language, in the early grades (K-3) and more advanced literacy skills in grades 4 and beyond and is aligned to the Idaho State Content Standards in English Language Arts/Literacy. To become strong readers and writers, Idaho students must develop proficiency in the areas of oral language and language comprehension alongside phonological awareness, phonics and word recognition, fluency, vocabulary, reading comprehension, and writing. The standards set high expectations for student learning to effectively prepare them for higher education, career, and meaningful participation in civic life.

Guiding Principles

As families and caregivers, educators, leaders, policymakers, and community partners, we commit to:

1 Wolf, 2025

- **Recognizing literacy as foundational to educational attainment**, lifelong learning, workforce readiness, and civic engagement.
- **Ensuring all students have access** to high-quality, evidence-based literacy instruction, interventions, and support.
- **Advancing literacy achievement** through shared responsibility and collaboration.
- **Maintaining continuous improvement and accountability** through leadership, capacity-building, data-informed decision-making, and evaluation of outcomes.

Four Essential Elements

Based on Idaho's student performance data, more must be done to increase literacy growth for all students. Idaho's approach is grounded in the science of reading– a comprehensive body of research that describes how children learn to read and write. This research shows that students benefit from systematic, explicit instruction that builds foundational reading skills[2], alongside language and reading comprehension. Throughout this document, the term expanded foundational reading skills goes beyond the traditional components of reading such as phonemic awareness, phonics, and fluency and reflects the increasingly interactive and developmental nature of learning to become a proficient reader. These skills plus language and cognitive processes work together to support fluent word recognition, comprehension, and deep reading.[1]

To ensure every child receives this type of instruction, the *Comprehensive Literacy Plan* identifies goals organized into four **Essential Elements**:

- Collaborative Leadership
- Professional Development of Educators
- Assessment and Data
- Effective Instruction and Interventions

Literacy Guidance Documents

The State Board of Education and State Department of Education have identified *Literacy Guidance Documents* that are foundational to our work. They work together to align efforts to improve literacy instruction and student outcomes. Each of these documents has a distinct purpose and an intended audience:

2 Wolf, 2025

Table 1.1 Literacy Guidance Documents

Document	Audience(s)	Focus	Purpose
Idaho Comprehensive Literacy Plan	All stakeholders: state policymakers, state agencies, districts, schools, classrooms, parents/caregivers, and the community	Policy & Systems	Aligns state, district, and local efforts in support of literacy.
Idaho Literacy Instructional Guide *(coming soon—December 2026)*	Educators: District and school leaders, instructional coaches, classroom teachers, and paraprofessionals	School-level Instruction & Interventions	Provides instructional routines to improve literacy instruction and interventions.
Idaho Dyslexia Handbook	All stakeholders: state policymakers, state agencies, districts, schools, classrooms, parents/caregivers, and the community	Policy, Systems, School-level Instruction and Interventions	Provides a clear overview of dyslexia, its identification, and evidence-based practices to support struggling readers.
Idaho Multi-Tiered Systems of Support (MTSS) Guide/Handbook *(Summer 2026)*	Educators, district and school leaders, instructional coaches, classroom teachers	School-level Instruction & Interventions	Provide common understanding and vocabulary across all content areas for building a tiered system of supports in a school or district.
Idaho Standards—Concepts and Competencies Guides *(Standards 1-5)*	Institutions of Higher Education: Educator Preparation Programs, deans, department chairs, faculty, district literacy leaders	Teacher Preparation	Provides required teacher candidate competencies aligned with the ICLS and the science of reading.
Idaho Comprehensive Literacy Course (ICLC) Guidance Document & Rubric	Districts and Educators: district leaders, educators—entering through alternative certification routes or interstate reciprocity	Licensure, Candidate Preparation	Provides requirements and guidance for course creation designed for candidates seeking Idaho licensure.

HOW DID WE GET HERE?

Idaho's current efforts to improve student literacy build on nearly three decades of work, beginning in 1998 and continuing through 2026.

In 1998, the State Board of Education adopted the first *Idaho Comprehensive Literacy Plan*. Building on that foundation, the Idaho Legislature approved a three-part literacy initiative the following year. This initiative included:

1. The Idaho Reading Indicator, administered no fewer than two (2) times annually to identify K–3 students reading below grade level.

2. An intervention requirement mandating school districts to provide 40 additional hours of instruction beyond the regular school day for students not meeting proficiency.
3. The Idaho Comprehensive Literacy Exam, requiring pre-service teachers to demonstrate proficiency in language structure and literacy knowledge prior to certification.

In the years that followed**,** additional literacy initiatives were introduced, though their impact varied across districts and student populations**.** To ensure continuous improvement**,** the Board committed to review and update the *Idaho Comprehensive Literacy Plan* every five years, as required by statute. These updates are intended to reflect current research, respond to the state's evolving context, and bring stakeholders together to evaluate progress.

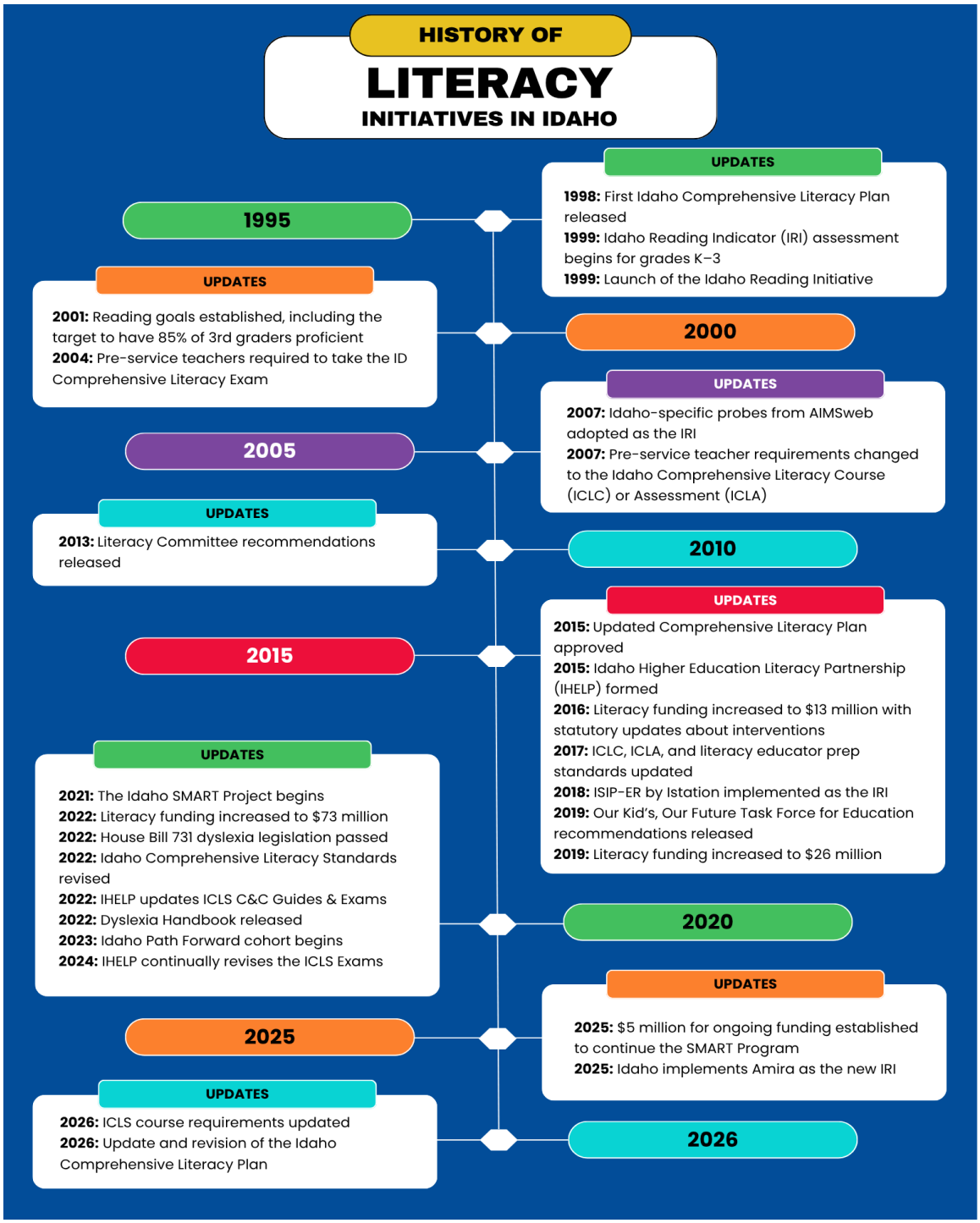
In 2020, student-level data showed that we needed to make some significant shifts. Approximately half of students (grades 3-8 and 10) during 2015-2019 scored basic or below basic on the ISAT. In response to these findings, the 2020 plan was grounded in the science of reading with greater emphasis on how language and literacy develop and on the use of evidence-based instruction. The current 2026 *Comprehensive Literacy Plan* builds on these initial shifts and represents the next phase of this commitment— moving toward a fully integrated, statewide system of support.

For a broader view of this work, a description of all literacy laws, statutes, and other literacy projects can be found in Appendix B. Literacy efforts across time are shown in the timeline below. Detailed descriptions are included in Appendix C.

IDAHO LITERACY INITIATIVE TIMELINE

In addition to the Idaho Literacy Initiative (see *History of Literacy Initiatives* on page 11), Idaho has made many additional literacy efforts led by educational leaders and community partners across the state, designed to further develop expert teachers knowledgeable about the science of reading. The Reading League-Idaho was established in 2024 and provides professional development opportunities such as book studies, webinars, and community of practice sessions. Additional literacy summits and symposiums include the Sun Valley Early Literacy Summit (SVELS); the Vandals Early Literacy Symposium (VELS); the College of Idaho's Leadership & Literacy Summit; Boise State University's Literacy & Leadership Summit; and Decoding Dyslexia Idaho's annual professional development conferences and trainings. More information about these community-based initiatives can be found in Appendix D.

Figure 1.2: History of Literacy Initiatives in Idaho



SUMMARY OF IDAHO STUDENT PERFORMANCE DATA

Idaho student performance data is the ultimate measure of stakeholders' collective impact. As we maintain accountability for advancing literacy achievement for all students, this data serves as evidence for evaluating progress across systems.

The data presented below provides an overview of the performance of students in K-8 and Grade 10 on statewide assessments in early reading and English Language Arts/Literacy. *Section IV: Key Indicator Data* provides a more detailed picture of our data, including grade level, assessment component, and subgroup information and analysis.

Early Literacy Assessment

Early Literacy includes both oral and written forms of language[3] that begin to develop before a child is even born.[4] Statewide initiatives designed to strengthen early literacy instruction and educator expertise have made some impact on student outcomes; however, collectively, Idaho's student performance data continues to show a systemic challenge that needs to be addressed to ensure all students K-3 acquire necessary early literacy skills.

From 2023 through the spring of 2025, Idaho's early reading (IRI) data demonstrated an approximate 5% percent literacy growth for students in K-3; while 70.9% of students in the spring of 2025 achieved proficiency, approximately 30% of students were without the necessary skills to read proficiently or demonstrate advanced levels of performance. Additionally, data indicates that there are persistent gaps in performance between various subgroups of students.

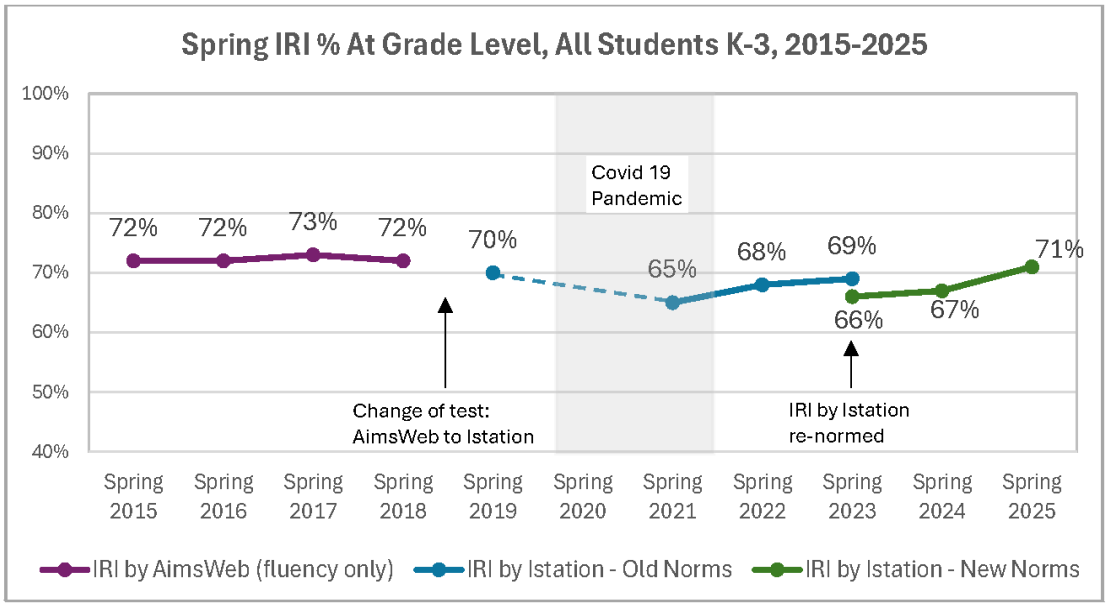
Idaho Reading Indicator (IRI)

Though the original IRI was launched in 1999, the assessment vendor has varied over the years. In 2007, we adopted AIMSWEB as the new IRI. The 2018-2019 school year was the first year of a statewide implementation of *Istation's Indicators of Progress - Early Reading (ISIP-ER)*. The IRI provides nationally normed scores, allowing for a comparison of individual students to the "average" score of students in each grade level nationally. IRI data is reported in three levels: at grade level, near grade level, and below grade level. Graph 1 shows spring scores for all K-3 students, enabling us to see results across time. ***However, because there have been shifts in the tests and what they measure, results should not be compared directly****. Beginning in the fall of 2025, Amira was selected to serve as the new vendor for the IRI.

3 Tallal, 2000

4 Hogan, 2026

Graph 1.1 IRI – All Students K-3



Note. Beginning in fall of 2025, Amira was selected to serve as the new vendor for the IRI.

- From 2015 to 2018, IRI proficiency scores remained stable with no improvement or decline.
- From 2021 and beyond, data shows a slight upward trend.
- In 2023, Istation provided new normed scores; scores with the previous norms and new norms were provided, which demonstrated a 3% difference.

We need to continue to prioritize strengthening core instruction and the early identification of students at risk for dyslexia, developmental language disorder, and other reading disabilities so that intensified instruction and timely intervention can occur. These priorities will increase opportunities for all students to **receive** effective, research-based instruction while addressing individual needs to **achieve** reading proficiency by the end of grade 3.

Adolescent Literacy

Though a focus on early literacy is critically important, we must not lose sight of the needs of our adolescents. Adolescents can be defined as students in grades 4-12 because their instructional needs differ from those of K-3 students.[5]

Data from the ELA/Literacy ISAT indicates that 53.6% of students demonstrated proficiency in the spring of 2025. Though standardized assessment is one literacy performance indicator at a given point

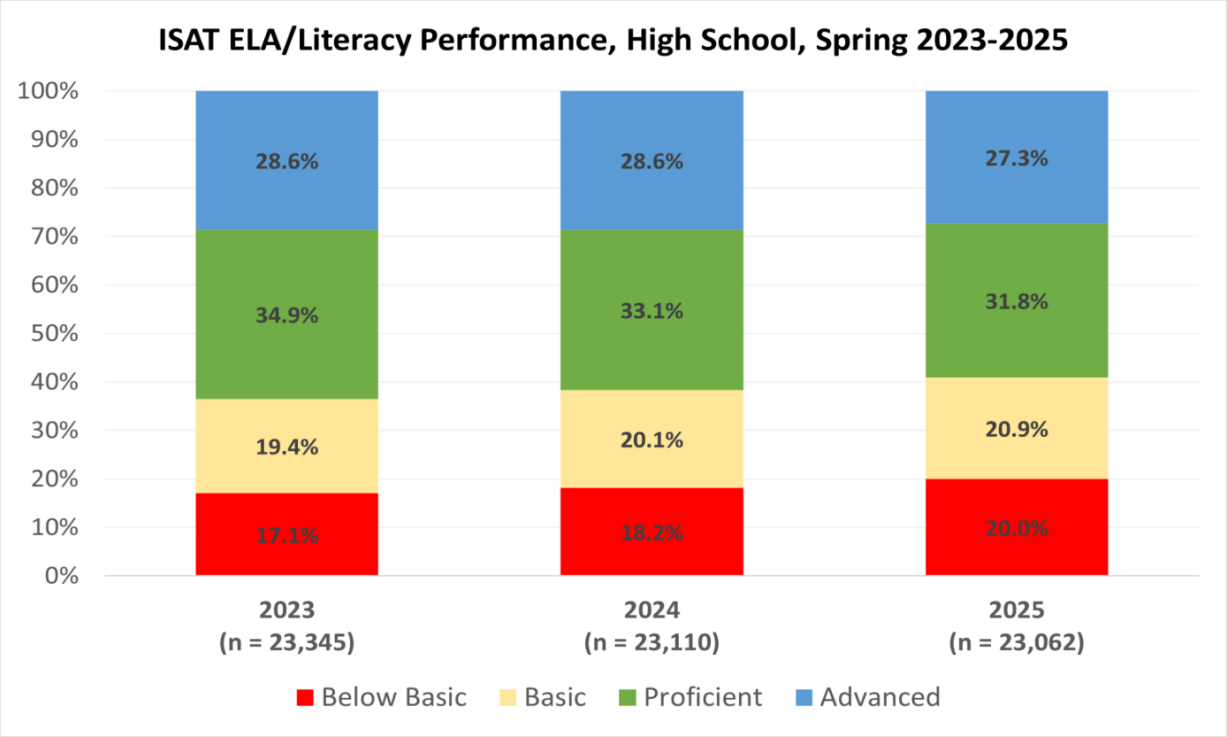
5 Kamil et al., 2008; Vaughn et al., 2022

in time and does not demonstrate the complete abilities of Idaho students, it is important to recognize we have work to do.

Idaho Standards Achievement Test (ISAT)

The Idaho Standards Achievement Test (ISAT) by *Smarter Balanced* is the summative assessment used to measure students' mastery of the Idaho State Content Standards. The English Language Arts/Literacy (ELA/L) assessment is administered to students in grades 3 through 8 and again in high school. Unlike the IRI, which is norm-referenced, the ISAT is criterion-referenced, assessing students against an expected outcome, in this case, grade level content standards. The ISAT is reported in four achievement levels: advanced, proficient, basic, and below basic. Graph 2 provides statewide performance of high school students on the ISAT ELA/L from spring 2023 to spring 2025. For more information on the performance of various student groups, see *Section IV: Key Indicator Data*.

Graph 1.2 ISAT– All Students Grades 10/11



- When combining proficient and advanced scores, we see that the percent of student proficiency has declined over time (2023 = 63.5%; 2024 = 61.7%; 2025 = 59.1%).
- The percentage of students in the Below Basic category has increased.

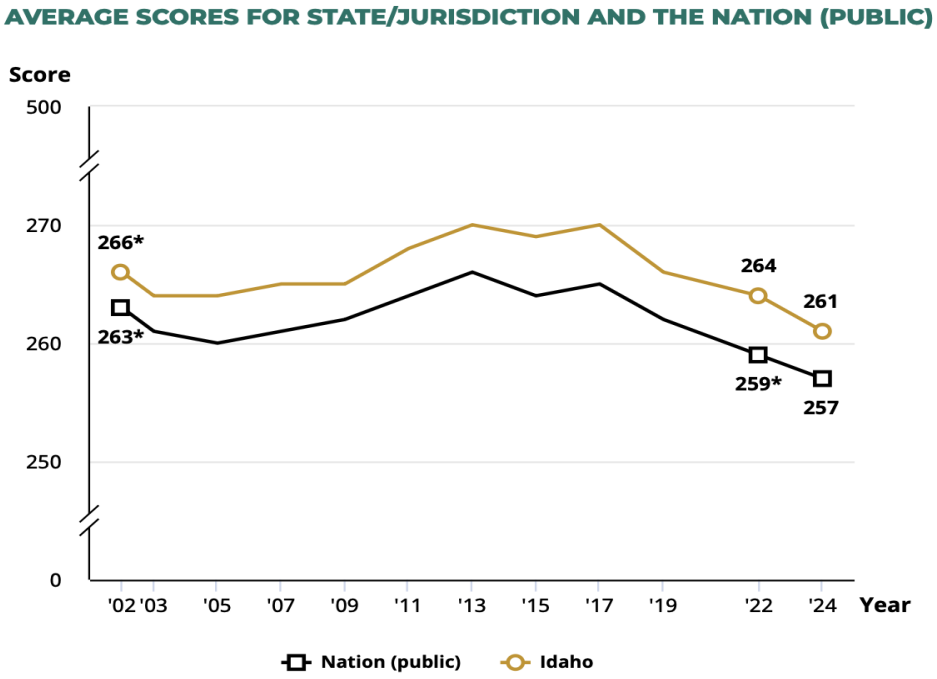
Combined with other indicators, including graduation rates, results of standardized assessments point to continued challenges and gaps for diverse student populations and for students with disabilities (See *Section IV: Key Indicator Data*). More effective early identification and intervention could mitigate this;

however, secondary schools must be prepared to meet the needs of current students. This includes providing targeted, structured literacy instruction and intervention to help these students close long-standing skill gaps. Students must be prepared to **apply** reading skills to increase overall reading comprehension of complex texts in grades 3 and beyond.

National Assessment of Educational Progress (NAEP)

The National Assessment of Educational Progress (NAEP), also known as the nation's report card, is the only nationally representative and continuing assessment of what students in the United States know and can do. Its major goals are to measure student achievement and to report changes in performance over time. The NAEP is administered in grades 4, 8, and 12 and provides results for the nation and individual states (but not at the district or student level). The NAEP reading assessment measures students' reading comprehension by asking them to read selected grade-appropriate materials and answer questions based on what they have read. The NAEP scores reflect national public-school average scores. Graph 3 shows the performance of grade 8 students in Idaho compared to students nationally. Additional information can be found on the NAEP website and in Appendix E.

Graph 1.3 NAEP – Grade 8



* Significantly different ($p < .05$) from 2024. Significance tests were performed using unrounded numbers.

Graph 1.3 Analysis

Eighth graders' scores were four points higher than national scores, which is a significant difference.

Both Idaho and NAEP average scale scores have declined post-pandemic.

CONCLUSION

The revision of the *Idaho Comprehensive Literacy Plan* provides an important opportunity to strengthen alignment among research, legislation, and classroom practice. Through the passage of literacy legislation (Appendix B), expanded professional development opportunities for educators (Appendix A), strengthened literacy preparation within Educator Preparation Programs (Appendix G), and the ongoing efforts of community partners (Appendix D), Idaho stakeholders have demonstrated a shared commitment to literacy as the foundation for educational achievement and lifelong success.

Together, we are committed to ensuring all students have access to high-quality, evidence-based literacy instruction and support. Through collaboration, transparency, continuous improvement, and accountability, we will advance literacy outcomes and create greater opportunities for success for all Idaho students.

SECTION II: DEVELOPING LITERACY – RESEARCH THAT IMPACTS LEARNING

Purpose of This Section

This section provides an overview of how research impacts learning and how literacy develops. We present the research foundation that guides Idaho's approach to literacy instruction, highlight the importance of early language experiences in supporting reading development, and describe the body of research known as the science of reading. This section also introduces key frameworks —the Simple View of Reading, Scarborough's Reading Rope, the Ladder of Reading & Writing, and the Not-So-Simple View of Writing— which help stakeholders understand the components of skilled reading and writing and how they develop over time. These research-based models support literacy leaders and other stakeholders in making decisions about literacy instruction and intervention that impact student learning. As part of our next steps in improving literacy outcomes for all students, we have included a focus on adolescent literacy and English learners. This will enable us to align assessment, instruction, and intervention to ensure Idaho students develop the literacy skills needed for proficient reading and writing and long-term academic success.

POCKETS OF HOPE: Ponderosa Elementary[6]

Ponderosa Elementary (2024 – 2025)

Fall IRI Proficiency (Tier 1) = 53.4% | Spring IRI Proficiency (Tier 1) = 84.7%
TOTAL GROWTH: 31.3%[7]

In the 2024–2025 school year, Ponderosa Elementary emerges as a standout for student literacy growth! At Ponderosa Elementary School in the West Ada school district, students demonstrated a 31% growth rate. KayCee Choate, Ponderosa's principal, explained how she thought her school was able to achieve such growth. She said that while it is difficult to name the exact reason, "[ESPI – Explicit, systematic, phonics instruction] has been an absolute shift and change in reading instruction K-2," showing that yet again, a curriculum aligned with the science of reading can change a school's ability to ensure their students are learning to read. However, it takes more than an evidence-based approach and curriculum to see such drastic growth; it is also about the people inside the building, and their ability to use their expertise to make strong instructional choices.

The teachers at Ponderosa are constantly striving to be better practitioners by providing diligent interventions. Basically, they assess each student and provide instruction that best fits their specific needs. This is easier said than done, so it is quite admirable Ponderosa has been able to achieve such progress in one year! Principal KayCee explains that to provide solid interventions, they don't, "...take interventions [instruction] away, we stack more interventions on," making it so core instruction is always being supplemented and supported by more targeted instruction. By taking this approach, students are getting access to multiple forms of what they need, multiple times a day.

In this collaborative environment, Ponderosa teachers work collectively, motivated by a shared focus on their students' growth and success. KayCee suggests, "...every end of school year, we print off the data, and then we sort it into the classrooms for next year, and then those teachers pick up exactly where the last teacher left off." This ensures students receive consistent instruction, creating a seamless transition between grade levels.

Ponderosa strives to make reading fun through book fairs funded by grants, free books on student's birthdays, and reading incentives like a Chick-Fil-A lunch. Such incentives are earned by reading for more than 400 minutes! Through a combination of ESPI, intervention systems, and a positive tight knit community, Ponderosa's growth is a testament to the success that can happen within the doors of small schools across Idaho.

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6 Special Contributor: Hailey Mace, College of Idaho student, Research Assistant, Elementary Education major

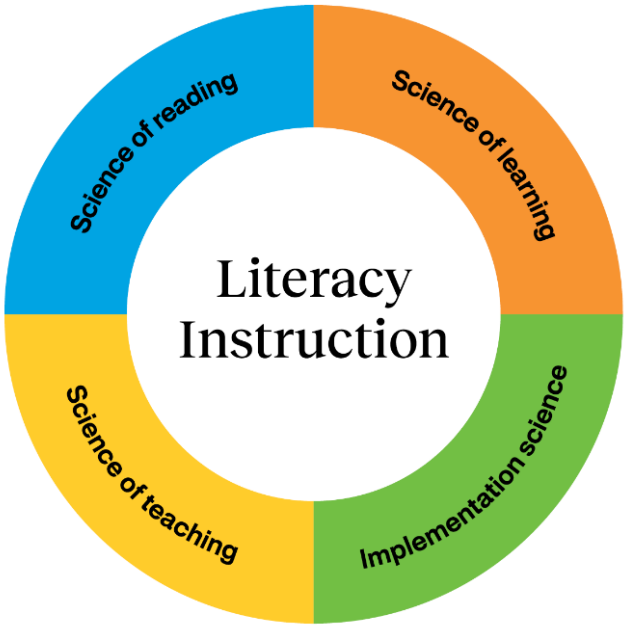
7 Idaho Report Card, n.d.

RESEARCH THAT IMPACTS STUDENT LEARNING

Literacy is the ability to read, write, speak, and understand language in order to communicate and access information. Language provides the foundation for the development of all literacy skills. We read to understand, and "language drives every facet of reading comprehension."[8]

Because language and literacy development are deeply interconnected, effective instruction must be grounded in a strong understanding of how students learn language and literacy skills. Together, the sciences of reading, learning, teaching, and implementation guide how literacy research is applied to support students' success.[9] Understanding how students learn and how to implement evidence-based practices provides the framework for effective literacy instruction. We must understand not only what children need to learn to become proficient readers, but also how to teach them effectively. See the Idaho Literacy Instructional Guide to explore these areas further.

Figure 2.1 Literacy Instruction



Science of reading
a dynamic body of convergent evidence that informs effective instruction in all areas of literacy development

Science of learning
the scientific study of the underlying basis of learning with the goal of describing, understanding, or improving learning across developmental stages and diverse contexts

Science of teaching
the research that drives the principles of instruction (See principles of instruction from SoR 2.0)

Implementation science
the scientific study of methods to promote the systematic uptake of research findings and other evidence-based practices into routine practice

Note. Republished from 95 Percent Group's *Science of Reading 3.0: Widening the lens on literacy*, by Laura Stewart, 2025, p. 7, download the full eBook.

8 RFU Initiative, 2015, p. 3

9 Science of Reading 3.0, 95% Group

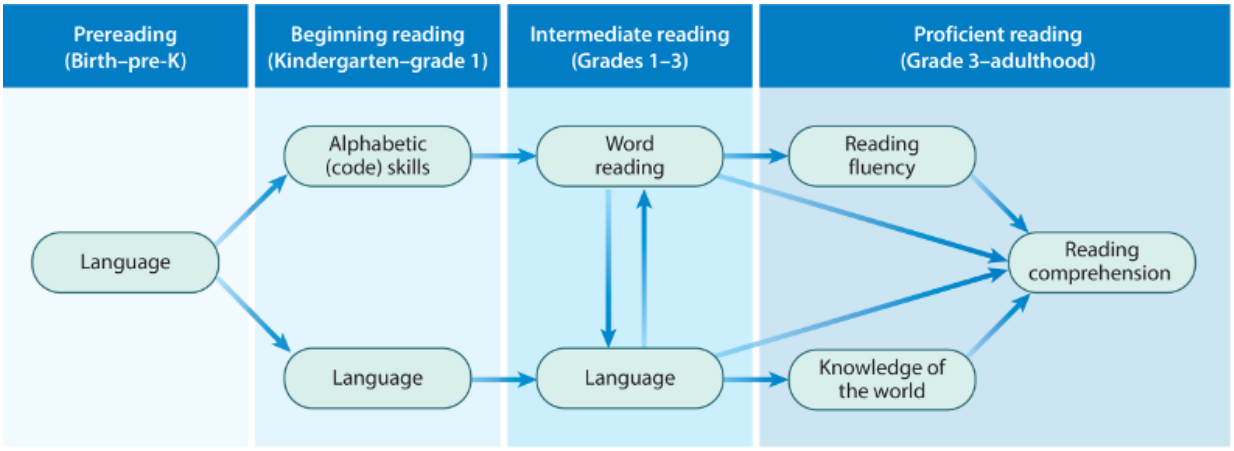
THE DEVELOPMENT OF LANGUAGE AND LITERACY

Language development begins before a child is born, and the success of learning to read is greatly influenced by a child's spoken language competence.[10]

"Parent talk is the most powerful tool for building children's brains and sending them to school ready to learn." [11]

The Reading is Language (RIL) model proposed by Snowling and Hulme[12] emphasizes the importance of language and how language impacts reading over time. The four overlapping phases include prereading, beginning, intermediate, and proficient reading.

Figure 2.2 Reading is Language Model



Snowling MJ, Hulme C. 2025
Annu. Rev. Dev. Psychol. 7:195–218

Learning to read printed text begins with strong oral language development and continues as children learn to connect spoken words to print to make meaning. The RIL model explains that language develops and begins as spoken communication before formal reading instruction begins; key developmental milestones lay the foundation for skilled reading.[13] Children's oral language includes both receptive skills (listening) and expressive skills (speaking). Then as children grow into readers and writers, receptive literacy expands to reading, while expressive literacy extends to writing. Strong oral language skills form

10 Sousa, 2016

11 Moats, 2020

12 Snowling & Hulme, 2025

13 Snowling & Hulme, 2025; Sousa, 2016

the foundation for early word reading and later comprehension, supporting overall reading development and predicting future academic success.[14] In other words, when children build this circuitry of spoken word knowledge and overall language, they are primed to learn to read and write.[15]

THE SCIENCE OF READING

"This we know: reading failure can be prevented in all but a small percentage of children with serious learning disorders. It is possible to teach most students how to read if we start early and follow the significant body of research showing which practices are most effective."[16]

This understanding of how children develop language and literacy provides the foundation for evidence-based reading instruction. Idaho's Comprehensive Literacy Plan recognizes the contributions from the cognitive sciences and education research referred to as the science of reading. The science of reading is a body of research that informs educators about the critical components of reading and how to teach them to provide the most effective assessment and instruction for all our students. The National Reading Panel (NRP) Report, published in 2000, identified and examined several essential components of reading instruction: phonemic awareness, phonics, vocabulary, reading comprehension, and fluency.[17] As stakeholders, we recommend reading instruction in language comprehension and printed word recognition based on the solid body of research that includes the Five Essential Reading Components. [18]

"Once exposed to formal instruction, about 50% of children make the transition from spoken language to reading with relative ease. For the other 50%, reading is a much more formidable task, and for 20-30 percent it definitely becomes the most difficult cognitive task they will undertake in their lives."
(Sousa, 2016)

- *Phonemic Awareness:* The most important phonological awareness skill; the ability to hear, identify, and manipulate the individual sounds in spoken words.
- *Phonics:* The relationship between the sounds of spoken words and the individual letters or groups of letters that represent those sounds in written words.
- *Fluency:* The ability to read text with accuracy, expression, prosody, and comprehension.

14 Adlof & Hogan, 2019; Snowling & Hulme, 2025

15 Wolf, 2025

16 Moats, 2020

17 Tunmer & Chapman, 2012

18 Armbruster, Lehr & Osborn, 2006

- *Vocabulary:* The words we must know in order to communicate and read effectively.
- *Comprehension:* The ability to understand and gain meaning from what has been read.

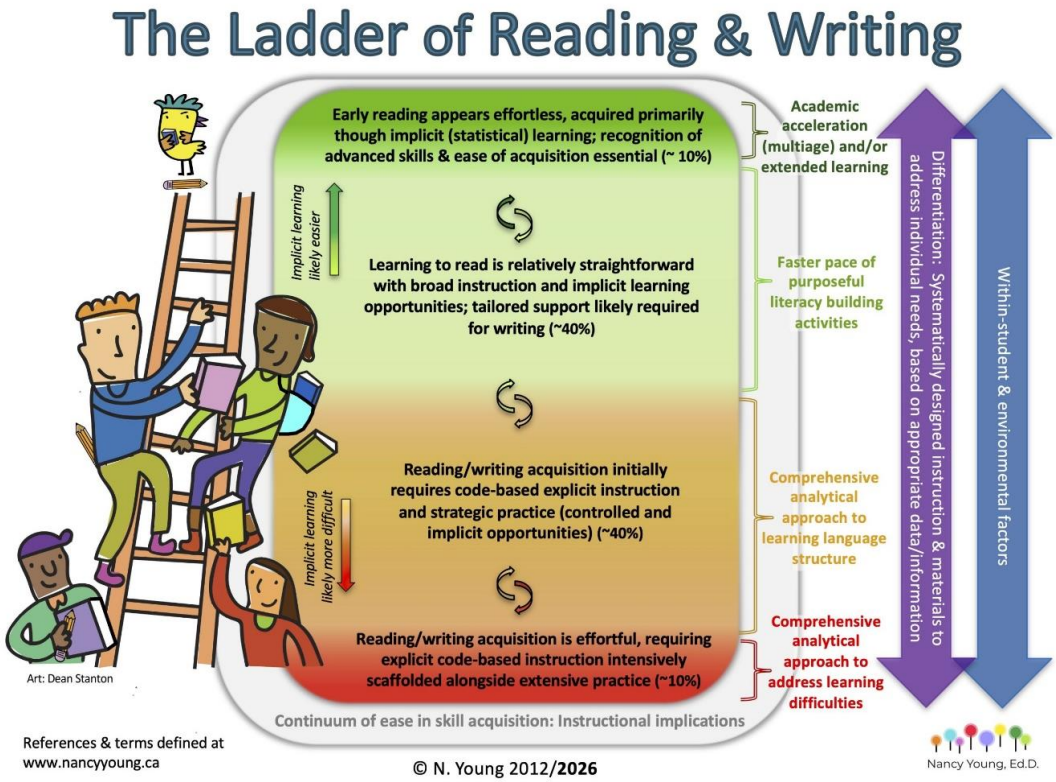
Since the NRP report, research has continued to clarify and uncover additional knowledge and instruction that will help more of our students learn to read. High-quality literacy instruction grounded in reading science must attend to language acquisition— phonology, syntax, semantics, morphology, pragmatics, vocabulary, and listening comprehension. Teachers must also implement structured literacy practices, including explicit and systematic instruction in phonemic awareness, and efficient and accurate word reading (phonics and fluency), while also supporting comprehension. For more information on Structured Literacy and for instructional guidance for teachers, see the *Idaho Literacy Instructional Guide*.

The Idaho Reading Indicator (IRI) by Amira, Idaho's partner for the statewide early literacy assessment, assesses the various components required to be a successful reader in the early years. Areas include phonological awareness, phonics, decoding, vocabulary, oral reading fluency, and reading and listening comprehension. Screening and diagnostic assessments are critical for the identification of language and reading difficulties– including developmental language disorder and specific learning disabilities such as dyslexia and dysgraphia. These assessments are also beneficial for typically developing students because they can serve as one indicator of instructional quality.

To continue to ground these assessment efforts and guide effective implementation, it is important to consider well-established models that define how reading develops. One such model that demonstrates the importance of systematic, explicit instruction is *The Ladder of Reading & Writing*. This visual model demonstrates the varying degrees of ease and difficulty children experience when learning to read.[19] Reading development exists on a continuum, and students need different levels of instructional intensity and support.

19 Young, 2023

Figure 2.3 The Ladder of Reading & Writing



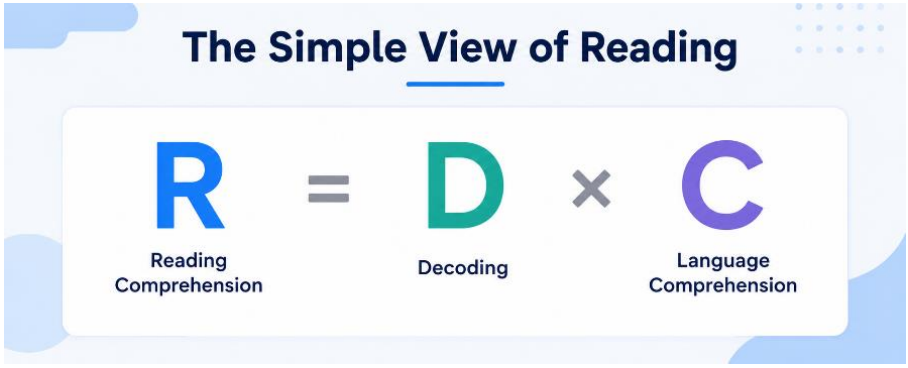
Note. Young, N. (2026). *The ladder of reading & writing* [Infographic]. Dr. Nancy Young, Ed.D. https://nancyyoung.ca/the-ladder-of-reading-writing/

Conceptual Models

The following two conceptual models— the Simple View of Reading and Scarborough's Rope— represent validated sources to reference when implementing *Idaho's Comprehensive Literacy Plan* and connecting assessment to instruction and intervention. These models promote a shared language that strengthens collaboration and communication among stakeholders in support of literacy initiatives and informed decision-making. Policy decisions, educator preparation program evaluation, professional development, assessment, curriculum, and program materials should be aligned with the domains and components of these reliable models of reading.

The Simple View of Reading

Figure 2.4 The Simple View of Reading



Note. Gough, P.B. & Tunmer, W.E. (1986). Decoding, reading, and reading disability. Remedial and Special Education, 7, 6–10. http://dx.doi.org/10.1177/074193258600700104

The Simple View of Reading outlines the two dominant domains that contribute to proficient reading. This view of reading acquisition aligns with the science of reading and the IRI by Amira, which is administered to all K-5 students. [20,21]

Scarborough's Reading Rope expands upon the domains in the Simple View of Reading to identify specific elements of language and word recognition, which suggest a continuum of development over time that teachers must understand to effectively provide explicit, systematic instruction and intervention.

The Reading Rope[22]

The complex task of skilled reading is captured in *The Reading Rope* created by Hollis Scarborough. A reader's language skills become increasingly strategic over time, and word decoding becomes increasingly automatic, weaving together the skills needed for fluent reading and text comprehension. Scarborough's Rope can be used by educators to support skill instruction to ensure students become skilled readers.

Multiple studies confirm the importance of the Simple View of Reading, emphasizing that teachers must possess extensive knowledge in word recognition (phonology, alphabetics, sight recognition), language comprehension (print concepts, vocabulary, syntax, and semantics), spelling (sound letter correspondence), and writing.[23,24,25]

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20 Gough & Tunmer, 1986

21 Hoover & Tunmer, 2018

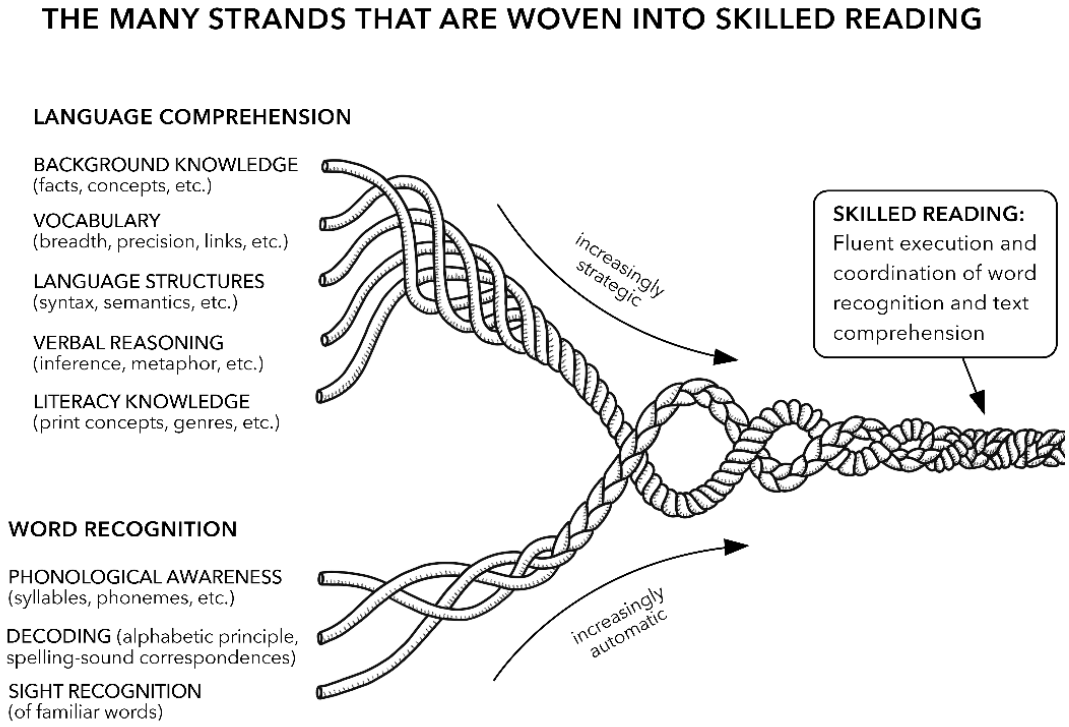
22 Scarborough, 2001, page 98

[23] Archer & Hughes, 2011

[24] International Dyslexia Association, 2018

[25] Moats, 2020

Figure 2.5 Scarborough's Reading Rope



Note. Scarborough, H. S. (2001). Connecting early language and literacy to later reading (dis)abilities: Evidence, theory, and practice. In S. Neuman & D. Dickinson (Eds.), *Handbook for research in early literacy* (pp. 97–110). New York, NY: Guilford Press.

The chart below defines each strand, helping Idaho educators deliver instruction that integrates language comprehension and word recognition based on the skills students need to become proficient readers.

Defining the Reading Rope[26]	
Developing Language Comprehension	
Background Knowledge	• The experiences, concepts, and information we gain throughout life. • Includes what we learn from books, conversations, experiences, and vocabulary. • Helps readers understand and connect to what they read.
Vocabulary	• Vocabulary knowledge grows through experiences and reading.

26 Adapted from Glaser, 2017

	● Includes knowing many words (breadth) and understanding them deeply (depth). ● Strong vocabulary supports comprehension and making inferences.
Defining the Reading Rope[27]	
Developing Language Comprehension	
Language Structures	● Understanding how sentences and language are organized. ● Includes knowledge of syntax, sentence structure, and academic language. ● Helps readers connect ideas and understand meaning in text.
Verbal Reasoning	● The ability to think, explain, and make connections using language. ● Includes inferencing, comparing ideas, and expressing thinking verbally. ● Relies on vocabulary and background knowledge.
Literacy Knowledge	● Understanding different types of texts and how they are organized. ● Includes knowledge of genres and text structures. ● Helps readers recognize how authors organize and present information.
Developing Word Recognition	
Phonological Awareness	● The ability to hear and manipulate sounds in spoken words. ● Supports decoding, reading, and spelling. ● Helps connect spoken sounds to written language.
Decoding	● The ability to match letters and letter patterns to sounds. ● Helps readers translate print into spoken words. ● Supports accurate reading and spelling.
Sight Recognition	● The ability to recognize words automatically and quickly. ● Develops through decoding skills and reading practice. ● Frees the brain to focus on comprehension instead of sounding out words.

Simple View of Writing

Writing is a critical part of students' academic development and, like reading, requires explicit, evidence-based instruction. Reading and writing should be taught in tandem; reading elevates writing and writing elevates reading. Students are able to reinforce decoding (word reading) through encoding (spelling). They also strengthen language comprehension when they write about what they read.[28]

Berninger and Amtmann synthesized research on writing development into the Simple View of Writing and it was later expanded into the Not-So-Simple View of Writing.[29] This framework identifies both

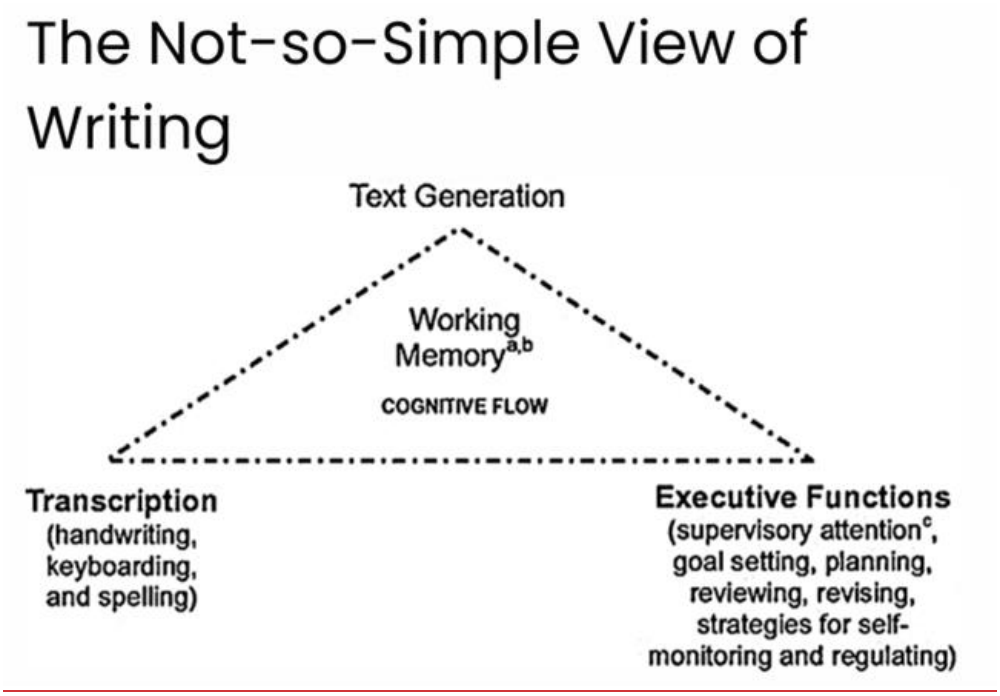
27 Adapted from Glaser, 2017

28 Conrad, 2008; Graham & Hebert, 2010

29 Berninger & Amtmann, 2003; Berninger & Winn, 2006

transcription and composition as essential components of skilled writing and emphasizes that mastery of foundational skills is required to translate spoken language into written form. Because even strong readers may struggle with writing, all students benefit from direct instruction in transcription and composition, as well as executive functioning skills.[30]

Figure 2.6 The Not-So-Simple View of Writing[31]



Note. Berninger, V. W., & Winn, W. D. (2006). Implications of advancements in brain research and technology for writing development, writing instruction, and educational evolution. In C. A. MacArthur, S. Graham, & J. Fitzgerald (Eds.), *Handbook of writing research* (pp. 96–114). The Guilford Press.

Without sufficient instruction, especially for students with reading or writing difficulties, writing quality may suffer. By teaching skills like handwriting, keyboarding, and spelling until they are second nature, students can focus on understanding big ideas and composing complex texts. Targeted instruction and support in transcription (handwriting, spelling, and keyboarding), composition (idea generation, sentence construction, and organization), and executive functioning skills (writing process, writing stamina, organization of materials, and self-monitoring) can significantly improve writing outcomes.[32]

30 Berninger, 2012; Berninger & Winn, 2006; Graham & Perin, 2007

31 Beringer, V.W., & Winn, W.D., 2006

32 Ehri, 2000; Graham & Hebert, 2010; Hebert et al., 2018

With a commitment to using these models, educators are better equipped to provide the systematic, explicit instruction required to ensure all students attain the expanded foundational reading[33] and writing skills that will support them in their educational journey. These models also provide a framework for adolescents and English learners. Based on our statewide data, more attention needs to be brought to these special populations of students.

ADOLESCENT LITERACY

The needs of adolescents, those in grades 4 and above, differ from those of students in the early grades. However, the pathway to language and literacy success is the same. Adolescents need evidence-based instruction in both language comprehension and word recognition and opportunities to build comprehension using complex text. It is essential for stakeholders and teachers in the upper grades to have an understanding of the various components of literacy development to support literacy initiatives that will benefit this population of students.

Reading ability is a critical predictor of success in subjects like mathematics and science, and today's global economy demands far more advanced literacy skills than in the past.[34] Despite this need, formal reading instruction often declines after elementary grades. Structural barriers in middle and high schools, along with instructional practices that avoid rather than develop reading skills, limit student progress. Efforts to support struggling readers are often restricted to special education programs, leaving many students without the help they need. As a result, students must independently build more advanced literacy skills, as many teachers feel unprepared to teach reading or do not see it as part of their role in content-area classes.

However, we know how to improve literacy outcomes for these students. Universal screening for reading difficulties is essential, as early intervention is most impactful, though it is never too late for robust literacy instruction. The Institute of Education Sciences (IES) has summarized key recommendations in a What Works Clearinghouse Practice Guide for older students.[35] They include:

- Build students' decoding skills so they can read complex multisyllabic words.
- Provide purposeful fluency-building activities to help students read effortlessly.
- Routinely use a set of comprehension-building practices to help students make sense of the text.
- Provide students with opportunities to practice making sense of stretch text (i.e., challenging text).

Adolescents also need direct, explicit vocabulary instruction, as well as intentional support from teachers to strengthen their motivation and engagement in literacy learning. Struggling readers need access to intensive, individualized interventions delivered by trained specialists.[36]

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33 Wolf, 2024

34 Kamil et al., 2008

35 Vaughn et al., 2022

36 Kamil et al., 2008

ENGLISH LEARNERS (ELs)

Becoming a proficient reader and writer is more difficult when simultaneously learning to speak and understand that language.[37] However, just like with adolescents, the pathway to success is the same–

> *The foundational knowledge and skills that ELs must learn to be able to read in English are identical to the foundational knowledge and skills that proficient English speakers must learn: how the alphabet represents sounds and how letters and sounds are combined in a rule-based system to represent comprehensible words.*[38]

In the United States, approximately 1 in 5 individuals older than 5 speak a language at home other than English.[39] As student populations become increasingly diverse, schools and teachers must be prepared to deliver evidence-based instruction that meets their needs. Like beginning native English-speakers, ELs must learn letter–sound relationships. The key difference is that they may decode and spell words accurately without yet understanding their meanings. However, researchers have noted the following:[40]

- The Simple View of Reading applies to ELs.
- The same early indicators of reading risk status predict later reading performance for ELs and native English-speaking students.
- Early intervention research shows that ELs can achieve the same-level in word-reading as their native English-speaking peers when they receive evidence-based instruction that is aligned with the science of reading.

Yet, ELs also need instruction to accelerate English language development and develop academic vocabulary.[41] Oral language instruction using read-alouds with vocabulary instruction that includes pictures and descriptive support and opportunities to discuss the text is essential.[42] Academic vocabulary instruction is also necessary to ensure understanding of complex texts. Because academic vocabulary is different from conversational vocabulary, ELs need intensive instruction in order to understand and use discipline-specific language when reading and writing.

When we recognize that ELs need the same expanded foundational skills instruction[43] as native English-speaking students, along with a strong emphasis on accelerating oral language and strengthening vocabulary, teachers are more likely to close reading proficiency gaps.

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37 Goldenberg, 2020

38 Goldenberg, 2020, p. S133

39 U.S. Census Bureau, 2025

40 Vargas et al., 2021

41 Goldenberg, 2020

42 Ehri et al., 2007; Vaughn et al., 2006

43 Wolf, 2025

CONCLUSION

The sciences of reading, learning, teaching, and implementation guide how literacy research is applied to support students' success. By committing to using these conceptual models to guide literacy initiatives, we as stakeholders are better equipped to improve reading outcomes for Idaho students. Aligning knowledge of reading acquisition with evidence-based practices and instruction that supports all learners will empower Idaho students to achieve future success.

SECTION III: ESSENTIAL ELEMENTS

Purpose of This Section

This section outlines our goals for improving literacy outcomes for all students and identifies the next steps for Idaho education stakeholders, including the state, districts, schools, institutions of higher education, community partners, caregivers, and families. Achieving these goals will require coordinated efforts and shared responsibility across all levels of the education system. Stakeholders must work collaboratively—both collectively and individually—to ensure meaningful progress toward improved literacy outcomes. The goals are organized into four Essential Elements: **Collaborative Leadership, Developing Professional Educators, Assessment and Data**, and **Effective Instruction and Interventions**.

POCKETS OF HOPE: Fernan STEM Academy[44]

Fernan STEM Academy (2024 – 2025)

Fall IRI Proficiency (Tier 1) = 49.5% | Spring IRI Proficiency (Tier 1) = 83.2%
TOTAL GROWTH: 33.7%[45]

Schools across Idaho are making great strides towards combating the literacy crisis. It takes just one school at a time to implement monumental change. Fernan STEM Academy, located in Coeur D'Alene, Idaho, is one of those schools. During the 2024-2025 academic school year, students demonstrated impressive growth–jumping from 49.5% proficiency in the Fall to 83.2% in the Spring! An increase of 33.7% in just one school year is a huge feat. I had the chance to speak to Fernan's school leader, Ms. Kathy Livingston, to help understand how they did it. How were they able to make such a difference in a single school year?

Ms. Kathy Livingston--principal of Fernan STEM Academy--explained that much of this growth has to do with her team's focus on literacy practices that are aligned with the large body of evidence called the science of reading. Ms. Livingston explains that her school's intervention system--Multi-Tiered System of Support (MTSS)--aims to close achievement gaps. Through diligent data keeping and systematic practices, their MTSS intervention system is always adjusting to what the student in front of them needs. One way they do this is by devoting 15-minute time slots to study individual students' cases who fall in the bottom 25% of students. The team assesses their reading abilities and challenges, and then the team enters the data into their organized assessment system. This progress monitoring system allows the team to move students from learning environments that aren't working to ones that might work better. They are constantly adjusting and working to make their students capable readers. It seemed that 2024-25 was a year in which Fernan's teachers were able to integrate all of the initiatives, training, and curriculum they'd been learning, to dial in their focus on the district's essential standards, mainly focusing on their interventions for the students who are struggling.

Principal Livingston explained, "They [teachers] use research-based materials too, so that we're sure we're teaching to the science of reading and giving all kids what they need." Every child gets the instruction they need, whether performing below, at, or above grade-level expectations.

Students also learned about proficiency scales and celebrating growth through goal setting as well as recognition, as they have implemented schoolwide systems to recognize growth. Ms. Livingston notes that this has been motivating for many students.

Conversations regarding literacy progress and growth can sometimes be discouraging. There is always work to be done; however, some schools can implement changes and see huge results in as little as a year. Seeing pockets of hope in the broad scope of a nationwide literacy crisis is encouraging as the work being done is not in vain. It shows that systematic literacy practices can help create schoolwide success! These practices are changing the lives of individual students, schools, and the state.

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44 Special Contributor: Hailey Mace, College of Idaho student, Research Assistant, Elementary Education major

45 Idaho Report Card, n.d.

OVERVIEW

Essential Elements of the Idaho Comprehensive Literacy Plan



Collaborative Leadership

Effective leaders are critical in the establishment and sustainability of successful literacy initiatives. Collaborative leaders provide strategic guidance, understand implementation science, support data-based decision- making and distribution of resources, and encourage partnerships to share knowledge and best practices.



Developing Professional Educators

Training high-quality educators (including administrators, teachers, and paraprofessionals) is vital for student success. This requires a strategic, long-term approach that connects and aligns pre-service preparation, onboarding and mentoring, and ongoing professional development. An innovative, clear, and shared focus must be integrated to prepare all educators to effectively implement instructional practices grounded in the science of reading.



Assessment and Data

A comprehensive assessment system informs a Multi-Tiered System of Support (MTSS) by enabling educators to make data-based decisions about instruction and intervention to meet the needs of all students. Educators and policymakers use assessment data to identify student, and system needs and to guide resource allocation. A comprehensive system includes screening, diagnostic, progress monitoring, and outcome assessments.



Effective Instruction and Interventions

Effective instruction and intervention grounded in the science of reading and aligned to the Idaho English Language Arts/Literacy Content Standards benefit students at all skill levels. Schools that effectively implement Multi-Tiered Systems of Support (MTSS) improve student outcomes by providing the needed intensified support for English learners, students with disabilities, and those struggling to develop grade-level literacy skills.

Organization of the Comprehensive Literacy Plan

Improving literacy skills for our students is not just the responsibility of schools or classroom teachers; it takes a statewide collaborative effort. Our guiding principles outline the importance of **recognizing literacy as foundational to educational attainment**, **ensuring all students have access** to evidence-based literacy instructional practices, and **maintaining accountability** for **advancing literacy achievement**. Working together, we maximize each group's contribution to the overall goal of improving literacy outcomes for Idaho students. The *Comprehensive Literacy Plan* highlights the role of various stakeholders in carrying out each of the Essential Elements. **Thoughtful implementation decisions will require consideration of both the interrelated nature of the actions and the resources available to carry out the work, including federal, state, and local funding.**



State:	Policymakers including the Governor, legislature, Superintendent of Public Instruction, State Board of Education (Board), State Department of Education (Department), Division of Career Technical Education (Division), and other state agencies involved in education-related work
Districts, Schools, and Classrooms:	All district and school employees and contractors who work to support students, including superintendents, principals, teachers, counselors, paraprofessionals, contractors, and other school staff
Educator Preparation Programs:	Idaho's public and private institutions of higher learning and non-traditional educator preparation partners, including community colleges, universities, and career-technical and certificate programs
Community and Home:	Parents/caregivers, libraries, early learning providers (preschools and daycares), out-of-school time program providers, healthcare providers, nonprofits, businesses, and community agencies

COLLABORATIVE LEADERSHIP

Effective leadership is essential for successful implementation of a sustainable, comprehensive literacy program. When established and cultivated, collaborative leadership brings about a set of common values and beliefs – a complete systems view – that will guide statewide and local school improvement efforts over time.

COLLABORATIVE LEADERSHIP: SUMMARY OF PROGRESS (2021-2026)
Ensure strong, coherent, effective collaboration amongst entities, including state agencies, post-secondary institutions, K-12 districts, schools, libraries, and community agencies. ● Communication and partnerships are developed at the local, regional, and statewide levels. ● Groups work together to make strategic decisions and develop statewide and regional strategies that maximize funding, resources, and student achievement outcomes.
Progress: ● *Addition of The Idaho SMART Project (SMART) Leadership Pathway.* ● *Collaboration between The Idaho SMART Project, SVELS, VELS, and CofI, reflecting greater awareness of what different entities are doing and how they may complement each other.* ● *The Reading League of Idaho established and supported continuing professional development by hosting a book study around a book introduced and studied in SMART, SVELS, etc.* ● *Leadership summits hosted by IHEs and partnered with districts.* ● *Community partners collaboration with the Department in various literacy initiatives (e.g. SMART and resource support provided to districts; Decoding Dyslexia hosted professional developments; VELS).*

COLLABORATIVE LEADERSHIP: GOAL (2026-2031)	
Strategic Goal: *Strengthen literacy leadership capacity in every district through the creation and implementation of literacy-focused goals (as part of Strategic Performance Plans), ongoing professional literacy learning, and implementation of systems for data-based decision making to increase reading achievement.*	
Group Responsible	**Next Steps**

STATE	**Governor & Legislature**	● Support ongoing funding for SMART for administrators, educators, and support staff.
	Board	● Support robust preparation for district and school leaders through funding. ● Emphasize MTSS and literacy knowledge requirements for educational leadership programs (per Path Forward, CAP).
	Department	● Support districts by providing guidance on developing effective, measurable Strategic Performance Plans, which could include the use of a template or guidance document. (§33-320, Idaho Code) ● Develop and use a Board-approved matrix to evaluate Strategic Performance Plans and progress reports to: ○ Support LEAs in setting appropriate goals, including literacy-focused growth and achievement targets; ○ Recognize high-performing districts; and ○ Support lower-performing districts through mentorship, professional learning, curricular materials, and/or funding. ● Identify IDE staff to support literacy goals within Strategic Performance Plans. ● Provide and recruit participants for the SMART Project Leadership Pathway. ● Provide website support to showcase district literacy goals/plans as part of their strategic plans and other literacy materials.
Evidence: *Strategic Performance Plan template/evaluation matrix made available to districts; Plans and progress reports collected and posted on department website; Growing participation in the SMART Project leadership cohorts; Increased numbers of MTSS trained principals.*		
DISTRICTS, SCHOOLS & CLASSROOMS	**District & School Leaders**	● Develop, post, and submit K-12 Strategic Performance Plans including literacy-focused data-driven goals. Post and submit annual progress reports on all goals. (§33-320, Idaho Code) ● Build capacity among building and district leaders in the

		science of reading and systems through targeted professional learning which may include: ○ State approved professional learning courses ○ Leadership and literacy summits ○ MTSS trainings ○ SMART Project Leadership Pathway ● Ensure each school has a designated staff member trained in state literacy requirements and structured literacy, to lead and support MTSS for reading. ● Develop budgets that prioritize staffing, professional development, and use of research-based instructional materials that support effective literacy instruction.
Evidence: *Strategic Performance Plans (including literacy goals) submitted to the Department for public viewing yearly; Strategic plans and state literacy documents linked on district websites; Educator participation in literacy professional development and/or SMART Project training tracked.*		
EDUCATOR PREPARATION PROGRAMS	**Higher Education**	● Ensure educational leadership programs include literacy & MTSS learning.
	Non-Traditional Educator Preparation Programs	● Support robust preparation for district and school leaders.
Evidence: *Documentation of literacy content provided as part of leadership programs through IHELP, Path Forward work, and accreditation and state program reviews.*		
COMMUNITY & HOME	**Parents & Caregivers**	● Engage with resources describing how to support oral language and literacy development. ● Access and read their district's Strategic Performance Plan. ● Access and read the Idaho Comprehensive Literacy Plan.
	Community Partners	● Activate a wide range of community partners - libraries, youth groups, daycare providers. ● Provide a robust environment for oral language development and access to reading materials. ● Provide caregivers with information about book access.

Evidence: *Idaho Comprehensive Literacy Plan available at public libraries electronically and in hard copy; parents and caregivers' increased awareness of statewide collaboration and commitment to literacy achievement.*

DEVELOPING PROFESSIONAL EDUCATORS

High-quality educator preparation and ongoing professional development are key to improving literacy. To achieve literacy for all, we need to define what teachers need to know; ensure they have opportunities to learn; and support them in implementing evidence-based practices. Idaho's educator preparation programs align with the Comprehensive Literacy Standards (within the Idaho Standards for Initial Certification of Professional School Personnel, State Specific Standards) and the Idaho Standards—Concepts and Competencies Guides frame course development (to be linked). Ongoing professional development should remain closely aligned to these requirements.

Teachers must be able to deliver systematic, explicit instruction in word recognition and language comprehension. Resources such as The International Dyslexia Association (IDA) Knowledge and Practice Standards for Teachers of Reading, and the Idaho Literacy Instructional Guide can be used to ensure effective literacy instruction for all students.

DEVELOPING PROFESSIONAL EDUCATORS: SUMMARY OF PROGRESS (2021-2026)
Develop and implement a systematic approach to building teachers' knowledge and skills through educator preparation grounded in the science of reading.
Progress: ● *Idaho Higher Education Literacy Partnership (IHELP) created and adopted revised Concepts & Competencies (C&C) guides and added/integrated Standard 5 in courses (reading and writing difficulties, dyslexia, etc.).* ● *Pass rates across institutions tracked.*
Provide transition support and mentoring opportunities for new teachers through the first three to five years of instruction.
Progress: ● *Some new teachers are receiving high quality mentoring; continued work towards statewide consistency.* ● *Idaho Educator Mentoring for new teachers – §33-512, Idaho Code.*

● *SMART Project instructional coaches paired with individual educators to provide ongoing job-embedded support, feedback, and implementation assistance.* ● *The Reading League of Idaho established and supported continuing professional development by hosting a book study.*
Provide comprehensive professional development that is strategic, cohesive, grounded in the science of reading, and meets the needs of all educators (including district and school administrators, teachers, paraprofessionals, and library staff). Use evidence-based practices to provide effective professional development in order to increase teachers' likelihood of fully integrating the science of reading into their pedagogical and instructional repertoires, including: ● Job-embedded professional development, such as instructional coaching; ● Sustained, intensive professional development focused on reading literacy and how to help struggling readers; ● Teacher collaboration, inquiry, and joint problem-solving; and ● Subject-area and grade-band specific professional development that coaches teachers on how to integrate literacy knowledge into their specific role(s)
Progress: ● *Expansion of the SMART Project to include dedicated pathways for district and building coaches, strengthening instructional capacity and support for evidence-based literacy practices across schools and districts.* ● *Cultivating Readers provided systemic training and coaching.* ● *Literacy summits for educators.*

DEVELOPING PROFESSIONAL EDUCATORS: GOAL (2026-2031)		
Strategic Goal: *Establish a professional continuum of expectation and support from pre-service preparation to career-long practice that ensures every Idaho educator receives professional development aligned to reading science and applies those skills and knowledge in evidence-based practice.*		
Group Responsible		**Next Steps**
STATE	**Governor & Legislature**	● Maintain legislative funding for professional development in science of reading and mentoring for new teachers. ● Provide funding for programs and initiatives that are shown to be effective.

		• Provide adequate funding to institutes of higher education so they can operate effective educator preparation programs.
	Board	• Require all educator preparation routes to demonstrate evidence of knowledge and skill competencies through state program approvals and reviews including passing of Idaho Comprehensive Literacy Standard (ICLS) exams or an approved Idaho Comprehensive Literacy Course (ICLC). • Require educator preparation routes to be aligned with the science of reading. • Create a board policy requiring individual professional learning plans for all K-5 teachers to include goals for effective science of reading aligned literacy instruction.
	Department	• Review, maintain, and publish lists of effective professional development options and approved courses. • Provide ICLC course evaluation process and review for any proposed ICLCs. • Recruit educators for participation in regularly provided Idaho SMART Project and MTSS professional development training. • Provide guidance and resources to districts on high quality mentoring practices. • Work with the Board's IT team to systemize data collection for educator professional development. • Recognize teachers who have completed the SMART Project with distinction.
Evidence: *Funding maintained or increased for continued professional development supporting implementation of evidence-based instruction; program review processes for educator preparation programs on the Board's website; The Department tracks and shares SMART Project participant data; list of approved PD courses on the Department's website reviewed regularly; Board and Department support teacher mentoring and gathering and reporting of aggregated mentoring data.*		
DISTRICTS, SCHOOLS & CLASSROOMS	**District & School Leaders**	• Partner with preparation programs to provide practice opportunities for preservice teachers. • Identify criteria for cooperating teachers based on implementation of structured literacy principles. • Utilize hiring processes that emphasize science of reading requirements including SMART Project completion with distinction. • Identify effective mentor teachers and ensure consistent and effective implementation of mentoring programs.

		• Encourage a culture of participation for ALL educators in ongoing literacy best practices (e.g. SMART Project, other statewide initiatives, community partnership initiatives).
Evidence: *Job postings include required knowledge about science of reading; evaluation of mentoring programs; participation in submitting mentoring data to the Board for dashboard; district participation numbers in SMART Project.*		
EDUCATOR PREPARATION PROGRAMS	**Higher Education**	• Regularly evaluate ICLS exam psychometrics. • Require literacy courses to be aligned with the science of reading and the ICLS and ensure they are taught by faculty trained in the science of reading. • Require preservice teachers to pass ICLS Exams. • Identify effective district partners for clinical practice opportunities. • Offer professional development coursework in targeted areas such as structured literacy, management, and mentoring.
	Non-Traditional Educator Preparation Programs	• Require literacy courses aligned to the science of reading and the ICLS and are taught by faculty trained in the science of reading. • Require all candidates to pass ICLS exams or an ICLC course.
Evidence: *Passing rates of the ICLS exams provided to the IACTE, the Department, and the Board yearly; update on syllabi alignment with ICLSs.*		
COMMUNITY & HOME	**Community Partners**	• Continue to provide literacy professional development for educators and leaders.
Evidence: *Numbers of attendees participating in summits or other professional development opportunities.*		

ASSESSMENT AND DATA

In order to promote reading achievement, we as stakeholders believe that a statewide comprehensive assessment system is a critical component in implementing sound instructional practices and improving student achievement. A comprehensive assessment system includes different types of assessment used for specific purposes, including teacher observation and a variety of tests. Assessment can inform instruction (formative), intervention (screening, diagnostic, and progress monitoring) and classroom effectiveness to systemwide analyses (summative). Idaho's system includes standardized assessments aligned to the Idaho State Content Standards for English Language Arts/Literacy (ELA/L), such as the Idaho Reading Indicator (IRI) by Amira for students in kindergarten through third grade and the Idaho Standards Achievement Test (ISAT) by Smarter Balanced for students in grades three through eighth and high school. Data from these assessments is most effective when combined with diagnostic tools,

classroom assessments, and teacher observations to inform instruction and evaluate programs and practices.

Within a Multi-Tiered System of Support (MTSS), the assessment system helps identify student needs, guide tiered instruction and interventions, and monitor progress. By using data to adjust instruction and provide timely, targeted support, educators can better ensure that students receive the help they need to become successful readers.

Valid and reliable assessment is a necessary component of literacy instruction.

Meaningful assessment data in the hands of knowledgeable teachers is a powerful tool in meeting students' individual needs.

ASSESSMENT AND DATA: SUMMARY OF PROGRESS (2021-2026)
Use a comprehensive assessment system that is appropriately aligned to the Idaho Content Standards to integrate meaningful literacy data into instruction and intervention practices, including: screeners, diagnostics, progress monitoring, formative assessments, interim, summative.
Progress: ● *All students K-3 screened by IRI, educators provided with resources to screen 4-5.* ● *Educators provided with guidance and support for students requiring next step diagnostic assessments; Educators provided with resources for analyzing data, applying evidence-based instruction in response.*
Support teacher candidates in building strong assessment knowledge by integrating research methods, statistics, and assessment literacy coursework into educator preparation.
Progress*:* ● *Standard 5 added as a requirement for educator preparation and certification K-12.* ● *Programs that lead to K-8 certification at Idaho IHEs require candidates to demonstrate proficiency of Idaho Comprehensive Literacy Standard 3, Literacy Assessment Concepts.* ● *Program reviews require evidence of ICLS 1-5 and assessment literacy, as defined by Idaho Core Teaching Standard 6.*
Provide practicing educators with assessment literacy professional development to ensure effective integration of assessments and data into instructional practice.
Progress: ● *Dyslexia screener and diagnostic guidance provided as an appendix to the 2022 Dyslexia Handbook.* ● *SMART Project integrated assessment literacy into program.*

ASSESSMENT AND DATA: GOAL (2026-2031)		
Strategic Goal: *Ensure every teacher has the assessment knowledge and resources needed to make data-informed decisions to guide evidence-based instructional practices and interventions.*		
Group Responsible		**Next Steps**
STATE	**Governor & Legislature**	● Continue to provide funding to maintain assessments and data access (IRI, ISAT, Idaho Report Card). ● Provide funding for data infrastructure improvements.
	Board	● Maintain K-3 literacy focus in strategic plan. ● Support Department in conducting research and analyses that allow for identification of effective literacy projects worthy of expansion. ● Continue to support all stakeholders in understanding the state literacy data.
	Department	● Continue providing guidance to support the LEA use of reliable, valid, and evidence-based tier 2 screening and diagnostic measures for use by local education agencies. (§33-1811, Idaho Code) ● Provide test administration support and data literacy professional development to bolster implementation, and IRI and ISAT data interpretation. ● Provide access and resources for families to understand assessments, data, and how schools use them to inform instruction.
Evidence: *Long-term data on the Idaho Report Card; district-level IRI by Amira administration and data feedback; state education dashboard data.*		
DISTRICTS, SCHOOLS & CLASSROOMS	**District & School Leaders**	● Implement an assessment system that supports a robust multi-tiered systems of support (MTSS) including providing school-level diagnostic and progress monitoring assessments aligned to the core curriculum. ● Support educators in effective analysis and interpretation of data within MTSS: ○ Provide training for benchmark, diagnostic, and progress monitoring tools. ○ Support teacher-led data team meetings through scheduling,

		training and coaching. ○ Foster a culture of data-based decision making.
Evidence: *IRI by Amira growth scores; district strategic plan progress and update to the Department; professional development participation; SMART Project participation; school-wide goal progress.*		
EDUCATOR PREPARATION PROGRAMS	**Higher Education Preparation Programs**	● Develop mutually beneficial clinical partnerships where teacher candidates learn to use assessment to inform: ○ MTSS implementation ○ Core instruction ● Intervention at the grade, classroom, and student level. ● Ensure deep integration of assessment and data literacy content, in both elementary and secondary certification coursework.
	Non-Traditional Educator Preparation Programs	Develop mutually beneficial clinical partnerships where teacher candidates learn to: ● Use assessment to inform MTSS implementation, including core instruction and interventions at the grade, classroom, and student level. ● Ensure deep integration of assessment and data literacy content, at both elementary and secondary certification levels.
Evidence: National *Council of Teacher Quality feedback, course audits; syllabi for courses aligned with Standard 3: Literacy Assessment Concepts; ICLS Exam data for Standard 3.*		
COMMUNITY & HOME	**Parents & Caregivers**	● Engage in opportunities to learn about the assessments being used in their children's schools and how the data gained from them informs instruction.
Evidence: Parent *letters regarding IRI by Amira results or diagnostic assessment results.*		

EFFECTIVE INSTRUCTION AND INTERVENTIONS

Effective instruction and interventions are critical in supporting students' development of strong literacy skills. Educators must understand the science of reading to effectively support all students—especially those from diverse backgrounds and those who struggle to achieve grade-level literacy. The IDA Knowledge and Practice Standards and the Idaho Literacy Instructional Guide provide guidance regarding effective literacy instruction aligned to the science of reading. Within a Multi-Tiered System of Support (MTSS), tiered instruction and interventions are aligned and monitored, and data-based decisions support all levels of instruction. This begins with highly effective Tier 1 instruction, aligned to the science of reading.

EFFECTIVE INSTRUCTION AND INTERVENTIONS: SUMMARY OF PROGRESS (2021-2026)
Educators have a strong understanding of the science of reading and use systematic, explicit instruction to build all students' foundational reading skills and ensure they are progressing.
Progress: ● New teachers, and those recertifying or new to the state must demonstrate knowledge based on the Idaho Comprehensive Literacy Standards and Concepts & Competencies Guides. ● Out of compliance courses were eliminated. ● Participation in the SMART Project network increased each year. ● Decoding Dyslexia Idaho, The Reading League Idaho, and early literacy summit providers (SVELS and VELS) supported efforts to increase high quality literacy instruction through professional learning opportunities (see Community Initiatives–Appendix C).
Teachers use available information about their students, including assessments, school records, individual reading plans, other learning plans, and information from previous teachers and parents/caregivers, to individualize instruction and address students' needs.
Progress: ● Teachers, specialists, and leaders participated in the one-credit dyslexia professional learning course(s). ● MTSS training and implementation increased, supported by the Department initiatives. ● Writing and publication of the 2022 Dyslexia Handbook.

EFFECTIVE INSTRUCTION AND INTERVENTIONS: GOAL (2026-2031)	
Strategic Goal: Apply *the science of reading using evidence-based, tiered (MTSS) instructional practices to address unique K-12 student needs and ensure continuous progress for every learner.*	
Group Responsible	**Next Steps**

STATE	**Governor & Legislature**	• Provide ongoing funding for the SMART Project and expand allowable use of literacy funds to include 4th to 12th. • Allocate and sustain funding for 4th to 12th-grade literacy initiatives. • Provide funding for an improved data infrastructure.
	Board	• As resources allow, implement data infrastructure improvements to allow for tracking of educators' professional development microbadges. • Approve clear, statewide K–12 literacy expectations grounded in the science of reading and aligned to MTSS recommendations. • Support connections between the K-12 and higher education systems in an effort to ensure approved educator preparation programs are addressing the Board's strategic literacy work.
	Department	• Support development and use of a statewide walk-through/look-for observation tool by providing training. • Encourage districts, schools, and educators to utilize all state resources available to them, including the ICLP, the Literacy Instructional Guide, and the Idaho Multi-Tiered Systems of Support (MTSS) Guide/Handbook. • Expand the reach of SMART Project training and coaching. • Continue the development of 4-12 grade science of reading training, professional development, and coaching statewide. • Support districts' use of identified reliable, valid, and evidence-based tools and structured literacy approaches for K-5 students identified with characteristics of dyslexia. (Idaho Code §33-1811) • Develop reporting mechanisms for LEAs to submit information to demonstrate effectiveness of intervention programs.
Evidence: *Participation rates in the SMART Project and other science of reading initiatives; annual literacy funding reports; training impact data; and student-level Idaho Reading Indicator (IRI) outcomes comparing students of participating and non-participating teachers.*		
DISTRICTS, SCHOOLS & CLASSROOMS	**District & School Leaders**	• Maintain high expectations for educators' knowledge of evidence-based instructional practices aligned to the science of reading as outlined in the Idaho Literacy Instructional Guide. • Encourage K-12 leader and educator participation in the SMART Project and other science of reading training opportunities, including those focused on integration of literacy supports in grades 4-12. • Support high-quality Community Partnership initiatives by

		sharing and encouraging teachers to participate. ● Align curricula, program materials, and district-level trainings with existing science of reading training initiatives. ● Communicate students' screening results with parents and caregivers, outlining both strengths and areas of difficulty (link parent letter template–Toolkit). ● Provide literacy specific feedback during walk-throughs and evaluations aligned to the Idaho Literacy Instructional Guide.
Evidence: *District-level data on K–3 teacher participation in the SMART Project; records of high-quality literacy training opportunities across K–12 (including administrators); district letter templates for parents and caregivers.*		
HIGHER EDUCATION	**Higher Education**	● Align teacher preparation programs to the science of reading. ● Support SMART Project implementation by encouraging graduates to participate; utilize SMART Project completers as clinical partners. ● Work with districts to identify mutually beneficial clinical partnerships where candidates learn evidence-based literacy instruction at the grade, classroom, and student level.
	Alternative Certification Pathway Programs	● Encourage new graduates to enroll in the SMART Project. ● Provide literacy specific feedback during coaching cycles and evaluations.
Evidence: ICLS *exam scores, completer study data, use of literacy observation and evaluation tools.*		
COMMUNITY & HOME	**Parents & Caregivers**	● Participate in parent-teacher conferences and school communication about student progress. ● Support literacy at home through regular reading and conversation, recognizing that strong oral language development lays the foundation for later reading success.
	Community Partners	● Hold events to encourage library use and at-home reading. ● Align independently implemented educator professional development to support evidence-based practices aligned to the science of reading.
Evidence: *Parent–teacher conference attendance rates; documentation of communication with families (e.g., progress reports); accounting of community partner science of reading training offerings per year.*		

SECTION IV: KEY INDICATOR DATA

Purpose of This Section

This section highlights key indicators related to literacy outcomes, including Educator Preparation Program data, certification and licensure information, teacher professional development in the science of reading and dyslexia training opportunities, and graduation rates. It also presents data on the performance of Idaho students on standardized literacy and English Language Arts assessments. It includes graphical representations of student performance along with analysis of key trends. For additional state, district, and school level data, see *The Idaho Report Card*, which is a collection of school progress and readiness indicators.

POCKETS OF HOPE: Ustick Elementary[46]

Ustick Elementary (2024 – 2025)

Fall IRI Proficiency (Tier 1) = 49.1% | Spring IRI Proficiency (Tier 1) = 86.8%
TOTAL GROWTH: 37.7%[47]

Ustick Elementary is one example of a school in our state working hard to increase their literacy growth outcomes. Located in the West Ada School district in Boise, 98% of students are considered economically disadvantaged. Ustick Elementary went from almost 50% to 86% of students being proficient in one single school year. The amount of work, dedication, and patience it takes to see such growth in one year deserves immense celebration and praise.

I interviewed principal Heidi Jackman-Rahn as she passionately spoke about her love for her school. She attributes much of her school's growth to the teachers and the students, but I am led to believe she deserves some credit, too. She spoke about late night ideas, checking on her staff, and ultimately caring about the student in front of her, highlighting her ability to lead her team.

Heidi and her school have worked diligently to get their students to grow–not necessarily to be perfect or even 100% proficient, but to show impactful growth from where they were at the beginning of the year. Heidi explained that much of their success boils down to evidence-based curriculum, student focused practice, and an organized MTSS system. Aside from implementing best practices, Heidi explained that what might have contributed to their growth was their new “soft mornings”. Instead of school starting after morning recess, students went straight to their classrooms to do mindful activities. This gave the teachers opportunities to have check-ins with their students, and for every child to get their minds ready to learn. Principal Heidi explained she went from, “...what felt like 30 students in my office, to no students at all,” giving her an opportunity to greet students, and walk hallways to check on her teachers and staff.

With a focus on organizing data, teachers were able to provide refined instruction that aims to fill the gaps in their students’ knowledge. Ustick is working hard to make sure their assessment data is used to help dictate instructional activities. Heidi said in her interview, “We can and we will” was their school motto a few years back. They were dedicated to not becoming perfect, but for each student to be committed to *growth.* Upon hearing about their 37% growth during our interview, she wants to make next year’s motto, “We can, we will, and we did!” Which is true; they did demonstrate significant growth! Now, the goal is to maintain this growth and even increase it, while continually implementing practices that are proven to work!

46 Special Contributor: Hailey Mace, College of Idaho student, Research Assistant, Elementary Education major

47 Idaho Report Card, n.d.

EDUCATOR PREPARATION PROGRAMS (EPPS)

The Idaho Higher Education Literacy Partnership (IHELP) developed and revised *The Concepts & Competency Guides* (C&C), aligning them with the Idaho Comprehensive Literacy Standards (ICLS). The guides are also informed by the International Dyslexia Association's Knowledge & Practice Standards and were created to support teacher preparation programs align literacy courses to the science of reading. IHELP also creates and revises the *Idaho Comprehensive Literacy Standard Exams* (Standards 1-5), which are now required by seven institutions across the state with traditional certification programs. These exams are challenging and cover a wide range of content identified in the C&C Guides. Students are required to pass the exams as part of their teacher preparation program and licensure requirements.

The information below highlights the number of teacher candidates that completed courses aligned with the ICLS and the number of test-takers across institutions.

NUMBER OF TEST TAKERS

IDAHO COMPREHENSIVE LITERACY STANDARD EXAM TAKERS							
Standard	**1**	**2 (ELED)**	**2 (SEC)**	**3**	**4 (ELED)**	**4 (SEC)**	**5**
Fall 2025	230	179	135	161	152	125	300
Fall 2024	182	155	130	168	169	119	498
Spring 2021	228	172	113	197	179	112	N/A

Note. BYU-Idaho; Boise State University; College of Idaho; Idaho State University; Lewis & Clark State College; Northwest Nazarene University

TEACHER CERTIFICATION AND LICENSURE

The State Board of Education oversees the accreditation process for EPP programs. All programs require alignment with the Idaho Comprehensive Literacy Standards and must demonstrate candidate proficiency through the accreditation process. Data indicating number of EPP graduates from traditional public and non-public EPPs entering Idaho schools is provided below.

GRADUATES OF EDUCATOR PREPARATION PROGRAMS		
Institution	**Total number of graduates (2024-2025)**	**Percentage of graduates hired in Idaho schools (1st year '24-'25)**
Boise State University	195 certified candidates	134 teaching positions in ID

Brigham Young University-Idaho	150 certified candidates (approximate for spring 2025)	50 teaching positions in ID (approximate for spring of 2025)
College of Idaho	9 certified candidates	7 teaching positions in ID
Idaho State University	98 certified candidates	57 teaching positions in ID
Lewis and Clark State College	82 certified candidates	Incomplete data to confirm ID positions; most teachers in ID
Northwest Nazarene University	28 certified candidates	15 teaching positions in ID
University of Idaho	161 certified candidates	not yet available

Many students graduating from Idaho institutions are staying in the state. Strong leadership, high quality professional development, strong literacy systems, and competitive pay are all aspects of the profession that impact recruitment and retention.

K-5 GENERAL EDUCATION TEACHERS – PROVISIONAL/INTERIM LICENSES: 2024-2025

Non-traditional educator preparation program graduates must also demonstrate that they have met the literacy requirements for teachers in Idaho by passing the ICLS exams or showing successful completion of an approved Idaho Comprehensive Literacy Course. For institutions or organizations seeking to become an Idaho State Board of Education-approved course provider, see the guidance document. The course requirements and application process were approved in April of 2026. Teachers who have a provisional or interim license must meet these requirements within a three-year time frame[48]. Data indicating the number of teachers during the 2024-2025 academic year on an interim or provisional license in grades K-5 is provided in the table below. Currently, we are unable to compare numbers of teachers who complete non-traditional programs, teachers who come from out of state, and teachers who are trained in traditional educator preparation programs in Idaho.

K-5 General Education Teachers – Provisional/Interim Licenses		
Grade Level	**Teachers**	**Interim or Provisional License**
All	6161	33
Kindergarten	1218	5
1	1304	9
2	1314	7
3	1343	5
4	1287	8
5	1250	4

48 IDAPA 08.02.02.016

Though data indicates that only 33 teachers across the state received interim or provisional licenses, these teachers will need a different level of support in the classroom. Licensure information should inform the type and intensity of professional development needed for teachers to become expert literacy educators. Various teacher preparation pathways provide varying levels of depth. For example, teachers who have received an American Board teacher certification (ABTCE) often complete an online teacher preparation in less than a year. New teachers and teachers who have less experience must have strong mentorship by seasoned teachers who have demonstrated a deep knowledge of reading science and high-quality instructional practices.

PROFESSIONAL DEVELOPMENT

Various professional development opportunities are provided by the Department of Education and community partners. Striving to Meet Achievement in Reading Together (SMART) pathways provide training for leaders, coaches, and teachers. Community partners provide learning for teachers and leaders. More information on these professional development opportunities is found in Appendix D.

DEPARTMENT OF EDUCATION					
Years of Impact	**2021**	**2022**	**2023**	**2024**	**2025**
	Number of Teachers Trained				
Science of Reading	-	499	-	583	285
Cultivating Readers	368	532	392	1,395	253
Dyslexia Modules & Webinars	-	4,600	3,544	303	214
Dyslexia In-Person Course	-	-	-	136	184
SMART– Educator Pathway*	190	566	528	689	970
SMART– Instructional Coaches	11	15	15	16	16
SMART– Leadership Pathway	-	-	-	-	50
SMART– Building Coach Pathway	-	-	-	-	69

** SMART—Educator Pathway reflects registration numbers.*

As required by Idaho statute, Idaho teachers, based on their endorsements, must complete up to three modules on dyslexia (50 min. each) and earn one credit of professional development for re-licensure. Of the approved courses on the district-approved dyslexia credit course list, 28 are offered by school districts and 24 are offered by approved external providers. Districts can choose what courses to offer their educators. The Department does not track the total number of educators that have completed a district level dyslexia course.

COMMUNITY PARTNERS						
Years of Impact	**2021**	**2022**	**2023**	**2024**	**2025**	**2026**
	Number of Teachers Trained					
Decoding Dyslexia Idaho	88	300	195	-	50	TBD
Virtual or webinars (DDID)	300	60	-	-	-	TBD
Structured literacy	-	60	124	88	127	TBD
The Reading League-Idaho (TRL-ID)	-	-	-	100	115	180
Sun Valley Early Literacy Summit	-	35	34	51	50	TBD
	-	-	*18	*27	*44	TBD
Vandals Early Literacy Symposium	-	-	-	34	32	TBD
	-	-	-	-	*23	TBD
Leadership Summits ● **College of Idaho** ● **Boise State University**	-	-	-	-	36 65	TBD

** Indicates participation in a one-day reunion; participants previously attended a three-day summit.*

A highly qualified teacher should be in every Idaho classroom as teachers' knowledge impacts foundational reading outcomes (Porter et al., 2023). During the last five years, more than 2,000 teachers have participated in professional development provided by community partners.

HIGH IMPACT TUTORING

Institutions of higher education and other community partners have launched high impact tutoring using various models. More information about these programs can be found in Appendix D.

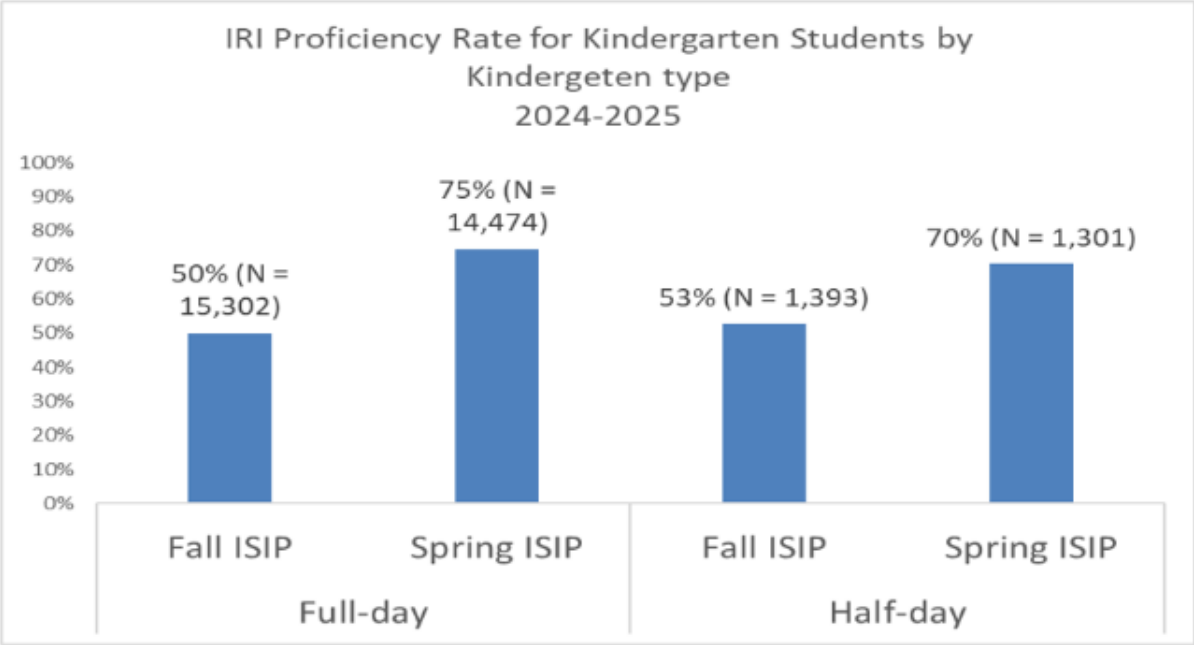
HIGHER EDUCATION AND COMMUNITY PARTNERS							
Years of Impact	**2019**	**2021**	**2022**	**2023**	**2024**	**2025**	**2026**
Boise State University	57	54	57	60	32	30	32
College of Idaho	7	5	9	15	-	36	20
Reading Corp	-	-	-	-	715	1,076	TBD

IDAHO READING INDICATOR (IRI)

The Idaho Reading Indicator (IRI) by Istation (2018-2025) measured reading skills including: Listening Comprehension, Letter Knowledge, Phonemic Awareness, Vocabulary, Spelling, and Text Fluency. IRI data is reported in three levels; at grade level, near grade level, and below grade level.[49]

Graphs 1 through 8 show IRI performance data. Beginning in fall 2025, Amira will serve as the new vendor for the IRI. Performance indicators for various student groups can be found on the Idaho Report Card.

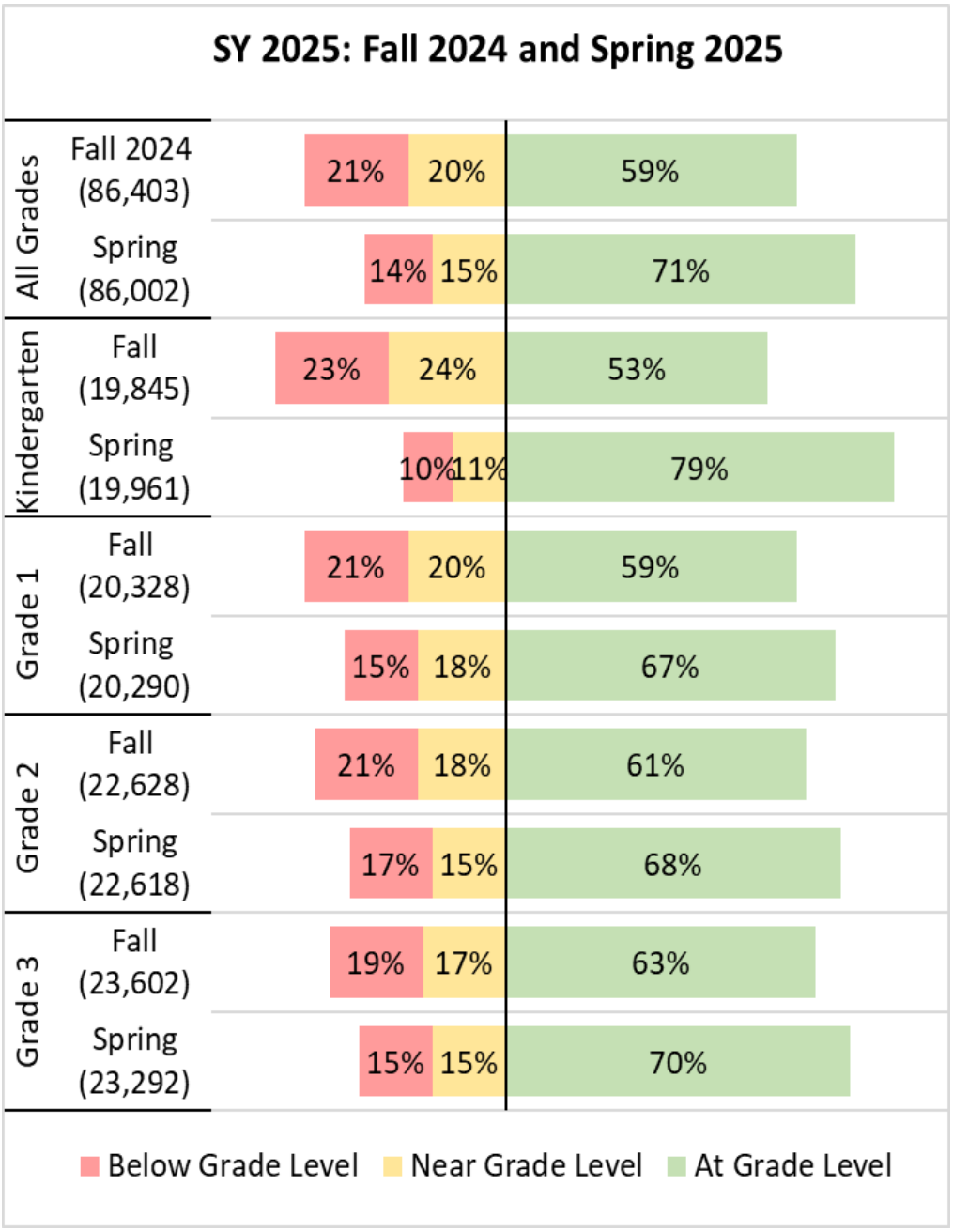
Graph 4.1: Full-Day and Half-Day Kindergarten—Fall 2024 to Spring 2025



- When comparing full-day to half-day fall scores, half-day kindergarteners begin slightly higher than full-day.
- Full-day kindergarteners demonstrate a higher proficiency rate in spring than half-day kindergarteners (75% versus 70%).

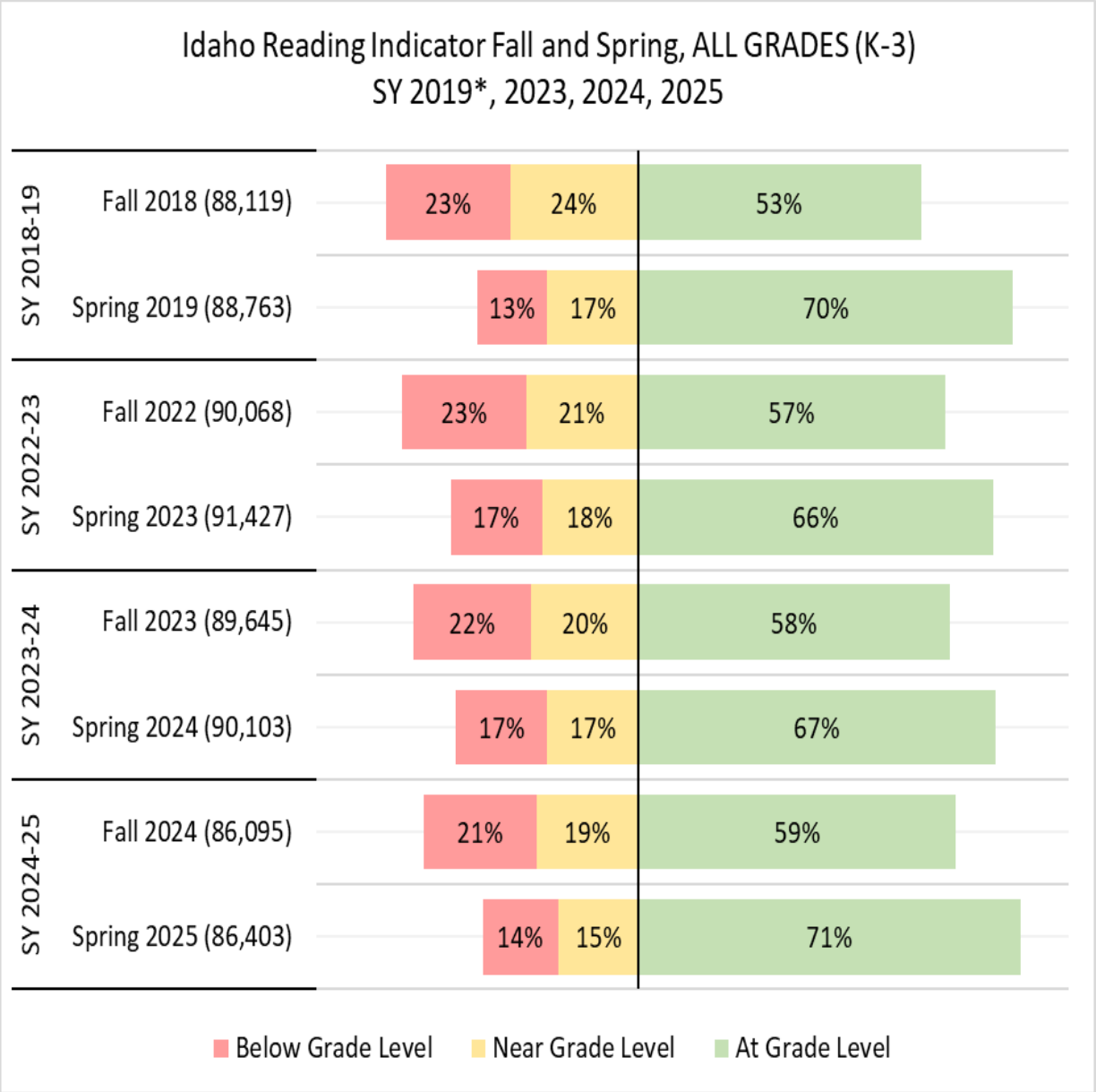
[49] Idaho Department of Education, 2026

Graph 4.2: All Grades—Fall 2024 to Spring 2025



- Across grade-levels, spring to fall scores show a range from 7% increase to 26% (all grades= 12%, K= 26%, 1= 8%, 2=7%, 3=7%) of students performing at grade-level.
- The largest increase is in kindergarten.
- The most significant summer slide happens between kindergarten and first grade.

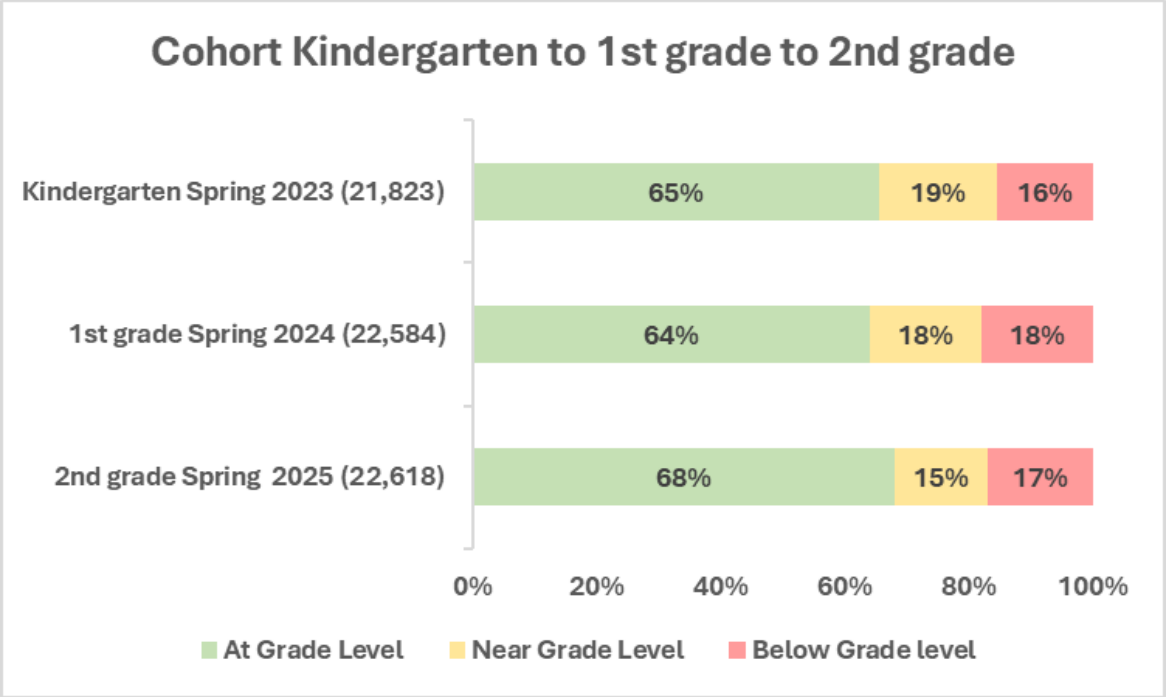
Graph 4.3: Fall to Spring Scores—Academic Years from Fall 2018- Spring of 2025



Note. 2019-2020—missing COVID-19 pandemic; 2022-2023—Istation provided new normed scores. Adjusted scores (69% to 66% for at grade level).

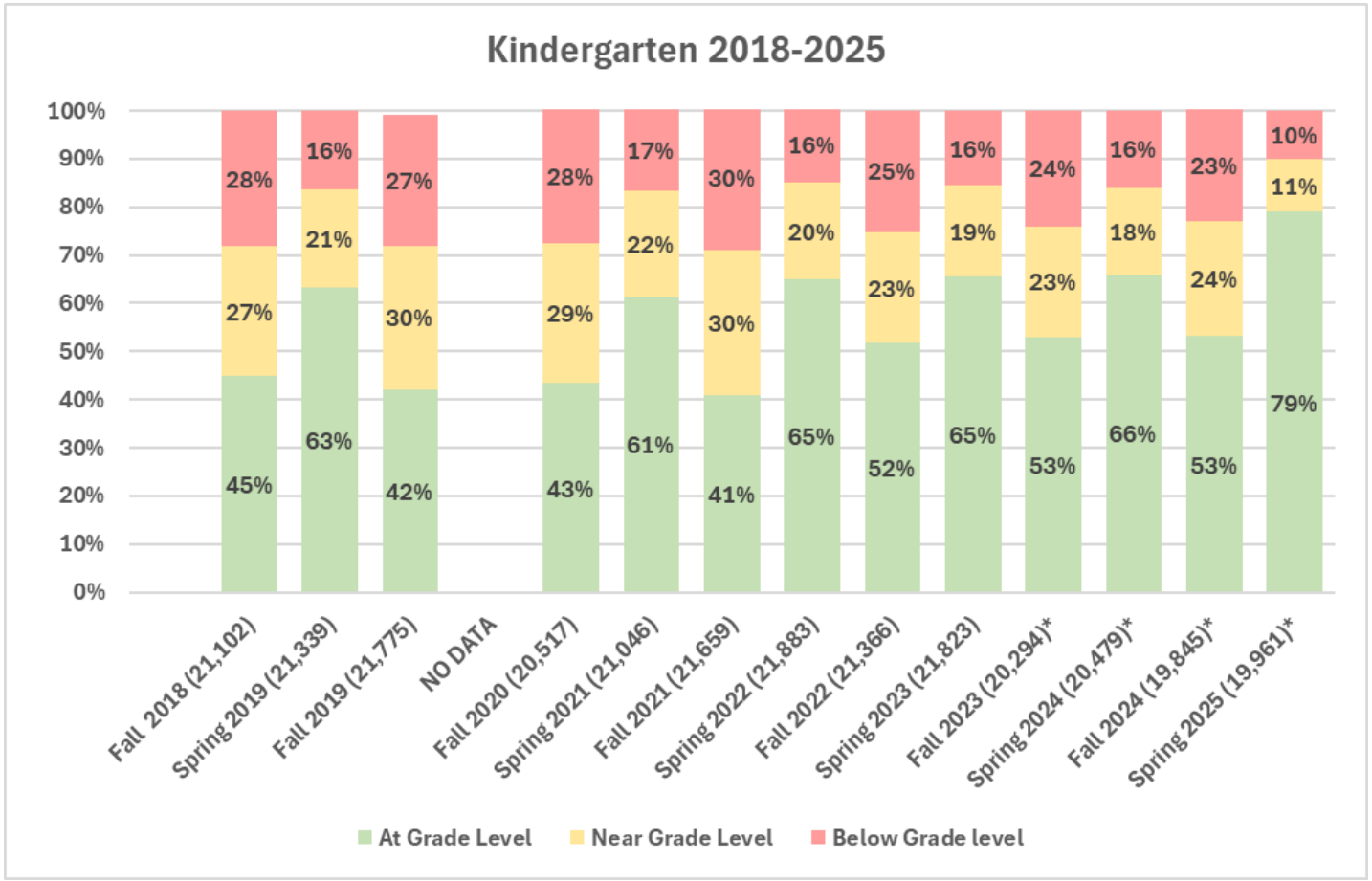
- When comparing spring scores across the academic years, we see a decrease in the percentage of students performing below grade-level across time.
- Spring scores from 2019 through 2024 are similar. Spring 2025 demonstrates an increase.
- Spring scores show that approximately 30% of students are not reading at grade-level.

Graph 4.4: Fall to Spring Scores—Cohort Kindergarten to Grade 2: Academic Years from Fall 2022-Spring of 2025



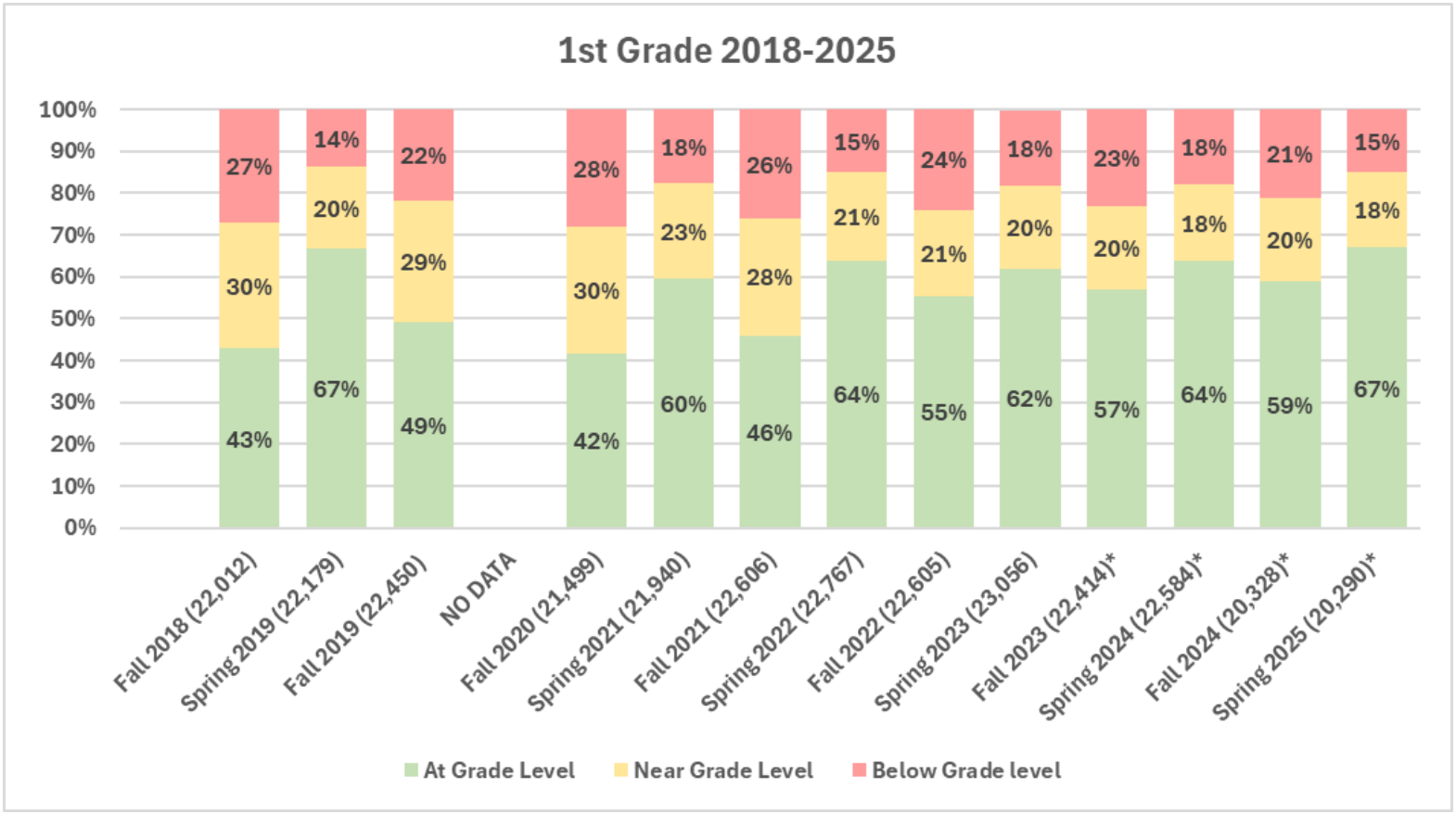
- When comparing spring cohort scores across the academic years, students remain at a similar proficiency rate.
- First grade is a critical year, and students need to reach a higher rate of proficiency by the end of grade 1 to increase growth in grade 2.

Graph 4.5: Fall to Spring Kindergarten 2018-2025



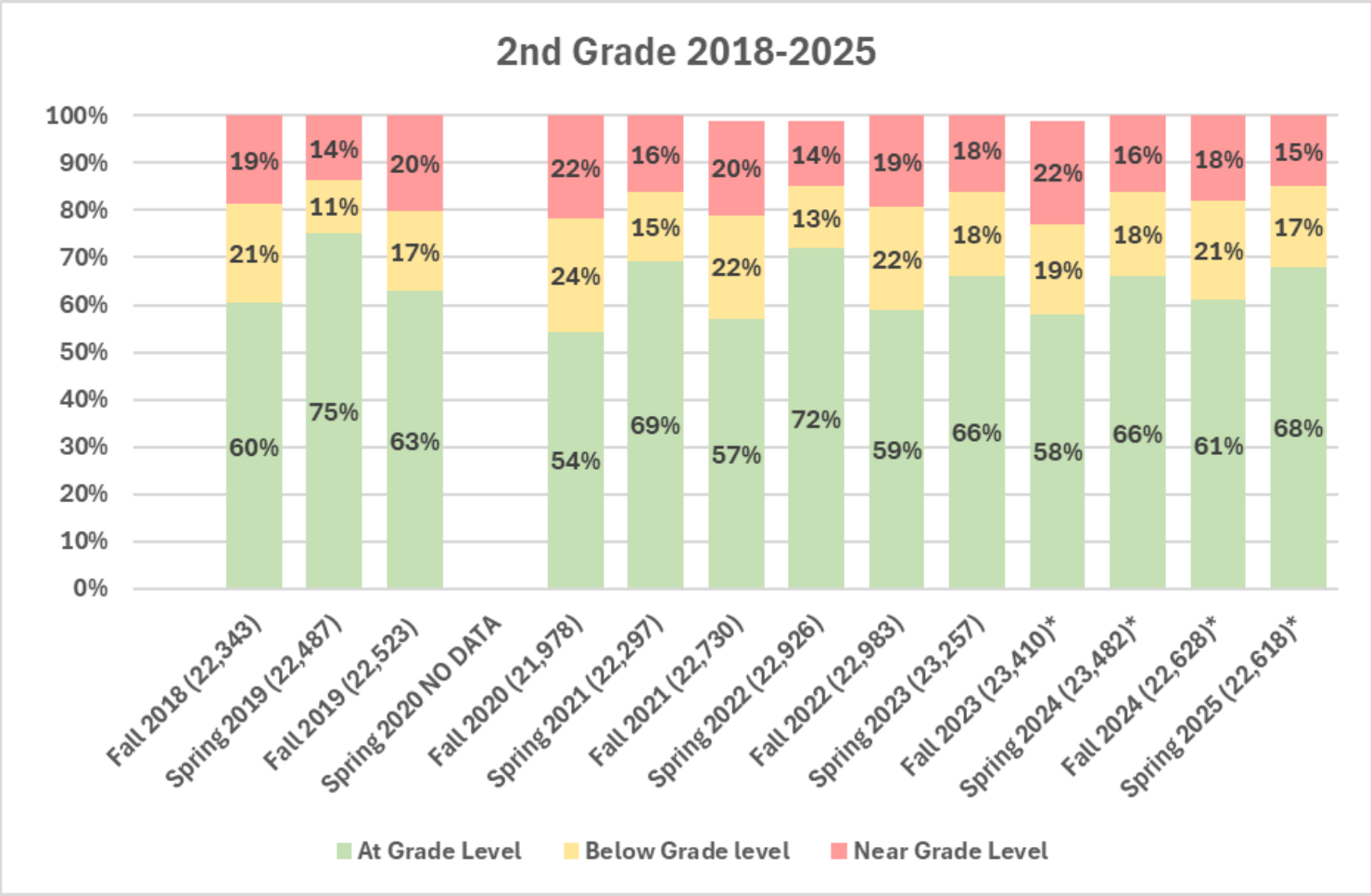
- Spring scores in 2025 demonstrated the highest level of proficiency.
- Full day kindergarten could have impacted these scores.

Graph 4.6: Fall to Spring 1st Grade 2018-2025

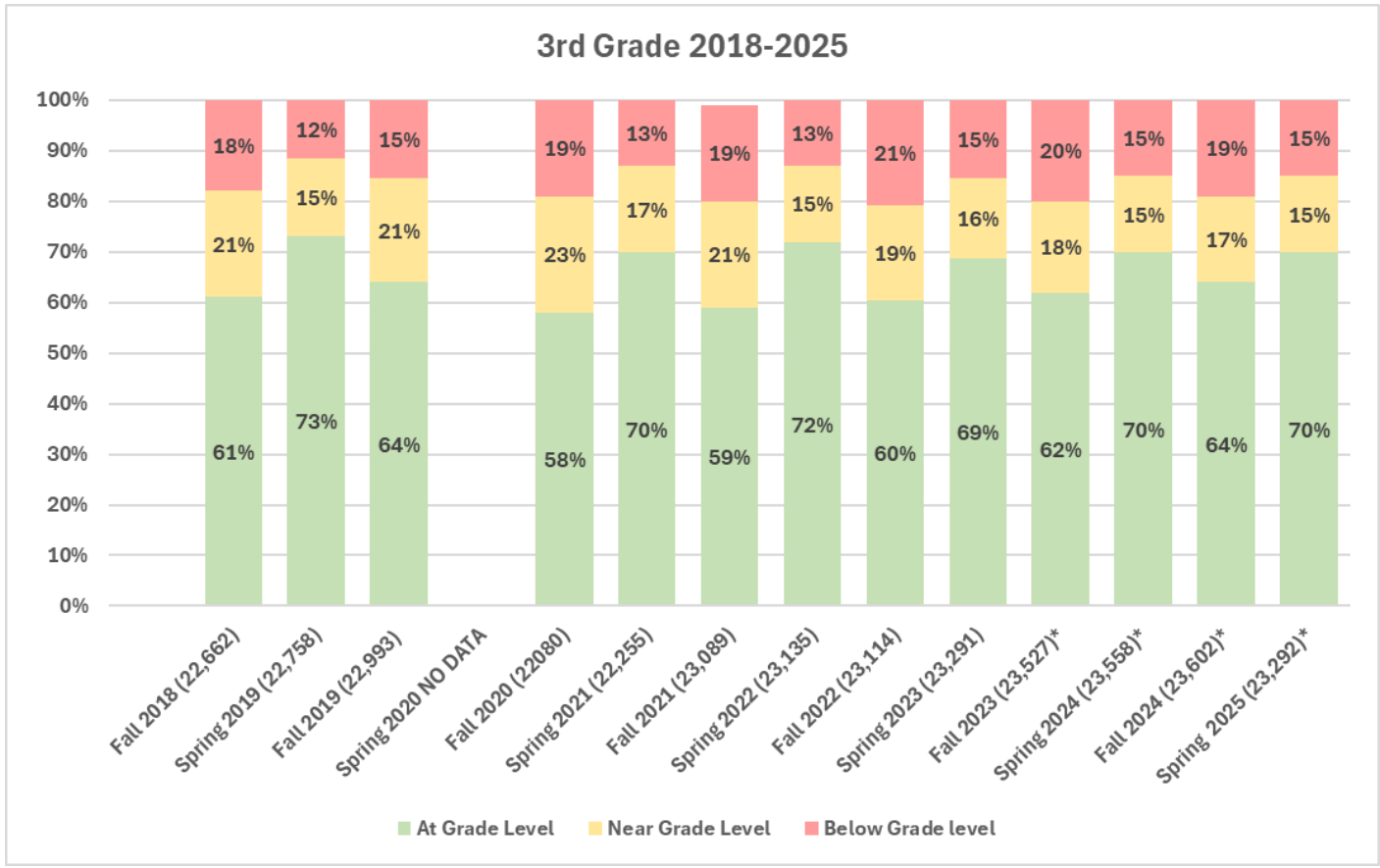


- Spring 2025 proficiency scores are similar to spring 2019.
- Students' fall proficiency scores seem to be affected by the “summer slide”.
- The percentage of students falling below grade level has been reduced over time since spring of 2021.

Graph 4.7 Fall to Spring 2nd Grade 2018-2020



Graph 4.8: Fall to Spring 3rd Grade 2018-2025

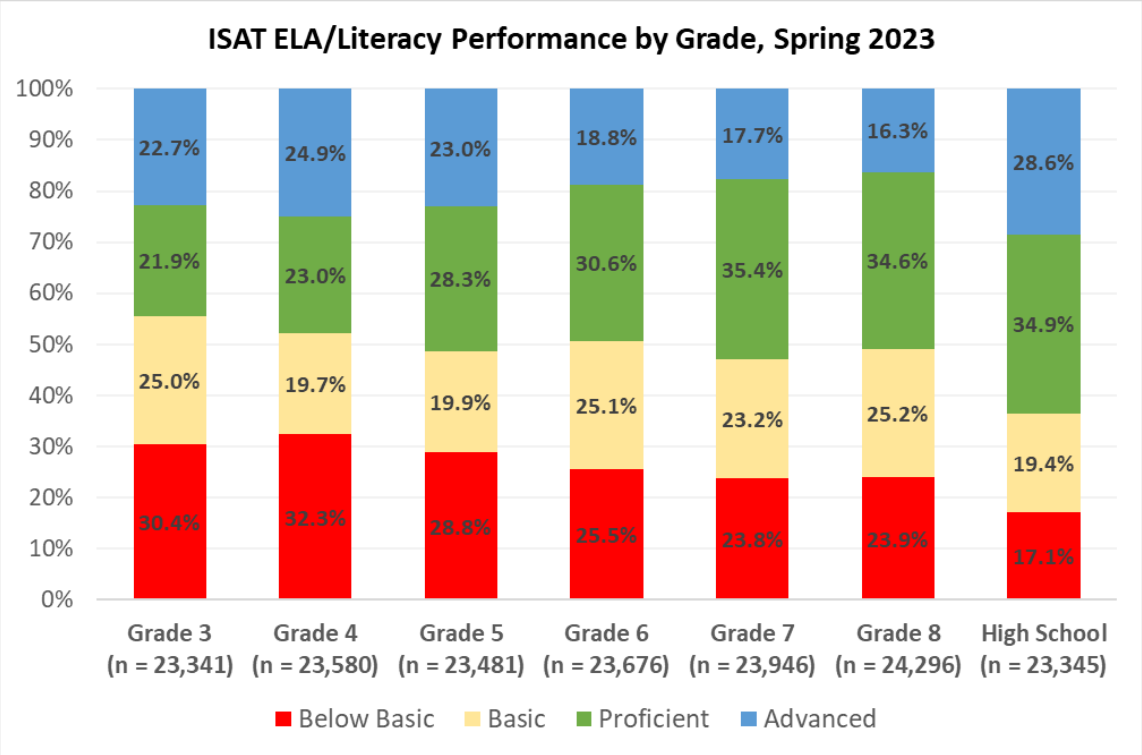


- In Grades 2 and 3, spring proficiency scores are relatively stable across time.
- Highest proficiency rates are demonstrated in spring of 2019 and Spring of 2022.
- We need continued focus in these grades to decrease the summer slide, increase growth, and reduce the number of students leaving grade 3 unable to demonstrate a solid understanding of foundational reading skills.

IDAHO STANDARDS ACHIEVEMENT TEST (ISAT)

The Idaho Standards Achievement Test (ISAT) English Language Arts/Literacy (ELA/L) assessment measures students' skills in reading and writing through a computer adaptive portion (CAT) and a writing performance task (PT) portion. The ELA/L ISAT CAT and PT measure and report scores for four claims; reading, writing, listening, and research & inquiry in addition to the overall achievement level of below basic, basic, proficient, and advanced. Scores are reported relative to progress toward meeting standards: below standard, at/near standard, and above standard. Graphs 9-11 show ISAT ELA/L performance data from 2023-2025, including overall performance for each grade-level[50].

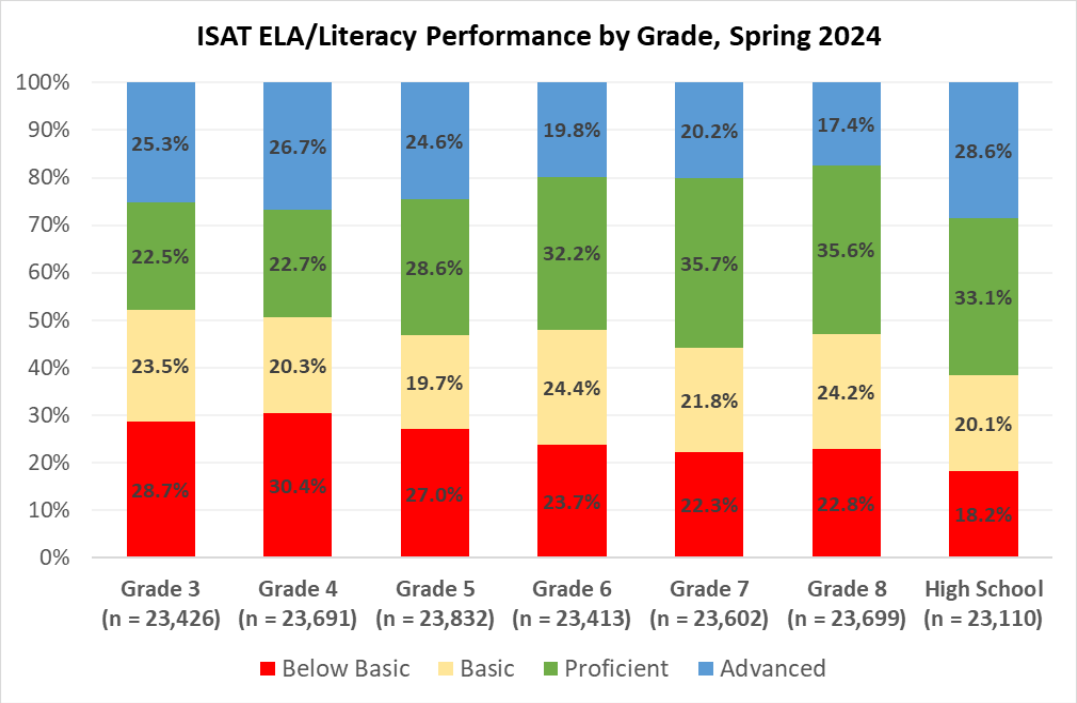
Graph 4.9: ISAT ELA Performance, Spring 2023



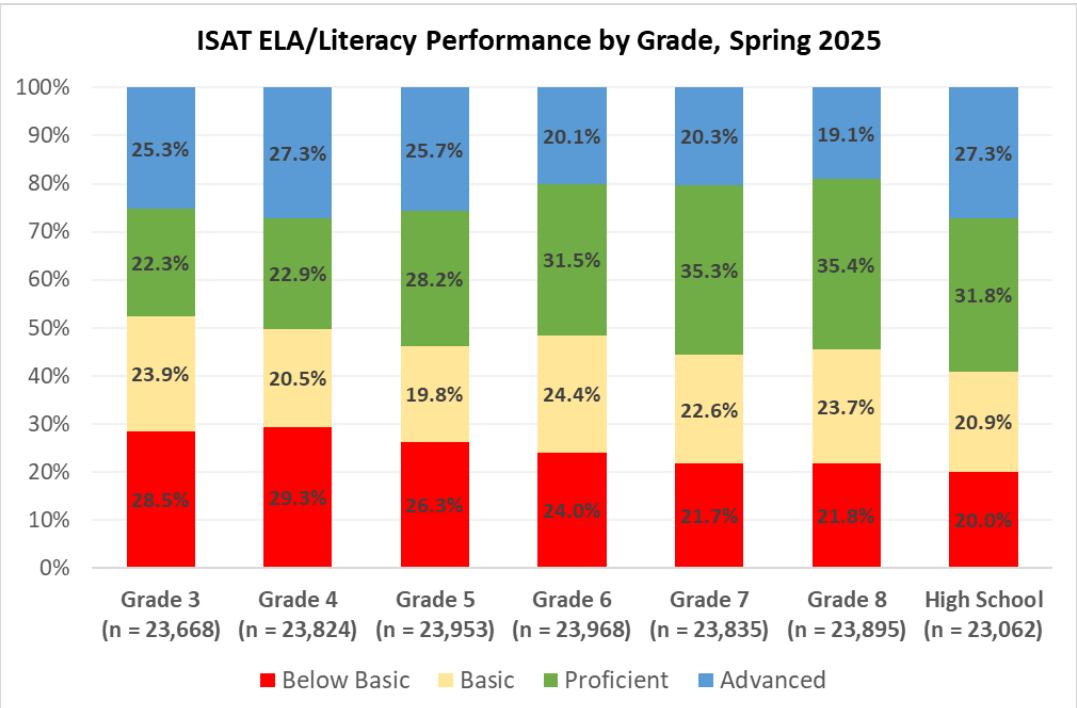
- In 2023, 69.6% of grade 3 students scored above *Below Basic*. However, only 44.6% of students score proficient or advanced.
- From grade 5 through high school, the percentage of students scoring below basic declines each year for all years except for grade 7 and grade 8 in 2024 and 2025 (See Graph 4.9, Graph 4.10, Graph 4.11).
- For high school students, proficient and advanced scores range from 59.1% to 63.5%, with 2023 showing the highest percentage scores (See Graph 4.9, Graph 4.10, Graph 4.11).

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Graph 4.10: ISAT ELA Performance, Spring 2024



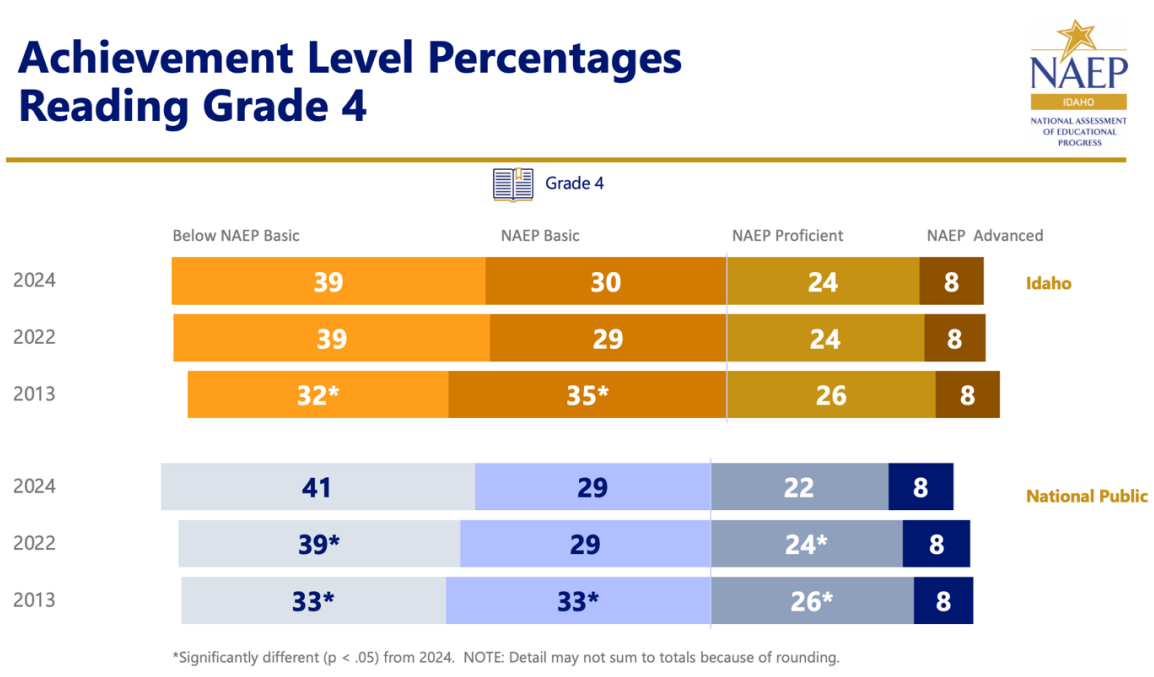
Graph 4.11: ISAT ELA Performance, Spring 2025



NATIONAL ASSESSMENT OF EDUCATIONAL PROGRESS (NAEP)

The National Assessment of Educational Progress (NAEP) is administered in grades 4 and 8. The assessment is administered to a randomly-selected sample of students of a wide variety of demographics including those from different racial/ethnic backgrounds, students with disabilities (SD), English learners (EL), and those from economically disadvantaged backgrounds (who qualify for the National School Lunch Program). The NAEP incorporates essential inclusive policies and practices into every aspect of the assessment to ensure an assessment that yields meaningful NAEP results for all students. National data, including comparisons between subgroups of students can be found on the National Assessment Governing Board website.

Graph 4.12: NAEP Achievement Level Percentages, Reading Grade 4

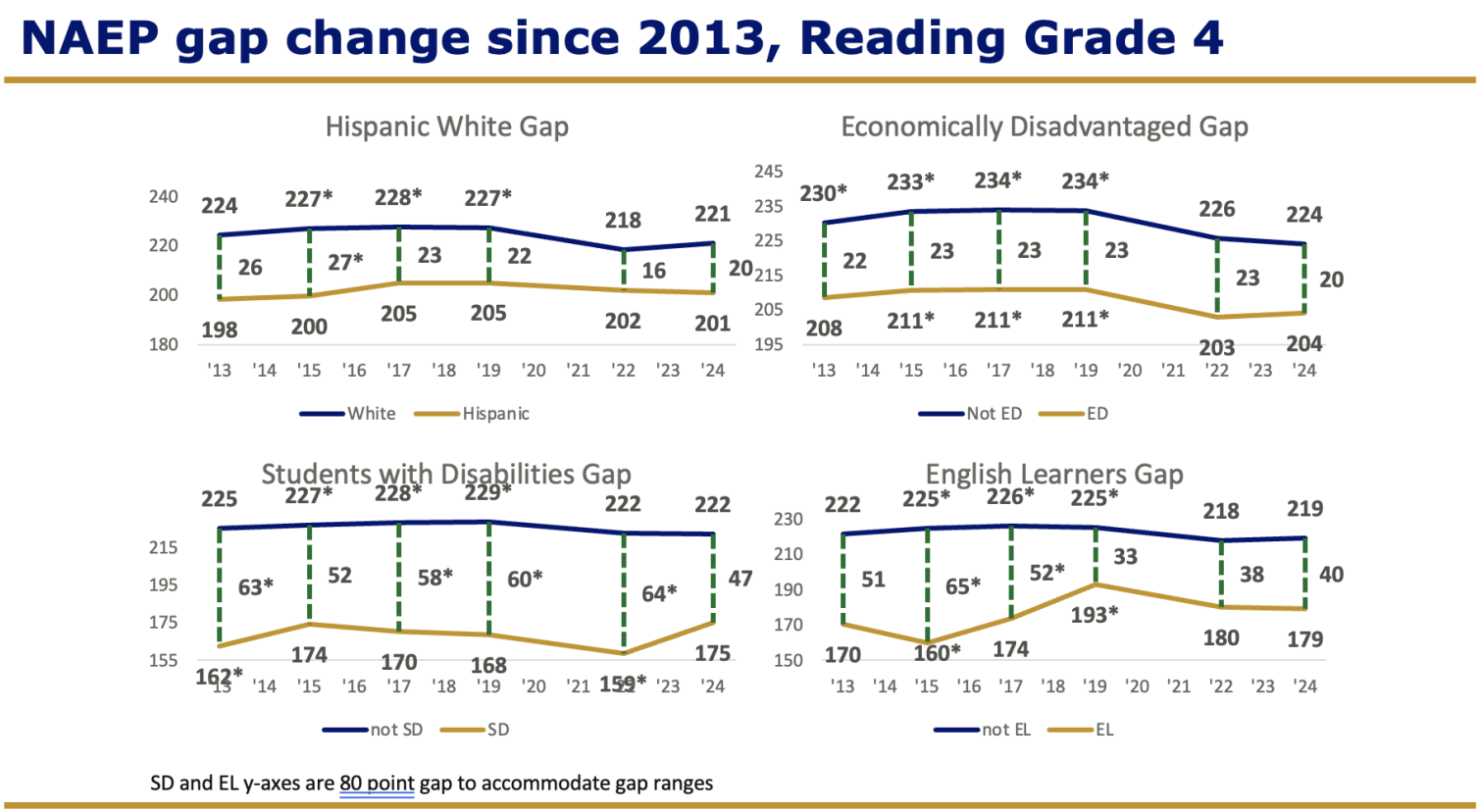


Graph 4.12 Analysis

In 2024, students in Idaho performed slightly better than students nationally—32% proficient or advanced compared to 30% nationally.

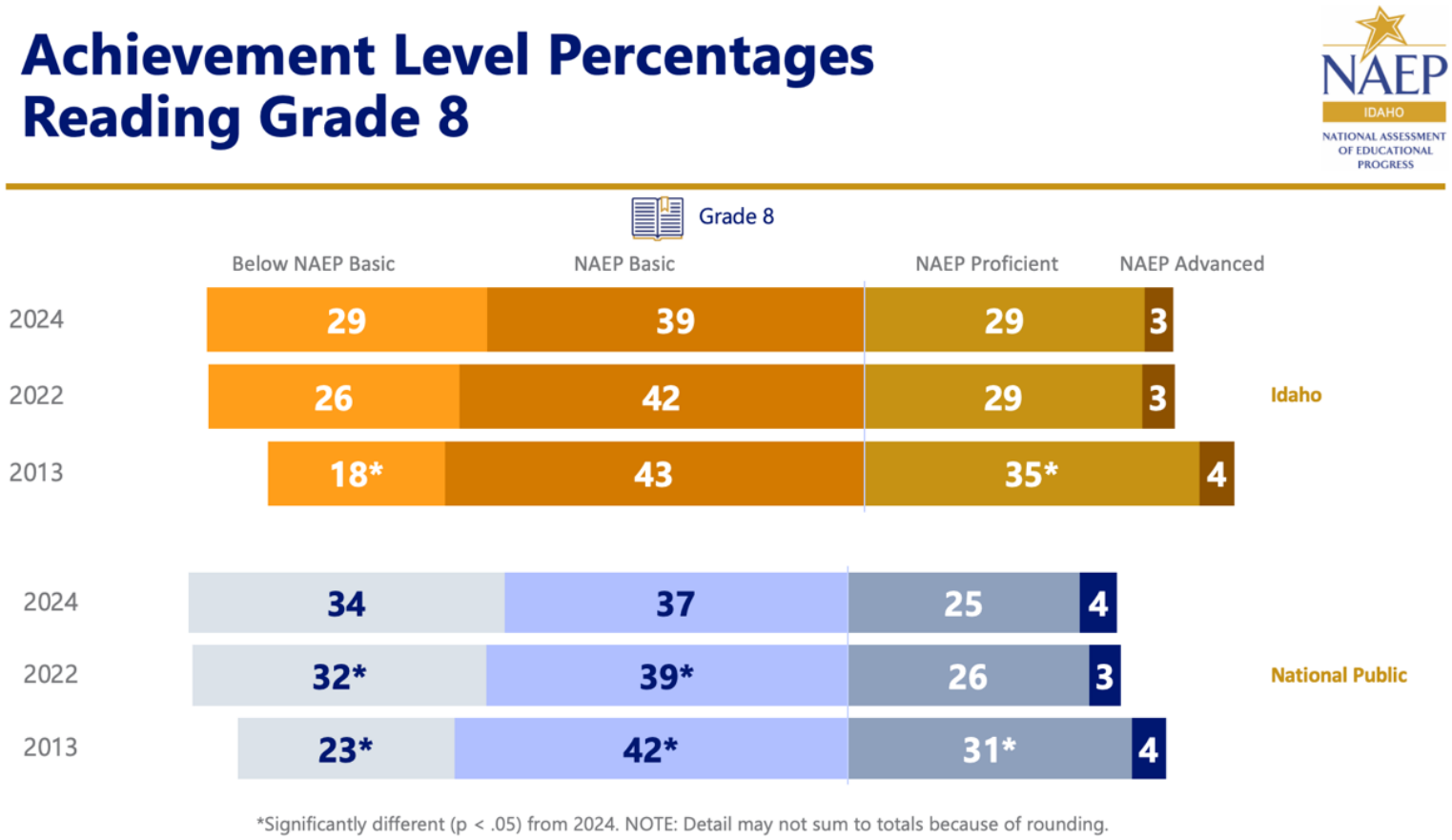
See Appendix E. to compare Idaho with other states. In 2024, students in six states performed significantly better than Idaho students in eighth grade. Idaho students performed similarly to students in 18 other states.

Graph 4.13: NAEP gap change since 2013, Reading Grade 4



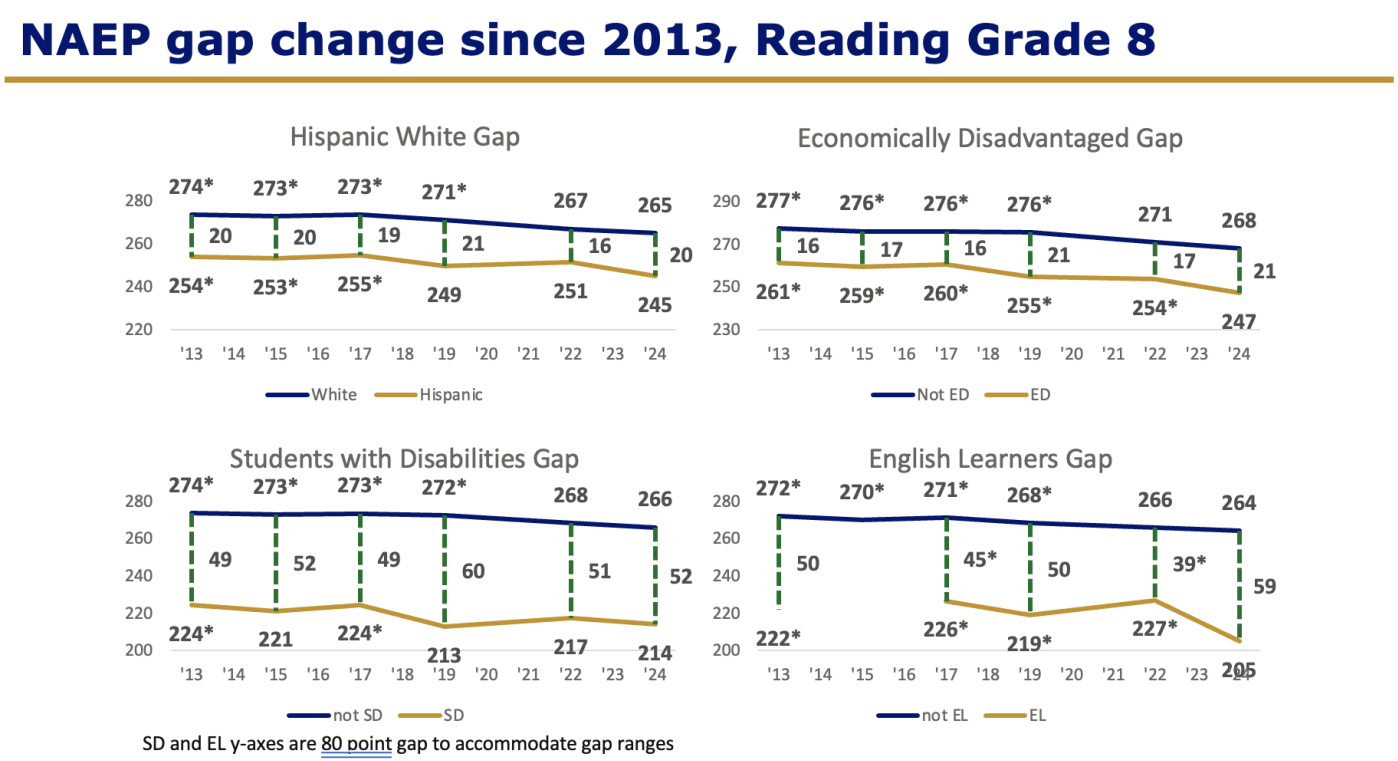
- In 2024, student gaps have improved for economically disadvantaged students and students with disabilities.
- However, the gap is still 47 points for students with disabilities and 20 points for those economically disadvantaged when compared with the typical group.

Graph 4.14: NAEP Achievement Level Percentages, Reading Grade 8



- Similar to 4th grade results, 32% of 8th graders scored proficient or advanced. However, fewer students were in the advanced category.
- Eighth grade students in Idaho outperform students nationally.

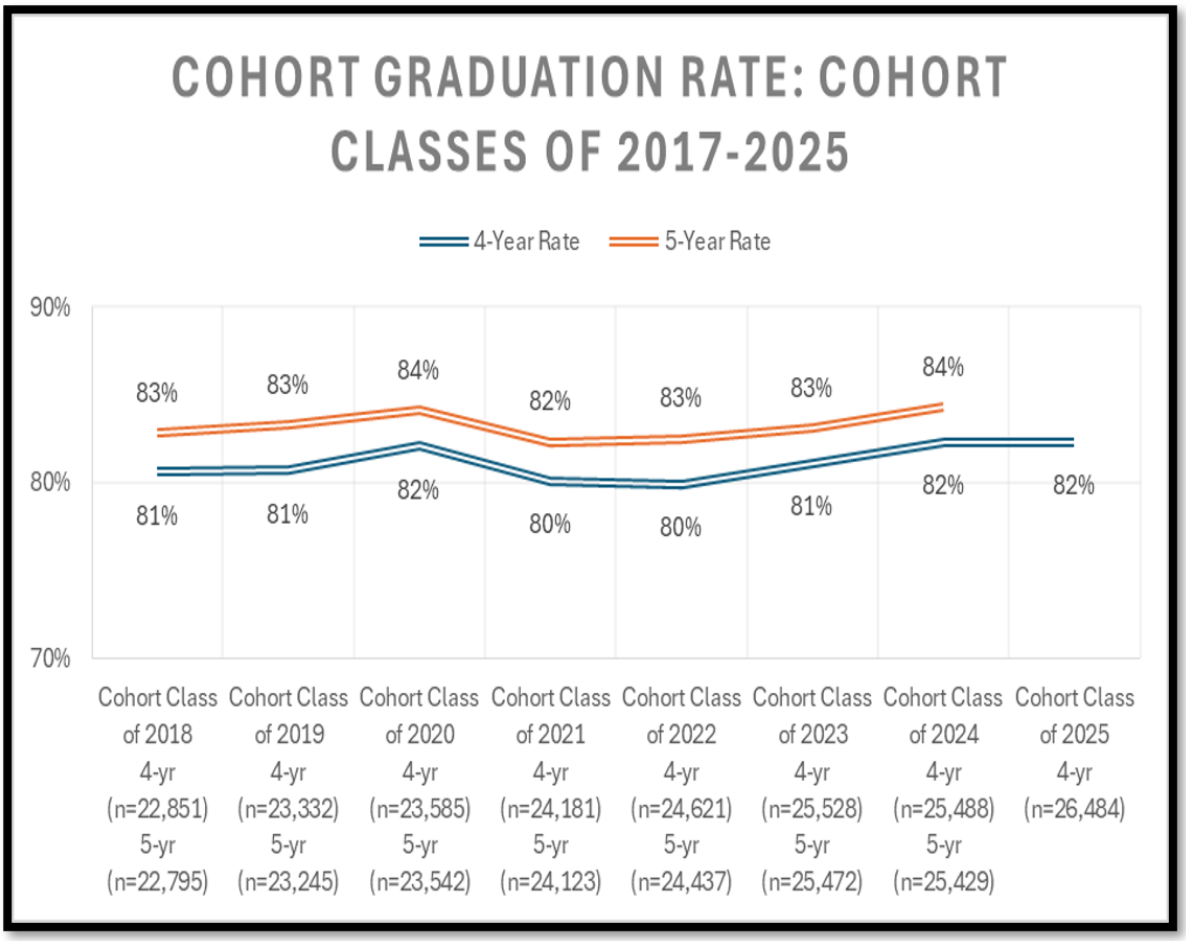
Graph 4.15: NAEP gap change since 2013, Reading Grade 8



- In 2024, gaps for students with disabilities and English learners are larger than gaps demonstrated in grade 4.
- See appendix to compare Idaho with other states—scores are lower than those in 3 states; higher than those in 25 states; and not significantly different from those in 23 states.

GRADUATION RATE

Students who are not proficient in reading by the 3rd grade are four times more likely to drop out of high school.[51] As we increase early literacy skills, future graduation rates should be impacted. However, graduation rate is an indicator of completion versus literacy proficiency, as we see that high school ISAT ELA proficiency and advanced scores are approximately 60% compared to the four-year graduation rate of about 83%. Our ultimate goal is to show that literacy rates and graduation rates reach 90% and beyond!



- Although graduation rates decreased post COVID-19, graduation rates are on the rise and are now equal to rates prior to the pandemic.
- For graduation rate by grade and subgroups, visit the Idaho Report Card.

51 Hernandez, D. J. 2011

SECTION V: CALL TO ACTION

POCKETS OF HOPE: Hamer Elementary[52]

Hamer Elementary

Fall IRI Proficiency (Tier 1) = 40% | Spring IRI Proficiency (Tier 1) = 78.6%
TOTAL GROWTH: 38.6%[53]

Hamer Elementary, out of all the public elementary schools in Idaho, had the highest literacy growth as measured by the Idaho Reading Indicator in the 2024-25 school year —a strong 38.6% growth! Several schools had impressive growth with approximately 30% difference in scores from fall to spring. However, Hamer Elementary –a small, rural school in the West Jefferson school District—had some unique practices that school leaders attributed to their even stronger literacy growth. School leaders explained that practices aligned with the science of reading alone are often not enough to promote large growth. It takes persistence, creativity, and compliance with the large l=body of research to create significant impact on reading outcomes among young students.

Haner Elementary leaders and faculty implement Multi-Tiered Systems of Support (MTSS) and use this literacy diagnostic process to inform their intervention groups. For core instruction, designed for all students (Tier 1), they use Core Knowledge Language Arts (CKLA) by Amplify. For intervention groups, designed for students in need of more intensive support, they use the 95% Group's reading program. Teachers consistently monitor progress with the Phonics Screener for Intervention (PSI) and the Phonemic Awareness Screener for Intervention (PASI), which are both aligned with their program materials. While these practices are consistent across growth schools, they remain nuanced in specific program and curriculum usages.

Practices that Superintendent and part-time Principal Shane Williams felt were most impactful were plentiful—one of which was their Professional Learning Communities (PLC) model for their collaborative teacher meetings. In these meetings, they focused on being data driven and collaborative and regularly discussed how to best utilize paraprofessionals They always kept research-based strategies at the forefront in all of their work.

From Fall 2024 to Spring 2025, Superintendent Williams says their focus did shift. Once they received their scores for the fall, they used the Response to Intervention (RTI) framework to narrow their work on specific instructional practices for students. The teachers were trained in RTI prior to implementing it in the classroom. Additionally, goals were set for each student at the beginning of the semester. Teachers, students, and parents worked together to meet these goals so students could be successful. This practice is what Superintendent Williams thinks helped increase their growth.

During the school year, there were also many small changes that impacted literacy proficiency. They did not change their core curriculum; however, they did focus more on fluency and supplemental materials. Simply using the evidence-based practices, having the right goals, using data to drive intervention instruction and groups, assessments, and collaboration, is not always enough to see growth –thought it sounds like all the right things! This is because it takes the teachers and staff inside the building to be "all in" on this—the science of reading. Shane Williams explains that his entire school is, in fact, "all in"! The teachers and staff, at the end of the day, are the ones who made the difference for students. With a supportive community and staff behind Hamer Elementary's teachers, they are able to celebrate growth, cultivate motivating environments, and ultimately make an impact on each student that sits in front of them. This is what it is all about!

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52 Special Contributor: Hailey Mace, College of Idaho student, Research Assistant, Elementary Education major

53 Idaho Report Card, n.d.

A CALL TO ACTION

Strong literacy skills are essential to engage in lifelong learning and career success. A well-educated, literate citizenry is critical for Idaho's economic growth and prosperity. It is only through collective efforts that we will effectively prepare our students for success. While Idaho's student performance data reflects some progress, we must accelerate our focus on developing our students' expanded foundational reading skills[54] and more advanced reading proficiencies.

The priorities outlined will increase opportunities for all students to **receive** effective, research-based instruction, **achieve** reading proficiency by the end of grade 3 (see Appendix F); and **apply** reading skills to improve reading comprehension in grade 3 and beyond.

Ensuring all Idaho students have the resources and support they need to develop high levels of literacy is a shared responsibility of state policymakers, districts, schools, higher education, families, and the community. We must be dedicated to becoming experts in the science of reading to ensure evidence-based practices are implemented and all students receive explicit, systematic reading instruction. As stakeholders, we will **recognize literacy as foundational to educational attainment**, **ensure all students have access** to evidence-based literacy instructional practice, and **maintain accountability** for advancing literacy achievement. Toward this aim, instructional guides and resources focused on the needs of various groups of students will be provided.

It will take dedication and commitment on everyone's part to take the necessary steps to implement the *Idaho Comprehensive Literacy Plan*. The plan sets high expectations of all stakeholders and includes strategies that will require an investment of time and resources. If the actions in this plan are implemented in an integrated, coherent manner, Idaho will make measurable progress toward our established Literacy Growth Targets and Long-Term Academic Achievement Goals for ELA/Literacy.

We must implement this plan with an emphasis on equity and access. It is our joint responsibility to remove barriers to achievement for vulnerable and underserved students, whether by race, ethnicity, gender, special needs, geography, or socioeconomic status.

This call to action should not be taken lightly– Idaho's students, families, and communities depend on us.

54 Wolf, 2025

GLOSSARY

Term	Definition
Accountability	The idea that schools or teachers are responsible for educational outcomes and should be evaluated.
Assessment Literacy	The knowledge and skills necessary to design, select, implement, score, and interpret assessments to improve student learning. It moves beyond traditional grading to focus on student-centered, ethical, and valid methods that inform instruction and measure growth.
Automaticity	Ability to read words quickly and accurately
Background knowledge	The prior knowledge a student has, or is explicitly taught before reading a text, related to the theme, content, and/or topic of the text.
Curriculum-based measures	The appraisal of student progress by using materials and procedures directly from the curriculum taught.
Decoding	Ability to translate a word from print to speech; using knowledge of sound-symbol correspondences
Diagnostic Assessment	Given at any time, diagnostic assessments are designed to extract precise information about students' specific skills and knowledge to inform instructional interventions.
Dysgraphia	The condition of impaired letter writing by hand, that is, disabled handwriting. Impaired handwriting can interfere with learning to spell words in writing and speed of writing text.
Dyslexia	Dyslexia means a specific learning challenge that is neurological in origin. It is characterized by difficulties with accurate or fluent, or both, word recognition and by poor spelling and decoding abilities, which typically result from a deficit in the phonological component of language that is

Dyslexia	often unexpected in relation to other cognitive abilities and the provision of effective classroom instruction. (Idaho Dyslexia Handbook, 2022) **Updated definition from International Dyslexia Association:** Dyslexia is a specific learning disability characterized by difficulties in word reading and/or spelling that involve accuracy, speed, or both and vary depending on the orthography. These difficulties occur along a continuum of severity and persist even with instruction that is effective for the individual's peers. The causes of dyslexia are complex and involve combinations of genetic, neurobiological, and environmental influences that interact throughout development. Underlying difficulties with phonological and morphological processing are common but not universal, and early oral language weaknesses often foreshadow literacy challenges. Secondary consequences include reading comprehension problems and reduced reading and writing experience that can impede growth in language, knowledge, written expression, and overall academic achievement. Psychological well-being and employment opportunities also may be affected. Although identification and targeted instruction are important at any age, language and literacy support before and during the early years of education is particularly effective. (IDA 2025)
Early learning providers	Agencies and individuals that provide preschool, prekindergarten, or daycare services.
English learners (ELs)	Students who are in the process of acquiring English proficiency and have a first language other than English
Evidence-based Instruction	Practices in teaching backed by high-standard, scientific studies (randomized control trials and quasi-experimental) that have been replicated with positive outcomes
Explicit, systematic instruction	A structured, systematic, and effective methodology for teaching academic skills. Explicit instruction happens when a teacher intentionally covers academic material, scaffolding on previous knowledge and ensuring students grasp new material.
Fluency	The ability to read text accurately and quickly and with expression and comprehension

Formative Assessment	Formative assessment is an intentional ongoing process – not a single test. It describes feedback discussions between teachers and students, and students and their peers that happen during instruction. It's a deliberate process that is used to provide specific insight into student learning and allow for educators to adjust teaching strategies accordingly.
Interim Assessment	Interim assessments are typically used to determine whether students are on track toward proficiency of the content standards. Interim assessments may be selected by teachers in the classroom to meet several instructional purposes or administered after sufficient teaching and learning has occurred.
Language structures	One strand of Scarborough's Reading Rope model, this skill area includes understanding how sentences and language are organized, and knowledge of syntax, sentence structure, and academic language in order to connect ideas and understand meaning in text.
Listening comprehension	The ability to understand and interpret spoken language, including words, sentences, and meaning.
Literacy	The ability to read, write, speak, and understand language in order to communicate and access information
Literacy knowledge	One strand of Scarborough's Reading Rope model, this skill area includes understanding different types of texts and how they are organized. knowledge of genres and text structure, and how authors organize and present information.
Morphology	The study of word parts related to meaning (e.g. education = educate + tion)
Multi-tiered systems of support (MTSS)	Idaho Multi-Tiered System of Support (MTSS) is a prevention-based framework of team-driven, data-based decision-making for improving outcomes for all students. The five essential components of Idaho's MTSS include: leadership, assessment, data-based decision making, multi-tiered instruction, and engagement with families, caregivers, and the community.

Multilingual learners	Students developing proficiency in multiple languages, including English, while often speaking another language at home
Multisyllabic words	Words containing two or more syllables.
Onboarding	Is the act of bringing new employees up to speed on the organization's goals, strategies, rules, internal processes, expectations, and culture.
Outcomes Assessment	An assessment used to determine the extent to which students have achieved intended learning outcomes or performance goals, often at a broader level (e.g., grade, program, or system).
Phonemic Awareness	Phonemic awareness is the highest level of phonological awareness and is the ability to hear, identify, and manipulate the individual sounds in spoken words.
Phonics	The relationship between the sounds of spoken words and the individual letters or groups of letters that represent those sounds in written words
Phonological Awareness	An umbrella term that includes a range of skills related to recognizing and manipulating the sound structures of spoken language, including syllables, onsets, rimes, and phonemes
Phonology	The study of the sound patterns that occur within languages.
Pragmatics	The patterns and systems for language use in social context, including words and gestures
Professional learning communities	Teacher learning that is grounded in collaborative cycles of inquiry and action research, operating under the assumption that key to improved learning for students is continuous job-embedded learning for educators. Professional learning communities include the cyclical process of gathering evidence of learning, developing strategies based on those conclusions, implementing the strategies, analyzing the impact, and applying new knowledge.
Progress Monitoring	Administered frequently throughout instruction and intervention to closely monitor student progression toward mastery of concepts, skills, and grade level content.

Reading Comprehension	The process of drawing meaning from written text.
Screening Assessment	Given before instruction to inform teachers where to begin teaching core instruction, to differentiate instruction, and to flag students who are at risk for developing reading difficulties and/or who need intervention support.
Semantics	The system within a language that governs the content, intent, and meaning of spoken and written language.
Sight recognition	Unique to each reader, a sight word has been orthographically mapped in a reader's memory — its spelling, pronunciation, and meaning are securely bonded. These words are recognized automatically and effortlessly in print.
Skilled reading	the fluent, automatic execution of word recognition and high-level language comprehension, allowing the reader to focus on meaning rather than decoding. It involves active engagement through strategies like predicting, monitoring understanding, and connecting text to background knowledge
Specific learning disability (SLD)	A variety of disabilities characterized by a difficulty or delay in the development of the ability to learn or use information. This is one of the 13 categories of disability under the Individuals with Disabilities Education Act (IDEA). Sometimes referred to as learning disability (LD).
Structured Literacy	The umbrella term used to describe evidence-based approaches to reading and writing instruction that are explicit, systematic, cumulative, and diagnostic, integrating listening, speaking, reading, and writing while directly teaching the structure of language at the levels of phonology, orthography, morphology, syntax, semantics, and discourse
Summative Assessments	An evaluation used to measure student learning outcomes and level of content or skill mastery at the end of a chapter, unit, or course. Statewide summative assessments are administered at the end of the year and designed to provide systems level information for state, district, and school decision making on an annual basis.

Syntax	Rules for a language consistently used to put words together in grammatically correct sentences
Verbal reasoning	The ability to think, explain, and make connections using language; includes inferencing, comparing ideas, and expressing thinking verbally, and relies on vocabulary and background knowledge.
Vocabulary	The words we must know in order to communicate effectively.

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RESOURCES

This section of the Idaho Comprehensive Literacy Plan provides tools and resources to support the collective work of the state, districts, schools, institutions of higher education, community partners, and families in improving literacy achievement across Idaho.

Resources are organized by the **Idaho Comprehensive Literacy Plan's** essential elements, and the goal areas they serve.

COLLABORATIVE LEADERSHIP

- **The Idaho SMART Project:** A comprehensive K–3 literacy support system designed to build common language and implement evidence-based practices. Through three distinct pathways, leaders, coaches, and teachers build capacity and instructional coherence.
- **Idaho Mentor Program Standards:** Developed by the Idaho Department of Education, these standards guide the design of high-quality mentoring programs to ensure new teachers successfully transition from preservice to the profession.
- **The Reading League Compass:** A centralized hub that curates evidence-aligned resources to help administrators and school leaders make informed, data-driven decisions to improve literacy outcomes.
- **Florida Center for Reading Research (FCRR):** Offers a dedicated site for school leaders to enhance their knowledge of evidence-informed practices. It includes tools for instructional walk-throughs, curriculum decision-making, and professional development.
- **National Center on Improving Literacy (NCIL):** A federally funded resource center that provides evidence-based teaching strategies, screening tools, and intervention resources to support students with—or at risk for—literacy-related disabilities.

DEVELOPING PROFESSIONAL EDUCATORS

- **Idaho Standards for Initial Certification:** Outlines the specific knowledge, skills, and dispositions required for teacher candidates in Idaho. The **Idaho Comprehensive Literacy Standards (ICLS)**, grounded in the science of reading, are a core component of these requirements.
- **ICLS Concepts and Competency Guides:** Provides detailed breakdowns of the research-based literacy knowledge and instructional skills required of all licensed teachers in Idaho.

- **International Dyslexia Association (IDA) Standards:** Defines the essential "Knowledge and Practice Standards" (KPS) for all teachers of reading, emphasizing a Structured Literacy approach to improve student achievement.
- **The Reading League Compass (EPP Resources):** Supports Educator Preparation Programs in embedding the science of reading into coursework through model syllabi, course refinement tools, and transformation guides.
- **Center for Effective Reading Instruction (CERI):** Maintains a national directory of certified Structured Literacy professionals and provides pathways for advanced professional certification.
- **Idaho State Board of Education Approved Provider List:** A curated list of authorized institutions and organizations offering courses and exams that meet the Idaho Comprehensive Literacy Standards.
- **The Reading Institute:** Offers a free, self-paced, 10-hour "Science of Reading" introductory course designed by Dr. Katy Pace-Miles, blending theoretical foundations with practical classroom applications.
- **Mount St. Joseph Reading Science Library:** An evolving digital archive of current literature, publications, and professional organizations dedicated to the science of reading and learning.

ASSESSMENT AND DATA

- **NAEP (The Nation's Report Card):** Provides an interactive platform to explore and compare Idaho's reading data across various student groups and national benchmarks.
- **Idaho Consolidated State Plan (ESSA):** Outlines Idaho's statewide accountability system. Managed by the Idaho Department of Education, this plan is continually refined to improve support systems for all learners.
- **Idaho Content Standards for ELA/Literacy:** Current standards, which drive both the instructional materials used in our schools and the assessments we ask students to take, are reflective of Idaho building on its past strengths and also learning from a body of research and experience within Idaho and around the country.
- **Idaho State Systemic Improvement Plan (SSIP):** A multi-year initiative focused on improving literacy outcomes for students with disabilities by shifting the focus from administrative compliance to results-driven educational outcomes.
- **NCIL Pre-K Literacy Assessment:** A validated tool for parents, caregivers and early childhood educators to observe and monitor early literacy development in pre-kindergarten learners.

EFFECTIVE INSTRUCTION AND INTERVENTIONS

- **Idaho Association for the Education of Young Children (IAEYC):** Supplies families and early educators with toolkits, videos, and professional development focused on early childhood literacy.
- **Idaho Literacy Resource Center (ILRC):** A hub created by the Idaho Department of Education that offers specialized resources and information for teachers, administrators, and caregivers.
- **Idaho Early Learning eGuidelines:** Details developmental milestones and caregiver strategies across five domains, ensuring high-quality, consistent care and literacy exposure in early childhood settings.
- **Reading Universe Taxonomy:** A comprehensive framework that breaks down essential reading and writing skills into manageable "skill explainers" with accompanying lesson plans, videos, and assessments.
- **AdLit:** A specialized hub providing research-based information and resources specifically tailored to support adolescent readers and writers in middle and high school.
- **IRIS Center Glossary:** A searchable, comprehensive glossary from Vanderbilt University that defines complex literacy and special education terms for all stakeholders.
- **What Works Clearinghouse (IES) Practice Guides:** Offers evidence-based recommendations and concise guides, such as "Improving Adolescent Literacy," backed by rigorous federal research.
- **UFLI Foundations:** An explicit, systematic program developed by the University of Florida Literacy Institute for core primary instruction or as a targeted intervention for older students.

FAMILY AND CAREGIVER RESOURCES

- **FCRR Family Resource Hub:** Provides easy-to-access information and activities for parents and caregivers to support their child's literacy development at home.
- **Idaho Commission for Libraries :** Supports libraries across the state in providing free access to books and free early literacy programs.
- **Reading Rockets' "Literacy at Home":** Offers research-based strategies and activities to help families nurture reading growth and build stronger connections with their child's school.
- **Read Not Guess:** A free, email-based program that delivers daily 5-to-10-minute "mini-lessons" to parents and caregivers to help children build foundational decoding skills.
- **NABU:** A mobile app providing free, high-quality digital books in multiple mother-tongue languages, helping multilingual families bridge the gap to English literacy through engagement and representation.

APPENDICES

Appendices

Appendix A: Literacy Guidance Documents

Appendix B: Summary of Idaho Literacy Legislation

Appendix C: Annotated Timeline of Initiatives

Appendix D: Community Partnerships

Appendix E: NAEP Scores

Appendix F: Literacy by Third Grade

Appendix G: Concepts and Competency Guides

APPENDIX A

LITERACY GUIDANE DOCUMENTS

The State Board of Education and State Department of Education have identified *Literacy Guidance Documents* that are foundational to our work. They work together to align efforts to improve literacy instruction and student outcomes. Each of these documents has a distinct purpose and an intended audience:

Document	Audience(s)	Focus	Purpose
Idaho Comprehensive Literacy Plan	All stakeholders: state policymakers, state agencies, districts, schools, classrooms, parents/caregivers, and the community	Policy & Systems	Aligns state, district, and local efforts in support of literacy.
Idaho Literacy Instructional Guide *(Anticipated Fall 2026)*	Educators: District and school leaders, instructional coaches, classroom teachers, and paraprofessionals	School-level Instruction & Interventions	Provides clear guidance and instructional routines to increase the quality of literacy instruction and interventions.
Idaho Dyslexia Handbook	All stakeholders: state policymakers, state agencies, districts, schools, classrooms, educators, parents/caregivers, and the community	Policy, Systems, School-level Instruction and Interventions	Provides a clear description of dyslexia, how it should be identified, and the evidence-based instructional practices necessary to support students with dyslexia and other reading difficulties.
Idaho Multi-Tiered Systems of Support (MTSS) Guide/Handbook *(Anticipated Summer 2026)*	Educators, district and school leaders, instructional coaches, classroom teachers	School-level Instruction & Interventions	Provide common understanding and vocabulary across all content areas for building a tiered system of supports in a school or district.
Idaho Standards—Concepts and Competencies	Institutes of Higher Education: Educator Preparation Programs, deans, department chairs, faculty, district literacy leaders	Teacher Preparation	To ensure that all pre-service educator candidates seeking Idaho licensure demonstrate knowledge and competencies

Guides (Standards 1-5)			aligned with the Idaho Comprehensive Literacy Standards and the science of reading.
Idaho Comprehensive Literacy Course (ICLC) Guidance Document & Rubric	Districts and Educators: district leaders, educators—entering through alternative certification routes, interstate reciprocity, reinstatement, or interim authorization,	Licensure Candidate Preparation	Provides requirements and guidance for course creation designed for candidates seeking Idaho licensure.
Science of Reading Defined (Brown, 2026)	Superintendents, building principals	School-level Instruction & Interventions	Provides clear definitions of key terms alongside helpful resources and implementation tips.
System Level Strategies from Ohio's Plan to Raise Literacy Achievement (2025)	Classroom teachers, building administrators, district leaders, state agencies	Literacy across systems	Outlines key components for literacy at each tier of the educational systems
International Dyslexia Associations Knowledge and Practice Standards	Institutes of Higher Education: Educator Preparation Programs	Competencies for teachers of reading	Outlines key knowledge and practice standards for integration into educator preparation programs.

APPENDIX B

SUMMARY OF IDAHO LITERACY LEGISLATION

IDAHO LITERACY ACHIEVEMENT AND ACCOUNTABILITY ACT
Title 33 Chapter 18
"Idaho Literacy Achievement and Accountability Act."

- Legislature charges the State Board of Education and the State Department of Education with holding local education providers accountable for providing reading instruction focused on foundational reading skills: phonemic awareness, phonics, fluency, vocabulary, and text comprehension (§33-1803, Idaho Code).

- The State Board of Education develops, maintains, and updates the Idaho Comprehensive Literacy Plan. This is updated through collaborative efforts every five years and provides updates and strategies for ensuring students develop strong literacy skills (§33-1804, Idaho Code).

- Every child should read at or above grade level by the end of grade 3 (§33-1805, Idaho Code).
  - LEAs must offer reading intervention programs for students that demonstrate deficiencies in reading
  - Plans must focus on foundational reading skills and monitor student progress and be created within 30 days of identification
  - LEAs must notify parents
  - LEAs must report the number of students on plans
  - The State Department of Education compiles and publicly reports data
  - The State Department of Education provides assistance to districts

- Assessment system (§33-1806, Idaho Code)
  - The State Department of Education must facilitate a single statewide test that assesses foundational skills at appropriate grade levels twice a year
  - The percentage of proficient students is public, and the IDE must maintain a data dashboard
  - Curricular materials to be based on evidence-based best practices and to align with the Idaho Comprehensive Literacy Plan

- Literacy Intervention Program (§33-1807, Idaho Code)

  - Each LEA must provide additional literacy instruction to those students scoring below proficient on the fall statewide assessment
  - Literacy programs must be submitted to the State Board of Education
  - The SBE outlines specific requirements for the plans

- Preparing Educators (§33-1808, Idaho Code)
  - State Board of Education reviews educator preparation programs who must align curriculum to the Idaho Comprehensive Literacy Plan
  - Teachers on interim, alternate routes, or transferring licensure from other states must verify completion of the Idaho Comprehensive Literacy Course or Assessment

- Accountability and Improvement (§33-1809, Idaho Code)
  - Local school boards must receive support and training
  - Literacy goals and results are publicly reported

- Rulemaking Authority (§33-1810, Idaho Code)
  - The State Board of Education may promulgate rules

- Dyslexia Legislation (§33-1811, Idaho Code)
  - State Department of Education identifies strong screening tools and intervention practices. Schools must administer schoolwide dyslexia screening measures K-5
  - Tier 2 diagnostics must follow when student is identified as having characteristics of dyslexia by screening, teacher, or parent
  - Schools must notify parents and provide evidence-based interventions
  - State Department of Education maintains a list of professional development requirements and approved courses
  - All relevant personnel must complete professional development in the characteristics of Dyslexia

APPENDIX C

LITERACY IN IDAHO: AN ANNOTATED TIMELINE OF INITIATIVES

For decades, Idaho has prioritized literacy. Beginning in earnest in 1998, Idaho continues to prioritize collaborative leadership, the development of professional educators, robust assessment and data systems, and effective instruction and interventions. This iterative process demonstrates Idaho's commitment to ensuring that **ALL Idaho students**, regardless of background, ability, or location:

- **Receive** effective, evidence-based literacy instruction and intervention grounded in the science of reading.
- **Achieve** reading proficiency by the end of grade 3 (see Appendix F), as referenced in Idaho statute– Idaho Literacy Achievement and Accountability Act §33-1805, Idaho Code.

The annotated timeline celebrates significant moments in Idaho's literacy history.

1998

- State Board of Education adopts the first Idaho Comprehensive Literacy Plan
  - This K-12 plan articulates how we should align our literacy work across the state so that every child becomes a reader and writer. It emphasizes expanded foundational skills[55] in the early grades (K-3) and more advanced literacy skills in grades 4 and beyond and is aligned to the Idaho State Content Standards in English Language Arts/Literacy.
  - Every five years, the State Board of Education is legislatively required to update the plan, convening a collaborative group that includes literacy experts and representation from public schools and educator preparation programs.
  - The plan articulates progress made and establishes goals and evidence-based strategies for the next five years.

1999

- The State Board of Education builds on the foundation by launching the Idaho Reading Initiative
  - The initiative included three major components:
    - The Idaho Reading Indicator, administered twice annually to identify K–3 students reading below grade level;
    - An intervention requirement mandating school districts to provide 40 additional hours of instruction beyond the regular school day for students not meeting proficiency; and
    - The Idaho Comprehensive Literacy Exam, requiring pre-service teachers to demonstrate proficiency in language structure and literacy knowledge prior to certification.

[55] Wolf, 2025

2001

- The Idaho Legislature amends statute to establish reading goals.
  - The statutory change requires all schools to ensure 85% of students are reading at grade level by the end of third grade.

2004

- Idaho requires pre-service teachers to take the Idaho Comprehensive Literacy Assessments.

2007

- Updated certification requirements for teachers
  - Pre-service teachers, those transferring out-of-state certification, and those renewing their license are required to take either the Idaho Comprehensive Literacy Course (ICLC) or Idaho Comprehensive Literacy Assessment (ICLA).
  - Idaho adopts Idaho-specific probes from AIMSWeb as the IRI
  - The IRI Steering Committee recommended shifting the Idaho Reading Indicator to a new assessment, AIMSWeb, and the state worked with the company to develop Idaho-specific probes to be used as the IRI assessment.

2013

- Governor Otter's Task Force for Education - Literacy Committee release recommendations
  - Commissioned by former Governor Butch Otter, the Task Force focused on improving Idaho's overall education system, leading to multiple recommendations
    - One recommendation focused specifically on literacy advocating for student mastery of literacy prior to content learning
- The State Department of Education evaluates the use of the IRI.
  - The SDE contracted with Dr. Kristi Santi and Dr. David Francis from the University of Houston to conduct a review and analyze the quality and use of the current IRI.
  - Their findings indicated that the IRI was not being used for its intended purpose of identifying children at risk for reading failure but was being used for teacher evaluation.
  - The evaluators recommended reevaluating how the AIMSWeb probes were used.

2015

- Three literacy-related groups recommend updates to the state's literacy initiative
  - **Idaho Higher Education Literacy Partnership (IHELP)** re-established to improve collaboration amongst literacy professionals at the state's institutions of higher education and to provide the State Department of Education and State Board of Education with feedback regarding the ICLC, ICLA, the Literacy Standards for Educator Preparation, and applicable sections of rule. IHELP is managed by the literacy professionals from all Idaho colleges and universities that facilitate coursework for pre- and in-service educators.

- **The Literacy Implementation Committee**, a subgroup of the previous Governor's Task Force for Improving Education - Literacy Committee, convened to develop recommendations for specific, actionable changes to statute and rule related to the state's literacy strategies. The committee provided its recommendations to the State Board of Education in June 2015. These recommendations were primarily related to expansion of state-funded literacy interventions for struggling early elementary students (from 40 hours for all non-proficient students to 30 or 60 hours depending on the student's IRI score) and potential adjustments to the IRI. The Committee also established the Early Literacy Assessment Working Group.
- **The Early Literacy Assessment Working Group** was created as a result of the Literacy Committee's recommendation that Idaho consider using a different assessment or assessment package for early literacy (IRI). The Early Literacy Assessment Working Group identified and prioritized the state's needs for an early literacy assessment and conducted a Request for Information (RFI) to review available assessments on the market to determine if there were any that might meet the state's needs. In 2016, the Working Group recommended to the State Board of Education that Idaho shift the IRI to a computer-adaptive assessment capable of measuring multiple aspects of literacy/reading and provided a draft Request for Proposals (RFP).

- State Board of Education adopts the 2015 Idaho Comprehensive Literacy Plan

2016

- The Idaho Legislature makes substantial changes to statute based on recommendations from the Literacy Implementation Committee
  - The statute requires all districts and charter schools to create a LEA-level Literacy Intervention Program Plan aligned to the Idaho Comprehensive Literacy Plan,
  - The statute mandates 30 and 60 hours of intervention for non-proficient students dependent on their fall IRI score.
  - Additionally, separate legislation was brought forward and approved requiring individual reading plans for non-proficient students and ensuring that parents/guardians would have the opportunity to participate in the development of those plans.
  - Governor C.L. "Butch" Otter requested a significant increase in literacy funding for interventions, and the Legislature approved a total of $13 million for interventions, as well as additional funds for the implementation of a new IRI assessment.
    - The State Department of Education facilitated a request for proposal (RFP) process that resulted in the adoption of Istation's Indicators of Progress (ISIP) Early Reading as the IRI. The test was piloted / field tested with a limited number of districts in the 2017-2018 school year and was launched statewide in the 2018-2019 school year.

2017

- Based on work done by IHELP and the Professional Standards Commission (PSC), the Board approves changes to the ICLC, ICLA, and the Literacy Standards for Educator Preparation

2018

- Based on a 2016 Request for Proposal (RFP) process, Idaho implements the Istation Indicators of Progress - Early Reading (ISIP-ER) as the IRI
  - Istation's Indicators of Progress (ISIP) Early Reading as the IRI. The test was piloted / field tested with a limited number of districts in the 2017-2018 school year and was launched statewide in the 2018-2019 school year.

2019

- The Idaho Legislature approves Governor Little's request to increase literacy intervention funding to a total of $26 million
  - Districts have used this funding to purchase intervention curricula and programs and to hire additional personnel to support students in reading.
- Governor Little's "Our Kid's, Idaho's Future" Governor's Task Force for Education releases recommendations, including an emphasis on early literacy

2020

- Update & revision of the Comprehensive Literacy Plan
- The Idaho Striving to Meet Achievement in Reading Together (SMART) Project began
  - The project focuses on building strong literacy foundations in classrooms through professional learning.
  - Trained SMART coaches work one-on-one with K-3 classroom teachers to build teacher knowledge through book studies and teacher skill through observation and coaching cycles.

2022

- Legislation and training expanded to ensure that all readers receive support.
  - Increased literacy funding from $26 million to $72 million, which was specifically intended to give districts the ability to adopt full-day kindergarten options.
  - House Bill 731, known as the Dyslexia legislation passed.
    - This added a requirement for educators with particular endorsements to complete training in recognizing the characteristics of dyslexia.
    - By the year 2025, a professional development credit is required to renew teacher certification.
    - The legislation also requires districts to use the Idaho Reading Indicator to screen all K-3 students for characteristics of Dyslexia. When a student's performance indicates possible risk, districts must notify parents and provide additional diagnostic assessments to determine instructional needs.
    - The Idaho State Department of Education maintains a list of both professional development courses for teachers and approved assessments for districts.
- The Idaho State Department of Education partnered with literacy experts to create a Dyslexia Handbook.

- This guidance document provides an overview of Dyslexia, of structured literacy, and of potential resources for schools and families.

- IHELP collaboratively revises and updates the ICLS.
  - An additional standard, applicable to all teachers, was added.
  - The fifth standard focused on diverse reading and writing profiles.
  - Additional revisions were made to the four existing state specific requirements, these updates increased clarity and alignment to evidence-based practices and recommendations of the International Dyslexia Association.
  - IHELP also updated the ICLAs. Participating institutions required all preservice candidates to pass all of the exams to receive an institutional recommendation for certification.

2023

- Idaho Path Forward Cohort begins.
- IHELP changes the name of the ICLAs to the Idaho Comprehensive Literacy Standard Exams.

2025

- Senate Bill 1069 is passed
  - Provides an additional $5 million for ongoing SMART project funding.
- After an RFP process, Idaho selects and implements Amira as the IRI vendor.

2026

- The State Department of Education updates Idaho Comprehensive Literacy Standard Course requirements.
  - The SDE partners with IHELP members to create a rubric.
- The Idaho Comprehensive Literacy Plan is updated and revised.

APPENDIX D

COMMUNITY PARTNERSHIPS

- **Cultivating Readers**
  - The Cultivating Readers Project developed by the Idaho Department of Education, was a multi-year initiative designed to strengthen how reading is taught in early grades, particularly for students with disabilities. A central component of the project was providing professional development and technical assistance to educators. Through Idaho's State Personnel Development Grant (SPDG), teachers, instructional coaches, and school leaders received training, coaching, and ongoing support in the science of reading and structured literacy practices. This work helped lay the foundation for later statewide literacy efforts, including the evolution into initiatives like the Idaho SMART Project, SMART 2.0, which continue Idaho's focus on ensuring all students become proficient readers.

- **Decoding Dyslexia**
  - Decoding Dyslexia is a nationwide, grassroots movement dedicated to improving outcomes for students with dyslexia through education, advocacy, and policy. The Idaho state chapter, Decoding Dyslexia Idaho (DDID), was founded in 2018 and is a 501(c)(3) nonprofit that partners with families, educators, and policymakers to advance awareness, early identification, and access to evidence-based instruction aligned with the science of reading. DDID is dedicated to raising funds to support evidence-based teacher training, equipping educators with the knowledge and skills to teach all children to read. The organization has contributed to the development and passage of dyslexia-related legislation in Idaho and continues to support implementation through collaboration, professional learning, and community outreach. This work aligns with the Idaho Comprehensive Literacy Plan by promoting coherence between research, policy, and classroom practice to ensure all students, including those with dyslexia, have access to effective literacy instruction.

- **High Impact Tutoring**
  - **Boise State University** trains preservice teachers seeking an Idaho literacy/early literacy endorsement to design and deliver literacy intervention in three different tutoring formats: on-campus face-to-face, remotely over zoom, and in school-based after-school tutoring clinics. The Boise State Literacy Lab serves children and adolescents in grades K-12 using a Structured Literacy approach guided by continuous diagnostic assessment. Tutors are provided continuous support and feedback by university professors and graduate students throughout the duration of the clinic.

- **College of Idaho** provides one-on-one or small group tutoring to students from a local school district. Faculty lead two high impact tutoring models–intervention time during the school day and an after-school model at the *College of Idaho* campus. The purpose of the in-school model is to train advanced pre-service teachers how to administer and interpret literacy assessments and design and deliver intervention sessions to help students meet their literacy goals. The purpose of the afterschool *Literacy Learning Lab* is two-fold: a) to provide preservice teachers and undergraduate students with paid tutoring positions to aid them in developing a deep knowledge of reading science, and b) to improve overall reading outcomes for young students. Tutors are trained in Reading Go! and/or Reading Ready (programs aligned with reading science) as part of a partnership with The Reading Institute based in New York City. The tutoring is free for all participants. In both models, pre-service teachers are trained and provide the tutoring as part of their educator preparation program.
- **Reading Corps** is a high-impact tutoring program founded on the people power of AmeriCorps and the science of learning. Reading Corps partners with schools across Idaho providing tutors and academic support designed to help students become successful readers. Tutors serve in a school full-time or part-time, providing research-based reading tutoring to kindergarten through third grade students who need extra support. Intervention sessions are 20 minutes long; each student is tutored 100 minutes per week. They track student progress and regularly meet with coaches to assess data and work toward learning targets. Tutors receive comprehensive training and coaching with a focus on research-based strategies. Coaching specialists work with tutors and school staff to review data.

- **Reading League Idaho**
  - The Reading League Idaho is a state chapter of the national organization dedicated to advancing literacy through the science of reading. The organization works to support educators across Idaho by increasing awareness, knowledge, and application of evidence-based reading instruction. Through professional learning opportunities, resources, and statewide collaboration, The Reading League Idaho helps educators strengthen instructional practices aligned to structured literacy. In addition, the organization promotes a shared understanding that all students can learn to read and works to build a connected network of educators committed to improving literacy outcomes across the state.

- **SMART Project**
  - **SMART (Striving to Meet Achievement in Reading Together)** is a multiyear K–3 professional development (general education, special education, and paraeducators) initiative launched by the Idaho Department of Education. The Department partners with districts and teachers throughout the state to develop supportive community partnerships. The project aims to improve early literacy instruction by grounding educators in the science of reading practices. The

IDE develops a coaching cadre who then work in partnership districts. Three pathways support educators in multiple roles: classroom educators, district and/or building coaches, and leadership.

- **Sun Valley Early Literacy Summit**
  - **The Sun Valley Early Literacy Summit** is an annual three-day learning seminar for K-3 teachers presented by The Community Library in Ketchum, Idaho, each June. The Summit focuses on the foundations of the science of reading, including the components of structured literacy, the role of oral language, the impact of phonemic awareness, and the principles that govern spelling. The Summit works to develop informed teaching strategies to meet the needs of English learners and students presenting characteristics of dyslexia. Throughout the Summit, participating teachers work toward developing diagnostic approaches to student learning. In addition, the Summit strives to grow a collegial network for teachers to support each other and to promote a broad culture of literacy across the state.

- **Vandal Early Literacy Symposium**
  - The **Vandal Early Literacy Symposium (VELS)** is a professional learning initiative led by the University of Idaho to improve early literacy outcomes for children across Idaho. VELS equips K–3 educators with evidence-based literacy practices based on the science of reading, and connects them to nationally recognized experts, university faculty, and peer mentors.

APPENDIX E

NAEP SCORES

The Nation's Report Card: 2024 Reading State Snapshot Report, Idaho, Grade 4

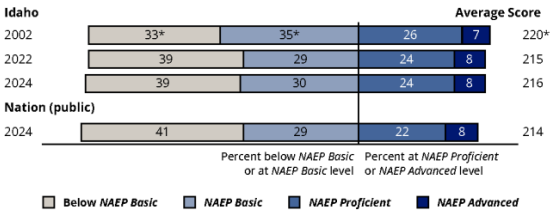
The Nation's Report Card

2024 READING STATE SNAPSHOT REPORT
IDAHO ■ GRADE 4 ■ PUBLIC SCHOOLS

OVERALL RESULTS

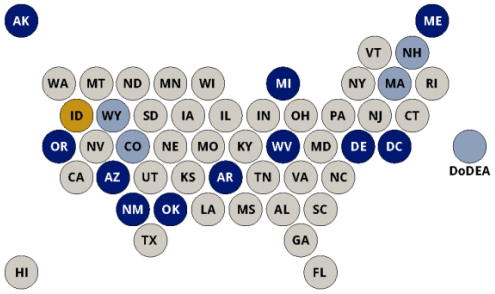
- In 2024, the average score of fourth-grade students in Idaho was 216. This was not significantly different from the average score of 214 for students in the nation.
- The average score for students in Idaho in 2024 (216) was not significantly different from their average score in 2022 (215) and was lower than their average score in 2002 (220).
- The percentage of students in Idaho who performed at or above the *NAEP Proficient* level was 32 percent in 2024. This percentage was not significantly different from that in 2022 (32 percent) and in 2002 (32 percent).
- The percentage of students in Idaho who performed at or above the *NAEP Basic* level was 61 percent in 2024. This percentage was not significantly different from that in 2022 (61 percent) and was smaller than that in 2002 (67 percent).

NAEP ACHIEVEMENT-LEVEL PERCENTAGES AND AVERAGE SCORE RESULTS



* Significantly different ($p < .05$) from the state's results in 2024. Significance tests were performed using unrounded numbers.
NOTE: NAEP achievement levels are to be used on a trial basis and should be interpreted and used with caution. Detail may not sum to totals because of rounding.

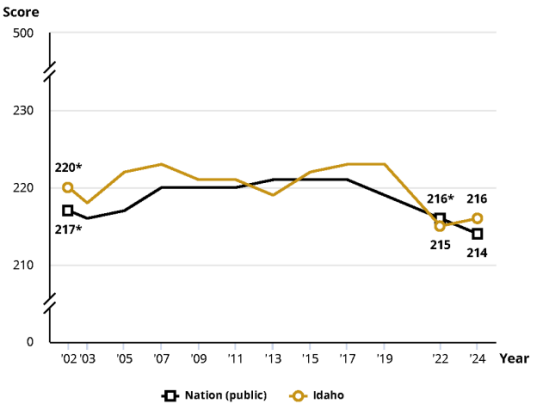
COMPARE THE AVERAGE SCORE IN 2024 TO OTHER STATES/ JURISDICTIONS



In 2024, the average score in Idaho (216) was
- lower than those in 5 states/jurisdictions
- higher than those in 11 states/jurisdictions
- not significantly different from those in 35 states/jurisdictions

DoDEA = Department of Defense Education Activity (overseas and domestic schools).

AVERAGE SCORES FOR STATE/JURISDICTION AND THE NATION (PUBLIC)



* Significantly different ($p < .05$) from 2024. Significance tests were performed using unrounded numbers.

RESULTS FOR STUDENT GROUPS IN 2024

REPORTING GROUPS	PERCENTAGE OF STUDENTS	AVG. SCORE	PERCENTAGE AT OR ABOVE *NAEP* *BASIC*	PERCENTAGE AT OR ABOVE *NAEP* *PROFICIENT*	PERCENTAGE AT *NAEP* *ADVANCED*
Race/ethnicity					
American Indian/Alaska Native	1	‡	‡	‡	‡
Asian	1	‡	‡	‡	‡
Black	1	‡	‡	‡	‡
Hispanic	21	201	46	18	3
Native Hawaiian/Pacific Islander	#	‡	‡	‡	‡
Two or More Races	3	‡	‡	‡	‡
White	72	221	67	36	9
Gender					
Male	51	211	57	28	6
Female	49	220	66	36	9
Economically disadvantaged status					
Economically disadvantaged	41	204	50	23	4
Not economically disadvantaged	56	224	70	38	10

Rounds to zero.
‡ Reporting standards not met.
NOTE: Detail may not sum to totals because of rounding, and because the "Information not available" category for the Economically Disadvantaged Status is not displayed. Black includes African American and Hispanic includes Latino. Race categories exclude Hispanic origin.

SCORE GAPS FOR STUDENT GROUPS

- Data are not reported for Black students in 2024, because reporting standards were not met.
- In 2024, Hispanic students had an average score that was 19 points lower than that for White students. This performance gap was not significantly different from that in 2002 (27 points).
- In 2024, male students in Idaho had an average score that was lower than that for female students by 9 points.
- In 2024, students who were identified as economically disadvantaged had an average score that was 20 points lower than that for students who were identified as not economically disadvantaged. This performance gap was not significantly different from that in 2002 (19 points).

ies NATIONAL CENTER FOR EDUCATION STATISTICS
Institute of Education Sciences

NOTE: The NAEP reading scale ranges from 0 to 500. Results presented in this report are based on public school students only. Statistical comparisons are calculated on the basis of unrounded scale scores or percentages. Score gap results for "Black," "Hispanic," and "White" presented in this report are based on the 6-category race/ethnicity variable with data available starting in early 1990s. Read more about how to interpret NAEP results from the reading assessment at interpret results. For more information and additional comparisons please visit the Nation's Report Card and NAEP Data Explorer.
SOURCE: U.S. Department of Education, Institute of Education Sciences, National Center for Education Statistics, National Assessment of Educational Progress (NAEP), 2002–2024 Reading Assessments.

The Nation's Report Card: 2024 Reading State Snapshot Report, Idaho, Grade 8

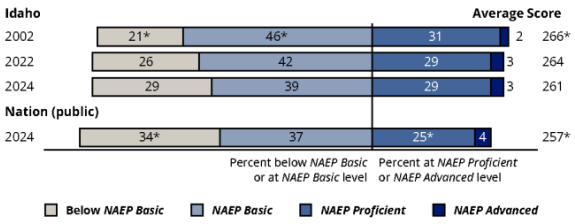
The Nation's Report Card

2024 READING STATE SNAPSHOT REPORT
IDAHO ■ GRADE 8 ■ PUBLIC SCHOOLS

OVERALL RESULTS

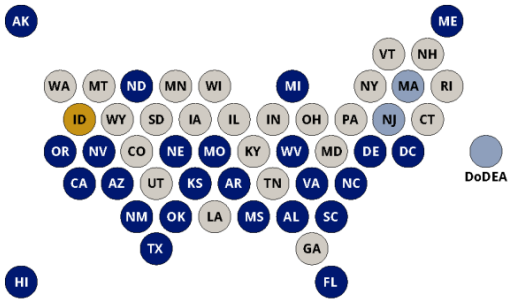
- In 2024, the average score of eighth-grade students in Idaho was 261. This was higher than the average score of 257 for students in the nation.
- The average score for students in Idaho in 2024 (261) was not significantly different from their average score in 2022 (264) and was lower than their average score in 2002 (266).
- The percentage of students in Idaho who performed at or above the *NAEP Proficient* level was 32 percent in 2024. This percentage was not significantly different from that in 2022 (32 percent) and in 2002 (34 percent).
- The percentage of students in Idaho who performed at or above the *NAEP Basic* level was 71 percent in 2024. This percentage was not significantly different from that in 2022 (74 percent) and was smaller than that in 2002 (79 percent).

NAEP ACHIEVEMENT-LEVEL PERCENTAGES AND AVERAGE SCORE RESULTS



* Significantly different ($p < .05$) from the state's results in 2024. Significance tests were performed using unrounded numbers.
NOTE: NAEP achievement levels are to be used on a trial basis and should be interpreted and used with caution. Detail may not sum to totals because of rounding.

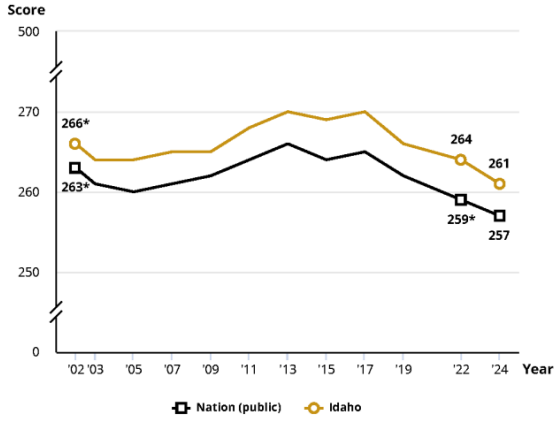
COMPARE THE AVERAGE SCORE IN 2024 TO OTHER STATES/ JURISDICTIONS



In 2024, the average score in Idaho (261) was
- lower than those in 3 states/jurisdictions
- higher than those in 25 states/jurisdictions
- not significantly different from those in 23 states/jurisdictions

DoDEA = Department of Defense Education Activity (overseas and domestic schools).

AVERAGE SCORES FOR STATE/JURISDICTION AND THE NATION (PUBLIC)



* Significantly different ($p < .05$) from 2024. Significance tests were performed using unrounded numbers.

RESULTS FOR STUDENT GROUPS IN 2024

REPORTING GROUPS	PERCENTAGE OF STUDENTS	AVG. SCORE	PERCENTAGE AT OR ABOVE *NAEP BASIC*	PERCENTAGE AT OR ABOVE *NAEP PROFICIENT*	PERCENTAGE AT *NAEP ADVANCED*
Race/ethnicity					
American Indian/Alaska Native	1	‡	‡	‡	‡
Asian	1	‡	‡	‡	‡
Black	1	‡	‡	‡	‡
Hispanic	20	245	55	20	1
Native Hawaiian/Pacific Islander	#	‡	‡	‡	‡
Two or More Races	3	‡	‡	‡	‡
White	74	265	76	35	3
Gender					
Male	51	257	68	28	2
Female	49	265	75	36	3
Economically disadvantaged status					
Economically disadvantaged	33	247	57	20	1
Not economically disadvantaged	67	268	78	38	4

Rounds to zero.
‡ Reporting standards not met.
NOTE: Detail may not sum to totals because of rounding, and because the "Information not available" category for the Economically Disadvantaged Status is not displayed. Black includes African American and Hispanic includes Latino. Race categories exclude Hispanic origin.

SCORE GAPS FOR STUDENT GROUPS

- Data are not reported for Black students in 2024, because reporting standards were not met.
- In 2024, Hispanic students had an average score that was 20 points lower than that for White students. This performance gap was not significantly different from that in 2002 (21 points).
- In 2024, male students in Idaho had an average score that was lower than that for female students by 8 points. This performance gap was narrower than that in 2002 (14 points).
- In 2024, students who were identified as economically disadvantaged had an average score that was 21 points lower than that for students who were identified as not economically disadvantaged. This performance gap was wider than that in 2002 (11 points).

ies NATIONAL CENTER FOR EDUCATION STATISTICS
Institute of Education Sciences

NOTE: The NAEP reading scale ranges from 0 to 500. Results presented in this report are based on public school students only. Statistical comparisons are calculated on the basis of unrounded scale scores or percentages. Score gap results for "Black," "Hispanic," and "White" presented in this report are based on the 6-category race/ethnicity variable with data available starting in early 1990s. Read more about how to interpret NAEP results from the reading assessment at interpret results. For more information and additional comparisons please visit the Nation's Report Card and NAEP Data Explorer.
SOURCE: U.S. Department of Education, Institute of Education Sciences, National Center for Education Statistics, National Assessment of Educational Progress (NAEP), 2002–2024 Reading Assessments.

APPENDIX F

LITERACY BY THIRD GRADE

To create a culture that prioritizes literacy, **ensures all students have access to evidence-based instruction**, and **maintains accountability,** we must do the following:

1. Support families in providing home environments that encourage language and literacy development.
   - Increase face-to-face verbal interaction in adults' home language or languages (from birth).
   - Use poems, songs, and rhymes in adults' home language or languages (from birth).
   - Minimize screen time on personal devices (from birth).
   - Read with and to children in adults' home language or languages (start early).
   - Encourage writing and drawing with paper, chalk, and white boards.
   - Include literacy play with alphabet blocks, letters (felt or magnetic) games, and toys.
   - Encourage bilingual development for English learners.

2. In addition to supporting families in home environments, provide early school experiences that build upon and strengthen students' early language and literacy development.
   - Implement explicit, systematic teaching of phonological awareness, letters, and sounds.
   - Increase oral language development in home language and English.
   - Use a knowledge-building curriculum.
   - Implement explicit, systematic beginning phonics, decoding, and encoding instruction.
   - Include home-school collaboration to promote language and literacy development.
   - Include appropriate screening for potential reading difficulties.
   - Use diagnostic assessments for those not meeting reading proficiency.
   - Implement effective use of MTSS to provide additional targeted and intensified explicit, systematic instruction for children at risk.
   - Provide ongoing progress monitoring for all.

3. Foster literacy development in 1st through 3rd grades.
   - Continue appropriate screening and diagnostic assessments for potential reading difficulties.
   - Continue oral language development in home language and English.
   - Continue explicit expanded foundational skills instruction, as needed, + spelling instruction.
   - Increase emphasis on automaticity and reading fluency, based on student strengths.
   - Continue knowledge-based curriculum.
   - Continue home-school collaboration to promote language and literacy development.

- Continue effective use of MTSS (link guide) to provide additional targeted and intensified explicit, systematic instruction for children at risk.
- Continue ongoing progress monitoring for all.

4. Continue to strengthen Educator Preparation Programs (EPPs) and professional development for teachers to support all the above
   - Continue to align coursework with the Comprehensive Literacy Standards (within the Idaho Standards for Initial Certification of Professional School Personnel, State Specific Standards) to ensure implementation success.

5. Engage school and community libraries, librarians, literacy-supporting programs, non-profits, and other community members as partners in

6. Continue to support professional development activities that support teachers in developing a deep knowledge of reading science.

7. Continue to support high impact tutoring models that show literacy growth among students with reading difficulties.

**Adapted from Goldenberg, C. (2026). Literacy by 9.*

APPENDIX G

IHELP CONCEPTS AND COMPETENCIES GUIDES

IHELP

The Idaho Higher Education Literacy Partnership (IHELP) is a consortium of literacy faculty members from teacher preparation programs in public and private higher education institutions throughout the state. We have been working since 2014 to advocate for and advance literacy education in Idaho as set forth in the Idaho Comprehensive Literacy Plan (ICLP). The mission of IHELP is to work together across institutions to prepare preservice teachers who understand the science of reading and writing and who execute strong literacy pedagogy to advance evidence-based literacy practices throughout the state. This work is multi-pronged and is associated with teacher preparation quality assurance, teacher certification, and clinical practice (including support for literacy instruction in K-12 schools). IHELP has been instrumental in improving and elevating literacy teacher preparation in Idaho.

CONCEPT AND COMPETENCY GUIDES

IHELP developed and revised The Concepts & Competency Guides (C&C), aligning them with the Idaho Comprehensive Literacy Standards. The guides are also informed by the International Dyslexia Association's Knowledge & Practice Standards and were created to support teacher preparation programs in designing and aligning literacy courses. IHELP regularly updates and revises the C&C Guides, based on current research and state requirements.

Standard	Audience	Updated
Standard 1: Foundational Literacy Concepts	Elementary Teachers	2026
Standard 2: Fluency, Vocabulary Development and Comprehension	Elementary and Secondary Teachers	2024
Standard 3: Literacy Assessment Concepts	Elementary Teachers	2025
Standard 4: Writing Process	Elementary and Secondary Teachers	2026

Standard 5: Diverse Reading and Writing Profiles	Elementary and Secondary Teachers	2026
Standards 1-5 for Administrators	Administrators	2025

IDAHO DIGITAL LEARNING ACADEMY

SUBJECT

Idaho Digital Learning Academy Annual Report

REFERENCE

2002	Idaho Legislature created Idaho Digital Learning Academy (IDLA) as an online, school-choice learning environment.

APPLICABLE STATUTE, RULE, OR POLICY

Sections 33-5501 to 33-5509, Idaho Code
IDAPA 08.04.01 Rules Governing the Idaho Digital Learning Academy

BACKGROUND/DISCUSSION

The 2002 Idaho Legislature created the Idaho Digital Learning Academy (IDLA) as an online, school-choice learning environment (Title 33 Chapter 55, Idaho Code). Now doing business as Idaho Digital Learning Alliance, IDLA is a statewide virtual school that provides Idaho students and school districts with access to a diverse array of online courses and opportunities.

IDLA is a service to Idaho districts and students, including traditional, home-schooled, at-risk, and gifted learners. Rigorous online courses are delivered by highly qualified Idaho faculty. They assist the state in preparing Idaho students to meet high school graduation requirements, the content standards, increased demand from colleges and industry, and the workforce.

In the 2025-2026 school year, IDLA served approximately 56,695 enrollments, a 10% increase from 2024-2025. Nearly 100% of Idaho's high schools participated in 2025-2026. The number one reason for taking IDLA courses is “online course preference,” with “classes not offered locally” in second place. Other reasons include scheduling conflicts, dual credit, early graduation, availability of electives, and credit recovery. Attachment 2 provides an operational update, including the organization’s fees, acceptable use policy, and accreditation.

IMPACT

Per IDAPA 08.04.01, IDLA must submit an annual report to the State Board of Education. This report fulfills this requirement for fiscal year 2026.

ATTACHMENTS

Attachment 1 – IDLA Annual Report 2025-26
Attachment 2 – IDLA Operational Information

BOARD STAFF COMMENTS AND RECOMMENDATIONS

Informational item; no Board staff recommendations.

BOARD ACTION

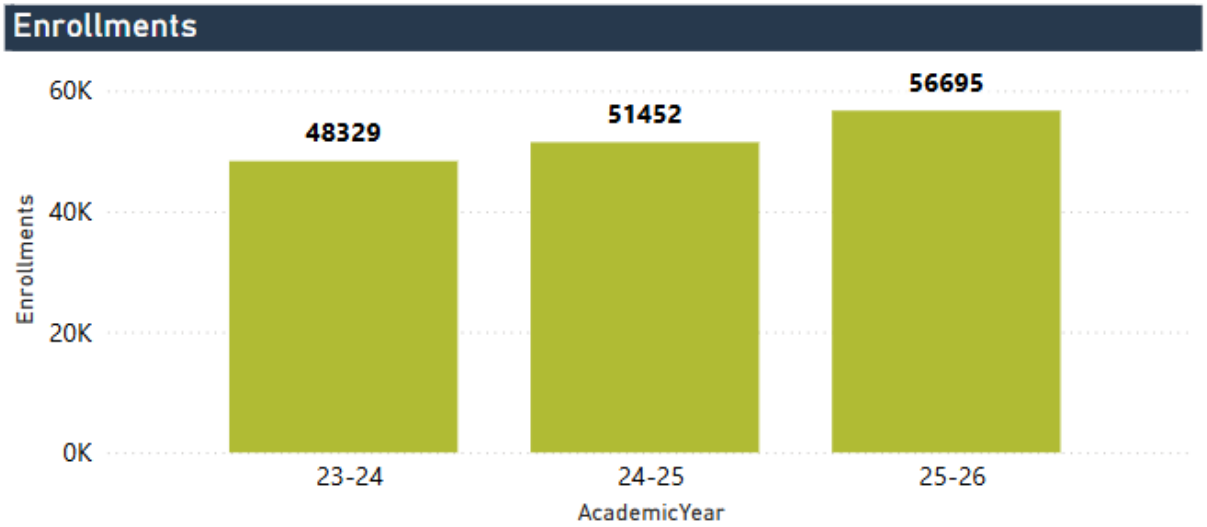
This item is for informational purposes only.

25-26 IDLA Annual Update

State Board of Education
June 2026

IDAHO DIGITAL LEARNING ALLIANCE

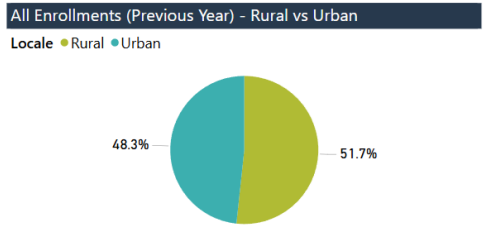
Enrollment Data

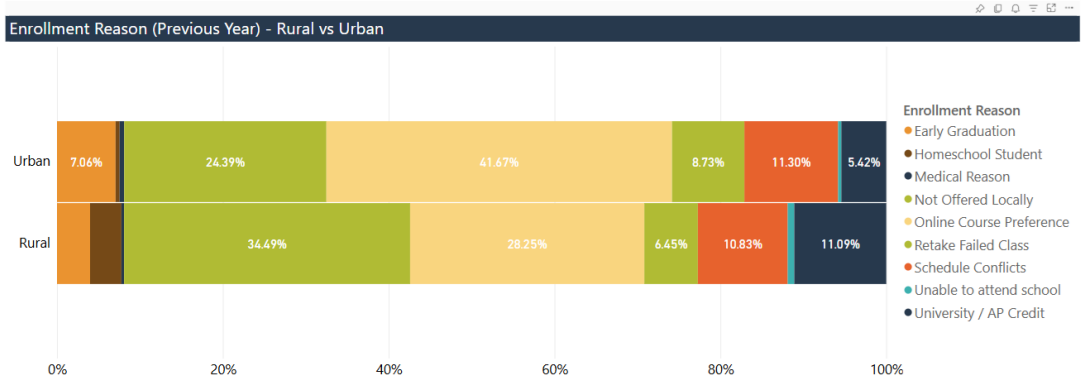


Enrollment Data

Enrollments - Rural vs Urban

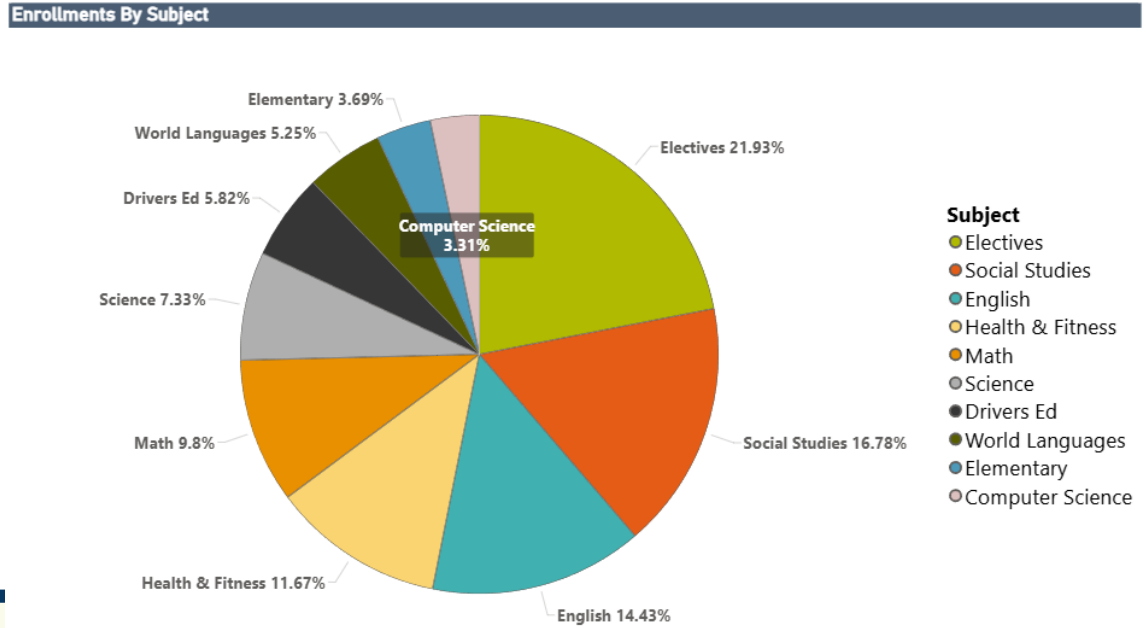
Locale	Rural		Urban		Total	
AcademicYear	Enr	Students	Enr	Students	Enr	Students
23-24	24387	13418	23942	13359	**48329**	**26731**
24-25	26303	14098	25149	14522	**51452**	**28593**
25-26	29311	14664	27384	15211	**56695**	**29807**





IDAHO DIGITAL LEARNING ALLIANCE

25-26 Enrollment Data



IDAHO DIGITAL LEARNING ALLIANCE

Impact of H 940

H 940

Reduces the scope of students served by IDLA

- Private school students **(no longer funded)**
- Virtual charter school students **(no longer funded)**
- K-5 students **(no longer funded)**
- Public 6-12 in f2f districts/charters **(funded)**

Reduces the scope of courses offered

- Driver's Education **(no longer funded)**

Impact of H 940

Sets course fee structure in statute

- Courses required by the state of Idaho for graduation = **$40/course fee**
- Courses not required by the state of Idaho for graduation = **$100/course fee**
- Students from a population that is no longer funded = **$445/course fee**

Reinforces IDLA as a supplement, with a priority on rural students

- Urban students capped at **2 courses per semester** for the 26-27 school year
- No cap on courses per semester for rural students
- Rural students provided a **one-week priority** registration window

Legislative Impact

H 940

- Reduction in scope = $10 million budget reduction

S 1438

- Total reduction of $13.5 million
- Additional $3.5 reduction = additional 7,865 enrollment reduction

S 1452

- No access to PESF for FY27

IDLA 26-27 Strategic Focus

- Narrowed Scope
  - Focus on rural schools
  - Focus on positioning IDLA as a supplement
  - Focus course offerings on those that meet a graduation requirement, or lead to a certificate or college degree
  - Leverage our strengths to use teachers to provide student-centered, personalized, and flexible courses
- Increased Efficiency
  - Maximizing our financial resources
    - Committing $5.5-6.0 million in one time reserve funds (increase from 32,000 enrollments to 43,500)
  - Creating greater capacity with current staff
    - Absorbing positions lost to attrition
    - Cross-training and reorganizing teams

IDLA 26-27 Strategic Focus

- Staff
  - Maintain wellbeing of staff and overall morale
- Sustainability
  - Rebuild trust with stakeholders
  - Target communication around key strategic messaging in 26-27

Partnership Needs

- Strategic Messaging
  - Value of a state virtual program
  - Rural access to education
    - CTE
    - Dual Credit
    - Career Pathways
- Degrees, Diplomas, and Certificates
- Rebuild Stakeholder Trust

Thank You!

Dr. Jeff Simmons
Superintendent
Idaho Digital Learning Alliance
(208) 994-4988
jeff.simmons@idla.org
https://idla.org/

IDLA FEE POLICY 2026-2027

UPDATED 05/08/2026

Enrollment Fee
A fee is charged per enrollment. An enrollment is counted for each IDLA course in which an Idaho school-age student remains enrolled beyond the drop deadline, regardless of progress.

Fee Responsibility
The enrolling school is responsible for all fees and may not bill students or parents for graduation-required courses or charge more than the IDLA fee.

Summer 2026 Enrollment Limit
Students may enroll in up to 2 IDLA courses at the traditional (state-funded) fee, and any additional enrollments will be charged the full (not state-funded) fee.

Fall 2026 & Spring 2027 Enrollment Limit
Enrollment limits vary by rural or urban district classification and apply to all schools within a district, as designated by the Department of Education & Idaho Code § 33-319.

- **Rural School Students**
  Students from rural schools may take an unlimited number of courses per semester at the traditional (state-funded) fee.
- **Urban School Students**
  Students from urban schools may take up to 2 IDLA courses per semester at the traditional fee, and any additional enrollments will be charged the full fee.

Traditional Fee (State-Funded)
An enrollment qualifies if the student:

- Is enrolled in grades 6 through 12; and
- Is enrolled in an Idaho public school district or public charter school that is not entirely virtual; and
- Is not enrolled in a custom session, unless under the emergency clause below

Fee:

- $40 per enrollment – Courses required for graduation
- $100 per enrollment – Courses not required for graduation

Department of Education Graduation Requirements

Full Fee (Not State-Funded)
Applies to enrollments:

- ➢ Not eligible for the traditional fee
- ➢ From private schools, private entities, or fully virtual schools
- ➢ For urban students enrolling in a third or additional course per semester
- ➢ In custom sessions not approved under the emergency clause below

Fee: $445 per enrollment

Custom Sessions
Custom Sessions must include a minimum of 12 students and be requested by a single school district or public charter school. Traditional Fee (State-Funded) applies if approved under the emergency clause; otherwise, Full Fee (Not State-Funded) applies.

- ➢ **Emergency Clause**
  Allows approval of custom sessions at the traditional fee if a teacher leaves unexpectedly and a qualified replacement cannot be secured despite documented hiring efforts.

Scholarships
Funding is limited and subject to board approval. Scholarships may not be used to bypass statutory eligibility requirements. Site coordinators may request a scholarship through their local Regional Coordinator.

Exclusions

- ➢ Students who failed a scholarship-funded course and have not completed a subsequent IDLA course
- ➢ Custom session courses
- ➢ Courses entered for Advanced Opportunities funding
- ➢ Dual Credit courses, exams, or textbooks

Drop Deadline
Drop deadlines are listed on the Academic Calendar https://idla.org/resources/
After the drop deadline, a grade is reported, and a fee is charged regardless of progress. Drops must be requested or confirmed by the Site Coordinator. Parent or guardian drop requests are accepted only for summer courses.
Exceptions may be requested for extenuating circumstances.

- ➢ Cohort 9-week: Friday of the 2nd week of class
- ➢ Flex: 14th day after course access
- ➢ Credit Recovery, Custom Sessions, Cohort 16-week: Friday of the 3rd week of class

Invoices / Payment
Invoices must be paid within 30 days. Accounts with unpaid balances after 90 days are subject to a registration hold.

Refunds
Refunds are automatically issued to the payer for courses dropped by the drop deadline or if orientation is not completed.

Refunds for Courses Marked for Advanced Opportunity
The enrolling school is responsible for all course fees. If a school updates a course to Advanced Opportunity (AO) status, refunds are issued based on the original payer:

- **Parents/Guardians**
  If a parent or guardian had paid for the course, a refund will be issued immediately upon request.
- **School Districts/Schools**
  If the course was paid for by a school district or school, the refund will be issued after IDLA receives the AO payment.

Advanced Opportunities
Per the State Department of Education, funding is available to students in grades 7–12 enrolled in IDLA courses during the 2026–2027 fiscal year and applies only to IDLA course fees.

Eligible Courses

- Overload Course: A non-dual credit course taken for high school credit outside the normal school day and in addition to the student's full high school course load.
- Dual Credit Course: A college course that earns credit on both high school and college transcripts.

Traditional Fee (State-Funded)
AO Funding:

- $40 per enrollment – Courses required for graduation
- $100 per enrollment – Courses NOT required for graduation

Exclusions

- Credit recovery or retake courses
- **Full Fee Enrollments (Not State-Funded)**

Request Funding Window
Period for schools to submit or remove funding requests.
Reasons for removal:

- Student withdrew after the drop deadline (W)
- Student is failing (F)
- The student needs to pay for the course

Verification Deadline
District personnel adding or editing requests during this time, should only do so in collaboration with course providers.

Submission Deadline
Final deadline to submit or remove funding requests.

Deadlines

Term	Request Funding Window	Verification Deadline	Submission Deadline
Summer 2026	March 30 - June 19, 2026	Aug 21, 2026	Aug 28, 2026
Fall 2026 Trimester 1	March 30 - October 9, 2026	Nov 8, 2026	Nov 20, 2026
Spring 2027	Nov 16, 2026 - March 5, 2027	May 7, 2027	May 21, 2027

After Submission Deadline
Courses funded by Advanced Opportunities (AO) will be recorded on the student's high school transcript. Students who fail (F), withdraw (W), or do not complete a funded course will be flagged and must successfully complete a similar course at their own expense to regain funding eligibility. Incomplete grades are not considered failures. If a course does not receive AO funding, the school will be invoiced.

Reversals
Reversals are rare and considered only for students facing extenuating circumstances. Site Coordinators must request reversals on behalf of their students by emailing registrar@idla.org.

Policy Authority
This fee policy is adopted under the authority of the IDLA Board to set fees for participation in IDLA courses and is subject to final approval by the State Board of Education.

2025 - 2026 Idaho Digital Learning Alliance Acceptable Use Policy

Proper use and behavior in a distance learning environment will be determined by your school's existing guidelines covered in the district's Acceptable Use Policy (AUP) and the Idaho Digital Learning Alliance's Acceptable Use of Technology Policy.

Idaho Digital Learning Alliance Acceptable Use of Technology Policy (AUP)
Computers, computer networks, and the internet provide essential tools that support distance learning and the Idaho Digital Learning Alliance. All students are expected to use Idaho Digital Learning Alliance and the resources provided to access Idaho Digital Learning Alliance for purposes appropriate to the education environment.
You must refrain from any use that is not consistent with the policies, purposes, or objectives of either the hosting district or Idaho Digital Learning Alliance.

Prohibited uses of technology

- The use of communication tools (email, discussion boards, web pages, chat, and others) should not be used for any communication that is:
    - defamatory
    - inaccurate
    - abusive
    - rude
    - obscene
    - profane
    - sexually explicit
    - threatening
    - harassing
    - racially offensive
    - illegal
    - encouraging the use of illegal materials
    - inconsistent with the policies, purposes, or objectives of either the hosting district or the Idaho Digital Learning Alliance

- Impersonating another individual, including, but not limited to, the use of another user's login or password, communicating or completing work on behalf of another individual, or mocking others in a derogatory manner.

- Revealing personal or private information to others such as home address, age, gender, phone number, etc. You should also be cautious when releasing this information about yourself.

- The use of AI tools, such as ChatGPT, is allowed for the purpose of self-learning, ideation, and inspiration. However, direct plagiarism or copying and pasting of AI-generated work as student-generated work will be treated as plagiarism. Students are expected to use the tool in accordance with academic integrity guidelines and cite any text generated by the tool.

- Disrupting the use of technology by another user or service. This includes but is not limited to, attempts to harm or destroy data, uploading and/or creating computer viruses, uploading and/or downloading information without need, sending or receiving data with the intent to degrade network performance, etc.

- Violation of any local, state, or federal regulation or statute.

- You will not use Idaho Digital Learning Alliance resources to sell or offer to sell any goods or services without prior approval of both the hosting district Board and the Idaho Digital Learning Alliance board.

Security and Privacy Risks Associated with Personal Device Use

- Personal Device Use: Students using personal devices such as laptops, tablets, and smartphones to access distance learning resources should ensure that their devices have updated operating systems, antivirus software, and firewalls to protect against malware, viruses, and other online threats.

- Personal Information: Students should avoid sharing personal information such as their full name, address, phone number, email address, or any other sensitive information online. Unless directed to do so by the content or teacher, personal information should not be added to online tools or resources.

- Passwords: Where possible, students should use their Google or Microsoft accounts provided by their school for login. If passwords must be used, students should use strong passwords for their online accounts and avoid sharing them with others. They should also avoid using the same password for multiple accounts and change them frequently.

- Public Wi-Fi: Students should avoid using public Wi-Fi networks to access distance learning resources as they are often unsecured and can pose security risks. Instead, they should use a secure network or a personal hotspot.

- Screen Sharing: Students should be cautious when screen sharing during virtual meetings or sessions, especially if they are using personal devices. They should ensure that they are not sharing any personal or sensitive information unintentionally.

- Reporting Security Incidents: Students should report any security incidents, breaches, or suspicious activity to their teachers or administrators immediately.

Idaho Digital Learning Alliance Rights and Responsibilities

- Idaho Digital Learning Alliance reserves the right to monitor all activity, and record voice, text, and video correspondence related to Idaho Digital Learning Alliance courses or sites.

- Idaho Digital Learning Alliance reserves the right to block or remove any material that is not consistent with the policies, purposes, or objectives of either the host district or Idaho Digital Learning Alliance.

- IDLA may require the enabling and use of a camera and microphone to assist in proctoring or live instruction to complete a course.

- Opinions, advice, services, and all other information expressed by Idaho Digital Learning Alliance staff, students, information providers, or instructors are those of the individual and do not represent the position of Idaho Digital Learning Alliance.

Discipline
Student discipline for violation of any part of the policies, rules, or procedures of Idaho Digital Learning Alliance shall be based on the severity of the infraction.

- If the Idaho Digital Learning Alliance teacher or monitor feels your behavior is not consistent with the policies, purposes, or objectives of the hosting district, or Idaho Digital Learning Alliance, the teacher will notify your site coordinator.

- The site coordinator is then responsible for bringing the matter before the appropriate school administrator(s) for disciplinary action.

- The teacher may also wish to hold a conference with you and your parents.

- The Idaho Digital Learning Alliance board of directors also reserves the right to enact additional disciplinary action including the ability to revoke the offending student's privilege of using Idaho Digital Learning Alliance.

AccredVEd
Powered by the Virtual Learning Leadership Alliance

December 22, 2025

Jeff Simmons, Superintendent
Idaho Digital Learning Alliance
P.O. Box 10017
Boise, ID 83707

Dear Dr. Simmons,

Subject: Virtual Learning Program Accreditation

I am pleased to inform you that after a thorough evaluation process, Idaho Digital Learning Alliance (IDLA) has been granted accreditation by AccredVEd, powered by the Virtual Learning Leadership Alliance (VLLA). This accreditation signifies that your program meets the high standards established by the National Standards for Quality Online Programs. This accreditation is valid for 6 years, from November 4, 2025 to November 4, 2031.

Accreditation Overview

The accreditation process included a thorough review carried out by trained practitioners from the K-12 virtual learning community nationwide. The review concentrated on the following four key areas:

1. **Mission, Governance, and Leadership:** Evaluating the leadership and administrative structures that support and enhance the learning environment.
2. **Planning, Resources, and Evaluation:** Assessing the adequacy and effectiveness of the resources available to students and educators.
3. **Curriculum, Instruction, and Assessment:** Ensuring the curriculum is comprehensive and the instructional methods are effective and engaging for students.
4. **Access and Stakeholder Support:** Ensuring support systems and services are in place for learners, parents/guardians, faculty, and staff.

Findings and Commendations

- **Accreditation Status:** Based on a comprehensive review aligned to the National Standards for Quality Online Programs, the Idaho Digital Learning Alliance (IDLA) meets the criteria for AccredVEd accreditation across all 14 standards.
- **Program Strengths:** The review identified clear strengths in IDLA's mission-driven leadership, instructional quality, and systems of support, reflecting a cohesive and student-centered statewide virtual learning program.
- **Areas for Growth:** The review also identified opportunities to further strengthen transparency, instructional feedback cycles, and stakeholder communication in support of IDLA's ongoing growth and continuous improvement.

This accreditation reflects your institution's dedication to providing high-quality virtual education and reassures students, families, and educators of the exceptional standards upheld by your program. We commend you and your team for your hard work and commitment to excellence in virtual learning. To promote your accreditation and build

awareness of the importance of quality virtual education, we are providing a media kit that includes this official accreditation letter, the official accreditation certificate, various accreditation digital seals, and a press release template.

Congratulations on this significant achievement!

Sincerely,

Cynthia K. Hamblin
Cindy Hamblin, VLLA Director

Kimberly K. Hendrick
Kimberly K. Hendrick, VLLA President

DIVISION OF CAREER TECHNICAL EDUCATION

SUBJECT
Division of Career Technical Education – Annual Report

REFERENCE
N/A

APPLICABLE STATUTE, RULE OR POLICY
Idaho State Board of Education Governing Policies and Procedures, Section I.M. Annual Planning and Reporting
Chapter 22, Title 33, Idaho Code

BACKGROUND/DISCUSSION
Chapter 22, Title 33, Idaho Code, establishes the State Board for Career Technical Education and the Division of Career Technical Education (Division). It also authorizes the Board to appoint an administrator, it and defines career technical education (CTE) and Idaho's CTE delivery system.

The Division is responsible for the administration of Idaho's CTE system and implementation of applicable federal law, state law, and Board policies. CTE staff provide leadership, technical assistance, and support for CTE programs in Idaho's public secondary (grade 7 through 12) schools and technical colleges. The Division also certifies career technical education educators at the secondary and postsecondary level. The Division oversees CTE funding and programming for:

- postsecondary programs
- secondary programs
- career technical education educator preparation
- adult education
- workforce training centers
- Centers for New Direction
- apprenticeship programs
- fire services training
- the STARS motorcycle training program

The Division's annual report (Attachment 1) provides details on program operations, highlights, and success stories.

IMPACT
This annual report provides the Board with an update on the Division's programs, and it outlines its annual priorities in alignment with the Board's strategic plan.

ATTACHMENTS
Attachment 1 – IDCTE 2025 Annual Report
Attachment 2 – IDCTE Annual Report Presentation

BOARD STAFF COMMENTS AND RECOMMENDATIONS

Informational item; no Board staff recommendations.

BOARD ACTION

This item is for informational purposes only.

IDAHO
Division of Career Technical Education

2025 ANNUAL REPORT

We prepare Idaho's youth and adults for high-skill, in-demand careers.

Welcome

Career technical education in Idaho continues to gain momentum, and with that growth comes both opportunity and responsibility. As we expand access to high-quality programs, we must also ensure that students, educators and employers are supported at every step.

Career technical education (CTE) in Idaho continues to gain momentum, and with that growth comes both opportunity and responsibility. As the Idaho Division of Career Technical Education (IDCTE) expands access to high-quality programs, we also have to make sure learners, educators and employers are supported every step of the way.

This year, we saw continued investment in systems that strengthen CTE statewide. Our microcredentialing platform, SkillStack®, gained new relevance through the work of the Idaho Microcredential Advisory Council. With members representing education, workforce and corrections, the council is helping shape the future of digital badging in Idaho. More students are earning credentials earlier, and new tools are helping educators and employers recognize their value.

We also advanced efforts to keep program standards aligned with real industry needs. In fiscal year 2025, we completed revalidations for 12 programs and launched a new pathway in aircraft maintenance. These updates make sure classrooms focus on the skills that matter most—and that CTE remains a direct line to employment and postsecondary success.

Behind the scenes, we made major progress on system modernization. From rebuilding the Fire Service Training (FST) database to laying the groundwork for a new SkillStack® interface and funding module, we're building efficient, user-centered systems that manage complexity while making our work more effective.

One of the most exciting changes came in professional development. We've launched a fully staffed team dedicated to supporting new CTE teachers and increased the number of mentors in the field to provide consistent, targeted support and training statewide. This isn't just about onboarding—it's about creating the kind of support system that helps teachers stay, thrive and grow. When we invest in educators, we invest in quality and long-term success for Idaho's students.

As always, this report reflects not just what we've accomplished, but what we're building toward: a system where every learner has access to opportunity and every program meets the demands of the future. Thank you for your continued commitment to this work and to the students and communities we serve.



Tia Davis, M.Ed.
Assistant Administrator of Operations

IDAHO
Division of Career Technical Education

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Program awards

SPORTS MEDICINE PROGRAM

OWYHEE HIGH SCHOOL, WEST ADA SCHOOL DISTRICT

Launched in 2021, Owyhee High School's Sports Medicine program has grown into the largest of its kind in Idaho. Led by Taylor Clark—who serves as instructor, CTE department chair and head athletic trainer—the program blends classroom instruction with hands-on clinical experience. Students support athletic events, earn dual credits through Boise State University and the College of Southern Idaho (CSI) and complete industry-recognized certifications such as Basic Life Support CPR for Healthcare Providers.

The program boasts a 100% pass rate on the Technical Skills Assessment (TSA), and 97% of capstone students participated in the TSA. Strong partnerships with Saint Alphonsus and Rock & Armor Physical Therapy connect students to real-world opportunities. Through HOSA, students lead community service projects and develop leadership skills, while instructors keep the curriculum aligned with current healthcare practices using simulation tools funded through Leading Idaho grants.

This industry-driven program prepares students for success in healthcare and beyond.

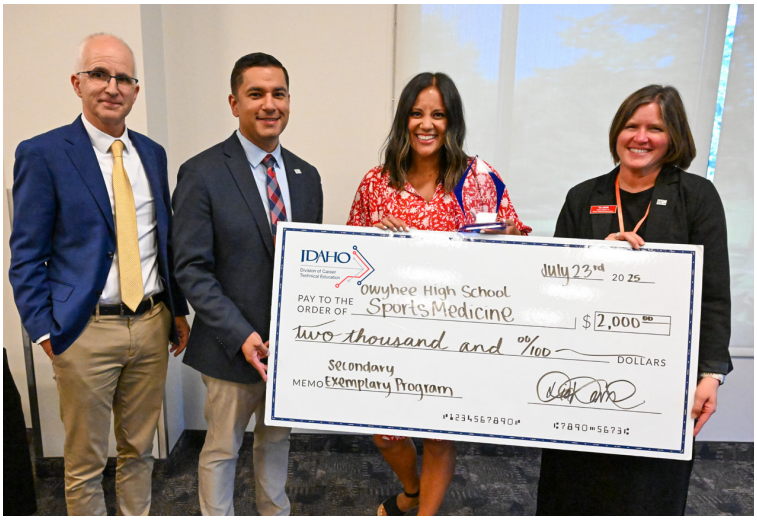
HOSPITALITY MANAGEMENT PROGRAM

LEWIS-CLARK STATE COLLEGE

Lewis-Clark State College's Hospitality Management program exemplifies innovation and impact. After a 2019 overhaul, enrollment and course participation grew dramatically as the program expanded access through electives and juvenile corrections partnerships. Today, students earn stackable certifications from the American Hotel and Lodging Association and the National Restaurant Association and participate in community events such as A Seat at the Table and the Chef's Table Capstone.

Serving a wide range of learners—including traditional students, youth in juvenile corrections and working adults—the program offers flexible learning formats and access to a newly renovated hospitality suite. Students apply their knowledge in real-world settings while preparing for careers in hospitality, tourism and event management.

Faculty contribute at both the local and state levels, earning recognition for teaching and leading program alignment efforts. With nearly 100% job placement, the program sets the bar for responsive and career-focused education in Idaho.



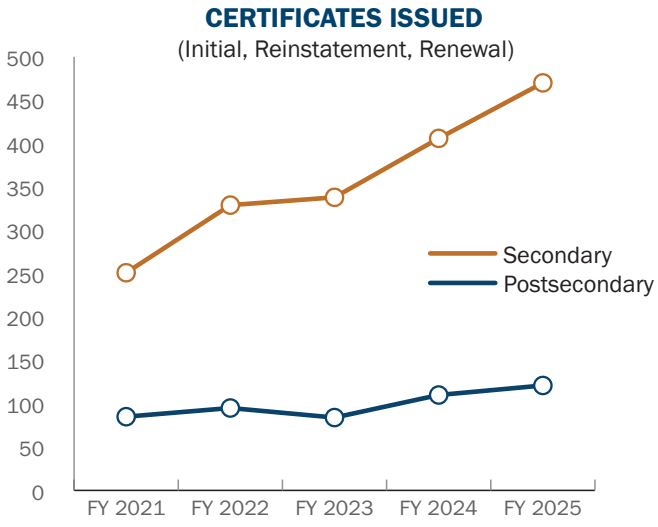


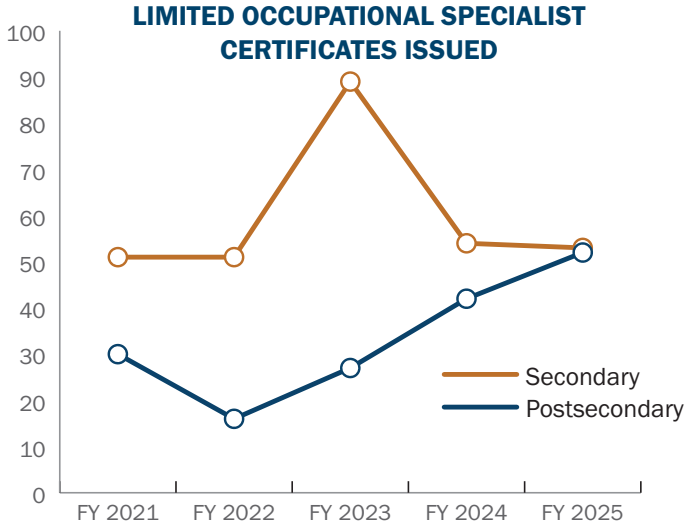
Building stronger teachers from day one

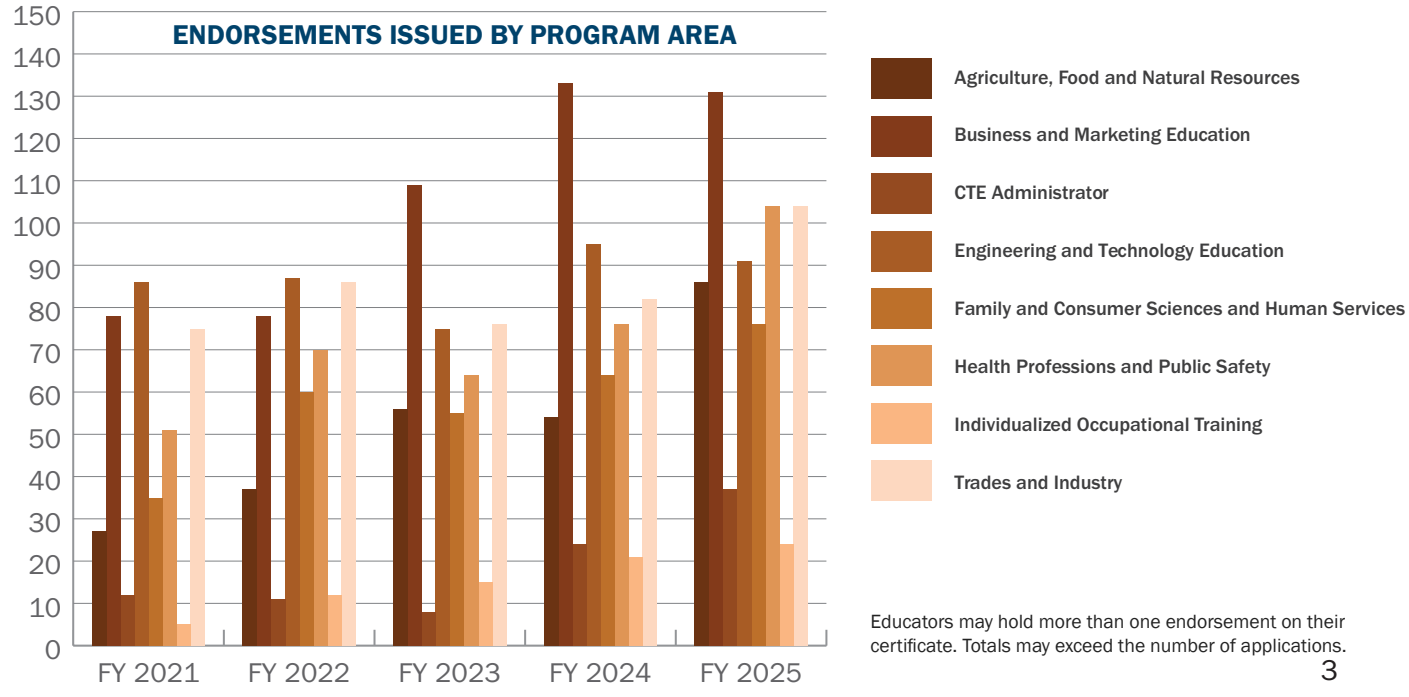
In FY25, the Educator Services team was restructured to provide cohesive support across every stage of a teacher's career, strengthening early success, professional growth and long-term retention. Chief Educator Officer Kathleen Shoup now oversees both the Professional Development team and the Educator Certification team. Together, they focus on recruiting, developing, certifying and retaining CTE teachers.

A comprehensive mentorship system sits at the center of this strategy, ensuring new teachers receive the consistent, structured guidance they need to thrive. Mentorship begins at recruitment, where experienced educators help candidates understand expectations and opportunities in the CTE field. Once teachers enter the classroom, mentors provide individualized coaching, model effective instruction and help them translate technical expertise into student-centered learning.

As educators progress toward certification, mentors offer clarity on complex requirements, helping them stay confident and on track. Continued mentoring strengthens instructional practice, builds professional connections and fosters a sense of belonging—ultimately supporting retention. This system benefits schools, students and Idaho's long-term CTE workforce.







Educators may hold more than one endorsement on their certificate. Totals may exceed the number of applications.



Graphic and Web Design program builds national reputation on real-world success

“Different years, different students, same results.”

That’s the unofficial motto of the Graphic and Web Design program at North Idaho College (NIC). Program Coordinator Philippe Valle has spent more than two decades making sure it holds up in the real world—and NIC students have the awards to prove it.

In 2025, they brought home Best of Show and multiple Gold, Silver and Cobalt awards at the Spokane American Advertising Awards (commonly known as the Addys)—the fifth time an NIC student has claimed the top prize. In 2024, students earned a Cobalt Award for web design. In 2023, they swept the Addys, with one student taking Best of Show plus Gold, Silver and Bronze medals while others collected regional and district honors that advanced them to the national stage. Beyond the Addys, students have won the Printing Industry of America poster competition, designed logos and T-shirts for community organizations, and even created a Pepsi semi-trailer wrap seen across the Northwest.

Two decades ago, when Valle first stepped in, the picture looked very different. He came to the United States in 1987 after beginning his design career in Europe. After working with Fortune 100 companies, he was asked to take over NIC’s then-struggling program in 2002. At the time, enrollment was just four students.

Today, the two-year program functions like a design agency that feeds talent to local employers and national brands. Students can earn a one-year certificate on the way to an advanced certificate or an associate of applied science degree. Coursework covers Adobe applications, social media, UI/UX, video production, web development and portfolio building, with client projects and industry speakers integrated throughout.

“We teach practical and relevant skills to prepare our students for the ever-changing design industry,” Valle said.

Instructor and alumna Lydia Ramus, who worked in the field before returning to teach full-time, said the format accelerates growth.

> "We teach practical and relevant skills to prepare our students for the ever-changing design industry."
>
> —Phillipe Valle, program coordinator, NIC

"There are so many opportunities for them," Ramus said. "By the time they graduate, they're ready to go out and do everything."

She added that courses are designed to build upon and support one another.

"It's constant reinforcement all around," she said.

Funded through Gov. Brad Little's Building Idaho 2.0 one-time grant, the program's $500,000 lab expansion has transformed its footprint. The space now rivals—and in many cases surpasses—the technology in professional design agencies. Students work on iMac M4 workstations networked across the studio, experiment with 3D printing and packaging design and collaborate in front of a 14-foot interactive touchscreen wall that projects student work, allows real-time annotation and archives feedback for later review. They also train on a computer numerical control machine—industrial-grade equipment used to cut precision shapes from a variety of materials.

Valle said the facility was designed to feel like an agency rather than a classroom. Its central location on campus also gives the program visibility, often drawing in visitors who stop to ask about the work on display.

Those experiences lead directly to jobs. Valle cites a 95% placement rate, with many students landing internships or offers before graduation. Alumni now work at Adobe, Marvel, Carvana, Netflix Animation and high-end print firm Digital Lizard, as well as regional employers such as Buck Knives and Litehouse Foods.

"When you've worked in the industry for a long time, you know people," Valle said. "We bring that network to our students."

WHAT ARE TECHNICAL ADVISORY COMMITTEES?

Technical advisory committees (TACs) play a vital role in CTE by bridging the gap between education and industry. Made up of professionals from related fields, TACs advise instructors on the skills and equipment students need to succeed in today's job market. Their input helps keep curricula current and aligned with industry standards—an essential step in preparing students for meaningful employment.

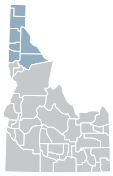
In addition to offering guidance, TACs often provide valuable donations such as equipment and supplies that might otherwise be out of reach for schools. This support allows students to gain hands-on experience with the tools and technologies they'll encounter in their careers. Many TACs also help coordinate internships and job-shadowing opportunities, giving students practical exposure to real work environments.

For employers, partnering with TACs offers a direct way to help build Idaho's skilled workforce. By engaging with CTE programs, businesses can shape the training of future employees, ensuring graduates are job-ready and familiar with current industry practices. The collaboration not only enhances students' education but also strengthens community connections and creates a shared sense of purpose.

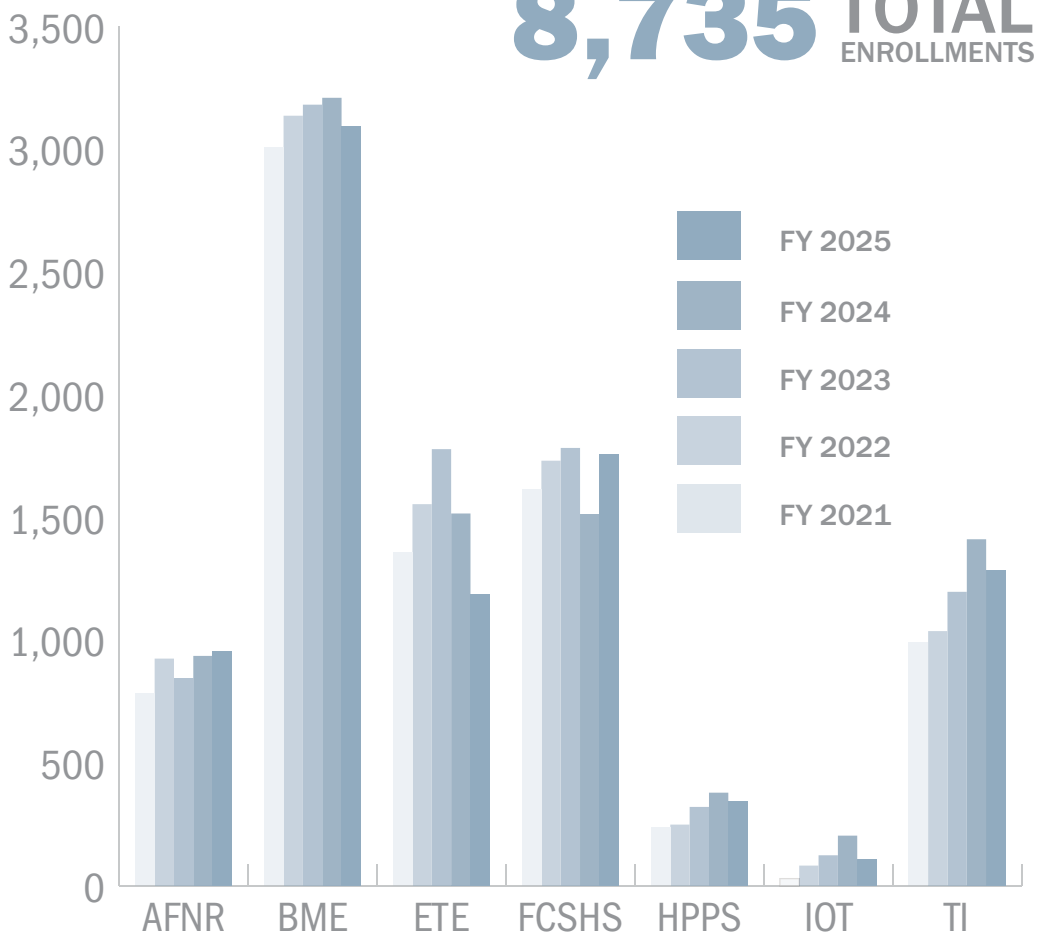
TACs are essential to maintaining quality CTE programs. By advising instructors, providing resources and expanding opportunities for hands-on learning, they help ensure students receive training that leads to success. In turn, employers gain access to a reliable pipeline of skilled professionals ready to meet workforce demands.

REGION 1

secondary



8,735 TOTAL ENROLLMENTS



AFNR: Agriculture, Food and Natural Resources; BME: Business and Marketing Education; ETE: Engineering and Technology Education; FCSHS: Family and Consumer Sciences and Human Services; HPPS: Health Professions and Public Safety; IOT: Individualized Occupational Training; TI: Trades and Industry

721 CTE CAPSTONE STUDENTS

1 CAREER TECHNICAL CENTER

61% OF SECONDARY STUDENTS TOOK A CTE COURSE

102 TOTAL PROGRAMS

2% DECREASE FROM FY 2024

DIPLOMA

233 CTE DIPLOMAS AWARDED AS REPORTED BY LOCAL EDUCATION AGENCIES (LEAs)

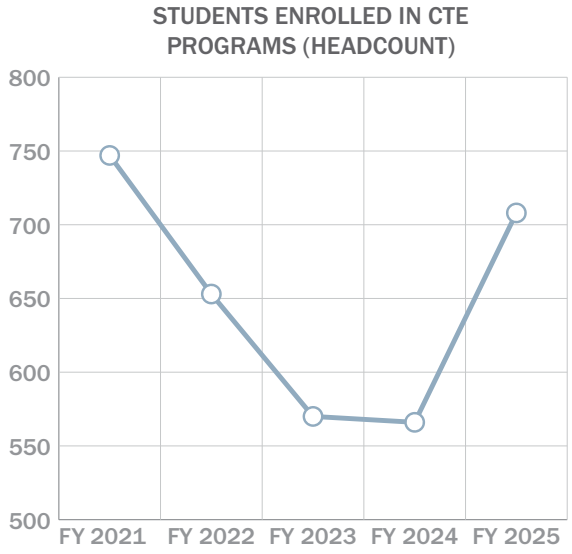
2,561 SKILLSTACK® BADGES ISSUED

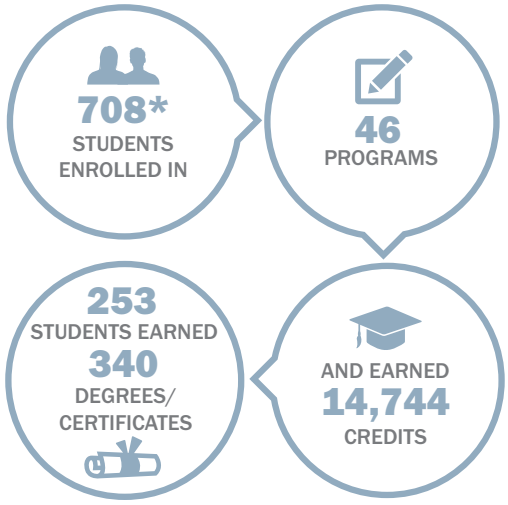
18 LEAs WERE RURAL

67%

technical college system

North Idaho College

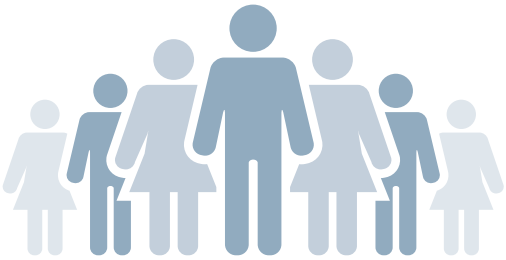




*491 full-time equivalent enrollments

WORKFORCE TRAINING CENTER

8,038
ENROLLMENTS



977
APPRENTICESHIP STUDENTS*

*Registered apprenticeships offered: Construction, Dental Assistant, Electrical, Heavy Equipment, HVAC, Medical Assistant and Plumbing

EMPLOYER SPOTLIGHT

CDA Paving and Concrete Specialties, Coeur d'Alene

Type of industry: Construction

Number of employees: 2,085

Training need: CDA Paving and Concrete Specialties needed a way to help employees earn Class A Commercial Driver's Licenses (CDLs) and receive customized training to strengthen workforce skills.

How the WTC delivered: The Workforce Training Center (WTC) partnered with CDA Paving to facilitate in-house training for employees. Workers completed online coursework through NIC and received hands-on instruction from in-house trainers using company trucks. The collaboration allowed employees to earn wages while training and aligned instruction with company needs.

"We're incredibly grateful to the WTC for making training possible for our employees, including CDL and other customized training opportunities. They've been wonderful to work with, accommodating our needs every step of the way. Over the past three years, nearly 20 employees have earned their Class A CDL, which has greatly benefited both our employees and the company."

—Tori Newcomb, corporate trainer, CDA Paving and Concrete Specialties



Experience and passion drive growth in Salmon River's Agriculture Welding program

When James Boggan returned to Riggins in 2022 to teach within the Agriculture, Food and Natural Resources (AFNR) cluster, he thought he knew what to expect. The Salmon River High School graduate, who holds a degree in rangeland ecology and management from the University of Idaho, had worked for Agri Beef Co. and Simplot before stepping into the classroom. But teaching, he quickly learned, was a different kind of challenge—and opportunity.

"I had to learn how to be a teacher, and I really had no clue where to start," Boggan said. "Going through the Inspire Ready! program and First Camp helped me a lot. Having support from other educators around the state made a huge difference."

His vision soon expanded beyond the classroom. With support from the district, Boggan has added a greenhouse, doubled the number of welding booths and secured a new plasma table. He's also laying the groundwork for an aquaponics program.

"I thought I was just going to be in the classroom and in the shop," he said. "But opportunities kept opening up, and we've been able to expand in ways I never expected."

One of his biggest accomplishments came in 2023, when he rechartered the Salmon River FFA chapter. What started with three students has grown to 10, all eager to take on Career Development Events (CDEs) and Leadership Development Events (LDEs).

"It's amazing how the FFA program helps students grow into leadership roles," Boggan said. "I've seen them become more accountable, more confident and more driven."

For Boggan, the impact of FFA is personal. As a student, he was part of the first chartering class in Riggins and credits those early experiences with shaping his own career. Now he uses CDEs and LDEs not only as competitions but as curriculum tools, helping students connect classroom learning with real-world applications.

"I thought I was just going to be in the classroom and in the shop, but opportunities kept opening up and we've been able to expand in ways I never expected."

–James Boggan, AFNR teacher, Salmon River High School

"Livestock evaluation has been the event students connect with the most," he said. "But now I have kids interested in public speaking, horse judging, forestry and parliamentary procedure. That's exciting."

He points to individual stories as proof of the program's value.

"One student was a natural welder and always excited to take on new projects," Boggan said. "He showed younger students what he made, and now they're all excited to be in shop class. He's pursuing a degree in welding. Another student loved plant and animal science and took charge of our buck and bull scoring fundraiser. They even bought their own scoring kit and now measure elk and deer for people in the community."

Looking ahead, Boggan has ambitious goals to strengthen welding and mechanics programs, expand the greenhouse, build aquaponics systems and take students to the FFA National Convention.

"One of our chapter goals is to go to nationals in the next five years," he said. "The students are already working hard to make that happen."

For Boggan, it all comes back to giving students opportunities that prepare them for the future—whether in agriculture, leadership or life.

"I didn't know if I would enjoy teaching when I started," he said. "But seeing the look of surprise on a student's face when they learn something new—that's what makes it worth it."

HOW DO CTSOS HELP STUDENTS DEVELOP LEADERSHIP SKILLS?

Organizations like FFA are part of Idaho's seven career technical student organizations (CTSOs), which are designed to enhance classroom instruction and create real-world learning experiences. Each organization focuses on a specific career cluster aligned to an Idaho pathway. Regardless of focus, all CTSOs give students opportunities to network with peers and professionals in their field and to develop and demonstrate their skills through local, state and national or international competitions. CTSOs also offer unmatched opportunities for students to build leadership skills at the chapter, state and national levels. Chapter officers manage day-to-day operations, lead meetings and plan service projects. Students who want to take on more responsibility can run for a state officer position within their organization.

State officers provide resources and support for all chapters and help plan and deliver training for the Building and Achieving Success in Idaho's Chapters conference each fall. They also organize their state leadership conferences every spring.

Newly elected state officers come together each summer for Joint Student Leadership, an event designed to prepare them for their roles. The training focuses on communication, professionalism and team building—skills officers practice and refine throughout their terms.

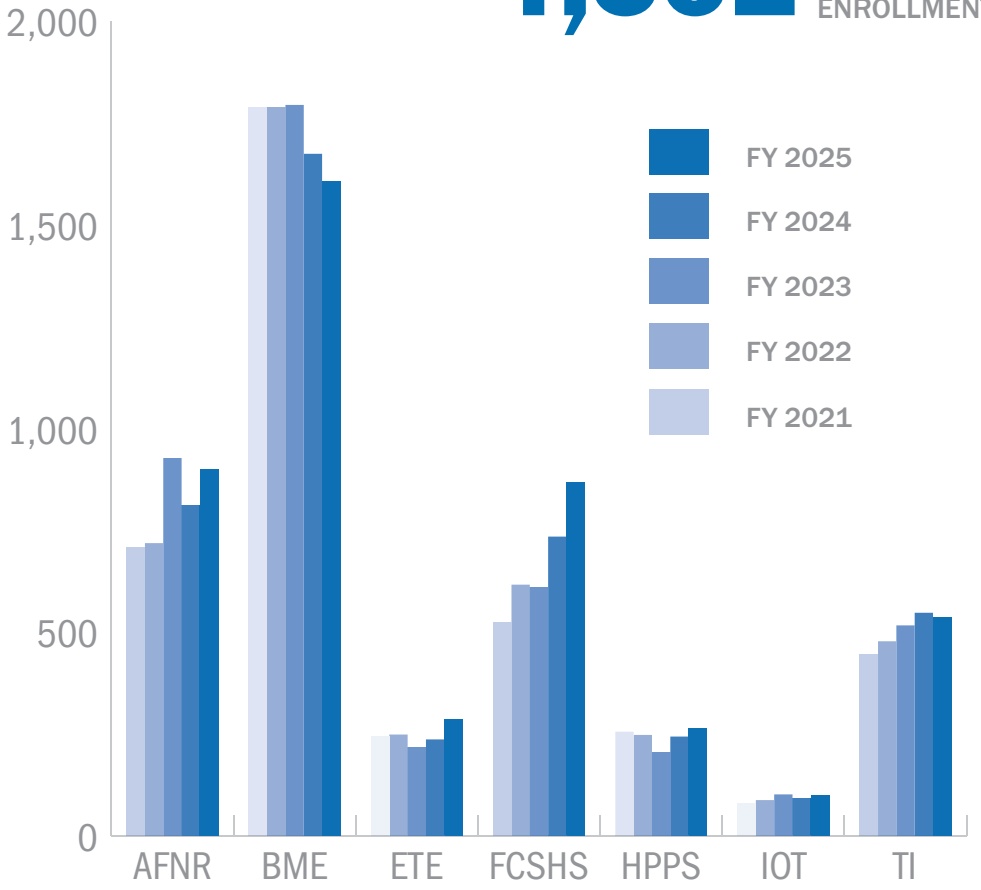
Members can also pursue national leadership opportunities. Candidates for national office run against peers from across the country for these competitive positions. If elected, national officers represent and advocate for their organizations at the local, state and national levels while promoting the voice and interests of students nationwide.

REGION 2

secondary



4,561 TOTAL ENROLLMENTS



AFNR: Agriculture, Food and Natural Resources; BME: Business and Marketing Education; ETE: Engineering and Technology Education; FCSHS: Family and Consumer Sciences and Human Services; HPPS: Health Professions and Public Safety; IOT: Individualized Occupational Training; TI: Trades and Industry

283 CTE CAPSTONE STUDENTS

1 CAREER TECHNICAL CENTER

77% OF SECONDARY STUDENTS TOOK A CTE COURSE

81 TOTAL PROGRAMS

9% INCREASE FROM FY 2024

114 CTE DIPLOMAS AWARDED AS REPORTED BY LEAs

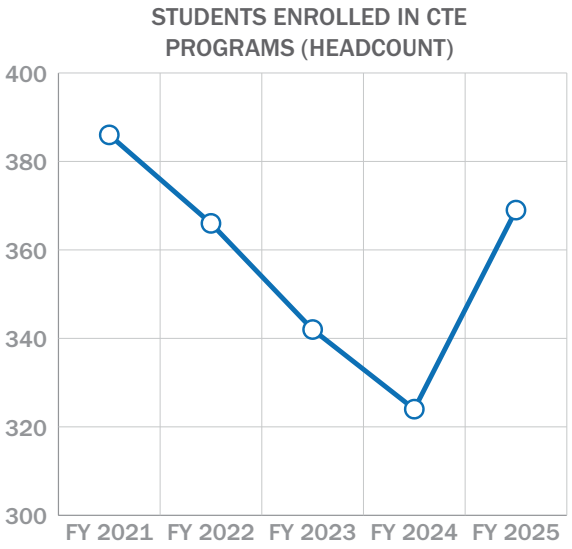
1,297 SKILLSTACK® BADGES ISSUED

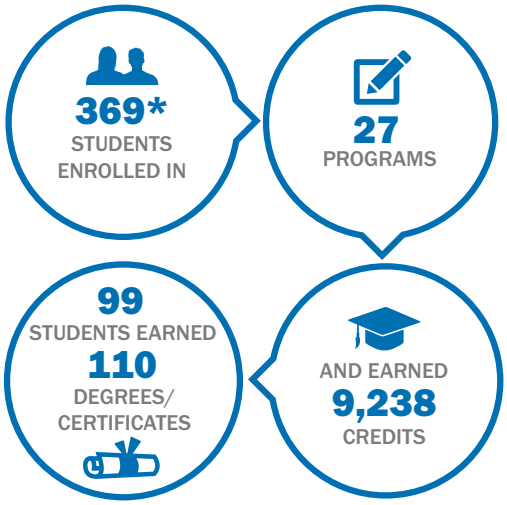
17 LEAs WERE RURAL

88%

technical college system

LEWIS CLARK STATE COLLEGE

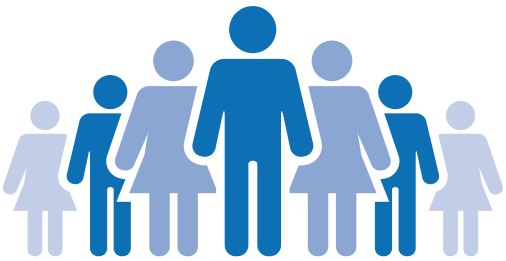




*308 full-time equivalent enrollments

WORKFORCE TRAINING CENTER

2,657
ENROLLMENTS



177
APPRENTICESHIP STUDENTS*

*Registered apprenticeships offered: Electrical, HVAC and Plumbing

EMPLOYER SPOTLIGHT

Syringa Hospital and Clinics, Grangeville

Type of industry: Health care

Number of employees: 210

Training need: Syringa Hospital, a rural health care facility, faced challenges providing employee training due to its remote location and demanding staff schedules. The distance made it difficult for employees to travel for required courses, limiting access to professional development and retention opportunities.

How the WTC delivered: The WTC team developed flexible, accessible learning options tailored to Syringa's needs. Classes are now offered directly at the hospital, the local high school and online. The blended approach reduces travel barriers and ensures Syringa's employees can continue their education while serving patients and the community.

"Working with LCSC's Workforce Training has been so beneficial for Syringa. Having programs like certified nursing assistant and medical assistant training has helped us train local talent and meet our workforce needs. Being a rural hospital, we struggle to find enough skilled local workers, and this partnership has opened new opportunities for our staff to grow and learn."

—Syringa Hospital and Clinics

REGION 3



Persistence pays off for Idaho's Adult Education Student of the Year

When Alexandria "Ali" Horner walked into her first adult education class, she carried more than textbooks. She carried the weight of anxiety, the sting of past bullying and the echoes of teachers who once told her she would never amount to anything.

Now, after more than 387 hours of study in a single year, Horner has proven those voices wrong. The Idaho Adult Education program has named her the 2025 Student of the Year, recognizing her resilience, determination and academic growth.

"I had crippling anxiety, but working toward my GED opened up doors for me," Horner said. "I don't really have anxiety anymore. I've learned to open up more, express myself and make friends."

Horner's journey hasn't been easy. She lives with multiple disabilities, including ADHD, autism and a language barrier. Those challenges, especially with memory and focus, made schoolwork daunting—but instead of discouraging her, they fueled her determination.

"I have really bad memory, so I applied myself a lot more," she said. "I just kept studying more and more until my English got so much better."

Transportation was another hurdle. Without reliable access to a car, Horner pieced together rides using buses, taxis and Ubers—whatever it took to get to class.

"That wasn't gonna stop me, and it won't," she said. "I love going to class. It keeps me focused, and it helps my brain more."

One teacher in particular made a lasting impact. Horner credits Tami Porter, an Adult Education teacher at the College of Western Idaho (CWI), with helping her break down complex reading and writing concepts.

"She taught me how to understand big words, read properly and identify the narrator's point of view," Horner said. "She is a wonderful teacher."

Porter, who was also named Idaho's 2025 Adult Education Teacher of the Year, said watching Horner's progress has been inspiring.

"Ali has shown determination and persistence by showing up to reading and language classes as well as studying in the Community Learning Center nearly every weekday," Porter said. "She isn't afraid to ask questions and seek answers, which has

“When you’re told your whole life that you’re never gonna amount to anything, it’s a shocker. Never believe other people. Just keep going.”

–Ali Horner, 2025 Adult Education Student of the Year

helped her find the right resources to improve her math and language skills.”

When the workload felt overwhelming, Horner leaned on her mother, mother-in-law and boyfriend. Her mother, she said, was especially instrumental.

“My mom has always had a hard life, and she didn’t want that life for me,” Horner said. “She encouraged me, bought my GED books and even paid for my rides. If it wasn’t for her, I don’t think I would have kept going.”

Looking ahead, Horner plans to continue her education at CWI. Her dream is to become a nutritionist, though she’s also interested in veterinary science. For now, she’s focused on completing her GED.

“I freaked out when I realized how far I’d come,” she said. “When you’re told your whole life that you’re never gonna amount to anything, it’s a shocker. Never believe other people. Just keep going.”



WHAT DOES ADULT EDUCATION INCLUDE?

When most people hear “Adult Education,” they think of pursuing a GED certificate. But today’s programs serve a much broader range of learners with diverse needs and goals, including:

College and career preparation: These programs offer targeted training and education for specific industries or professions. Whether it’s mastering new technologies or building leadership skills, they help adults advance their careers, start new professional paths and thrive in an ever-changing job market.

Basic literacy: Adult basic literacy programs give learners the foundational skills they need in reading, writing and math—building confidence and employability. They also help adults improve communication, connect more fully within their communities and open doors to further education or training.

English language acquisition: These programs support non-native speakers in developing English communication skills for daily life and the workplace. From casual conversations to professional writing, they help learners integrate into English-speaking environments and expand their educational and employment options.

Integrated Education and Training: These programs combine academic skill-building with occupational training. Learners strengthen reading, writing and math skills while gaining hands-on experience in their chosen field—making learning more relevant and immediately applicable.

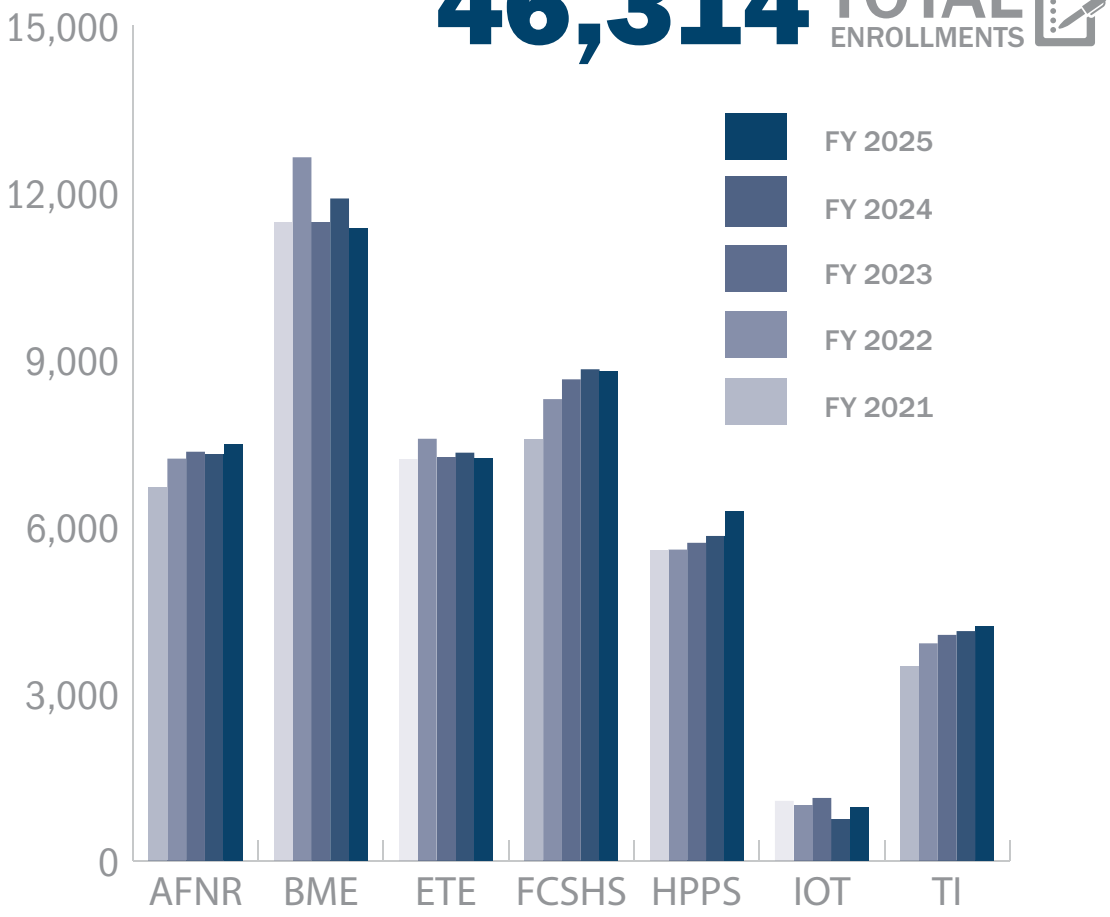
No matter where adults begin their journey, Idaho’s Adult Education programs adapt to meet their goals, creating flexible pathways for lifelong learning, opportunity and growth.

REGION 3

secondary



46,314 TOTAL ENROLLMENTS



AFNR: Agriculture, Food and Natural Resources; BME: Business and Marketing Education; ETE: Engineering and Technology Education; FCSHS: Family and Consumer Sciences and Human Services; HPPS: Health Professions and Public Safety; IOT: Individualized Occupational Training; TI: Trades and Industry

4,046 CTE CAPSTONE STUDENTS

8 CAREER TECHNICAL CENTERS

65% OF SECONDARY STUDENTS TOOK A CTE COURSE

438 TOTAL PROGRAMS

4% DECREASE FROM FY 2024

2,146 CTE DIPLOMAS AWARDED AS REPORTED BY LEAs

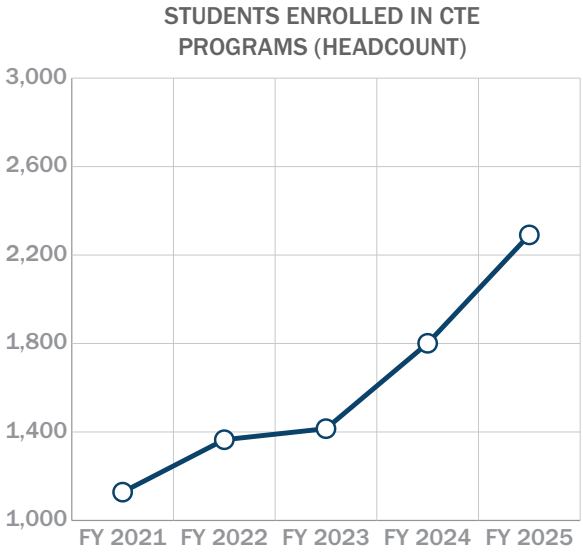
41,063 SKILL STACK® BADGES ISSUED

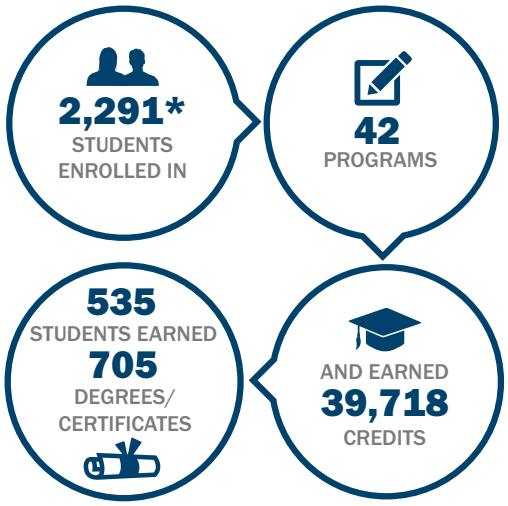
55 LEAs WERE RURAL

36%

technical college system

COLLEGE OF WESTERN IDAHO

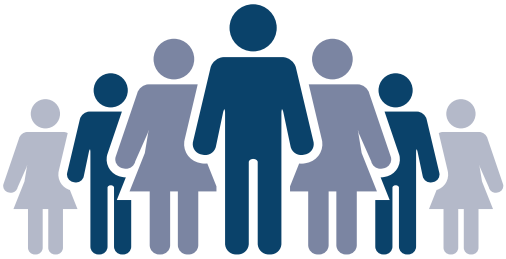




*1,324 full-time equivalent enrollments

WORKFORCE TRAINING CENTER

8,334
ENROLLMENTS



3,449
APPRENTICESHIP STUDENTS*

*Registered apprenticeships offered: Electrical, HVAC and Plumbing

EMPLOYER SPOTLIGHT

Interfaith Sanctuary, Boise

Type of industry: Social services nonprofit

Number of employees: 30 (170 guests served per night)

Training need: The Treasure Valley's growing construction industry created demand for entry-level workers. Interfaith Sanctuary, a nonprofit managing an overnight shelter for people experiencing homelessness, wanted to help guests gain access to these opportunities.

How the WTC delivered: Through an Idaho Workforce Development Council grant, CWI partnered with Interfaith Sanctuary and Micron Technology to offer nine four-week, project-based carpentry classes. Participants learned construction math, blueprint reading, power tool safety, and soft skills such as teamwork and communication. Over two years, 33 participants completed the training, building furniture for the shelter and auction pieces that raised $20,000 for the nonprofit.

"Our partnership with CWI has opened powerful new doors for our guests. Instructor Ron doesn't just teach job skills—he teaches confidence, goal setting and the belief that a better future is possible. Watching our guests walk into that classroom uncertain and walk out with pride, purpose and a new trade has been life changing for so many."

—Jodi Peterson-Stigers, executive director, Interfaith Sanctuary

Culinary teacher engages students and builds workforce-readiness skills



Brooke Scoville, a culinary instructor at Renaissance High School, blends her years as a pastry chef and business owner with a passion for teaching practical workforce-readiness skills. Since 2018, she has used SkillStack®, Idaho's microcredential platform, to validate student proficiency and connect classroom learning to real-world careers.

SkillStack® awards digital badges for competencies demonstrated through training and assessments. The badges motivate students while helping employers identify qualified candidates. Built on the Open Badges standard, the platform allows students to share achievements across systems so employers can view, understand and verify skills. While employer recognition is still growing, Scoville says awareness is increasing as more educators integrate SkillStack® into classrooms.

Because Scoville's students work in a kitchen rather than at computers, each student maintains a personal chart and earns stickers as they complete badges, which are also entered into their SkillStack® accounts. The charts quickly became a centerpiece in her classroom.

"The great thing about having the badges on the wall is that younger students get to see the advanced students' progress, which helps them understand what they could achieve," Scoville said.

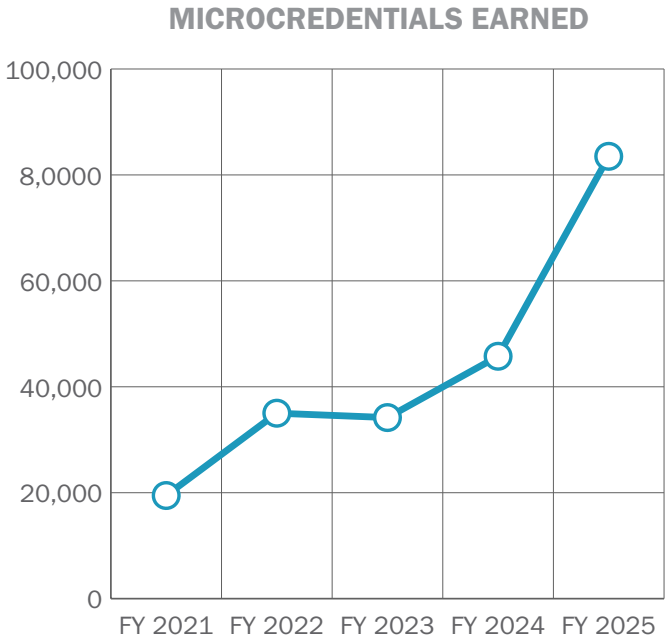
She emphasizes that SkillStack® represents more than completion—it's proof of competence.

"It's about demonstrating mastery, not just ticking off a list," she said.

In Scoville's classroom, mistakes are treated as opportunities. Students can reattempt skills until they demonstrate real understanding, reinforcing confidence and persistence.

Earning SkillStack® badges is also a key requirement for Idaho's Workforce Readiness and Career Technical Education diploma, which recognizes students who complete a CTE pathway, pass technical skills and workplace readiness assessments and demonstrate competency through badges or certifications.

At the end of the year, students' SkillStack® charts will be showcased during a celebration honoring their progress and achievement—a visible reminder of the skills they've mastered and the futures they're building.



CTSO highlights

CTSOs give Idaho students the chance to turn classroom learning into real-world experience. Integrated into CTE programs, CTSOs build leadership, teamwork and technical skills that help students stand out. Members lead chapters, plan projects and compete at state and national levels, gaining confidence and professional experience along the way. Idaho's seven CTSOs span six program areas, connecting students with mentors and peers who share their goals and showing how education opens doors far beyond the classroom.

BPA

- **2,223** secondary members.
- **80** postsecondary members.
- **92** secondary chapters.
- **Three** postsecondary chapters.
- **51** members earned **Statesman Torch Awards**.
- **1,561** members attended the **State Leadership Conference (SLC).**
- **503** secondary members attended the **National Leadership Conference (NLC).**
- **37** postsecondary members attended **NLC**.

DECA

- **508** members.
- **17** chapters.
- **413** members attended the **State Career Development Conference**.
- **236** members attended the **International Career Development Conference.**

FCCLA

- **1,251** members.
- **105** secondary chapters.
- **Three** postsecondary chapters.
- **536** members attended **SLC**.
- **87** members attended **NLC.**
- **Five** chapters earned **Outstanding/Exemplary Chapter Awards**.
- **35** members completed the **Power of One program**.

FFA

- **7,171** secondary and postsecondary members.
- **102** chapters.
- **1,803** members attended the **State Convention**.
- **325** members received their **State Degree**.
- **699** attended the **National Convention.**

HOSA—Future Health Professionals

- **1,672** members.
- **45** chapters.
- **1,096** members attended **SLC**.
- **263** members attended the **International Leadership Conference.**
- Idaho HOSA earned the **Gold Standards of Excellence International Award**.

SkillsUSA

- **1,236** members.
- **41** total chapters.
- **814** members attended the **State Leadership and Skills Conference**.

14,393 AFFILIATED MEMBERS

- 425 total chapters.
- 6,383 members attended state conferences.
- 1,944 members attended national and international conferences.
- One national officer was elected.



First row, from left: Paola Lozon, Yuxuan Cheng, Makaela Brown-Muthoni, Averie Lewis, Atharva Tripathi, Elena Chamberlain; **Second row, from left:** Clio Lindke, Addisyn Jones, Lauren Dobson, Hannah Henrie, Tanner Bosworth, Sibley Higgins, Adreona North, Kylianna Swofford; **Third row, from left:** Allison Misenheimer, Anna Hernandez, Elizabeth Mueller, Kylie Meyer, Casey Self, Vanessa Morales, James Campbell, Emily Davis, Alison Pitman, Nicole Prosser, Alexander Tice, Mariela Bradford, Sophia Murphy, River Gilbert, Olivia Ekberg, Marco Duarte, Magnus Einarsson; **Fourth row, from left:** Emily Sorensen, Gabe Kitamura, Matthew Waite, Cameron Roth, Chris Bright, Ethan Meredith, Maya Vasso, William Christiansen, Chayse Van Eps and William Nixon.

SkillsUSA (continued)

- **159** members attended the **National Leadership and Skills Conference (NLSC).**
- SkillsUSA Idaho earned the **2025 Gold State Standards of Excellence Award.**
- **Meridian Technical Charter High School** earned the **Gold Chapter of Excellence Award.**
- **One** national officer was elected.
- **14** total medals were earned at **NLSC**.

TSA

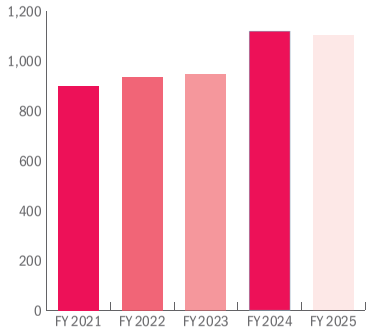
- **252** members.
- **17** chapters.
- **160** members attended **SLC**.
- **27** members attended **nationals**.
- **Two** new chapters affiliated.

2024 | 2025

Year in Review

secondary

23% TOTAL PROGRAMS OVER FOUR YEARS

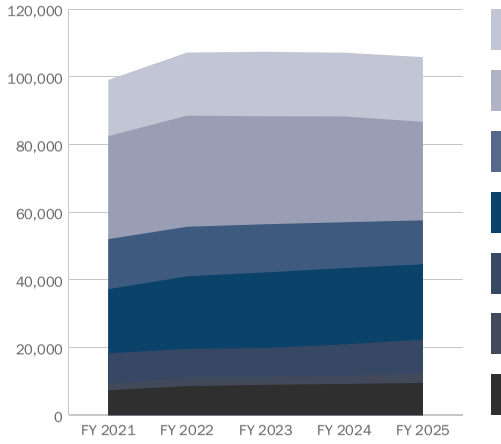


27% CLUSTER PROGRAMS

NEARLY 71K STUDENTS ENROLLED IN CTE PROGRAMS

63% RURAL

153 LOCAL EDUCATION AGENCIES



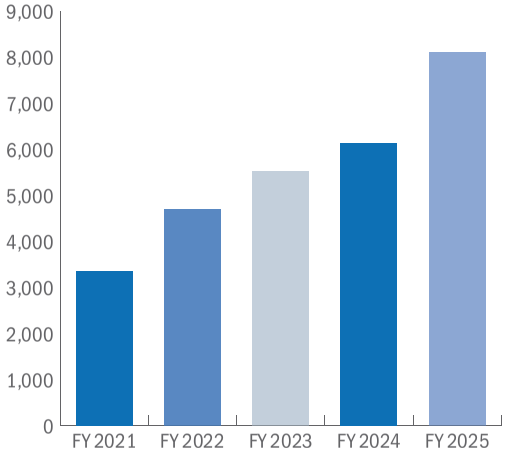
18% Agriculture, Food and Natural Resources
28% Business and Marketing Education
12% Engineering and Technology Education
21% Family and Consumer Sciences and Human Services
9% Health Professions and Public Safety
3% Individualized Occupational Training (IOT)
9% Trades and Industry

Includes duplicates.

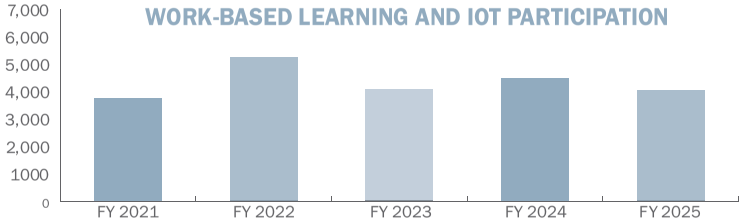
69% OF ALL HIGH SCHOOL STUDENTS TOOK A CTE COURSE

13% GROWTH IN SECONDARY CTE STUDENTS OVER 5 YEARS COMPARED TO 10% GROWTH STATEWIDE

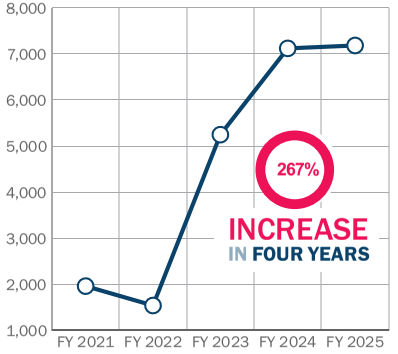
NUMBER OF CTE CERTIFICATION EXAMS TAKEN



WORK-BASED LEARNING AND IOT PARTICIPATION



STUDENTS ENROLLED IN DIGITAL CTE COURSES
(Idaho Digital Learning Alliance)



14 CAREER TECHNICAL CENTERS (CTCs) WITH 19,168 STUDENTS ENROLLED

27% OF ENROLLMENTS COME FROM CTCs

CAPSTONE STUDENTS*



41% OF HIGH SCHOOL CTE CONCENTRATORS* WENT ON TO COLLEGE

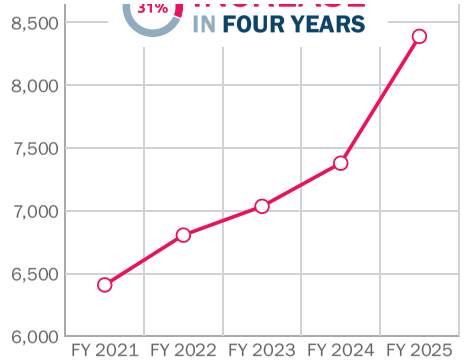
COMPARED TO

42% OF ALL IDAHO GRADUATES

ASSESSMENT

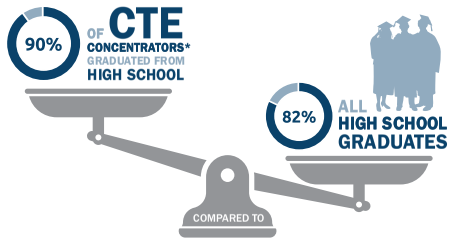
3,567 CTE DIPLOMAS AWARDED AS REPORTED BY LEAs





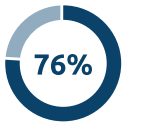
*A capstone student is a junior or senior in a capstone class.



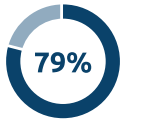


*A CTE concentrator is a student who has completed at least two courses in a pathway.

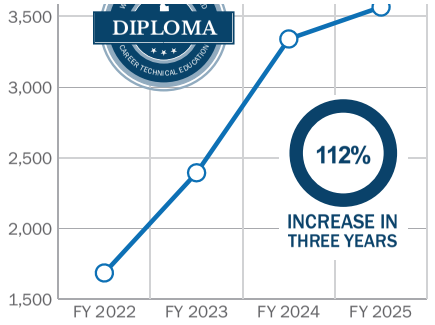
PASS RATES



WORKPLACE READINESS ASSESSMENT



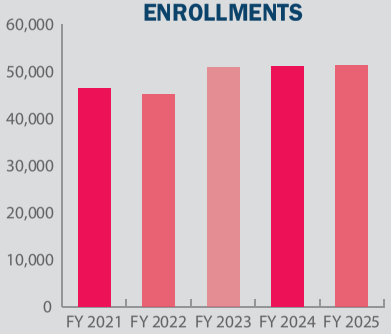
TECHNICAL SKILLS ASSESSMENT

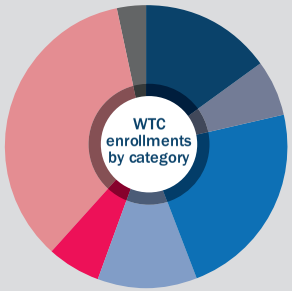




technical college system

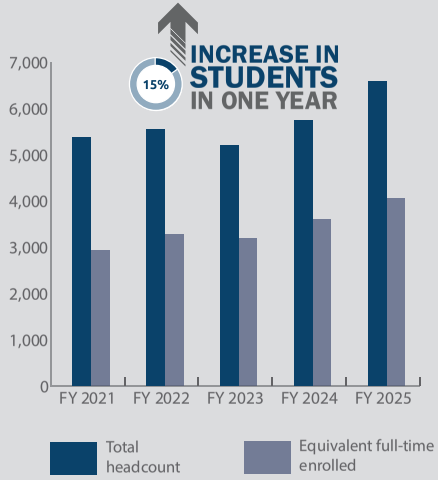
WORKFORCE TRAINING CENTERS (WTCs) ENROLLMENTS





- 3% Business and Management
- 35% Health
- 6% Other
- 12% Registered Apprenticeship
- 23% Safety Training
- 7% Trades and Industry
- 15% Workforce and Customized Training

CERTIFICATE/DEGREE PROGRAMS

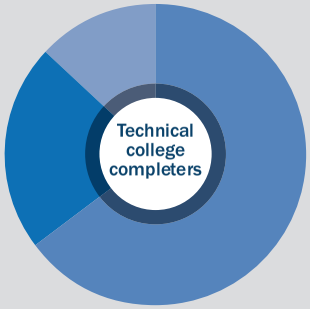


223 ACTIVE PROGRAMS

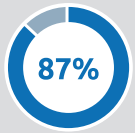
1,908 STUDENTS AWARDED 2,360 CERTIFICATES/DEGREES

19% INCREASE IN FIVE YEARS

121,804 YEAR-END CREDITS



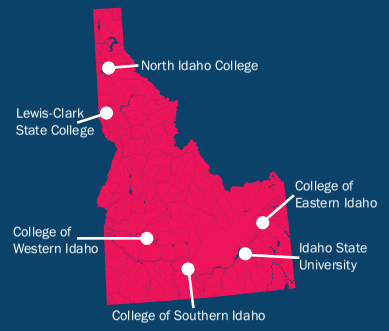
- 13% Obtained advanced training, joined the military or entered a service program
- 65% Obtained employment
- 22% Remained enrolled in postsecondary



OF PROGRAM COMPLETERS ARE POSITIVELY PLACED

4 TECHNICAL COLLEGES at COMMUNITY COLLEGES

2 TECHNICAL COLLEGES at FOUR-YEAR COLLEGES



IDAHO
Division of Career Technical Education
650 W. State St., Suite 324
Boise, Idaho 83702
208-429-5500
cte.idaho.gov

CTE gives incarcerated Idahoans a second chance



When Michael DiNardo joined the Idaho Department of Correction (IDOC) 12 years ago, he expected it to be a short-term teaching job. A former member of the military, he stepped into a construction trades classroom and instead found a calling.

“Honestly, it was kind of a fluke,” he said. “I saw the job posting, applied, did a phone interview, came out for a visit—and 12 years later, here I am.”

Today, DiNardo coordinates IDOC’s CTE programs, which receive partial funding and support from IDCTE. As the state agency responsible for administering federal vocational programs under the Carl D. Perkins Career and Technical Education Act (Perkins V), IDCTE provides annual federal and state resources that help IDOC deliver high-quality correctional education. Through this partnership, residents have access to GED® preparation, carpentry, electrical work, culinary arts, computer applications and braille transcription, all aimed at supporting successful reentry.

“Our students earn the same industry credentials anyone on the outside would,” he said. “We use the same standards and curriculum. The only difference is the setting.”

That setting makes the impact even stronger. DiNardo said learning tangible skills changes how people see themselves.

“I’ve had guys who never picked up a tool in their life,” he said. “When they build something, you can see the confidence grow.”

Most programs run six to 12 months using National Center for Construction Education and Research curricula. Others, such as Microsoft Suite and QuickBooks, are certified through Certiport and Intuit. The braille transcription program is accredited by the Library of Congress.

“Accreditation matters,” DiNardo said. “These certificates are awarded by respected organizations, which adds real value and that means a lot to our students.”

Completion rates exceed 80%, and many participants earn multiple certifications before release. Some have returned to their communities as licensed tradespeople and business owners.

“Our programs are front-loaded apprenticeships,” DiNardo said. “We give them the classroom side so they can go out and get those on-the-job hours once they’re released.”

For DiNardo, the mission is simple: “We care. We want people to have a real second chance—to walk out of here with something that can change their life.”

Fire academy training proves vital in real-world emergency response

On March 24, 2025, FST Program Director Brad Terry found himself in the right place at the right time while driving back from the Clearwater Fire Academy in Orofino. Passing through New Meadows, he noticed smoke rising from the valley. When he saw a Meadows Valley Volunteer Fire Department truck speeding in the opposite direction, he quickly turned around.

"As I got closer, I could tell this was a bigger fire—likely a structure fire," Terry said.

When he arrived, a two-story brick building was fully engulfed and the roof was collapsing. Terry offered to help, assisting with water supply lines for local responders. That's when he realized two of the firefighters battling the blaze had just completed their training at the Clearwater Fire Academy that same weekend.

"One of the volunteer firefighters had taken the Fire Essentials course just days earlier," Terry said. "He looked at me and said, 'Hey, weren't you at Clearwater?' I said, 'Yeah, you were too!' It was amazing to see someone apply what they had just learned in such a real, immediate way."

Terry also met a Fish and Game officer volunteering with the Meadows Valley Fire Department who had taken the same course.

"Fire departments train their own firefighters year-round, and this adds another layer of support," he said. "These volunteers are dedicated to their communities, and this gives them the skills to respond when they're needed most."

The FST program offers instruction ranging from basic fire essentials to advanced certifications in hazardous materials and rescue operations. After completing courses, firefighters can take exams to earn certifications that validate their skills and readiness for emergencies.

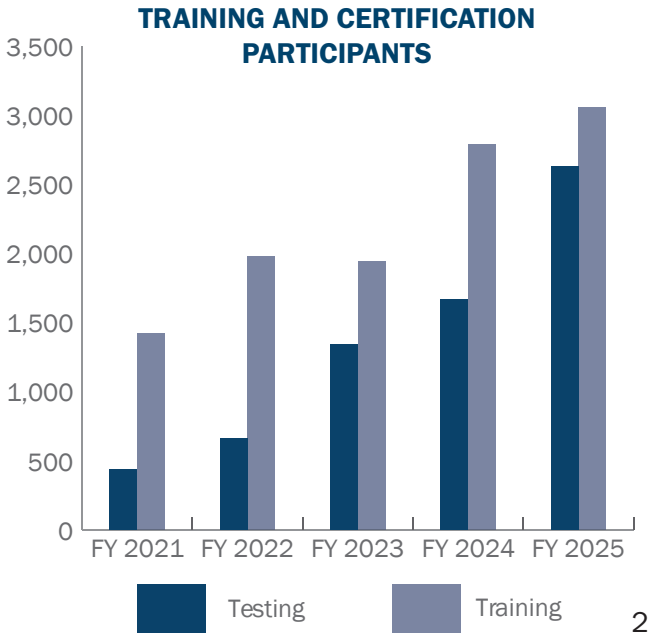
The Clearwater Fire Academy is one of several major FST training events held each year, drawing hundreds of firefighters seeking National Fire Protection Association-compliant training.

"Training isn't mandatory in Idaho, but it's strongly recommended," Terry said. "Having certified firefighters on the front lines means a more effective response—and can even lower insurance ratings for the community."



The impact of that training was clear in New Meadows.

"In this job, you never know when you'll be tested," Terry said. "Seeing those firefighters apply their skills so soon after Clearwater shows exactly why this training matters."



Nursing graduate finds success through Center for New Directions

When Caitlyn Keelin walks the halls of Portneuf Medical Center's progressive care unit, she's not just a nurse tending to patients—she's proof of what determination, community and the right support system can achieve.

Keelin's path to nursing wasn't a straight line. She became a mother at 15, earned her GED in Wyoming after leaving high school and started pursuing a career in pharmacy before stepping away to raise her growing family. Years later, while working full time in a call center and raising four children, she decided to take a leap she'd long dreamed about.

"It was during COVID, and I saw that nurses were really needed," Keelin said. "That's what I'd always wanted to do, so I thought, well, it's now or never."

She enrolled at the College of Eastern Idaho (CEI), first earning her associate of science degree in 2022 and later gaining admission to CEI's nursing program that same year. It was a demanding schedule. She juggled coursework, labs and clinicals while raising her children and continuing to work. That's when she discovered CEI's Center for New Directions (CND). Initially, she turned to the center for help with child care.

"They would pay my copayments so I didn't have to worry," Keelin said. "As I got to know them, I realized they could help with so much more, including books, scrubs, food and even gas to get to school."

That support proved life-changing.

"Once I found out they offered help with things like a food pantry, I could work less and focus more on my classes," she said. "That was a lot of help to be able to graduate."

With the center's assistance, Keelin completed both of her degrees without needing student loans.

"I don't think I could have done it without them, especially financially," she said. "There were times when I thought, 'I don't know what I'm going to do,' and they would always be there to help."



In December 2024, Keelin graduated from CEI's nursing program. Today, she works nights at Portneuf Medical Center on the progressive care unit, caring for cardiac patients and others who need close monitoring.

"It's crazy because now I have free time," Keelin said with a laugh. "I never thought I would, but now I can actually be a person."

That shift has transformed her family life, too.

"I can go to my son's football games and my daughter's dance classes," she said. "I don't have to miss anything."

Her new schedule has given her more than time—it's given her children a reason to celebrate.

"Every time we go to the doctor's office, they tell everyone, 'My mom's a nurse,'" Keelin said. "They're proud of me. It's cool to see that. It shows them that you can do it if you put in the effort."

Looking back, Keelin has simple advice for others walking a similar path.

"There's light at the end of the tunnel," she said. "At first, it feels like it'll never get better, but if you stick with it, eventually it's done. And it's definitely worth it."

IN FY 2025, 1,138 IDAHOANS WERE SERVED BY CNDs

OVER 538K CONTACT HOURS WITH PARTICIPANTS THROUGH CND WORKSHOPS

765 CHILDREN WERE INDIRECTLY SERVED BY CNDs

26% OR 297 PARTICIPANTS EARNED <$10,000 ANNUALLY FOR THEIR HOUSEHOLD

472 CLIENTS WERE SINGLE PARENTS OR DISPLACED HOMEMAKERS

85% IMPROVED THEIR EDUCATION OR EMPLOYMENT STATUS

39% OF PARTICIPANTS WERE IN THEIR FIRST YEAR OF A POSTSECONDARY CTE PROGRAM

69% OF PARTICIPANTS WERE WOMEN

27% OF PARTICIPANTS WERE BETWEEN 25 AND 34

WHAT ARE THE CENTERS FOR NEW DIRECTIONS?

CNDs play a crucial role in supporting students enrolled in Idaho's CTE programs. Located at the state's six technical colleges, CNDs assist individuals who may face barriers to education and career success, such as single parents or displaced homemakers. They provide a range of services to help students complete their programs and prepare for rewarding careers.

CNDs were supported by $150,000 in dedicated funding during FY25. Each center works closely with the Idaho Department of Health and Welfare, local job service offices, nonprofits, workforce investment boards, correctional facilities and technical colleges. This collaboration helps prevent duplication of services and ensures that participants receive comprehensive support tailored to their needs.

CNDs offer job counseling designed for displaced homemakers and others reentering the workforce; job training and placement services developed with public and private employers to align students' skills with available jobs; and health education and counseling on preventive care, mental health and substance use. They also provide assistance with financial management, including insurance, taxes, estate and probate issues, mortgages and loans. In addition, students receive guidance on educational opportunities, such as credit-bearing courses at secondary and postsecondary institutions and other services that support their long-term success.

By meeting each student's unique needs, CNDs help more Idahoans finish their programs and move into high-demand careers. Students gain the technical skills, confidence and support needed to succeed, strengthening Idaho's workforce and fueling economic growth across the state.



Innovation and tradition strengthen CSI's Medical Assisting program

Kara Mahannah's journey in health care began with a nursing degree from CSI in 1996. After graduation, she worked in both hospital and outpatient settings and coordinated clinical rotations for CSI students. That hands-on experience gave her a deep understanding of how classroom learning translates to patient care and, combined with her nursing background, positioned her to lead Idaho's longest-standing medical assisting program accredited by the Commission on Accreditation of Allied Health Education Programs.

When Mahannah stepped into the role of program manager for CSI's Medical Assisting program in 2009, she knew she was inheriting a legacy. Since then, she's worked to honor that tradition while adapting the program to meet the needs of today's health care environment.

Medical assistants play a crucial role in outpatient care, performing both administrative and clinical tasks.

"We train students for a wide range of roles in clinics—from front desk operations and scheduling appointments to assisting with exams, taking vital signs, drawing blood, managing patient records and educating patients," Mahannah said.

Under her leadership, the program has undergone major changes, including restructuring the schedule to better serve students.

"We adjusted the hours from five days a week to two and a half," she said. "That flexibility really helps students who are balancing school with work and family."

She's also modernized the program, replacing heavy textbooks with digital resources and integrating electronic health record systems into the curriculum.

"Everything is accessible from day one," she said. "And students get real-world practice using tools they'll encounter on the job."

The program's five-year job placement rate of nearly 88% and national credentialing exam pass rate of 91.3% speak to its quality. Mahannah credits much of that success to her TAC—a diverse group of more than 30 stakeholders from the community, clinics, education and CSI administration.

“I want students to feel like they’re part of a professional team that cares for others. This isn’t just a job—it’s a calling.”

–Kara Mahannah, program manager, CSI

“I’m constantly reaching out to employers, asking how we can work together,” she said. “We hold lunch-and-learns, attend health fairs and make sure our curriculum aligns with industry needs.”

But for Mahannah, the heart of her work lies in student transformation. She recalled one woman who joined the program after caring for her terminally ill husband.

“She called and said, ‘I think I’m too old to do this,’” Mahannah said. “But she worked so hard, commuting from Glenns Ferry on a tight budget—and this was before we shortened the schedule. I’ll never forget the moment she walked across that graduation stage with her kids and grandkids cheering.”

Mahannah emphasizes that technical skills are only part of the equation.

“Human interaction isn’t going away in health care,” she said. “Medical assistants are often the ones patients talk to most.”

Looking ahead, Mahannah wants to continue building a high-quality, affordable program that produces skilled and compassionate professionals.

“I want students to feel like they’re part of a professional team that cares for others,” she said. “This isn’t just a job—it’s a calling.”



HOW ARE CTE STANDARDS REVIEWED AND UPDATED?

To keep CTE aligned with industry and workforce needs, IDCTE uses a multi-stage revalidation process. Each year, new or updated standards go through careful review so they’re ready for classroom use the following school year.

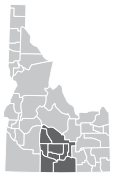
The process begins with planning, when a team of secondary and postsecondary educators, industry leaders and testing experts come together to set and finalize standards and student learning outcomes. These are then approved and posted publicly so schools can prepare for implementation. Industry partners play a key role by completing a survey that ranks each standard from “nice to know” to “critical to know.” The most critical standards form the foundation for technical skill assessments and SkillStack® microcredentials. Educators and assessment partners then develop test questions, pilot them and analyze results to ensure quality and fairness.

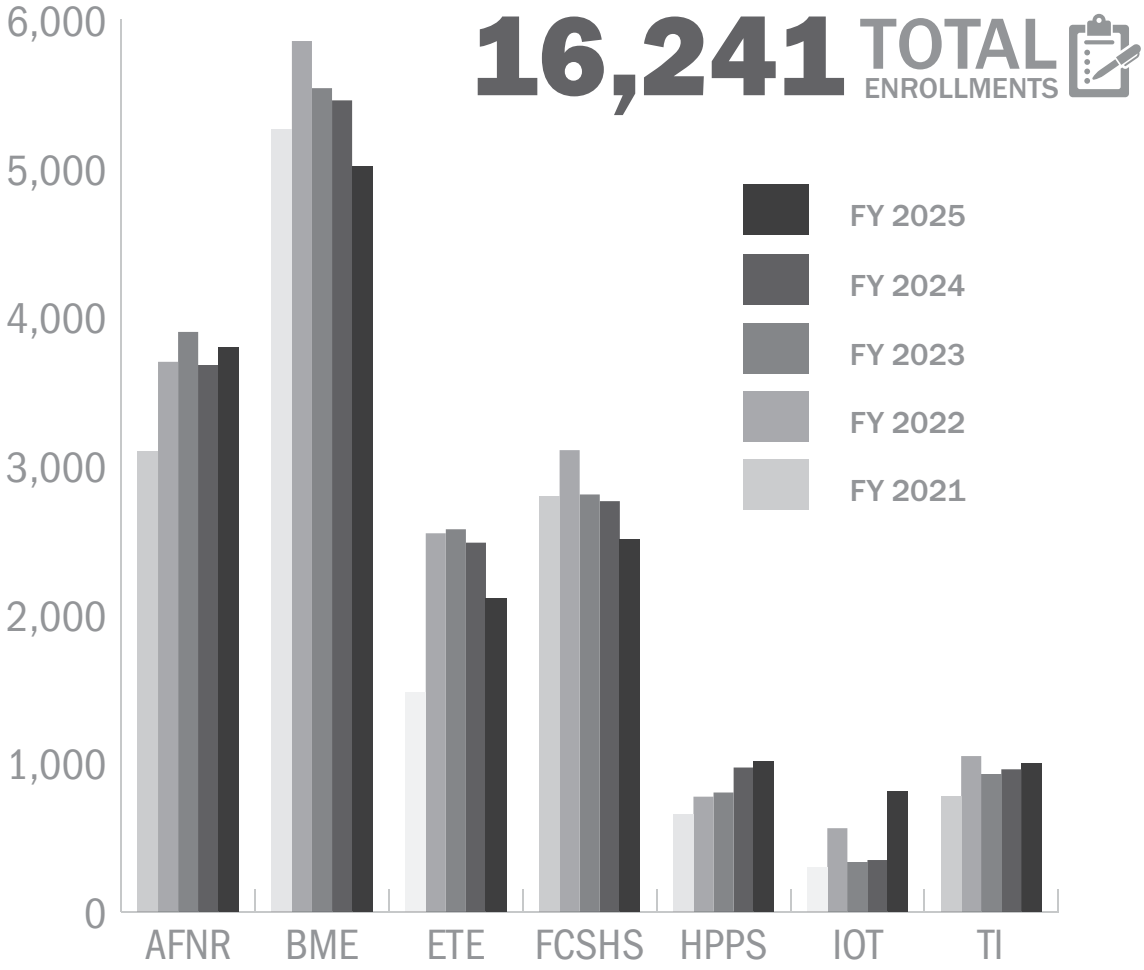
By early summer, all standards, assessments and microcredentials are ready to launch for the coming school year. After the first year of use, instructors and partners determine the official passing score for each assessment, completing the cycle.

This rigorous process ensures Idaho students are learning the most relevant, industry-validated skills—and that their credentials carry real value in the workforce.

REGION 4

secondary





AFNR: Agriculture, Food and Natural Resources; BME: Business and Marketing Education; ETE: Engineering and Technology Education; FCSHS: Family and Consumer Sciences and Human Services; HPPS: Health Professions and Public Safety; IOT: Individualized Occupational Training; TI: Trades and Industry

1,047 CTE CAPSTONE STUDENTS

1 CAREER TECHNICAL CENTER

84% OF SECONDARY STUDENTS TOOK A CTE COURSE

176 TOTAL PROGRAMS

3% INCREASE FROM FY 2024

328 CTE DIPLOMAS AWARDED AS REPORTED BY LEAs

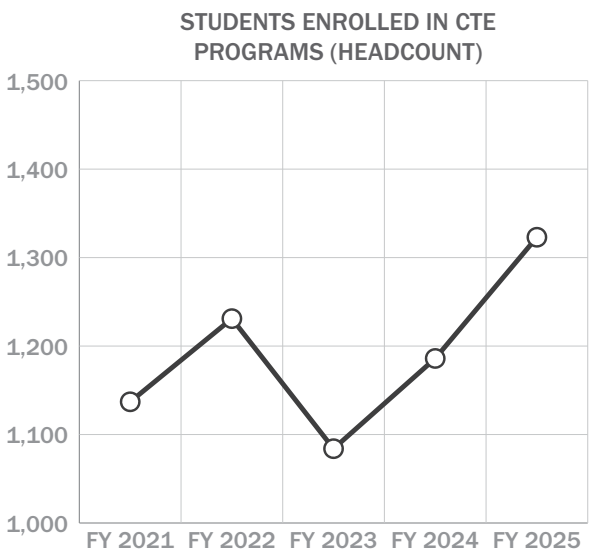
4,206 SKILLSTACK® BADGES ISSUED

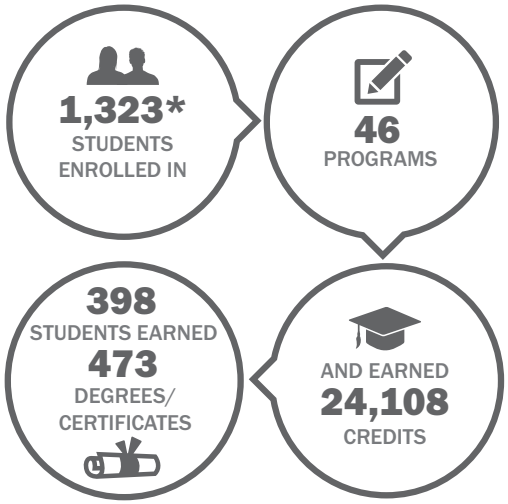
24 LEAs WERE RURAL

88%

technical college system

COLLEGE OF SOUTHERN IDAHO





*804 full-time equivalent enrollments

WORKFORCE TRAINING CENTER

7,053
ENROLLMENTS



559
APPRENTICESHIP STUDENTS*

*Registered apprenticeships offered: Culinary, Electrical, Machine Operator STRAP, Maintenance Tech and Plumbing

EMPLOYER SPOTLIGHT

Delta Dental of Idaho, Boise

Type of industry: Dental insurance

Number of employees: Not available

Training need: Delta Dental identified a growing need for skilled dental assistants and hygienists to meet statewide demand for quality, evidence-based care. The company sought ways to create flexible, accessible pathways for education and certification.

How the WTC delivered: With input from Delta Dental, CSI's WTC developed and launched an online dental assisting program that allows students to complete coursework remotely while gaining essential knowledge for certification. The partnership also supports continuing education for current dental professionals, expanding access and improving oral health outcomes across Idaho.

"At Delta Dental of Idaho, continuing education is a cornerstone of both professional development and organizational success. By investing in education, we help dental professionals stay informed, current and capable of providing high-quality, evidence-based care. This commitment benefits the communities we serve and advances our mission to improve the oral health of all Idahoans."

—Shaina Cales, MPH, CPH, manager of community outreach, Delta Dental of Idaho

REGION 5



Cosmetology class turns heads in Dayton

When Lisa Barnard launched the cosmetology program at West Side High School five years ago, she wasn't just adding another elective—she was building a career pathway that blends technical skill, creativity and real-world experience.

Barnard brings more than 27 years in the industry—20 as a salon owner—and a family heritage steeped in hairdressing.

"I come from a family of hairdressers," Barnard said. "It's in my blood."

The idea to start the program came when local CTE leaders approached her about teaching. At the time, Barnard was struggling with chemical allergies that made salon work difficult. Teaching, she realized, was a way to stay connected to the field and help students discover their own passions. "It was a good opportunity to try something new but still do what I love," she said.

Demand was immediate. A regional survey of students ranked cosmetology among the most requested programs, and today Barnard has 36 students enrolled across two classes. Interest is so high that she turns away applicants each year.

The program is structured much like a postsecondary cosmetology school. Students attend class daily for two hours and spend full Fridays in a student-run salon that serves the community.

"They're so scared the first time they work on a live person," Barnard said with a laugh. "But within a month, Friday salon day is their favorite."

The curriculum covers haircutting and coloring, manicures, pedicures, facials and nail enhancements. Students begin with mannequin work before moving into client services. By graduation, they've logged about 800 hours toward the 1,600 required for state licensure.

"They've learned everything there is to learn," Barnard said. "They just need more hours and hands-on practice."

The program's value is undeniable. The average tuition for cosmetology school ranges from $20,000 to $25,000. By completing half their training in high school, Barnard's students save an average of $7,000 to $10,000. They also enter postsecondary programs ahead of their peers.

"They love it enough that they don't mind putting in the work, and that's what makes it all worth it."

–Lisa Barnard, instructor, West Side High School

"My students go into school already knowing more than a lot of others," Barnard said. "They feel overprepared, which is exactly what I want."

Barnard's graduates often find work quickly. She currently employs three former students in her own salon, and many others work in the region. Salaries vary, but Barnard said stylists who put in the time to build a clientele can double their starting wages within a few years.

The program also builds confidence. Barnard recalled one student who struggled academically and needed extra help with tests. By the end of the program, that same student was excelling.

"As soon as she realized she had a talent for it, everything fell into place," Barnard said. "She ended up placing at state SkillsUSA and is now thriving in a salon."

Looking ahead, Barnard hopes to expand offerings with an introductory course and possibly summer sessions to help students log more hours. For now, she's proud of the foundation she's built.

"It's an amazing opportunity for these kids," she said. "They love it enough that they don't mind putting in the work, and that's what makes it all worth it."



HOW DOES IDCTE APPROVE NEW CTE PROGRAMS?

Each year, IDCTE reviews applications from LEAs and charter schools that want to start, reinstate or modify a CTE program. The process ensures every new program is backed by industry input, aligned with workforce needs and designed with the facilities, staff and equipment necessary for student success.

Applications must be endorsed by local leadership and submitted by Feb. 15 for implementation the following school year. Only programs that meet state standards and demonstrate readiness are approved.

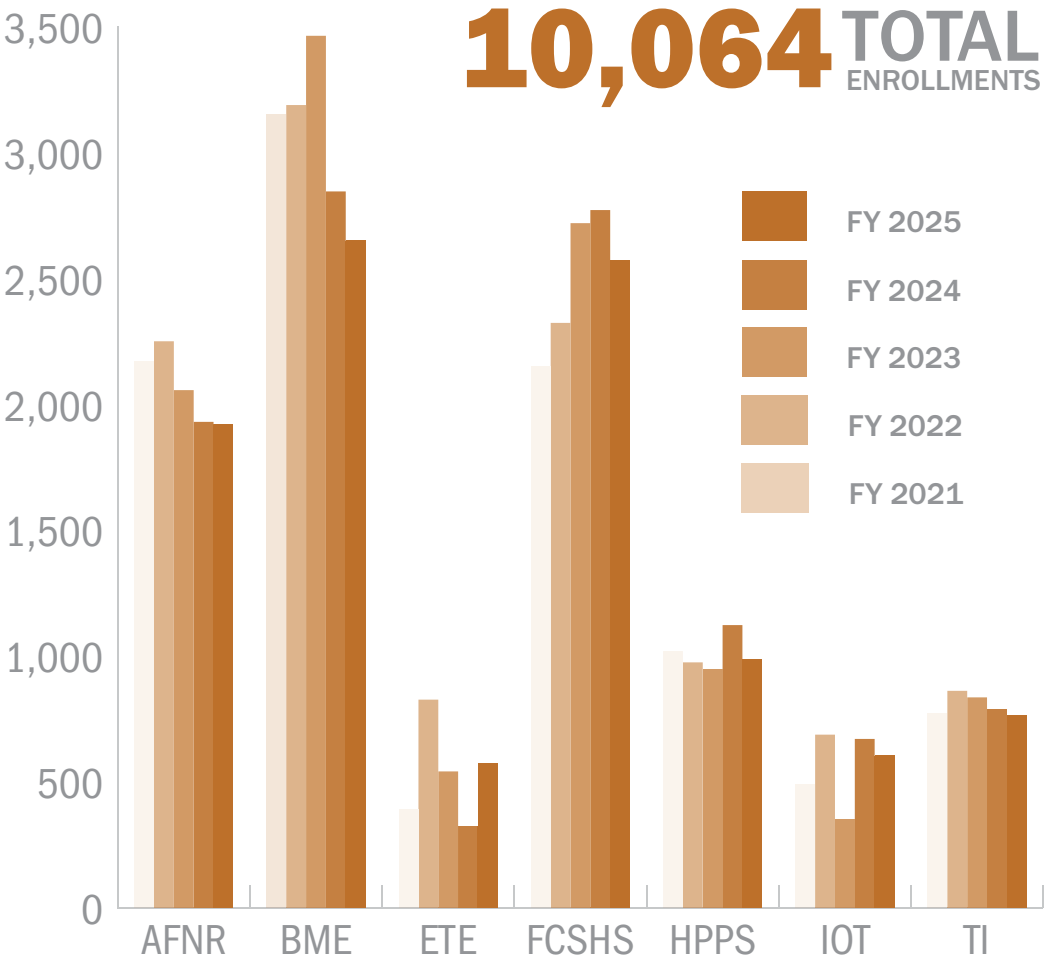
Approval is more than a stamp of permission—it's a gateway to funding. Depending on state appropriations, approved programs may be eligible for added-cost support as well as grants and other incentives. Districts may also choose to launch programs with their own funds until state support becomes available.

This annual review process helps ensure Idaho's CTE programs remain responsive to economic demand, fiscally responsible and built to give students access to high-quality career pathways.

REGION 5

secondary





AFNR: Agriculture, Food and Natural Resources; BME: Business and Marketing Education; ETE: Engineering and Technology Education; FCSHS: Family and Consumer Sciences and Human Services; HPPS: Health Professions and Public Safety; IOT: Individualized Occupational Training; TI: Trades and Industry

666 CTE CAPSTONE STUDENTS

1 CAREER TECHNICAL CENTER

73% OF SECONDARY STUDENTS TOOK A CTE COURSE

115 TOTAL PROGRAMS

14% DECREASE FROM FY 2024

256 CTE DIPLOMAS AWARDED AS REPORTED BY LEAs

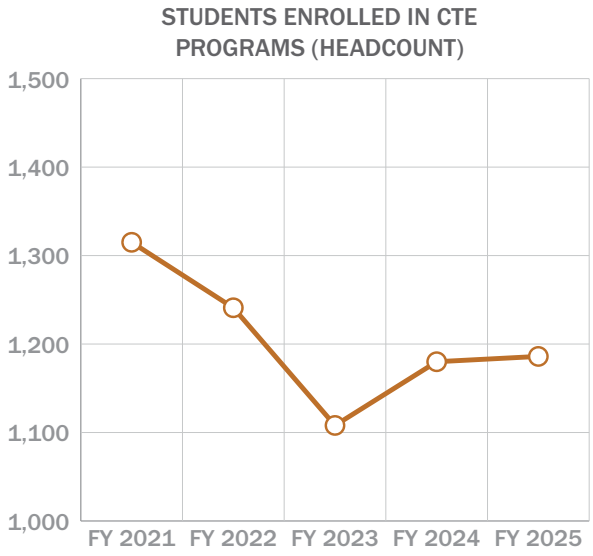
3,920 SKILLSTACK® BADGES ISSUED

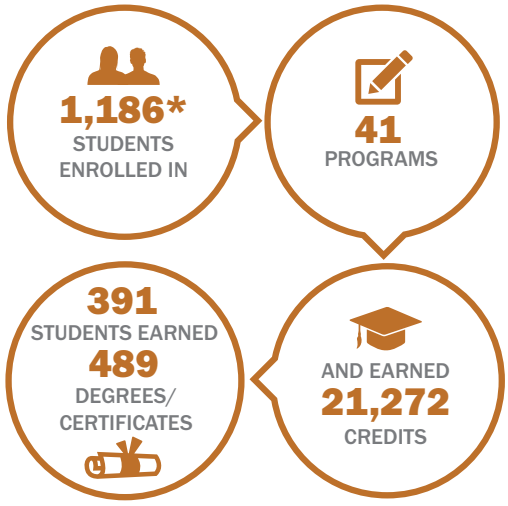
15 LEAs WERE RURAL

80%

technical college system

Idaho State University

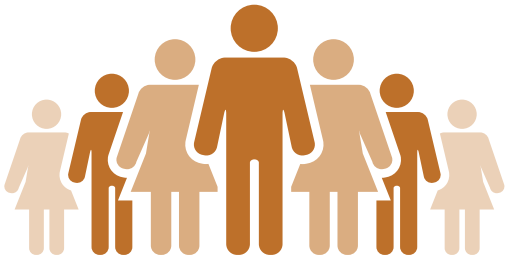




*709 full-time equivalent enrollments

WORKFORCE TRAINING CENTER

13,199
ENROLLMENTS



347
APPRENTICESHIP STUDENTS*

*Registered apprenticeships offered: Carpentry (TERO), Electrical, HVAC and Plumbing

EMPLOYER SPOTLIGHT

Portneuf Medical Center, Pocatello

Type of industry: Health care

Number of employees: 1,100 plus 200 to 250 contractors

Training need: As a regional trauma center, Portneuf Medical Center (PMC) needed access to high-quality, affordable emergency medicine training to ensure staff and volunteer emergency medical technicians across southeastern Idaho could deliver lifesaving care. Travel and cost barriers made large-scale training difficult for rural responders.

How the WTC delivered: Idaho State University's (ISU) Continuing Education and Workforce Training program partnered with PMC to expand access to emergency medical education. PMC provides clinical placements for ISU students and serves as the title sponsor of ISU's annual Emergency Medicine Conference. The event brings together emergency medicine professionals from across Idaho and neighboring states for hands-on training, certification courses and professional networking.

"At PMC, we're proud to share a strong, enduring partnership with ISU's Continuing Education and Workforce Training program. Together, we're helping current and aspiring health professionals gain the real-world experience needed to succeed in today's complex health care environment. Investing in education is investing in our community's health."

—Nate Carter, chief executive officer, Portneuf Medical Center



Students blend trades and compassion at Elevate Academy East

When Elevate Academy East construction instructor John Kramer dreamed up a community project for his ninth graders, he didn't want it to be another shop class assignment. He shared the idea with the ninth-grade teaching team, which includes construction, culinary arts, English language arts, government and math. Together they turned it into Give a Dog a Home and Pasta for Paws—a two-part community event blending construction, culinary arts and compassion.

"Originally, it was just going to be the doghouses," Kramer said. "But then we thought, why not go bigger? Why not bring culinary in and make it something that brings the whole community together?"

So they did. Kramer's construction students partnered with the Snake River Animal Shelter, where each student "adopted" a shelter dog for inspiration. The teens visited the shelter, learned about the personalities of their chosen dogs and designed 16 custom doghouses to fit each breed's size and temperament.

"They had to research architecture styles, draft their plans and then build to fit the dog," Kramer said. "It was real-world problem-solving at every step."

These doghouses were then given away to adopters at the Give a Dog a Home shelter adoption event that the students sponsored along with the Snake River Animal Shelter.

Meanwhile, the school's culinary students whipped up another kind of creativity. They baked gourmet dog treats for the shelter and planned an Italian-themed fundraising dinner complete with student-developed recipes for lasagna, tiramisu and other classics.

"They even had a little competition," Kramer said. "The best dishes were chosen for the final menu."

The culminating event—Pasta for Paws—sold out. More than a hundred guests filled the cafeteria for the $20-a-plate charity dinner, where students presented their work, shared what they'd learned and auctioned off the top three doghouses. Faculty, community donors and even a few families who adopted shelter dogs attended.

"The kids got up and talked about their challenges, what they'd learned and what they'd do differently next time," Kramer said. "Seeing them take pride in their work like that was incredible."

The event raised funds for both the shelter and the school's hands-on programs, helping replenish supplies and support future projects. But the biggest impact was educational. Elevate Academy's model blends CTE instruction—construction, culinary, cybersecurity, medical arts, business, public safety and machining—with core academics. Students didn't just build and cook: they researched dog care, designed shelter pamphlets, studied architecture, applied math and drafting skills and developed and presented recipes.

"We don't want to repeat ourselves, but the goal is always the same: Teach them to build something that matters."

–John Kramer, construction instructor, Elevate Academy East

"We want them to see how everything connects," he said. "English isn't just essays—it's how you communicate with a client."

The success of Give a Dog a Home and Pasta for Paws even earned Elevate Academy East Project of the Year honors across the Elevate network of schools statewide. The Snake River Animal Shelter has already asked to partner again.

"They were hesitant at first," Kramer said. "But once they saw what the kids could do, they were blown away."

Next year, Kramer says the project will change but the spirit will stay the same.

"We don't want to repeat ourselves, but the goal is always the same: Teach them to build something that matters."

HOW ARE CTE PROGRAMS FUNDED?

IDCTE offers several funding opportunities to strengthen and expand CTE programs across the state:

Career Technical Center (CTC) Funding: Allocated based on administrative rule, this funding supports operational costs and performance-based program delivery at CTCs.

Idaho Quality Program Standards (IQPS) Grants: Awarded to agriculture science teachers who meet "Distinguished" standards on the IQPS rubric; recipients may earn up to $10,000 annually. Two start-up grants of $25,000 are also awarded each year to exceptional new AFNR programs.

Program Quality Initiative (PQI) Establishment Grants: Offered to help schools purchase essential equipment for newly approved CTE programs during their first two years. Each program may receive this grant once.

Postsecondary Program Funding: Distributed to Idaho's technical colleges to support instruction, program delivery, equipment purchases and facility improvements. Funding is allocated through a base plus model and targeted grants that strengthen alignment with workforce demand.

PQI Incentive Awards: Awarded to high-performing CTE pathways based on student completion and assessment scores. Funds may be used for materials, equipment or professional development.

PQI Technical Assistance Grants: Available to programs seeking to improve assessment pass rates through targeted support and strategic improvements.

Program Added-Cost Funding: Allocated based on the teacher FTE for the program delivered in the prior year. Funds may be used for CTE-specific equipment, materials, and instructional needs.

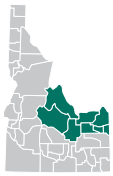
Perkins V Funding: Allocated through a federal formula to support local programs identified through a comprehensive local needs assessment, helping schools strengthen and expand CTE opportunities.

Workforce Readiness Incentive Awards: Awarded to pathways that demonstrate high student performance and strong teacher retention, with award amounts based on qualifying results.

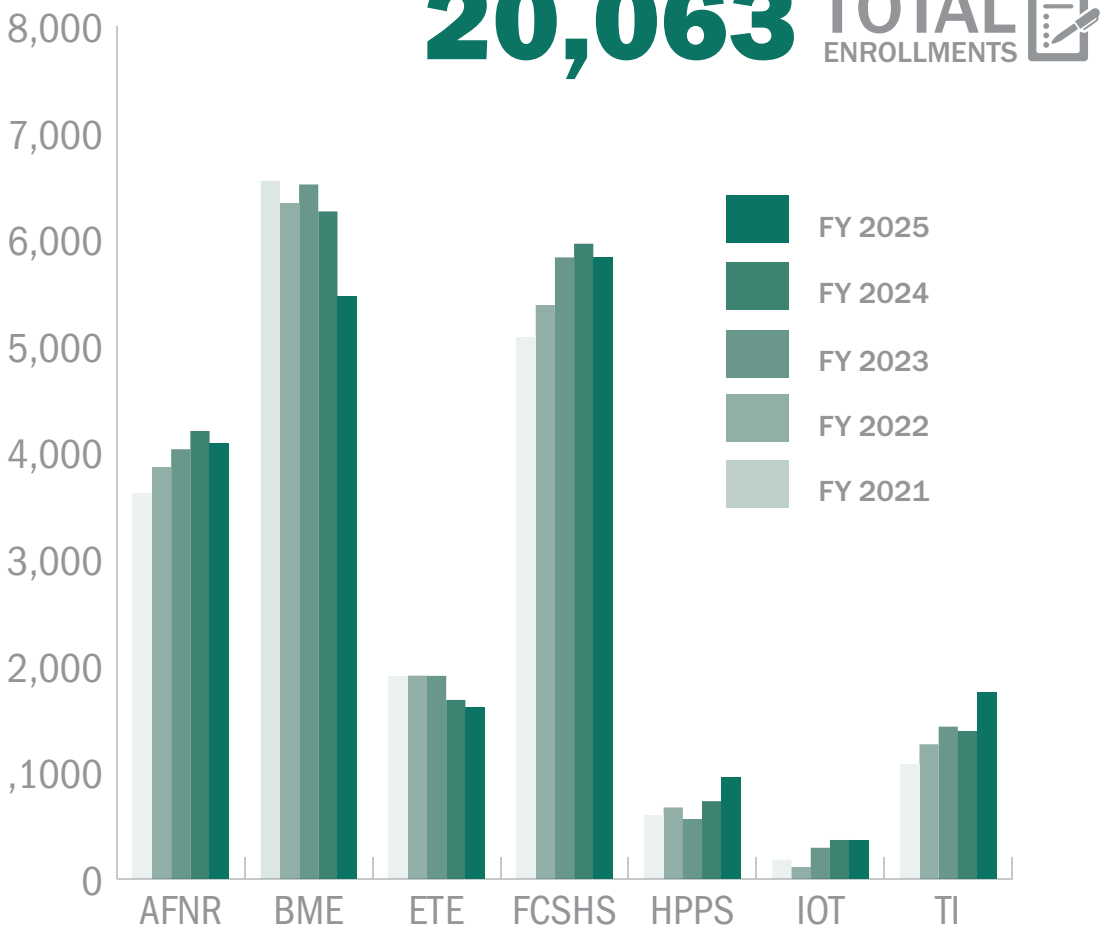
Together, these funding sources help Idaho schools deliver high-quality CTE programs, improve workforce readiness and create clear pathways from education to career success.

REGION 6

secondary



20,063 TOTAL ENROLLMENTS



AFNR: Agriculture, Food and Natural Resources; BME: Business and Marketing Education; ETE: Engineering and Technology Education; FCSHS: Family and Consumer Sciences and Human Services; HPPS: Health Professions and Public Safety; IOT: Individualized Occupational Training; TI: Trades and Industry

1,627 CTE CAPSTONE STUDENTS

2 CAREER TECHNICAL CENTERS

74% OF SECONDARY STUDENTS TOOK A CTE COURSE

191 TOTAL PROGRAMS

6% INCREASE FROM FY 2024

490 CTE DIPLOMAS AWARDED AS REPORTED BY LEAs

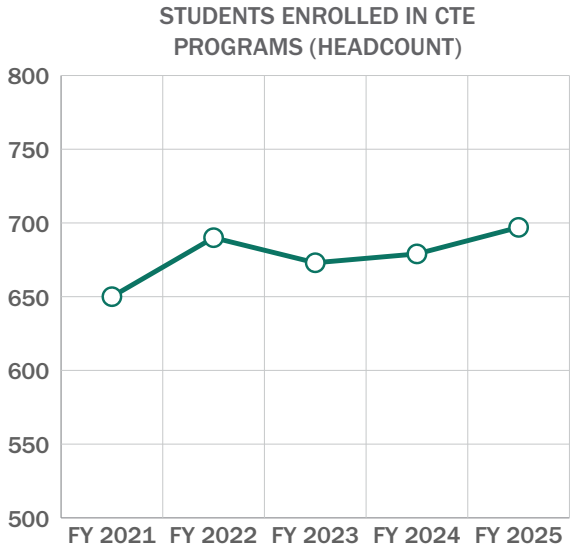
12,382 SKILLSTACK® BADGES ISSUED

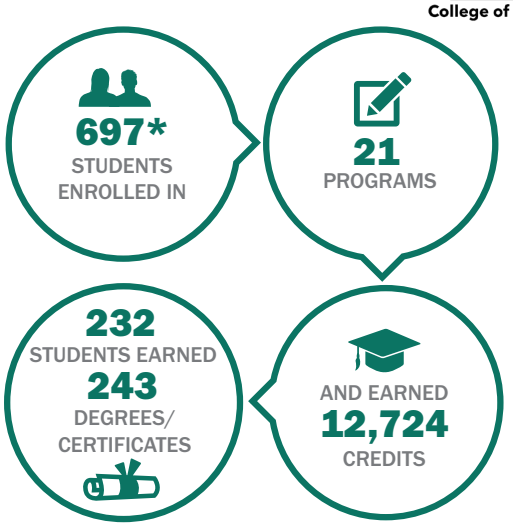
24 LEAs WERE RURAL

71%

technical college system

College of Eastern Idaho





*424 full-time equivalent enrollments

WORKFORCE TRAINING CENTER

12,039
ENROLLMENTS



455
APPRENTICESHIP STUDENTS*

*Registered apprenticeships offered: Electrical, HVAC, Plumbing and Welding

EMPLOYER SPOTLIGHT

Teton Toyota, Idaho Falls

Type of industry: Automotive

Number of employees: 100

Training need: Teton Toyota wanted to provide its automotive technicians with in-depth training to achieve Automotive Service Excellence (ASE) certification, the industry standard in automotive service.

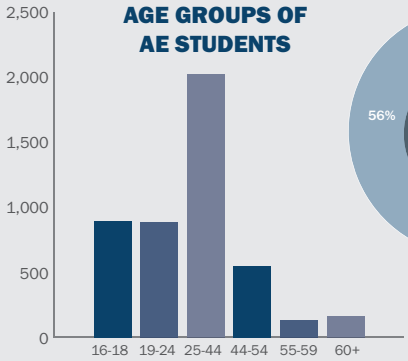
How the WTC delivered: The WTC worked closely with Teton Toyota and Design Lab on a grant that created a pathway for employees to receive technical instruction through CEI while gaining on-the-job experience at the dealership. Teton Toyota's leadership supported the program by allowing employees to leave work early for classes and focus on hands-on training that complemented their coursework. The dealership also provided pay incentives for employees who passed the ASE certification exam and played a key role in helping bring ASE testing to CEI's campus. This collaboration gave technicians a clear route to advance their skills while building a stronger, more qualified workforce for Idaho Falls' growing automotive industry.

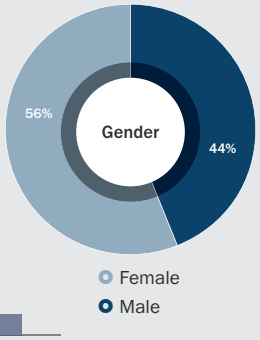
"Because I'd seen what the school had done with its nursing program—partnering with hospitals to help build degrees at all levels—I asked how we could do the same for our techs. The school handles the classroom work, and we handle the lab work at the dealership. We pay for our employees to take the ASE exam, and when they pass, they earn a raise."

—Crystal Zmak, chief operating officer, Teton Toyota

Adult Education

Adult Education (AE) collaborates with employers, workforce training and CTE to prepare students for in-demand career pathways. AE provides several services to the six technical colleges and the Idaho Department of Correction.









INTEGRATED EDUCATION AND TRAINING PARTICIPANTS

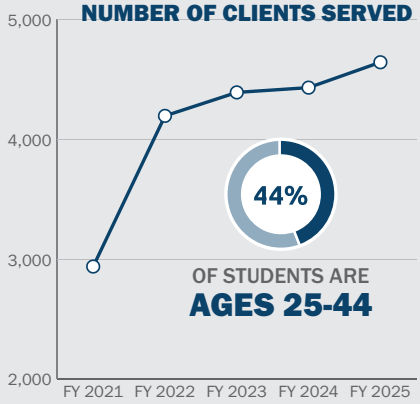


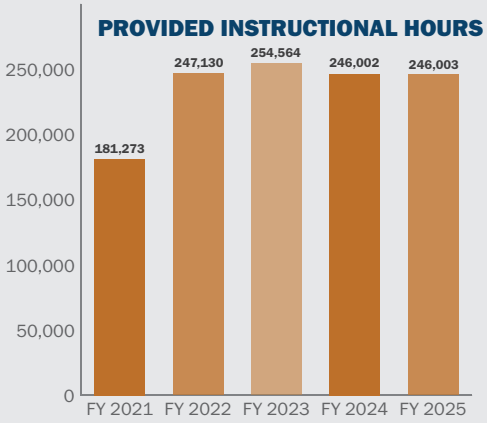
PASSED AN **OCCUPATIONAL OR TECHNICAL SKILLS EXAM**



OBTAINED TRAINING OR **CREDENTIALS THAT LED TO A PROMOTION**

QUARTERLY INCOME | **$11,451** MEDIAN VERSUS **$5,200** TARGET





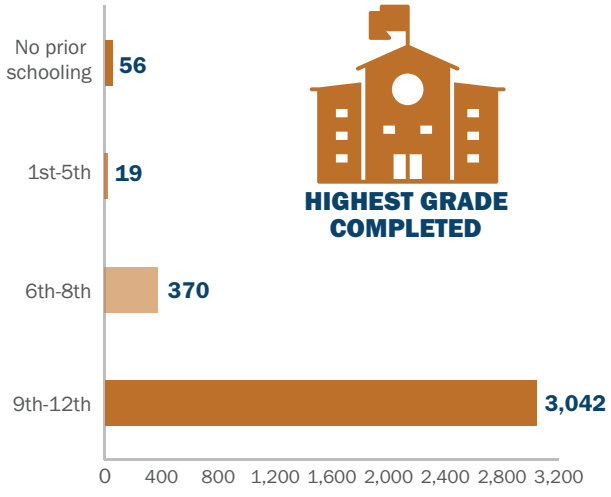
GED



OF GED TEST PASSERS ACHIEVED A SCORE OF "COLLEGE READY" ON THE GED



1,945 OF 2,349 GED COMPLETERS† **PASSED THEIR GED TEST**

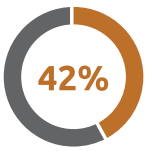


HIGHEST GRADE COMPLETED

AGE GROUPS OF GED PASSERS*



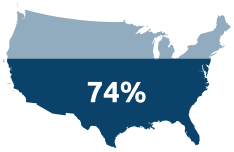
16-19



20+



IDAHO **PASS RATE** COMPARED TO NATIONAL **PASS RATE**





OF GED TEST TAKERS **USED AE TO PREPARE**

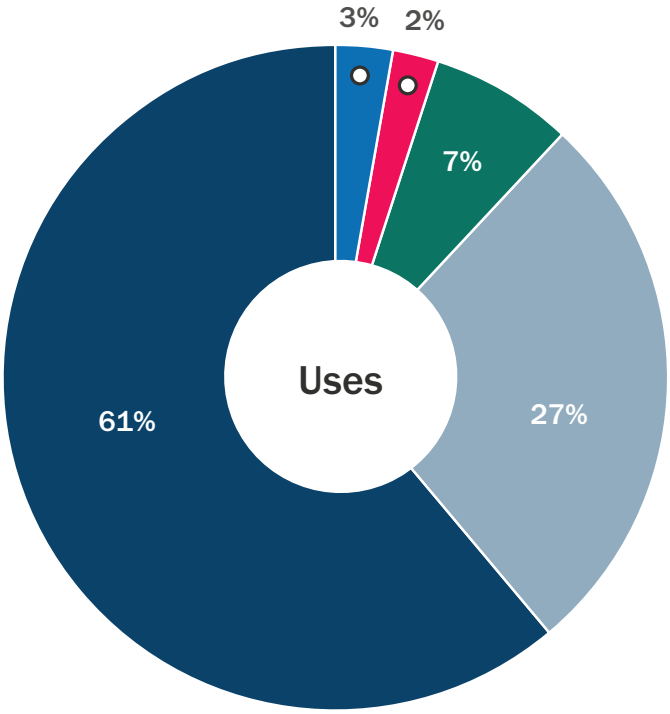
36

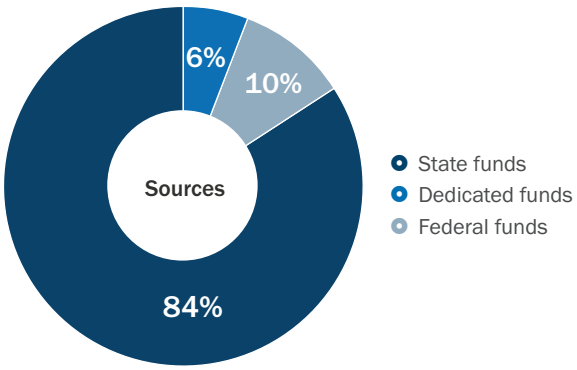
*Defined as a learner who passed all four GED subject tests and earned the credential.
†Defined as a learner who completed all test sections but may not have achieved passing scores.

Financial overview

IDCTE RECEIVED $94,616,500 IN APPROPRIATIONS AND HAD 60 EMPLOYEES FOR FY 2025

Administrative services	**$3,131,900**
Operating expenses	$749,200
Personnel costs	$2,367,700
Capital expenses	$15,000
Secondary and general programs	**$25,555,300**
Operating expenses	$542,000
Personnel costs	$1,994,900
Federal funds	$4,025,400
Program distribution	$23,018,400
Added-cost operating support	$18,727,500
Agriculture and Natural Resources	$462,500
Program Quality Incentives	$686,000
Secondary Perkins grant programs	$2,985,400
Workforce Readiness Incentives	$157,000
Technical college system	**$57,172,600**
Federal funds (distributed)*	$2,685,500
Operating expenses	$5,200,300
Personnel costs	$49,286,800
Program distribution (trustee benefits)	$2,685,500
Related programs	**$6,587,000**
Dedicated funds	$252,800
Federal funds	$2,862,000
Operating expenses	$278,100
Personnel costs	$1,119,100
Program distribution	$5,189,800
Adult Education	$2,971,600
Centers for New Directions	$170,000
Workforce Training Centers	$1,208,400
Educator services	**$2,169,700**
Connect Summer Conference*	$275,000
Operating expenses	$509,100
Personnel costs	$958,100
Program distribution	$702,500





*Duplicated numbers

Looking ahead

Idaho's vision for career technical education is clear: align, elevate and accelerate. Our strategic plan for fiscal years 2026-2030 charts a bold course that prioritizes opportunity, innovation and measurable results.

Idaho's vision for CTE is simple but ambitious: align, elevate and accelerate. Our strategic plan for fiscal years 2026-2030 lays out a clear path forward—one that focuses on opportunity and innovation—to make a real difference for learners and employers.

The first goal is system alignment. IDCTE is connecting CTE programs across high schools, colleges and the workforce so students experience a seamless path from classroom to career. When standards, curricula and credentials work together, learners get training that's relevant and immediately applicable in the real world.

The second goal is educational attainment. IDCTE is strengthening programs, supporting adult learners, expanding access to microcredentials and investing in a strong teacher pipeline. These efforts ensure every Idahoan—at any stage of life—has a path to upward mobility and personal growth.

The third goal is workforce readiness. IDCTE is deepening partnerships with employers, expanding work-based learning opportunities and strengthening career pathways that lead to high-skill, in-demand jobs. These initiatives ensure students don't just graduate—they transition into meaningful careers that power Idaho's economy.

Progress will be measured through clear, trackable outcomes such as credential attainment, graduation rates and positive placement—meaning learners secure employment, enroll in further education or training, or enter military or service programs after completing their studies. At IDCTE, we're preparing learners for more than a job. We're helping them build futures—and building a stronger Idaho along the way.

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208-429-5500

info@cte.idaho.gov

cte.idaho.gov

facebook.com/IdahoCTE

linkedin.com/company/idaho-career-and-technical-education

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Division of Career Technical Education

2025/500/AR25

2026 IDCTE Annual Report State Board Presentation

Peter Risse, State Administrator

IDAHO
Division of Career Technical Education

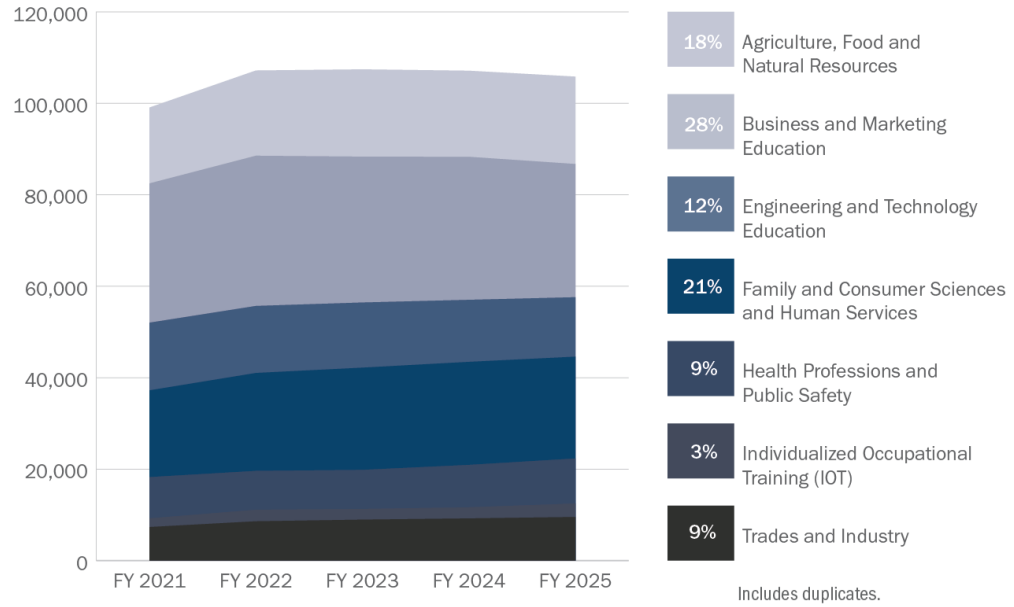
Our mission:

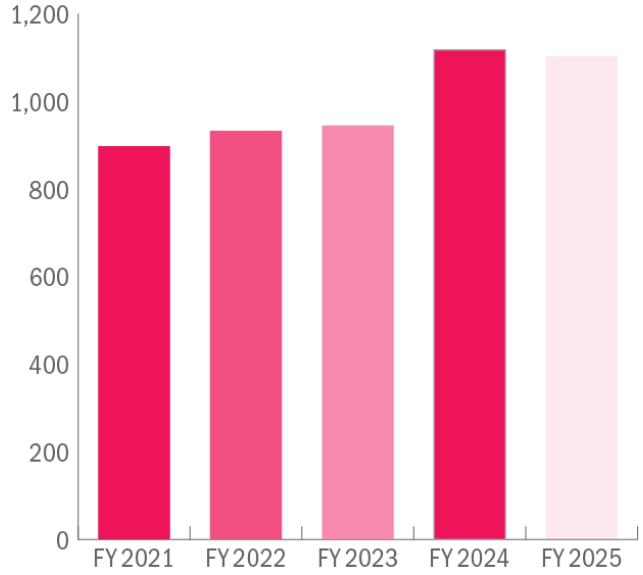
We connect learners with hands-on education and training to prepare them for in-demand careers and high-quality jobs that strengthen our state's workforce.

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Secondary Snapshot

1,103 TOTAL PROGRAMS







Source: IDCTE 2025 Annual Report

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Division of Career Technical Education

Secondary Snapshot



NEARLY 71K

STUDENTS ENROLLED IN CTE PROGRAMS

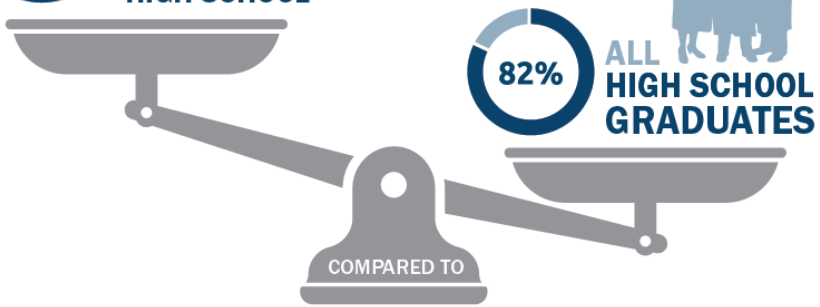


OF **ALL HIGH SCHOOL STUDENTS** TOOK A **CTE COURSE**

3,567 CTE DIPLOMAS AWARDED AS REPORTED BY LEAs



OF **CTE CONCENTRATORS*** GRADUATED FROM **HIGH SCHOOL**





ALL **HIGH SCHOOL GRADUATES**



OF **CTE CONCENTRATORS**

FOUND A JOB, MOVED INTO POSTSECONDARY EDUCATION, WENT INTO THE MILITARY OR A SERVICE PROGRAM

IDAHO Division of Career Technical Education

Source: IDCTE 2025 Annual Report

New Secondary Program Applications

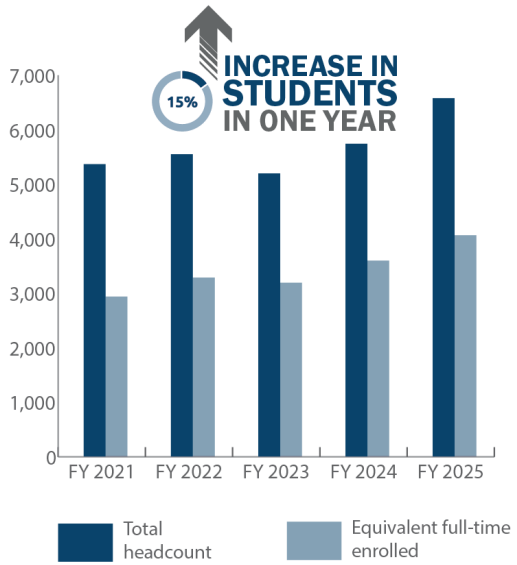
Program area	FY 2022	FY 2023	FY 2024	FY 2025	FY 2026
Agriculture, Food and Natural Resources	14	13	25	36	19
Business and Marketing	10	9	30	20	15
Engineering Technology Education	18	13	24	21	5
Family Consumer Sciences and Human Services	10	17	32	11	8
Health Professions and Public Safety	3	12	18	9	11
Trades and Industry	2	6	11	15	3
Individualized Occupational Training	2	3	11	5	15
	59	73	151	117	76

IDAHO Division of Career Technical Education

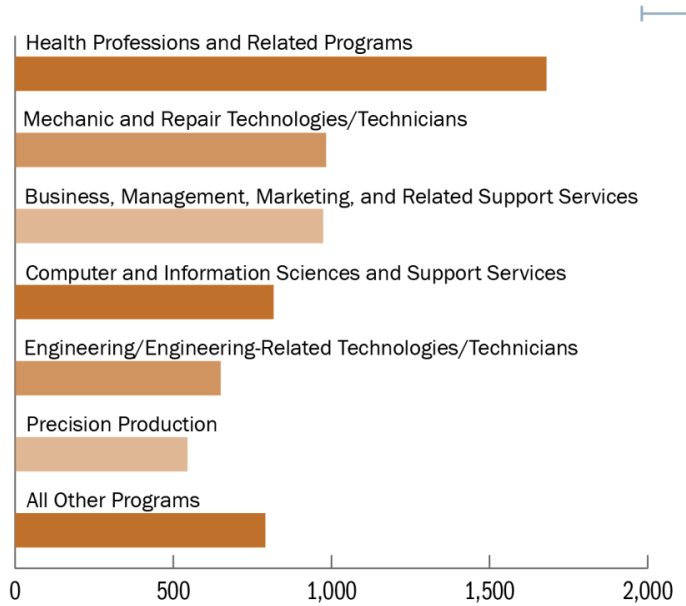
Technical College System Snapshot

223 ACTIVE PROGRAMS

CERTIFICATE/DEGREE PROGRAMS



ENROLLMENTS BY PROGRAM AREA



93% OF STUDENTS ARE ENROLLED IN A PROGRAM THAT LEADS TO AN IN-DEMAND CAREER

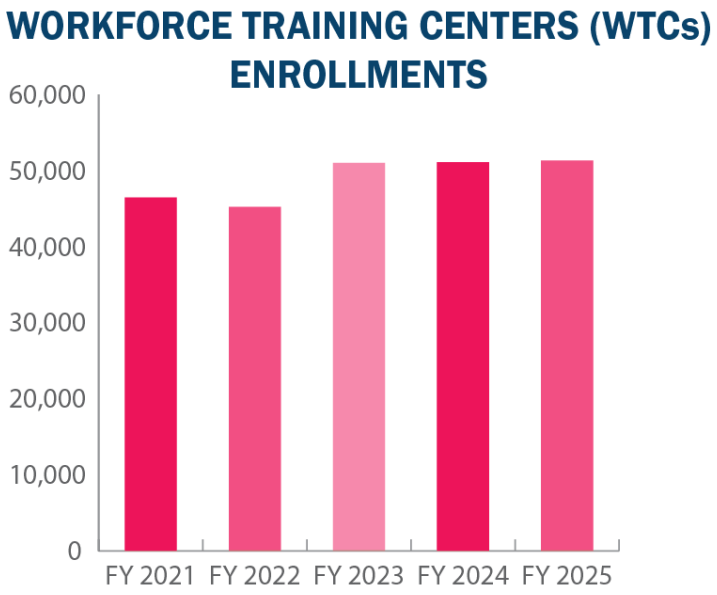
TOP IN-DEMAND CAREERS AREAS WITH THE HIGHEST STUDENT ENROLLMENT ACROSS PROGRAMS

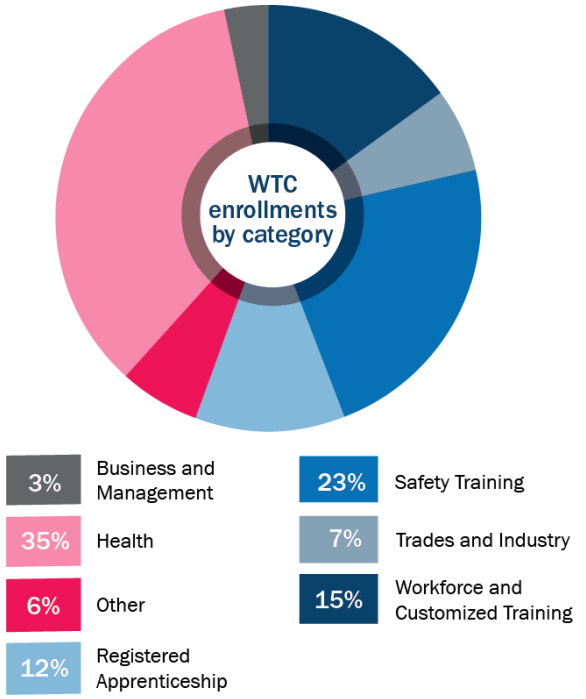
- Management Occupations
- Installation, Maintenance, and Repair Occupations
- Healthcare Practitioners and Technical Occupations
- Production Occupations
- Healthcare Support Occupations
- Computer and Mathematical Occupations
- Architecture and Engineering Occupations
- Office and Administrative Support Occupations
- Business and Financial Operations Occupations
- Arts, Design, Entertainment, Sports, and Media Occupations

IDAHO Division of Career Technical Education

Source: IDCTE 2025 Annual Report, Institution enrollment data, the Workforce Development Council's 2025 In-Demand Career List , CIP-SOC crosswalk (PCRN)

Technical College System Snapshot





Source: IDCTE 2025 Annual Report

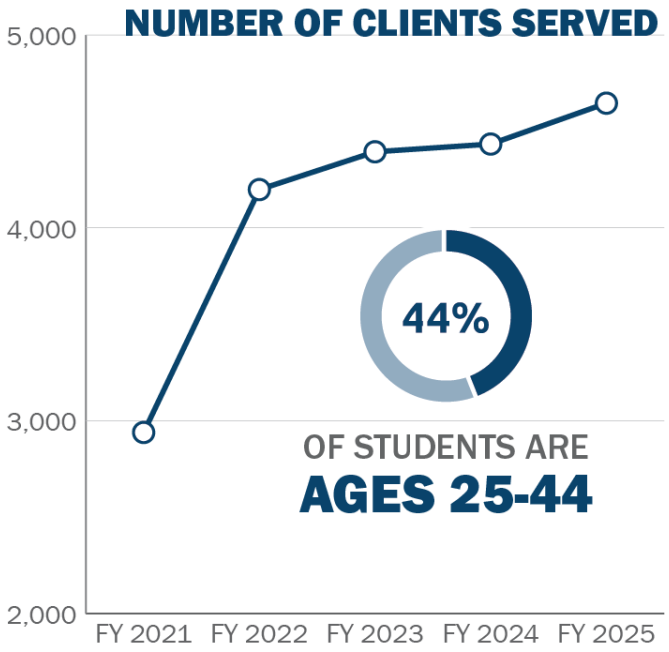
IDAHO Division of Career Technical Education

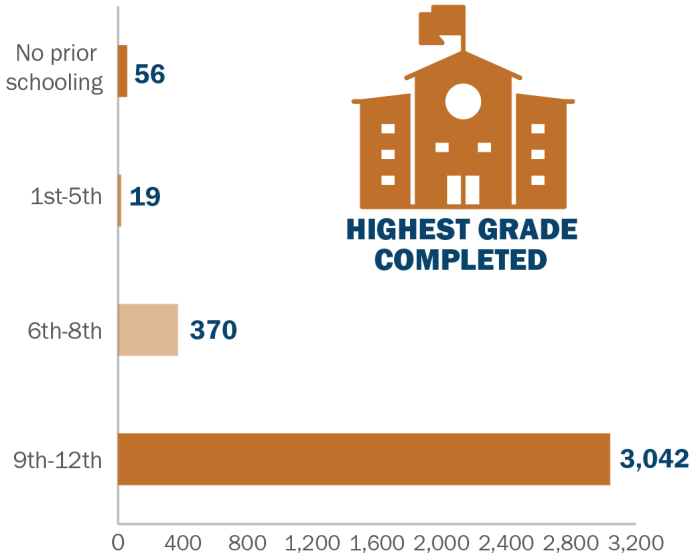
Career Technical Student Organizations

- 14,393 affiliate members
- 425 total chapters
- 6,383 members attended state conferences
- 1,944 members attended national and international conferences
- One national officer was elected

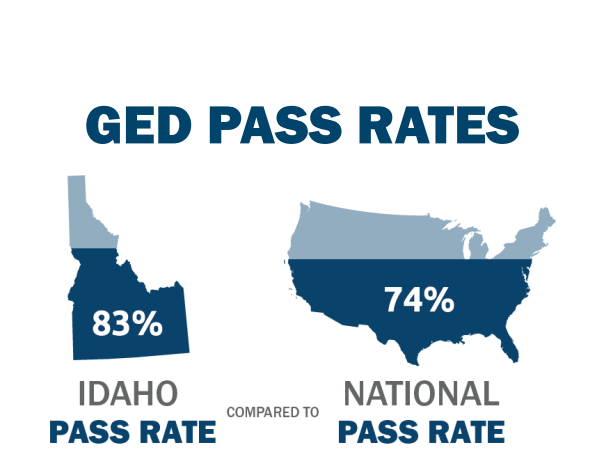
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Adult Education









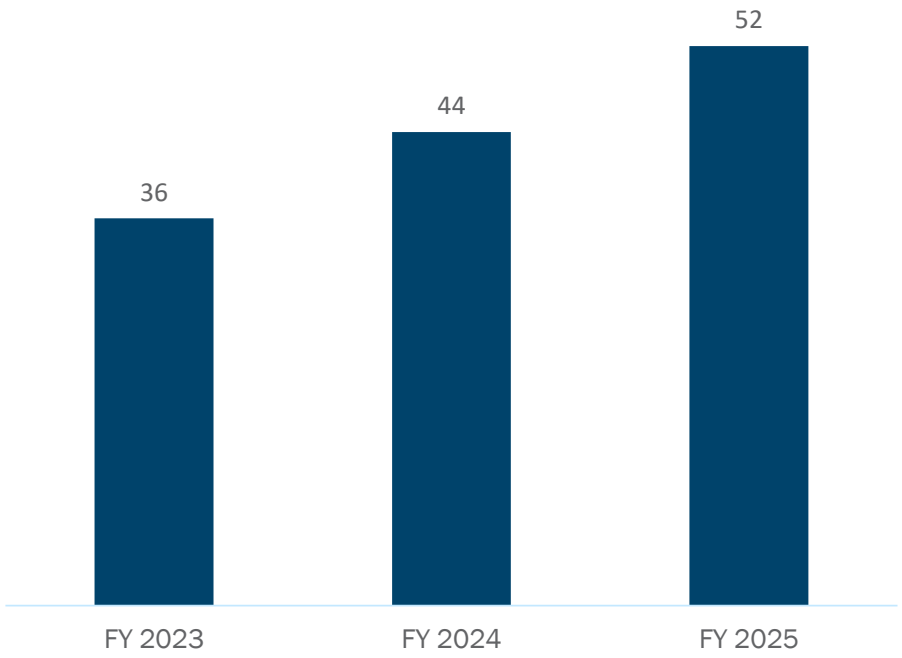


Source: IDCTE 2025 Annual Report

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Fire Service Training





Source: IDCTE 2025 Annual Report

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Fiscal Year 2025 Achievements



Revalidated 12 programs



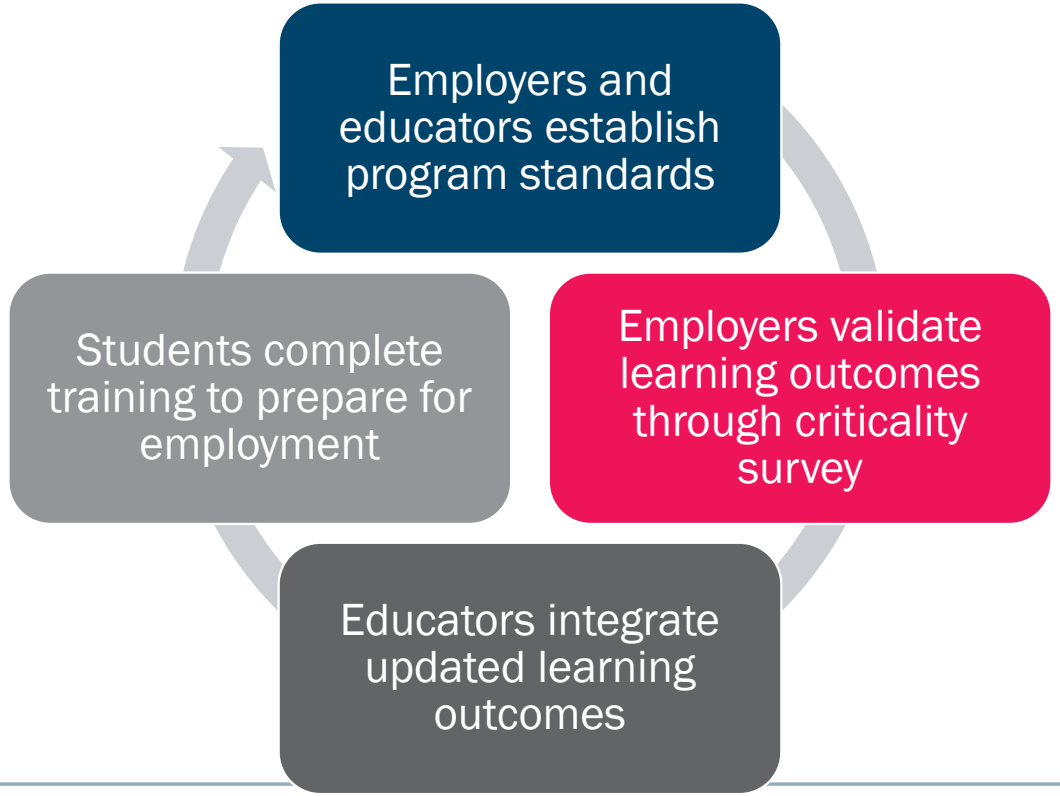
Made progress on system modernization



Received 161 applications for middle school programs

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Program Alignment



IDAHO Division of Career Technical Education

Emerging Pathways



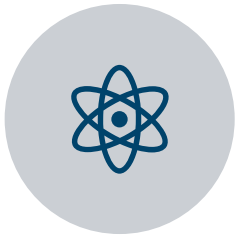
Aircraft Maintenance



Aviation



Forest Products



Military Science

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Secondary Standards Revalidation

- Agriculture Small Engine Repair
- Agriculture Welding
- Aircraft Maintenance—NEW
- Business Management
- Computer Support
- Cosmetology
- Electronics Technology
- Network Support
- Nursing Assistant
- Plant and Soil
- Programming and Software Development
- Welding

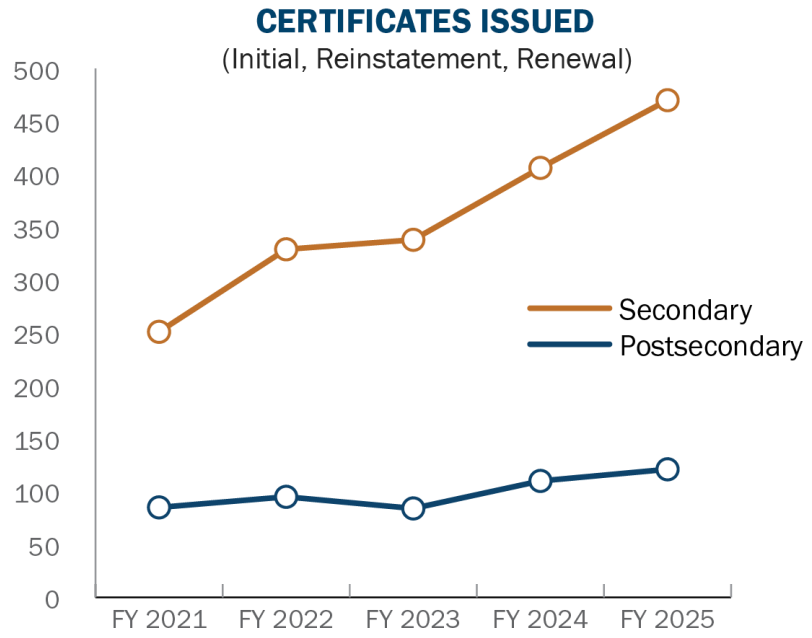
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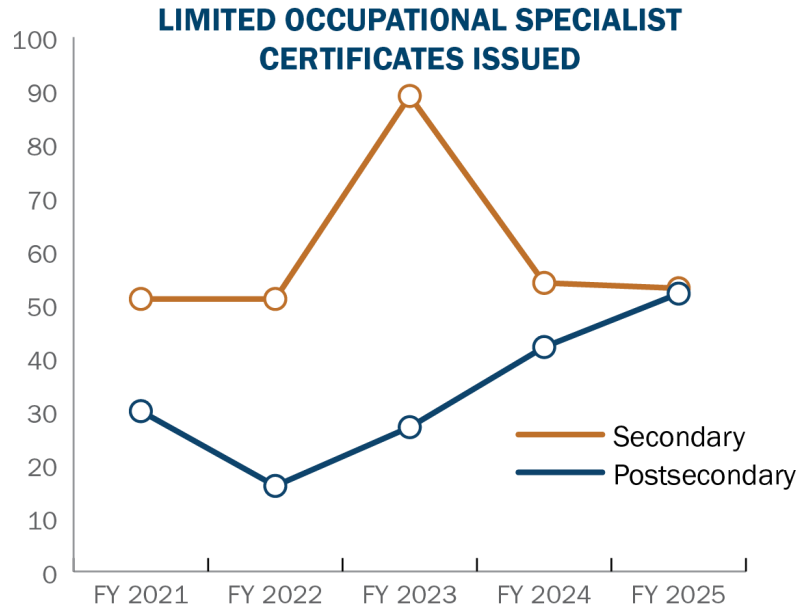
System Modernization

- Provide transparency in funding
- Automate manual processes
- Increase efficiency
- Reduce human error
- Increase transparency

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CTE Certificates Issued





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Source: IDCTE 2025 Annual Report

Looking Ahead

IDAHO Division of Career Technical Education

Fiscal Years 2026-30 Strategic Plan



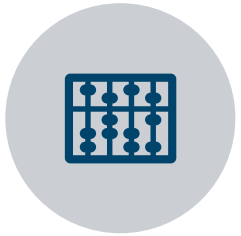
Looking Ahead: System Alignment



Launching Centralized Operations Reporting and Analytics Environment (CORE)



Evaluating program funding sustainability



Updating formula for added-cost funding



Increasing board engagement

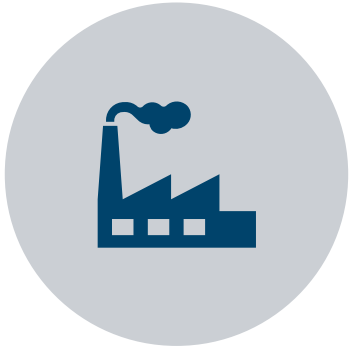
IDAHO Division of Career Technical Education



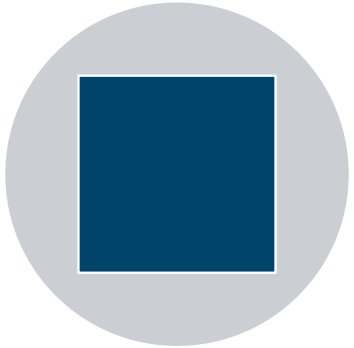
July 13-15
Riverside Hotel
Boise

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Looking Ahead: Educational Attainment



Transitioning InspireReady! to reimagined Industry to Educator (I2E)



Creating CTE-specific professional development courses



Modernizing and streamlining educator certification process

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Looking Ahead: Workforce Readiness



Prioritizing in-demand careers to reflect emergent workforce needs



Revising Perkins state plan



Supporting Workforce Pell



Sponsoring the educator apprenticeship program

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Questions?

Peter Risse
peter.risse@cte.idaho.gov| 208-429-5531 | cte.idaho.gov

DIVISION OF CAREER TECHNICAL EDUCATION

SUBJECT
CTE Pedagogy Assessment for Certification

REFERENCE
N/A

APPLICABLE STATUTE, RULE OR POLICY
IDAPA 08.02.02.021 – Rules Governing Uniformity: Endorsements

BACKGROUND/DISCUSSION
NOCTI (National Occupational Competency Testing Institute) is a nationally recognized provider of career and technical education (CTE) assessments that measure student knowledge and technical skill attainment across multiple career pathways. Founded in 1969, NOCTI develops industry-aligned written and performance-based assessments in collaboration with educators and industry experts. State and school systems use NOCTI assessments to support Perkins V accountability requirements, evaluate program effectiveness, and ensure consistent, standardized measurement of student readiness for employment and postsecondary education. NOCTI assessments provide reliable data to inform instructional improvement, statewide reporting, and alignment with workforce expectations.

The Division convened a group of content specialists to evaluate the rigor and alignment of the written NOCTI Construction 5463 assessment with the state's Construction program standards. The review concluded that the written assessment adequately measures the knowledge, skills, and abilities expected within the construction pathway. Approval of this assessment will allow currently certified CTE teachers to use the NOCTI Construction 5463 assessment to obtain a Construction endorsement, supporting educator credentialing and alignment with workforce needs.

Based on these findings, the Division recommends approval of the NOCTI Construction 5463 assessment as an acceptable technical skills measure and recommends implementation through a three-year initial implementation with conditional approval to assess its impact on student outcomes, instructional alignment, and statewide consistency before long-term adoption. The cost of the assessment, including remote proctoring, is $175 per test and subject to change. The written assessment cut score is 66.1. There is no cost for state membership. The assessment is administered online, reviewed on a three-year revision cycle with interim health checks, and provides the state with access to testing data.

IMPACT
Conditional approval of the NOCTI Construction 5463 written assessment and implementation of a three-year initial implementation period will provide a consistent, standards-aligned measure of technical skill attainment while

supporting statewide accountability and program quality. The initial implementation period and conditional approval will allow the Division to assess the assessment's impact on instruction, student outcomes, and reporting consistency before making a long-term adoption decision.

ATTACHMENTS

Attachment 1 – NOCTI Blueprint Building Construction

BOARD STAFF COMMENTS AND RECOMMENDATIONS

NOCTI assessments are recognized and used across many states to support educator preparation for career technical education. By gathering content experts for an addition review of the NOCTI Construction 5463 written assessment, the Division has confirmed that it appears to be an appropriate measure of knowledge. Further, the Division's has presented a sound plan to review the data in three years to ensure the assessment is providing accurate and valuable information.

Board staff recommends approval.

BOARD ACTION

I move to conditionally approve adoption of the NOCTI Construction 5463 Written Assessment for CTE industry endorsement use for an initial implementation period of three years, with a required review at the conclusion of the initial implementation period.

Moved by _____ Seconded by _____ Carried Yes _____ No _____

NOCTI

Teacher Credential Blueprint



Building Construction Occupations

Code: 5463 / Version: 01

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General Assessment Information

Blueprint Contents

General Assessment Information
Written Assessment Information
Specific Competencies Covered in the Test
Sample Written Items
Performance Assessment Information
Sample Performance Job

Test Type: The Building Construction Occupations assessment is included in NOCTI's Teacher assessment battery. Teacher assessments measure an individual's technical knowledge and skills in a proctored proficiency examination format. These assessments are used in a large number of states as part of the teacher licensing and/or certification process, assessing competency in all aspects of a particular industry. NOCTI Teacher tests typically offer both a written and performance component that must be administered at a NOCTI-approved Area Test Center. Teacher assessments can be delivered in an online or paper/pencil format.

Revision Team: The assessment content is based on input from secondary, post-secondary, and business/industry representatives from the states of Montana, New York, Pennsylvania, Texas, Wyoming.

CIP Code

46.0415- Building Construction Technology

Learning that works for America CTE™

Career Cluster - Architecture and Construction

O*NET™ in*it

47-2031.01- Construction Carpenters

Association for Career and Technical Education ACTE®

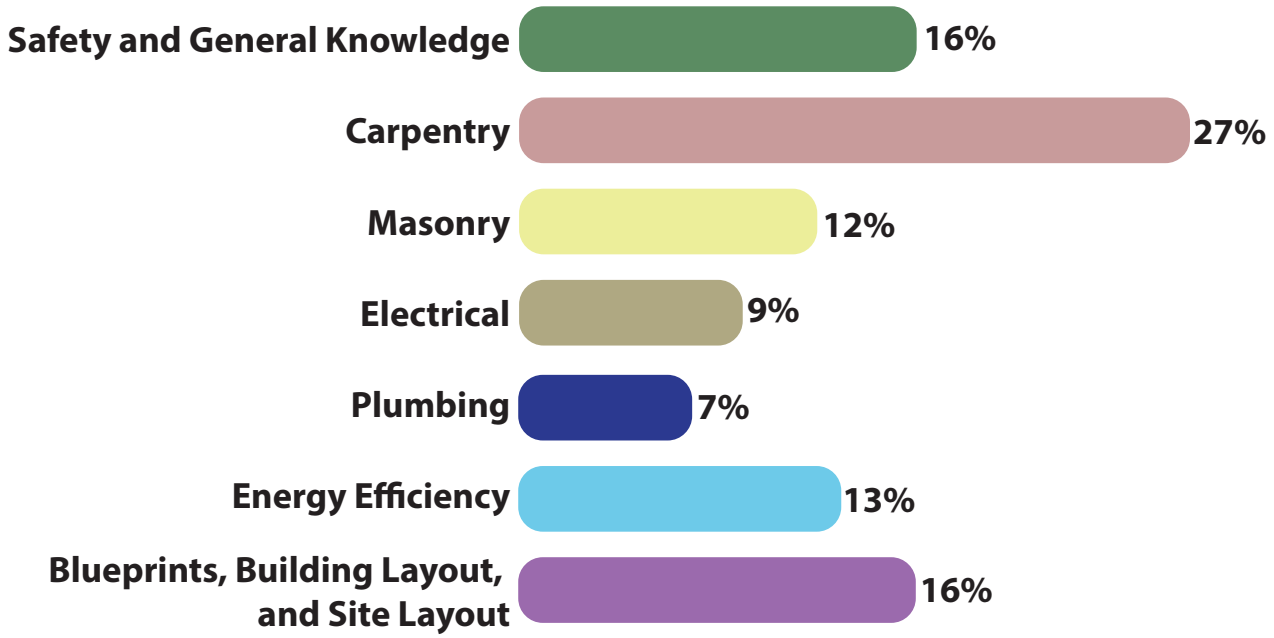
The Association for Career and Technical Education (ACTE), the leading professional organization for career and technical educators, commends all students who participate in career and technical education programs and choose to validate their educational attainment through rigorous technical assessments. In taking this assessment you demonstrate to your school, your parents and guardians, your future employers and yourself that you understand the concepts and knowledge needed to succeed in the workplace. Good Luck!

Written Assessment

NOCTI written assessments consist of questions to measure an individual's factual theoretical knowledge.

Administration Time: 3 hours
Number of Questions: 159
Number of Sessions: This assessment may be administered in one, two, or three sessions.

Areas Covered



Specific Standards and Competencies Included in this Assessment

Safety and General Knowledge

- Recognize and adhere to worksite safety rules (health related)
- Utilize appropriate personal protective equipment (PPE)
- Demonstrate understanding of ladder and scaffold safety
- Recognize and adhere to governmental regulations (e.g., OSHA, SDS)
- Demonstrate safe and appropriate use of hand tools
- Demonstrate safe and appropriate use of power tools
- Demonstrate safe and appropriate use of stationary shop tools

Carpentry

- Identify carpentry materials
- Describe, lay out, and construct wood floor framing
- Calculate, lay out, and construct stairs
- Identify, lay out, and construct wood wall framing
- Describe, calculate, and construct ceiling and roof framing
- Identify and install roofing materials (e.g., shingles, flashings)
- Differentiate various styles of roofs
- Identify, estimate, and install exterior windows and doors
- Identify, measure, calculate, and apply exterior finishes (e.g., sidings, trims)
- Describe and install interior finishes (e.g., drywall, doors, trims)

Masonry

- Identify, calculate quantities, and install footings and foundations
- Identify, calculate quantities, and install brick and block
- Identify, calculate quantities, and install various types of tiles
- Identify, calculate quantities, place, and finish concrete applications

(Continued on the following page)

Specific Standards and Competencies (continued)

Electrical
- Identify, estimate, and install rough electrical
- Identify, calculate quantities, and install finish electrical
- Identify various electrical components and their use

Plumbing
- Identify, estimate, design, and install rough plumbing (e.g., PVC, copper)
- Identify, calculate quantities, and install finish plumbing fixtures
- Identify various plumbing components and their use

Energy Efficiency
- Identify, estimate, and install insulation and understand R-values
- Recognize various ventilation applications
- Identify "green" construction technology (e.g., lighting, Energy Star)

Blueprints, Building Layout, and Site Layout
- Recognize blueprint terms, symbols, and abbreviations
- Interpret blueprints and calculate quantities
- Demonstrate use of architect's scale
- Lay out buildings using various calculations, squaring, and leveling methods

Sample Questions

SDS documents should be examined

A. before working with a chemical
B. after a fire or explosion
C. in the event of a spill
D. when inspectors are on site

The leading cause of fatalities in the construction industry is

A. falls
B. lacerations
C. electrical shock
D. structure fires

Roof trusses are typically spaced _____ on center.

A. 10 inches
B. 15 inches
C. 20 inches
D. 24 inches

Which is a pre-cut length of rolled fiberglass insulation.

A. filler
B. batt
C. cricket
D. standard

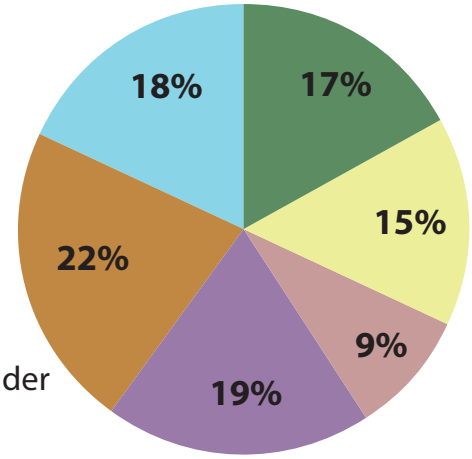
The height of the window header is found in the

A. site section
B. plot plan
C. wall section
D. mechanical plan

Performance Assessment

NOCTI performance assessments allow individuals to demonstrate their acquired skills by completing actual jobs using the tools, materials, machines, and equipment related to the technical area.

Administration Time: 3 hours
Number of Jobs: 6



Areas Covered:

17% Solder Pipe
Participant will correctly cut, ream, clean, flux, and solder copper tubing into a complete, finished product.

15% Lay Out Rafter
Participant will position the rafter crown, create the correct rafter line length and overhang length, place and cut the bird's mouth correctly, and cut the tail plumb and ridge plumb correctly.

9% Calculate and Cut a Stud
Participant will cut the stud to the correct length and shape.

19% Rough and Finish Electrical
Participant will correctly set boxes, choose and install cables, pre-wire boxes, choose, wire, and install switch properly, split and wire the receptacle correctly.

(Continued on the following page)

Areas Covered (continued)

22% 8-Inch Block Wall Construction
Construct the block course correctly, with correct wall length, height, and straightness. Ensure wall is plumb, and joints are full and free of voids and finished and tooled properly.

18% PVC Pipe Assembly
Participant will measure, mark, and cut PVC pipe into three sections, present the cut sections to evaluator, dry fit the assembly, prime and glue the pipes, make sure the project will lay flat, and clean up the workstation.

Sample Job

8-Inch Block Wall Construction

Maximum Time: 45 minutes

Participant Activity: The participant is to construct a block wall 47-5/8 inches long by 24 inches high, strike all joints using a convex jointer, and finish wall with a clean appearance.

SUBJECT

Board Policy VII.A. CTE General Policies – First Reading

REFERENCE

August 2023	Board approved the second reading of proposed amendments to Board policy moving policies specific to the Division of Career Technical Education from Subsection IV.E. to Section VII.
June 2024	Board approved the second reading of proposed amendments to Board policy VII.A. and VII.B., setting out the process and reporting requirements for updating career technical education program standards.

APPLICABLE STATUTE, RULE, OR POLICY

Idaho State Board of Education Policies and Procedures, Section VII.A. General Policies and Procedures
Chapter 22, Title 33, Idaho Code

BACKGROUND/DISCUSSION

Proposed amendments to Board Policy VII.A. updates definitions to align them to Perkins V. The "concentrator student" definition shifts from a focus on capstone course enrollment to setting a minimum number of courses for secondary students and a minimum number of credits for postsecondary students. The second proposed change is the addition of a definition for "technical advisory committee (TAC)" as "industry experts that advise CTE programs."

IMPACT

Approval of the amendments will align state definitions with federal law, and it will allow the Division to be more responsive to the needs expressed by our secondary CTE Administrators and teachers.

ATTACHMENTS

Attachment 1 – Board Policy VII.A. Redline

BOARD STAFF COMMENTS AND RECOMMENDATIONS

The proposed amendments to Board Policy VII.A. improve clarity and align definitions to federal law. Board staff recommends approval.

BOARD ACTION

I move to approve the first reading of amendments to Board Policy VII.A. as provided in Attachment 1.

Moved by _____ Seconded by _____ Carried Yes _____ No _____

Idaho State Board of Education
GOVERNING POLICIES AND PROCEDURES
SECTION: VII. DIVISION OF CAREER TECHNCIAL EDUCATION
Subsection: A. General Policies and Definitions ~~June 2024~~August 2026

1. Purpose

   The Division of Career Technical Education (Division) provides leadership and coordination for programs in career technical education in various parts of the state. The general purpose of the Division is to carry out the governing policies and procedures of the Board and the applicable provisions of state and federal career technical education regulations assigned to the Division and the implementation of Chapter 22, Title 33, Idaho Code.

2. Delegation of Authority

   The Administrator is the chief program and administrative officer of the Division, is appointed by, and serves in this position at the pleasure of the Board. The Administrator of the Division of Career Technical Education serves as the chief executive officer of the statewide career technical education system with the responsibility to supervise and manage career technical education programs in Idaho within the framework of the Board's Governing Policies and Procedures for the organization, management, direction, and supervision of the agency and is held accountable by the Board for the successful functioning of the institution or agency in all of its units, divisions, and services pursuant to Board Policy I.E. Executive Officers. Matters brought before the Board in its capacity as the State Board of Career Technical Education shall follow the same policies and procedures established by the Board for all agencies and institutions under its governance.

3. Internal Policies and Procedures

   The chief executive officer may establish additional policies and procedures for the internal management of the Division of Career Technical Education that complement, but do not supplant, the Governing Policies and Procedures of the Board. Such internal policies and procedures are subject to Board review and action.

3. Definitions

   a. Concentrator Student means a secondary student ~~enrolled in a capstone course~~who has completed at least two courses in a single career technical education program or program of study, or a postsecondary student who has earned at least 12 credits within a career technical education program or program of study or completed a postsecondary program if the program encompasses few than 12 credits or the equivalent in total.

b. Local Education Agencies means a public-school district or charter school, including specially chartered districts.

c. Technical Advisory Committee (TAC) mean a group of industry experts who work with educators to advise career technical education programs on up-to-date knowledge and skills necessary for students to move into the workforce or complete industry recognized certification or educational requirements. TAC's may be established for a single program area with representatives from multiple industries withing the program area or at the industry level. TACs are encouraged to include secondary and postsecondary educators within the local area.

~~c~~d. Technical College Leadership Council (TCLC) means the career technical education deans of the six regional public technical colleges in Idaho.

~~d~~e. Technical Skill Assessment means an assessment given at the culmination of a pathway program during the capstone course and measures a student's understanding of the technical requirements of the occupational pathway.

~~e~~f. Workplace Readiness Assessment means an assessment of a career technical education student's understanding of workplace expectations.

4. Functions

The Division provides statewide leadership, administration, supervision, planning, and coordination for career technical education activities in Idaho. The major functions include:

a. Statewide Administration: maintaining a qualified professional staff to provide statewide leadership and coordination for career technical education and the programs offered in accordance with applicable state and federal regulation, Fire Service Training and STAR Motorcycle Safety Program.

b. Supervisory and Consultative Services: providing technical assistance to local education agencies to assist in the implementation and maintenance of career technical education programs including support and leadership for student organizations and education equity.

c. Planning: assisting local education agencies in the development of annual plans and data collection and analyzing services for the establishment of a five-year plan, annual plans, and accountability reports from the local education agencies.

d. Evaluation: conducting and coordinating career technical education evaluations in accordance with state and federal guidelines to monitor program activities and to determine the status of program quality in relation to established standards and access.

e. Budget Preparation: preparing annual budgets and maintaining a statewide finance and accountability system.

f. Program and Professional Improvement: initiating and coordinating research, curriculum development, process improvement, and staff development statewide.

g. Management Information: collecting, analyzing, evaluating and disseminating data and program information which provides a comprehensive source of accurate, current, and easily accessible information for statewide decision making.

h. Coordination: providing liaison with related state agencies and organizations, business and industry, and community-based organizations.

5. Organization.

The programs and services of the Division are organized into two (2) broad segments: (a) Regular Occupational Programs and (b) Special Programs and Support Services.

a. Regular Occupational Programs are programs designed to prepare students at the secondary and postsecondary levels with the skills, knowledge, attitudes, and habits necessary for entry-level employment in recognized occupations in Idaho regions, and may extend to the Northwest and nationally. These programs also provide the supplemental training to upgrade the skills of those citizens of Idaho who are currently employed. Regular programs include, but are not limited to, clusters and pathways in the following program areas:

i. Agriculture, Food and Natural Resources;
ii. Business and Marketing;
iii. Engineering and Technology Education;
iv. Family and Consumer Sciences and Human Services;
v. Health Professions and Public Safety;
vi. Trades and Industry;
vii. Individualized Occupational Training;
viii. Workplace Readiness; and
ix. First Steps: Understanding the World of Work (career pathways)

A program quality manager is employed in each program area to provide leadership and technical assistance to local education agencies. Program areas and pathways may be added in emergent areas as identified through the comprehensive local needs assessment processes. Emergent areas may be added on a conditional basis pending development of appropriate standards. The Administrator shall report to the Board, no less than annually, the standards that have been reviewed, the standards that have been updated, and any emergent or new program areas that are being developed.

b. Special Programs and Support Services are special programs designed to serve students who are considered special populations, students with special needs, and include other program activities not considered occupational in nature. These programs include Single Parent/Displaced Homemaker, Education Equity, and middle school career technical education.

c. Through state and federal regulations, or by contract for administration, the Division may supervise and manage other career technical training programs as appropriate.

SUBJECT

Board Policy VII.B. CTE Program Delivery - First Reading

REFERENCE

August 2023	Board approved second reading of proposed amendments to Board policy moving policies specific to the Division of Career Technical Education from Subsection IV.E. to Section VII.
June 2024	Board approved second reading of proposed amendments to Board Policy VII.A and VII.B., setting out the process and reporting requirements for updating career technical education program standards.

APPLICABLE STATUTE, RULE, OR POLICY

Idaho State Board of Education Policies and Procedures, Section VII.B. Program Delivery
Chapter 22, Title 33, Idaho Code

BACKGROUND/DISCUSSION

Approved secondary career technical education programs are eligible to receive program added-cost funds, subject to the availability of funds appropriated to the Division. Board Policy VII.D. establishes provisions governing the delivery of career technical education programs including the allowable use of program added-cost funds.

Proposed amendments to Board Policy VII.B. address two (2) aspects of the policy: language improvements based on feedback from the field to ensure accuracy and relevancy of the policy, and changes to the allowable uses of program added-cost funds. The proposed amendments in sub-section 2.g. incorporate the following changes to the use of added-cost funds:

- Clarify that added-cost funds are intended to supplement, not supplant, other district funding
- Remove restrictions on assessment re-takes
- Clarify that coverage of chaperone costs for eligible travel is allowable
- Removing the 10% cap on student transportation costs associated with participation in career technical student organization conferences or events
- Improve clarity of language related to expenses for which added-cost funds may not be used

The most significant changes in the proposed policy address travel costs for student participation in leadership opportunities and statewide skills competitions, which are a critical part of the overall CTE program experience. Increased transportation costs have had a disproportionate impact on rural programs, limiting the students' ability to participate in the state level competitions.

IMPACT

Approval of the amendments will improve the clarity of the policy and allow the Division to be more responsive to the needs expressed by our secondary CTE Administrators and teachers.

ATTACHMENTS

Attachment 1 – Board Policy VII.B. Redline

BOARD STAFF COMMENTS AND RECOMMENDATIONS

The proposed policy amendments improve clarity and address the needs of rural students by ensuring that travel costs do not impede their participation in CTE leadership activities and competitions.

Board staff recommends approval.

BOARD ACTION

I move to approve the first reading of amendments to Board Policy VII.B. as provided in Attachment 1.

Moved by _____ Seconded by _____ Carried Yes _____ No _____

Idaho State Board of Education
GOVERNING POLICIES AND PROCEDURES
SECTION: VII. DIVISION OF CAREER TECHNCIAL EDUCATION
Subsection: B. Program Delivery ~~June 2024~~August 2026

1. Program Delivery

   Career technical education programs are made available at three (3) levels in Idaho -- secondary, postsecondary, and workforce training/adult education.

2. Secondary Programs

   a. Secondary Programs are provided through participating local education agencies and career technical centers. Secondary programs are established by the Division and may be categorized as either a cluster program or a pathway program.

   b. Cluster Program: provides introductory and intermediate courses as an introduction to a career technical area and the opportunity to learn workplace readiness expectations. A cluster program must meet the following requirements:

      i. Consist of a variety of foundation and intermediate courses within a single Career Cluster. The program does not culminate in a capstone course.
      ii. Offer a program that is three or more semesters (or the equivalent) in length.
      iii. Demonstrate a strong career/workplace readiness skills alignment.
      iv. Participate in a related Career Technical Student Organization.
      v. Maintain an active Technical Advisory Committee to guide program development and foster industry engagement.
      vi. Requires a nationally validated, industry-based Workplace Readiness Assessment created to evaluate skills and attitudes needed for success in the workplace administered by an approved assessment developer as part of the program.

   c. Pathway Program: provides specific career area occupational preparation, the opportunity to learn workplace readiness expectations, and the knowledge and skill development required to transition into a similar postsecondary program or the workforce. A pathway program must meet the following requirements:

      i. Consist of a sequence of courses that culminate in a capstone course and aligns with career technical education pathway standards approved by the Career Technical Education State Administrator.
      ii. Offer a program that is three or more semesters (or the equivalent) in length.
      iii. Demonstrate a strong career/workplace readiness skills alignment.
      iv. Participate in a related Career Technical Student Organization.
      v. Maintain an active Technical Advisory Committee to guide program development and foster industry engagement.
      vi. Require the Workplace Readiness Assessment as part of the program.

vii. Demonstrate alignment to similar postsecondary program outcomes as well as to relevant industry recognized standards.
viii. Offer work-based learning experience opportunities for students (paid or unpaid).
ix. Require a pathway-identified Technical Skill Assessment for all students enrolled in the capstone course ~~(concentrators)~~.
x. Require a nationally validated, industry-based technical skill assessment administered by an approved developer.

d. All junior and senior concentrators are required to take the technical skill assessment associated with their program. In the event a senior concentrator is enrolled in a pathway program that does not yet have an approved technical skill assessment, that student will take only the workplace readiness assessment until the pathway program technical skill assessment has been approved.

e. All seniors enrolled in more than one career technical education course are required to take the workplace readiness assessment.

f. Secondary Program Approval

The Division accepts applications each year from local education agencies to establish new secondary career technical programs, change a program type or reactivate an inactive program. To be considered in a given fiscal year the application must be received no later than February 15. Only approved programs are eligible to receive added-cost funds, or additional career technical education funding including, Idaho Program Quality Standards, Program Quality Initiative, Workforce Readiness Incentive Grant, and federal Perkins funding. In order to receive added-cost funds, a program must also be taught by an appropriately certified career technical education ~~teacher~~instructional staff. Career technical education ~~teacher~~ educator certification requirements are established in IDAPA 08.02.02. Applications must be submitted in a format established by the Administrator.

The Division will evaluate applications on standard criteria. Approval of new programs and reactivation of inactive programs will be based on available funding; priority will be given to pathway programs. A local education agency must demonstrate that, as part of its decision for creating, changing, or reactivating a career technical program, the local education agency has considered the recommendations from a local technical advisory committee. If such a committee does not already exist, the local education agency must create a committee for the express purpose of evaluating local and~~/or~~ regional need for the proposed career technical program and for providing guidance on the application for such program. Applications must indicate if the program is a cluster or a pathway program and will be evaluated according to the specific program type. Denial of applications will be based on failure to meet the application requirements, including but not limited to missing deadlines, information, failure to meet minimum program requirements

or failure to respond to any request for additional information within the timeframe specified in the application. Local education agencies will be notified of their application status on or before April 30 of the application year. Prior to receiving added-cost funds, the local education agency must submit the applicable statement of assurances, as outlined in the application approval letter.

i. Comprehensive high school new cluster programs will be evaluated on the following criteria:

1) Meeting minutes that reflect recommendations from the local technical advisory committee
2) Alignment with one of four approved cluster program areas
3) Provides basic workplace readiness skills
4) Connection to a Career Technical Student Organization (CTSO) supported by the Division
5) Representation on the technical advisory committee in alignment with the program area industry
6) Realistic, applied learning, provided through lab and industry-related activities
7) Facilities to accommodate the program with equipment and space
8) Agreement with the Statement of Assurances, as defined in the application

ii. Comprehensive high school new pathway programs will be evaluated on the following criteria:

1) Meeting minutes that reflect recommendations from the local technical advisory committee
2) Alignment with one of the approved pathway programs established by the Division
3) Provide basic workplace readiness skills
4) Consists of sequential, intermediate and capstone courses that meet the minimum requirements
5) Connection to a ~~Career Technical Student Organization (~~CTSO~~)~~ supported by the Division
6) Technical advisory committee that includes representatives from the identified occupational pathway
7) Realistic, applied learning, provided through lab and industry-related activities
8) Work-based learning opportunities
9) Regional need for the program, established through labor market data
10) Alignment with approved pathway standards
11) Alignment to related postsecondary program
12) Facilities to accommodate a pathway program with the appropriate and relevant equipment and space for the pathway

13) Agreement with the Statement of Assurances, as defined in the application

iii. Career Technical Center (CTC) pathway programs must meet the evaluation criteria for a new pathway program, as well as the criteria outlined in IDAPA 55.01.03.

g. Allowable Use of Program Added-Cost Funds

Program ~~A~~added-cost funds are distributed to ~~school districts~~local education agencies to cover instructor and program expenses beyond those normally encountered by Idaho public schools at the secondary level. Program added-cost funds are to be used to supplement, not supplant, other district funding resources, including public school foundation payments generated by CTE educators and students. Allocations are calculated based on career technical education ~~teacher~~ instructional staff full-time equivalency (FTE) and must be used to support all career technical education programs in the ~~school districts~~local education agency. Added-cost funds may only be used for expenses directly related to an approved career technical education program in five (5) categories:

i. Instructional ~~and Program Promotion~~ Materials and Supplies

1) Single copy reference materials, including single-user electronic reference materials
2) Consumable student lab and classroom manuals
3) Consumable materials and supplies that support the instructional program
   a) National official CTSO dress chapter set (i.e., official dress to be retained and maintained by the local chapter).
   b) Consumable materials during an instructional activity to be used for fundraising (e.g., purchasing seeds to grow hanging baskets or steel used on a plasma cutter for metal art)
4) Workplace Readiness Assessment (WRA) and Technical Skill Assessment (TSA) exam costs ~~(excluding retakes) for those exams administered outside the Division-funded testing window~~
5) Web-based licensed products to support program instruction and management
6) Materials and supplies used in CTE program and CTSO promotion

ii. Equipment

1) Industry standard ~~E~~equipment costing $500 or more ~~per unit cost and having~~ with an expected life greater than two years (software is not considered equipment)

2) Industry standard ~~C~~computers and peripherals ~~necessary for program instruction~~ above and beyond equipment provided to academic classrooms

iii. Salaries

1) Time beyond the normal academic year to be defined as the last ~~school session calendar day of the current year and before the first session calendar day of the subsequent year~~day of the academic calendar year and before the first day of the subsequent academic calendar year, which should be a documented agreement between the ~~district~~ local education agency and the CTE instructor(s)
2) Time during the normal academic year for CTSO advisors who travel and stay in hotels to attend state and national leadership conferences with their students, beyond the normal school week to include one (1) day for a state~~-~~ leadership conference and two (2) days for a national leadership conference
3) For health professions programs only, time beyond the normal school day, i.e., evenings and weekends, for licensed professionals ~~teachers~~ delivering required instruction or supervision to students at clinical sites

iv. Contracts

1) Services contracted by the ~~district~~ local education agency for maintaining and repairing CTE equipment and for operating and maintaining CTE labs and shops (e.g., equipment service contracts and hazardous waste disposal)
2) Fees and expenses for supplemental specialized instruction (e.g., certified CPR trainer, OSHA certification instructor, short-term specialized instruction from subject matter expert~~, supplemental staff to supervise students in a clinical environment~~)

v. Travel and Professional Expenses

1) Instructor travel costs and fees for CTE-related professional development (e.g., conferences, seminars, workshops, state-sponsored meetings, summer conference, and back-to-industry experiences related to the CTE program)
2) Instructor and chaperone travel costs and fees related to CTE student activities and CTSO activities (e.g., conference registration fees, mileage, per diem, lodging); must follow district travel policies
3) Instructor membership dues for professional associations and CTSO affiliations related to program area.
4) ~~Up to ten percent (10%) of the CTE added-cost funding for s~~Student transportation within the state to a state-approved CTSO leadership conference or event

vi. Added-Cost Funds may not be used for:

1) Print textbooks, electronic textbooks, ~~and/~~or other electronic media used as the primary source of content delivery
2) Technology related to general instructional delivery (e.g., projectors, cell phones)
3) Classroom equipment, supplies, and web-based licensed products that are provided to all ~~district~~ local education agency ~~teachers~~ instructional staff and classrooms
~~4) Fundraising equipment and supplies~~
~~5)~~4) Equipment ~~not~~ unrelated to program instruction
~~6)~~5) Salaries and benefits for certified employees ~~(i.e., teachers who hold certification)~~ and classified employees ~~(i.e., employees other than certified or professional teachers)~~, including those replacing furlough days, and pre-service or in-service days
~~7) Salaries and benefits to replace furlough days~~
~~8) Salaries and benefits for district pre-service and/or in-service days~~
~~9)~~6) Salaries and benefits for substitutes
~~10)~~7) Contracted salaries or benefits to provide ~~the~~ basic instructional programs
~~11)~~8) Fees to obtain or renew teaching credentials ~~and/~~or professional licenses
~~12)~~9) Tuition and transcripted credits, including professional development credits
~~13)~~10) Individual student travel fees and expenses

9. First Steps: Understanding the World of Work courses taught by an instructor holding a career technical educator certification may be included as part of a cluster or approved pathway program regardless of the content area endorsement the instructor holds.

10. Postsecondary Programs

a. Postsecondary Programs are provided through the state system of six (6) regional technical colleges. Postsecondary programs are defined in Board Policy III.E and are reviewed by the Administrator. In accordance with Board Policy III.G., the Administrator shall meet with the Technical College Leadership Council (TCLC) on a regular basis. The regional technical colleges are:

i. College of Western Idaho (Nampa)
ii. College of Southern Idaho (Twin Falls)
iii. College of Eastern Idaho (Idaho Falls)
iv. Idaho State University College of Technology (Pocatello)
v. Lewis-Clark State College (Lewiston)
vi. North Idaho College (Coeur d'Alene)

b. Workforce Training Programs are primarily provided through the six (6) regional technical colleges to provide upgrading and retraining programs for persons in the work force and to support regional industry needs. These offerings range from brief seminar classes to intensive courses which normally are fewer than 500 hours of annual instruction.

11. Pathway Standards

a. To be considered for approval, career technical education programs must meet approved pathway standards or be in an approved emergent area:

i. Agricultural, Food, and Natural Resources
ii. Business and Marketing Education
iii. Engineering and Technology Education
iv. Health Professions and Public Safety
v. Family and Consumer Sciences and Human Services
vi. Trades and Industry
vii. Workplace Readiness
viii. First Steps: Understanding the World of Work (career pathways)

b. Pathway standards shall be reviewed on a five (5) year rotating basis. Reviews shall be facilitated by the Division's applicable program quality staff. Review committees shall be made up of, at a minimum, industry representatives and secondary and postsecondary educators specific to the occupation pathway being reviewed, including State Department of Education staff as applicable to the program area. Pathway standards updates shall consist of, but are not limited to:
   i. Standards Setting - The formal process for setting standards will be "industry-driven" and will involve Program Quality Managers, as well as a diverse group of businesses and industry members, educators, and others.
   ii. Criticality Survey - Once the technical standards and student learning outcomes have been developed and vetted through the initial standards writing team, the standards are shared with a larger group of related industry representatives through a critical survey.
   iii. Standards Publishing - Draft standards are publicly posted and timeline established for implementation.
   iv. Test Item Development - Using the criticality survey as a blueprint, secondary and postsecondary instructors, assessment vendor, and program quality managers write test items for the secondary Technical Skill Assessment (TSA).
   v. Pilot - TSAs are aligned with Idaho industry-recognized standards and measure technical knowledge. The TSA is a nationally validated, industry-based assessment, administered by an approved vendor and is the end of program assessment for pathways.
   vi. Test Item Analysis - Test item analysis uses the test questions and data derived from the pilot assessment to determine the quality of the test items and to assess the test as a whole. Items that are not effective may be revised or eliminated to

include both the question and possible answers. Item analysis typically focuses on four major pieces of information: test score reliability, item difficulty, item discrimination, and distractor information.

vii. Set Cut Score - Secondary and postsecondary instructors, assessment vendor and program quality managers determine the cut or passing score for the assessment.

viii. Badge or Microcredential Creation – program quality managers will work with the Performance Management Microcredential Coordinator to develop the microcredentials aligned to the new standards and a completed list of industry-validated set of badges.

ix. Implementation Plan - The set of standards are aligned to the TSA each year. If standards are revalidated and a pilot is created during a school year, the pilot should be offered in the same school year, but the TSA for that same school year should align to the existing standards. The newly adopted standards will take affect the following school year and align with the TSA.

SUBJECT

Board Policy I.A. Policy Making Authority – First Reading

REFERENCE

N/A

APPLICABLE STATUTE, RULE OR POLICY

Idaho State Board of Education Governing Policies and Procedures Section I.A.

BACKGROUND/DISCUSSION

The process for the creation of Board policies is outlined in Board Policy I.A. Policy Making Authority. Because this section of policy has not been updated since 2008, it is not aligned to current or ideal practices.

The following are the most significant proposed changes to the policy process:

- In addition to basic corrections, the Executive Director will be given the authority to approve edits for clarity or consistency.
- All policy change requests, regardless of source, will be submitted to the Policy Officer / Policy Director rather than the Executive Director, allowing staff to vet ideas before discussing them with the Executive Director and Deputy Director.
- The policy amendment process will be managed by the Policy Officer / Policy Director, Chief Academic Officer, or Chief Financial Officer. Board staff will ensure that the source institution, agency, or individual has the opportunity to provide substantial feedback during the development process.
- There will be two opportunities for feedback on proposed changes to Board Policy. To the extent feasible, stakeholders will be engaged prior to the first reading, and both stakeholders and the general public will have opportunity to comment between the first and second readings.

IMPACT

Approval of the proposed amendments will ensure the Office of the State Board of Education has a clear, consistent process to use for future policy amendments. The revised policy will all set expectations for stakeholder and public engagement.

ATTACHMENTS

Attachment 1 – Board Policy I.A. Redline

BOARD STAFF COMMENTS AND RECOMMENDATIONS

Board staff recommends approval.

BOARD ACTION

I move to approve the first reading of amendments to Board Policy I.A. Policy Making Authority, as provided 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: A. Policy Making Authority ~~December 2008~~August 2026

1. Purpose: This policy outlines the process for maintaining and amending the the State Board of Education's Governing Policies.

2. Definitions

   a. Institutions: Boise State University, Idaho State University, Lewis-Clark State College, and University of Idaho.
   b. Agency: The Office of the State Board of Education and the agencies under the governance of the Board.
   c. Agency under the governance of the Board: The State Department of Education, the Division of Career Technical Education, the Public Charter School Commission, the Division of Vocational Rehabilitation, and Idaho Public Television.

3. Oversight

~~The Governing Policies provide broad basic principles that generally form the foundation for Board procedures.~~ The State Board of Education and the Board of Regents of the University of Idaho (hereinafter referred to as the Board) ~~intends each organization~~expects all institutions and its agencies ~~under its governance~~ to follow the policies ~~and procedures~~ outlined herein. ~~As used throughout these policies and procedures, unless otherwise specified, "institutions" refers to Boise State University, Idaho State University, Lewis-Clark State College, and University of Idaho~~. ~~"Agencies" refers to the State Department of Education, Idaho Educational Public Broadcasting, the Idaho Division of Career Technical Education, the Idaho Division of Vocational Rehabilitation, and the Office of the State Board of Education~~.

North Idaho College, College of Eastern Idaho, College of Southern Idaho and College of Western Idaho operate in accordance with policies established by their respective boards of trustees, except for state appropriations requests and other matters governed by the State Board of Education. For the purposes of these governing policies and procedures, North Idaho College, College of Eastern Idaho, College of Southern Idaho and the College of Western Idaho are excluded from coverage unless included by reference.

4~~2~~. Powers and Duties

The Board, as the designated policy-making body for the institutions and agencies ~~under its governance~~, has all of the powers and duties established by the Constitution of the State of Idaho and the statutes appearing at Title 33 *et seq*. of the Idaho Code, as may be amended. Although the Board is responsible for ensuring that its policies and procedures are followed, it does not participate in the details of internal management of its institutions and agencies. That responsibility is hereby delegated to the respective agency administrators and institutional presidents~~chief executive officers~~. Members of the Board, as representatives of the State and its citizens, may

exercise official authority only when the Board is in session or when they are acting on behalf of the Board pursuant to its direction.

5~~3~~. Policy Decisions

~~Assisted in its deliberations by the executive director, the chief executive officers, and other institutional or agency constituencies, t~~The Board undertakes policy-making ~~decisions~~ in areas ~~such as~~including, but not limited to, the following:

~~a. Consideration of policy proposals of the office of the Board, chief executive officers, employees, and other interested parties in accordance with established Board procedures~~.

~~b.~~• Adoption of policies to ensure the effective internal management of the institutions or agencies, and to encourage the highest quality of service by Board employees.
• Policies that provide detailed expectations regarding implementation of state law.
~~c.~~• Review of and action on the goals and objectives, including the statements of role and mission, of each institution and agency.
~~d.~~• Evaluation of the administration and execution of Board policies.
~~e.~~• Approval or disapproval of other policy matters requiring action by the Board.

6~~4~~. Conformance with State and Federal Law

All Board Governing Policies and Procedures and the internal policies and procedures of the~~its~~ institutions, ~~and~~ agencies under the governance of the Board, and community colleges will comply with and be in conformance to applicable laws.

7~~5~~. Adoption, Amendment, or Repeal of Board Policies

a. Executive Director Authorization for Policy Corrections

The executive director is authorized to make nonsubstantive corrections and amendments to Board Governing Policies as may be necessary in such areas as edits for clarity and uniformity, typographical errors, cross-references, terminology and formatting changes for consistency, and citations of state and federal statutes.

b. Board Policy Change Requests

The following entities and individuals may submit a Board policy change request to the policy officer or director of the Board:
~~Board policies may be adopted by majority vote at any regular or special meeting of the Board. The adoption, amendment, or repeal of a Board policy may be requested by~~
• A~~a~~ny member of the Board,

- Tthe executive director,
- A~~or a~~ny member of the Office of the State Board of Education (OSBE) leadership team, ~~chief executive officer~~
- Any agency administrator or institutional president,
- Agency and institutional employees and students, through the agency administrator or institutional president. ~~Persons who are employees of the institutions or agencies, or students or student groups, must file a written request with the chief executive officer of an institution or agency, or his or her designee, to receive Board consideration.~~
- An Idaho resident, other than those described above, through submission of a written request to the policy officer or director of the Board. ~~may file a written request with the executive director for Board consideration of a proposal. Regardless of the source, a statement of the proposed adoption, amendment, or repeal must be presented to the executive director for transmittal to the Board.~~

If the subject matter of the presentation concerns an institution, agency, or department of the Board, the policy officer or director will notify the executive director and the agency administrator or institutional president. ~~will also notify the appropriate chief executive officer of the nature of the request. Adoption, amendment, or repeal of Board policies will be submitted to the Board in a timeframe established by the Executive Director.~~

c. Management of the Board Policy Amendment Process

i. The Board policy officer or director shall receive all Board policy change requests and partner with the executive director and deputy director to determine whether change requests are acted upon and the timing of such action.

ii. The Board policy officer or director shall oversee and/or redirect all Board policy change requests. The amendment process shall be directed by the Board policy officer or director, the chief academic officer, or the chief financial officer, as appropriate.

iii. Board policy change requests submitted by a Board member, institution, or agency under the governance of the Board shall be managed by OSBE, with considerable input from the individual or entity that submitted the request.

d.~~b.~~ Board Policy Amendment Process

i. Board action on any proposal will not be taken earlier than the next regular or special meeting following Board approval for first reading.

ii. To the extent feasible, for all substantive changes to the Board's Governing Policies, OSBE will engage impacted stakeholders prior to the first reading of the proposed changes by the Board.

iii. During the interim between the first reading and Board action, the proposed policy changes will be posted on the State Board of Education website to allow members of the public to submit comment. ~~chief executive officers~~ OSBE will contact impacted institutions, agencies, and other stakeholder

groups to inform them that the policy is open for public comment. To the extent feasible, the OSBE officer or director managing the policy change will ~~seek to~~ discuss and review the proposal with faculty, staff, or other Board employees and students or student groups, as appropriate. ~~The chief executive officers will transmit summaries of oral statements and written comments on the proposal to the executive director. After thorough consideration, the proposal will be presented by the executive director to the Board for action.~~

~~c. The executive director is authorized to make nonsubstantive corrections and amendments to Board Governing Policies and Procedures as may be necessary in such areas as typographical errors, cross-references, and citations of state and federal statutes.~~

8~~6~~. ~~Catalog of Bylaws,~~Maintenance and Review of Governing Policies ~~and Procedures~~, ~~and Rules~~

~~The executive director~~OSBE shall maintain~~s~~ ~~a catalog of Board Bylaws,~~all Governing Policies and Procedures~~, and Board rules~~ and make them accessible to the public on the State Board of Education website. Governing policies will be reviewed no less than every five years per a timeline established by the policy officer or director. The scheduled review of a policy may be adjusted if the policy is amended prior to its scheduled review. ~~Official copies of Board Bylaws and Board Governing Policies and Procedures will be provided to members of the Board and the chief executive officers for their own use. In addition, official copies will be provided to each chief executive officer for use at the institution or agency. One of these official copies must be made available by each chief executive officer for use at a convenient location by employees, students, and other interested parties.~~

SUBJECT

Board Policy I.B. Board Procedures Repeal – First Reading

REFERENCE

N/A

APPLICABLE STATUTE, RULE OR POLICY

Idaho State Board of Education Governing Policies and Procedures Section I.B.

BACKGROUND/DISCUSSION

Board Policy I.B. Board Procedures outlines the process for establishing procedures that detail how Board policies are executed. Board Policy I.B. has not been updated since 2008, and the Board does not currently have any established Board Procedures in use. Rather, the methods and practices for implementation are typically outlined within their appropriate policies, while additional details not needing Board approval may be outlined in non-binding guidance documents. Board staff has consulted with legal counsel on this approach. The proposed amendment is a full repeal.

IMPACT

If the proposed amendment is approved, Board Policy I.B. will be repealed.

ATTACHMENTS

Attachment 1 – Board Policy I.B. Redline

BOARD STAFF COMMENTS AND RECOMMENDATIONS

Board staff has confirmed that Board Policy I.B. is not necessary and that no Board Procedures are in use.

Board staff recommends approval.

BOARD ACTION

I move to approve the first reading of amendments to Board Policy I.B. Board Procedures, as provided 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: B. Board Procedures December 2008

1. Definition

Board Procedures clarify the Governing Policies and are statements of procedure adopted by the Board concerning the management and operation of the institutions, the agencies, and the Board itself. The Procedures are intended to deal with specific methods or issues within the broad framework of the Governing Policies. Board actions directed to particular situations or intended to direct or guide an individual institution or agency are not to be construed as Board Procedures.

2. Adoption, Amendment, or Repeal of Board Procedures

a. Board procedures may be adopted by a majority vote at any regular or special meeting of the Board. The adoption, amendment, or repeal of a Board procedure may be requested by any member of the Board, the executive director, or any chief executive officer. Persons who are Board employees, or students or student groups, must file a written request with the chief executive officer at an institution or agency, or his or her designee, to receive Board consideration. An Idaho resident other than those described above, may file a written request with the executive director for Board consideration of a proposal. Regardless of the source, a statement of the proposed adoption, amendment, or repeal must be presented to the executive director for transmittal to the Board. If the subject matter of the presentation concerns an agency, institution, or department of the Board, the executive director also notifies the appropriate chief executive officer of the nature of the request.

b. Board action on any proposal is not taken earlier than the next regular or special meeting following Board approval for first reading. During the interim between the first reading and Board action, the chief executive officers seek to discuss and review the proposal with faculty, staff, or other Board employees and students or student groups, as appropriate. The chief executive officers transmit summaries of oral statements and written comments on the proposal to the executive director. After thorough consideration, the proposal is presented by the executive director to the Board for action.

SUBJECT

Board Policy IV.D. Certification and the Career Ladder – Second Reading

REFERENCE

August 2022	Board approved the second reading of proposed changes to Board Policy IV.B. adding instructional staff certificate endorsements that had been removed from Idaho Administrative Code 08.02.02 effective March 15, 2022.
December 2022	Board approved second reading of proposed amendments to Board Policy IV.B. incorporating amendments to the certification endorsements requested by the PSC and Department staff.
June 2023	Board approved second reading of proposed amendments to Board Policy, moving certification and content standards policy from section IV.B. to IV.D.
April 2026	Board approved first reading of proposed amendments to Board Policy IV.D.

APPLICABLE STATUTE, RULE OR POLICY

Idaho State Board of Education Governing Policies and Procedures Section IV.B.
Idaho Administrative Code, IDAPA 08.02.02 Rules Governing Uniformity
Idaho Code § 33-527, 33-1001, 33-1004B, and 33-1201 through 33-1204
38 U.S. Code § 4316(a)

BACKGROUND/DISCUSSION

In 2020, the Board and Idaho Legislature approved the movement of the requirements associated with certification endorsements from Idaho Administrative Code to Board Policy IV.B. The certification language was later moved to Board Policy IV.D.

The proposed amendments include the addition of a new sub-section to address career ladder movement for educators who take military leave and minor language changes for accuracy and clarity. No feedback or concerns were received between the first and second reading and no changes have been made.

IMPACT

The proposed addition of sub-section five (5) will ensure the procedures of the Office of the State Board of Education and the State Department of Education (Department) follow federal and state law regarding the rights of educators who take and return from military service. The section requires the Department to establish a process for districts and charter schools to provide documentation confirming qualified military leave and clarifies the evaluation that should be used for the Department to determine movement on the career ladder. The remaining changes are corrections that align the policy to current practice.

ATTACHMENTS

Attachment 1 – Board Policy IV.D. Redline

BOARD STAFF COMMENTS AND RECOMMENDATIONS

Board staff has confirmed that the process outlined in proposed subsection five (5) to address educators' return from military leave meets the needs of both the Department and the Board's Education Data and Information Technology team.

Board staff recommends approval.

BOARD ACTION

I move to approve the second reading of amendments to Board Policy IV.D. Educator Certification and the Career Ladder, as provided in Attachment 1.

Moved by _____ Seconded by _____ Carried Yes _____ No _____

Idaho State Board of Education
GOVERNING POLICIES AND ROCEDURES
SECTION: IV. ORGANIZATION SPECIFIC POLICIES AND PROCEDURES
Subsection: D. Educator ~~Preparation~~ Certification~~,~~ and the Career Ladder~~Standards~~

~~June 2024~~June 2026

1. Purpose

This policy establishes processes and requirements related to educator certification and the career ladder.

2. Definitions

a. School district: Pursuant to Idaho Code § 33-205 any school district, joint school district, elementary school district, joint elementary school district or charter school network or individual charter school that acts as an independent local education agency with an assigned school district number.
b. Public charter school: All charter schools authorized by Idaho Public Charter School Commission, school district, or institution of higher education that receives public school funding, including both charter schools acting as independent local education agencies and those operating under their school district authorizer's local education agency status.

~~1.~~3. Standards Approval

While maintaining a balance between the local governance of school districts and the Idaho constitutional requirement for a uniform and thorough system of public education, the State Board of Education sets minimum standards to provide the framework through which our public schools then provide educational opportunities to Idaho students. Applicable stakeholders and the public shall be provided with an opportunity to provide feedback prior to consideration of the Board of proposed standards. All standards brought to the Board for consideration shall include the standards themselves, a description of how feedback was solicited, and a summary of the feedback that was received. Amendments to existing standards shall also include a redlined version of the standards showing all amendments.

a. Content Standards

The Idaho Content Standards articulate the minimum knowledge a student is expected to know and be able to use within a content (subject) area at specific grade levels. Content standards are reviewed and updated on a rotating basis in relation to the curricular materials adoption schedule, but may be updated more frequently if an area is identified as needing to be updated in advance of that schedule. Content standards review will be scheduled such that the content standard is reviewed in the year prior to the scheduled curricular materials review. At a minimum all content areas, including those without corresponding curricular materials, will be reviewed every six (6) years and notification will be made to the

Office of the State Board of Education of the review and if the review will result in amendments to the standard or if it was determined that no amendments are necessary for the review cycle. Career Technical Education (CTE) content standard, program standards, and pathway standards reviews will be facilitated by the Division of Career Technical Education pursuant to the provisions established in Board Policy VII.B. All other content standards review will be facilitated by the State Department of Education.

i. The content standards review process will include at a minimum:
A review committee will consist of not less than ten (10) total members from the following stakeholder groups: certified Idaho classroom teachers, Idaho public school administrators, Idaho higher education officials, parents, local school board trustees, and State Department of Education personnel. A review committee must include Idaho educators with subject expertise in the applicable content area. A review committee established for the purpose of reviewing content standards of career technical courses must also include a member from the Division of Career Technical Education. Additional members may be included at the discretion of the Department. To the extent possible, representatives shall be chosen from a combination of large and small schools or districts and provide for regional representation.

i. The review committee will make an initial determination regarding the need to update the standards.

ii. Based on the review, the committee shall meet to develop initial recommendations for the creation of new content standards or amendments to the existing content standards. The Department will provide multiple opportunities for public input on the draft recommendations including but not limited to the Department website and processes that allow for individuals in each region of the state to participate.

iii. Drafts of the recommended amendments will be made available to the public for comment for a period of not less than 20 days. At the close of the comment period the committee will finalize recommendations for Board consideration.

b. Standards for Certificated School Personnel
The Standards for Certificated School Personnel set the minimum standards certificated school personnel must meet in each certification and endorsement area to be eligible for certification or to receive subject area endorsements. Teacher preparation programs must be in alignment with these certifications standards to be considered for approval or re-approval.

The standards are reviewed and updated based on a five (5) year cycle, where 20% of the standards are reviewed each year. Standards may be identified for review in advance of the five (5) year cycle, however, all standards must be reviewed every five (5) years. Subject area certification standards must be in alignment with their corresponding subject area content standards incorporated by

reference into IDAPA 08.02.03, where applicable. Reviews of career technical education (CTE) educator standards will be facilitated by the Division of Career Technical Education. The Professional Standards Commission (PSC) is responsible for reviewing and making recommendations to the Board on amendments or additions to non-CTE educator standards. The PSC will report annually to the Office of the State Board of Education the standards reviewed during the previous year and if that review resulted in recommendations for amendments or if no amendments were recommended during the review cycle.

2.4. Instructional Staff Certificate Endorsements

Individuals holding an instructional certificate or occupational specialist certificate must have one or more endorsements attached to their certificate. Instructional staff are eligible to teach in the grades and content areas of their endorsements. Occupational specialist certificate endorsements are listed in Board Policy VII.C ~~IV.E~~. Division of Career Technical Education. To be eligible for each type of endorsement, either the following credit requirement must be met or the individual must have qualified to add the endorsement through one of the routes for Alternative Authorization for new endorsements established in IDAPA 08.02.02.021. Credits used for determining eligibility in one endorsement area may also be used to meet the requirements for a corresponding endorsement area where the requirements overlap.

a. All Subjects (K-8). Thirty (30) semester credit hours to include coursework in discipline-specific methods of teaching elementary subject areas, cognitive processes, learner development, learning differences, literacy and language development, K-8 subject content, classroom management and behavioral supports, instructional strategies and interventions, and formative and summative assessments.

b. American Government /Political Science (5-9 or 6-12). Twenty (20) semester credit hours to include coursework in methods of teaching the social sciences, six (6) semester credit hours in American government, six (6) semester credit hours in U.S. history survey, and three (3) semester credit hours in comparative government. Course work may include three (3) semester credit hours in world history survey. Remaining coursework must be in political science.

c. Anthropology (5-9 or 6-12). Twenty (20) semester credit hours to include coursework in methods of teaching the social sciences and in the area of anthropology. Coursework may include six (6) semester credit hours in sociology.

d. Bilingual Education (K-12). Twenty (20) semester credit hours to include coursework in bilingual education methods; upper division coursework in one (1) modern language other than English, including writing and literature; cultural diversity; linguistics; second language acquisition theory and practice; foundations of ESL/bilingual education; legal foundations of ESL/bilingual education; identification and assessment of English learners; and biliteracy. To obtain this endorsement, the candidate must score an advanced low or higher (as defined by

the American Council on the Teaching of Foreign Languages or equivalent) on an oral proficiency assessment conducted by an objective second party.

e. Biological Science (5-9 or 6-12). Twenty (20) semester credit hours to include coursework in methods of teaching science, lab safety, molecular and organismal biology, heredity, ecology, and biological adaptation.

f. Blended Early Childhood Education/Early Childhood Special Education (Birth - Grade 3). Thirty (30) semester credit hours to include coursework in methods of teaching early childhood and special education, child development and learning, curriculum development and implementation, family and community relationships, assessment and evaluation, central concepts of birth - grade 3 subjects, professionalism, and clinical experience including a combination of general and special education in the following settings: birth to age three (3), ages three to five (3-5), and grades K-3 general education.

g. Blended Elementary Education/Elementary Special Education (Grade 4 - Grade 6). Twenty (20) semester credit hours to include coursework in methods of teaching elementary and special education, central concepts of grade 4 - grade 6 subjects, assessment, and clinical experiences in grades four (4) through six (6). This endorsement may only be used in conjunction with the Blended Early Childhood/Early Childhood Special Education (Birth – Grade 3) endorsement and cannot be used in a middle school setting.

h. Blind and Low Vision (Pre-K-12) Thirty (30) semester credit hours to include coursework in methods of teaching the blind and visually impaired, assessment and evaluation, designing and monitoring individualized education programs, central concepts of academic subjects, special education law, family and community relationships, and accommodations and modifications for the blind and visually impaired.

i. Chemistry (5-9 or 6-12). Twenty (20) semester credit hours to include coursework in methods of teaching science, lab safety, and inorganic and organic chemistry.

j. Communication (5-9 or 6-12). Complete one (1) of the following options:

    i. Twenty (20) semester credit hours to include coursework in methods of teaching communication arts, interpersonal communication, argumentation/personal persuasion, group communication, nonverbal communication, public speaking, journalism/mass communication, and social media; or
    ii. Complete an endorsement in English and complete (12) semester credit hours to include coursework in methods of teaching communication arts, interpersonal communication, argumentation/personal persuasion, and public speaking.

k. Computer Science (5-9 or 6-12). Twenty (20) semester credit hours to include coursework in methods of teaching computer science; data representation and abstraction; design, development, and testing algorithms; software development processes; digital devices, systems, and networks; and the role of computer science and its global impact.

l. Deaf/Hard of Hearing (Pre-K-12). Thirty (30) semester credit hours to include coursework in methods of teaching the deaf/hard of hearing, bimodal communication, sign language acquisition and learning, literacy development, hearing technology, spoken language development, students with disabilities, assessments, designing and monitoring individualized education programs, and special education law.

m. Early Childhood Special Education (Pre-K-3). Twenty (20) semester credit hours

to include coursework in methods of teaching early childhood; child development and behavior with emphasis in cognitive-language, physical, social, and emotional areas, birth through age eight (8); curriculum and program development for young children ages three to eight (3-8); transitional services; planning, implementing, and evaluating environments and materials for young children ages three to eight (3-8); identifying and working with atypical young children ages three to eight (3-8); designing and monitoring individualized education programs; special education law; and parent-teacher relations. This endorsement may only be added to the Exceptional Child Education (K-8 or K-12) endorsement.

n. Early Literacy (K-3). Twenty (20) semester credit hours to include coursework in methods of teaching reading and writing; the body of knowledge regarding the science of reading; the cognitive process of learning to read and write; phonological and phonemic awareness; oral language development; phonics, vocabulary, fluency, and comprehension; diagnostic literacy assessments and analysis leading to the development and implementation of individual reading improvement plans; data analysis related to early recognition of literacy difficulties including characteristics of dyslexia; data driven instruction and intervention; language acquisition and development; stages of reading and writing development; early elementary reading and writing resources including children's literacy advocacy strategies for meeting the needs of struggling readers and writers; and the Idaho Comprehensive Literacy Plan.

o. Earth and Space Science (5-9 or 6-12). Twenty (20) semester credit hours to include coursework in methods of teaching science, lab safety, earth science, astronomy, and geology.

p. Economics (5-9 or 6-12). Twenty (20) semester credit hours to include coursework in methods of teaching the social sciences, three (3) semester credit hours in microeconomics, three (3) semester credit hours in macroeconomics, and six (6) semester credit hours in personal finance/consumer economics. Remaining

course work must be in business, economics, or finance.

q. Engineering (5-9 or 6-12). Twenty (20) semester credit hours to include coursework in methods of teaching engineering and in areas of engineering.

r. English (5-9 or 6-12). Twenty (20) semester credit hours to include coursework in secondary English language arts methods, grammar, American literature, British literature, multicultural/world literature, young adult literature, literary theory, and advanced composition.

s. English as a Second Language (ESL) (K-12). Twenty (20) semester credit hours to include coursework in methods of teaching language acquisition, a modern language other than English, cultural diversity, linguistics, second language

acquisition theory and practice, foundations of ESL/bilingual education, legal foundations of ESL/bilingual education, and identification and assessment of English learners.

t. Exceptional Child Education (K-8, 6-12, or K-12). Thirty (30) semester credit hours to include coursework in methods of teaching the exceptional child, learner development and individual learning differences, assessment and evaluation, designing and monitoring individualized education programs, central concepts of academic subjects, individual behavioral supports, instructional strategies and interventions, special education law, family and community relationships, and accommodations and modifications.

u. Geography (5-9 or 6-12). Twenty (20) semester credit hours to include coursework in methods of teaching the social sciences, cultural geography, and physical geography, and a maximum of six (6) semester credit hours in world history survey. Coursework may include three (3) semester credit hours in economics. Remaining coursework must be in geography.

v. Geology (5-9 or 6-12). Twenty (20) semester credit hours to include coursework in methods of teaching science, lab safety, and in the area of geology.

w. Gifted and Talented Education (K-12). Twenty (20) semester credit hours to include coursework in methods of teaching gifted and talented learners, assessment and identification of gifted and talented learners, differentiated instruction, creative and critical thinking, social and emotional needs of gifted and talented learners, program design, curriculum, and instruction.

x. Health (5-9, 6-12, or K-12). Twenty (20) semester credit hours to include coursework in secondary methods of teaching health; planning, organization, and administration of a school health program; health, wellness, and behavior change; mental/emotional health; nutrition; human sexuality; and health risk behaviors. Remaining semester credits must be in health-related coursework. To obtain a

Health (K-12) endorsement, applicants must complete coursework in elementary health methods.

y. History (5-9 or 6-12). Twenty (20) semester credit hours to include coursework in methods of teaching the social sciences, six (6) semester credit hours in U.S. history survey, and six (6) semester credit hours in world history survey. Coursework may include three (3) semester credit hours in American government. Remaining coursework must be in history.

z. Humanities (5-9 or 6-12). Complete an endorsement in English, history, music, theatre arts, visual arts, or world language; and complete twenty (20) semester credit hours as follows:

i. English endorsement - twenty (20) semester credit hours in two (2) or more of the following areas: architecture, comparative world religion, dance, history, humanities survey, music, philosophy, theatre arts, visual arts, and world language.
ii. History endorsement - twenty (20) semester credit hours in two (2) or more of the following areas: architecture, comparative world religion, dance, humanities survey, literature, music, philosophy, theatre arts, visual arts, and world language.
iii. Music endorsement - twenty (20) semester credit hours in two (2) or more of the following areas: architecture, comparative world religion, dance, history, humanities survey, literature, philosophy, theatre arts, visual arts, and world language.
iv. Theatre arts endorsement - twenty (20) semester credit hours in two (2) or more of the following areas: architecture, comparative world religion, dance, history, humanities survey, literature, music, philosophy, visual arts, and world language.
v. Visual arts endorsement - twenty (20) semester credit hours in two (2) or more of the following areas: architecture, comparative world religion, dance, history, humanities survey, literature, music, philosophy, theatre arts, and world language.
vi. World language endorsement - twenty (20) semester credit hours in two (2) or more of the following areas: architecture, comparative world religion, dance, history, humanities survey, literature, music, philosophy, theatre arts, and visual arts.

aa. Journalism (5-9 or 6-12). Complete one (1) of the following options:
i. Twenty (20) semester credit hours in the area of journalism to include coursework in methods of teaching communication arts and six (6) semester credit hours in communication arts.
ii. Complete an English endorsement and twelve (12) semester credit hours to include coursework in methods of teaching communication arts and in the area of journalism.

bb. Literacy (K-12). Twenty (20) semester credit hours to include coursework in methods of teaching reading and writing; foundations of literacy including reading, writing, listening, speaking, viewing, and language; language acquisition and development; diversity of literacy learners; literacy in the content area; literature for youth; diagnostic reading and writing; literacy assessments; data analysis and identification of characteristics of literacy difficulties including dyslexia; data driven instruction; instructional interventions; and the Idaho Comprehensive Literacy Plan.

cc. Mathematics (6-12). Twenty (20) semester credit hours to include coursework in secondary methods of teaching mathematics, Euclidean and transformational geometry, linear algebra, discrete mathematics, statistical modeling and probabilistic reasoning, and the first two (2) courses in a standard calculus sequence.

dd. Mathematics - Middle Level (5-9). Twenty (20) semester credit hours to include coursework in secondary methods of teaching mathematics, algebraic thinking, functional reasoning, Euclidean and transformational geometry, and statistical modeling and probabilistic reasoning. Six (6) semester credit hours of computer programming may be substituted for six (6) semester credit hours of mathematics content.

ee. Music (5-9 or 6-12 or K-12). Twenty (20) semester credit hours to include coursework in secondary methods of teaching music, theory and harmony, aural skills, music history, conducting, applied music, and piano proficiency (class piano or applied piano). To obtain a Music (K-12) endorsement, applicants must complete elementary music methods coursework.

ff. Natural Science (6-12). Complete one (1) of the following options:

i. Complete an endorsement in one of the following: biological science, chemistry, Earth science, geology, or physics; and complete a total of twenty-four (24) semester credit hours as follows:
   1) Biological science endorsement. Eight (8) semester credit hours in each of the following: chemistry, physics, and Earth science or geology.
   2) Chemistry endorsement. Eight (8) semester credit hours in each of the following: biology, physics, and Earth science or geology.
   3) Earth science or geology endorsement. Eight (8) semester credit hours in each of the following: biology, chemistry, and physics.
   4) Physics endorsement. Eight (8) semester credit hours in each of the following areas: biology, chemistry, and Earth science or geology.

ii. Complete an endorsement in Agriculture Science and Technology, and complete twenty-four (24) semester credit hours to include coursework in methods of teaching science, lab safety, and six (6) semester credit hours in each of the following: biology, chemistry, physics, and Earth science or

geology.

gg. Online Teacher (K-12). Twenty (20) semester credit hours to include coursework in methods of online teaching; assistive technology; learning management systems and content management systems; synchronous, asynchronous, and blended learning environments; and instructional strategies for the online environment. Candidates must complete an eight (8)-week online clinical practice

in a K-12 setting or complete one (1) year of verifiable, successful experience as a teacher delivering online instruction in a K-12 setting within the past three (3) years.

hh. Physical Education (PE) (5-9 or 6-12 or K-12). Twenty (20) semester credit hours to include coursework in secondary methods of teaching PE; sports, skillful movement, physical activity, and outdoor skills; student evaluation in PE; safety and prevention of injuries; fitness and wellness; PE for special populations; exercise physiology; kinesiology/biomechanics; motor behavior; and current certification in cardiopulmonary resuscitation, automated external defibrillator use, and first aid. To obtain a PE K-12 endorsement, applicants must complete coursework in elementary PE methods.

ii. Physical Science (5-9 or 6-12). Twenty (20) semester credit hours to include coursework in methods of teaching science, lab safety, and in the area of physical science to include a minimum of eight (8) semester credit hours in each of the following: chemistry and physics.

jj. Physics (5-9 or 6-12). Twenty (20) semester credit hours to include coursework in methods of teaching science, lab safety, and in the area of physics.

kk. Psychology (5-9 or 6-12). Twenty (20) semester credit hours to include coursework in methods of teaching the social sciences and in the area of psychology.

ll. Science – Middle Level (5-9). Twenty-four (24) semester credit hours to include coursework in methods of teaching science, lab safety, and eight (8) credits in each of the following: biology, earth science, and physical science.

mm. Social Studies (6-12). Complete one of the following options:

i. A course in methods of teaching the social sciences and twelve (12) semester credit hours in each of the following: American government/political science, economics, geography, and history

ii. A course in methods of teaching the social sciences, fifteen (15) semester credit hours in each of the following: American government/political science and history, and nine (9) semester credit hours in each of the following: economics and geography.

iii. Complete an endorsement in American government/political science, economics, geography, or history and complete a total of thirty-six (36)

semester credit hours as follows:

1) American government/political science endorsement - twelve (12) semester credit hours in each of the following: economics, geography, and history.
2) Economics endorsement – twelve (12) semester credit hours in each of the following: American government/political science, geography, and history.
3) Geography endorsement – twelve (12) semester credit hours in each of the following: American government/political science, economics, and history.
4) History endorsement – twelve (12) semester credit hours in each of the following: American government/political science, economics, and geography.

nn. Social Studies – Middle Level (5-9). Twenty (20) semester credit hours to include coursework in methods of teaching the social sciences and at least five (5) semester credit hours in each of the following: geography, history, and American government/political science or economics.

oo. Sociology (5-9 or 6-12). Twenty (20) semester credit hours to include coursework in methods of teaching the social sciences and in the area of sociology. Coursework may include six (6) semester credit hours in anthropology.

pp. Teacher Leader. Teacher leaders hold a standard instructional certificate or a degree-based career technical certificate and provide technical assistance to teachers and other staff with regard to the selection and implementation of appropriate teaching materials, instructional strategies, and procedures to improve educational outcomes for students. Individuals who hold this endorsement facilitate the design and implementation of sustained, intensive, and job-embedded professional learning based on identified student and teacher needs.

i. Teacher Leader – Instructional Specialist
   1) Complete three (3) years of full-time certificated teaching experience while under contract in an accredited school setting.
   2) Complete a state board approved program of at least twenty (20) post baccalaureate semester credit hours of study aligned to Idaho Teacher Leader Standards at an accredited college or university or a state board approved equivalent. Coursework to include clinical supervision, instructional leadership, and advanced pedagogical knowledge, and demonstrated competencies in the following areas: providing feedback on instructional episodes, engaging in reflective dialogue centered on classroom instructional management and/or experience, focused goal-setting and facilitation of individual and collective personal growth, understanding the observation cycle, and knowledge and expertise in data management platforms.
   3) Complete ninety (90) supervised contact hours to include facilitation of both individual and group professional development activities.

ii. Teacher Leader – Instructional Technology
1) Complete three (3) years of full-time certificated teaching experience while under contract in an accredited school setting.
2) Complete a state board approved program of at least twenty (20) post baccalaureate semester credit hours of study aligned to Idaho Teacher Leader Standards at an accredited college or university or a state board approved equivalent. Coursework to include technology integration and assessments, online education infrastructure and execution, instructional technology theory and foundations pedagogy, systems and performance evaluation, and applied project experiences.
3) Complete ninety (90) supervised contact hours to include facilitation of both individual and group professional development activities.

iii. Teacher Leader – Literacy
1) Hold a literacy endorsement or meet the requirements of a literacy endorsement, and complete three (3) years of full-time certificated teaching experience while under contract in an accredited school setting.
2) Complete a state board approved program of at least twenty (20) post baccalaureate semester credit hours of study aligned to Idaho Teacher Leader Standards at an accredited college or university or a state board approved equivalent. Coursework to include foundational literacy concepts; fluency, vocabulary development, and comprehension; literacy assessment concepts; and writing process; all of which are centered on the following emphases: specialized knowledge of content and instructional methods; data driven decision making to inform instruction; research-based differentiation strategies; and culturally responsive pedagogy for diverse learners.
3) Complete ninety (90) supervised contact hours to include facilitation of both individual and group professional development activities.

iv. Teacher Leader – Mathematics
1) Hold a mathematics (6-12) or (5-9) endorsement and complete three (3) years of full-time certificated teaching experience while under contract in an accredited school setting.
2) Complete a state board approved program of at least twenty (20) post baccalaureate semester credit hours of study aligned to Idaho Teacher Leader Standards at an accredited college or university or a state board approved equivalent. Coursework to include number and operation, geometry, algebraic reasoning, measurement and data analysis, and statistics and probability, all of which are centered on the following emphases: structural components of mathematics; modeling, justification, proof, and generalization; and specialized mathematical knowledge for teaching.
3) Program shall include ninety (90) supervised contact hours to include facilitation of both individual and group professional development activities.

v. Teacher Leader – Special Education
   1) Hold an Exceptional Child Education endorsement or Blended Early Childhood Education/Early Childhood Special Education endorsement and complete three (3) years of full-time certificated teaching experience, at least two (2) years of which must be in a special education classroom setting, while under contract in an accredited school setting.
   2) Complete a state board approved program of at least twenty (20) post baccalaureate semester credit hours of study aligned to Idaho Teacher Leader Standards at an accredited college or university or a state board approved equivalent. Coursework to include assessment of learning behaviors; individualization of instructional programs based on educational diagnosis; behavioral and/or classroom management techniques; program implementation and supervision; use of current methods, materials, and resources available; management and operation of special education management platforms; identification and utilization of community or agency resources and support services; counseling, guidance, and management of professional staff, and special education law, including case law.
   3) Program shall include ninety (90) supervised contact hours to include facilitation of both individual and group professional development activities.

qq. Teacher Librarian (K-12). Twenty (20) semester credit hours to include coursework in collection development and materials selection, literature for children and/or young adults, organization of information to include cataloging and classification, school library administration and management, library information technologies, information literacy, and reference and information service.

rr. Theatre Arts (5-9 or 6-12). Twenty (20) semester credit hours to include coursework in secondary methods of teaching theatre arts, acting and directing, and six (6) semester credits in technical theatre/stagecraft.

ss. Visual Arts (5-9, 6-12, or K-12). Twenty (20) semester credit hours to include coursework in methods of teaching secondary arts, 2-dimensional and 3-dimensional studio areas, six (6) semester credit hours in foundation art and design, and three (3) credits in art history. To obtain a Visual Arts (K-12) endorsement, applicants must complete elementary arts methods coursework.

tt. World Language (5-9, 6-12 or K-12). Twenty (20) semester credit hours to include coursework in methods of teaching language acquisition, twelve (12) intermediate or higher credits in a specific world language, and coursework in two (2) or more of the following areas: grammar, conversation, composition, culture, or literature. To obtain an endorsement in a specific world language (K-12), applicants must complete an elementary methods course. To obtain an endorsement in a specific world language, applicants must complete the following:

   i. Score an intermediate high (as defined by the American Council on the

Teaching of Foreign Languages or equivalent) on an oral proficiency assessment conducted by an objective second party; and

ii. A qualifying score on a state board approved specific world language content assessment, or if a specific world language content assessment is not available, a qualifying score on a state board approved world language pedagogy assessment.

5. Career Ladder – Military Service Members

Pursuant to 38 U.S.C. § 4301-4313 and 4316-4319 and Idaho Code § 33-527, certified instructional staff and pupil service staff who take a leave of absence from and return to an Idaho school district or public charter school shall be placed on the career ladder pursuant to Idaho Code § 33-1004B as if no interruption in employment had occurred.

a. The State Department of Education shall establish a process to determine career ladder placement when a certified instructional staff or pupil service staff has taken and returned from eligible military leave.

i. Idaho school districts and public charter schools shall be responsible for providing documentation regarding the dates of eligible military leave and return.

ii. A school year of eligible military leave shall be counted as a school year of certificated professional experience.

iii. The State Department of Education shall use the certified instructional staff or pupil service staff's evaluations, as provided for in Idaho Code § 33-1004B(7), for the purposes of establishing if the performance criteria needed to progress on the career ladder has been met.

b. The State Department of Education shall calculate the school district's or public charter school's career ladder funding based on the certified instructional staff's or pupil service staff's placement on the career ladder as adjusted based on this policy.

c. Idaho school districts and public charter schools shall develop a policy relating to eligible military leave and certified instructional staff and pupil service staff salary schedule and benefits consistent with 38 U.S.C. § 4301-4313 and 4316-4319 and Idaho Code § 33-527.

DIVISION OF CAREER TECHNICAL EDUCATION

SUBJECT

Board Policy VII.C. CTE Certification – First Reading

REFERENCE

August 2025	Board approved first reading of proposed amendments, adding one new Aviation endorsement area and making technical corrections.
October 2025	Board approved second reading of proposed amendments, adding one new Aviation endorsement area and making technical corrections.

APPLICABLE STATUTE, RULE OR POLICY

State Board of Education Policy VII.C. Career Technical Educator Certification
Section 33-2201, 33-2203, and 33-2205, Idaho Code

BACKGROUND/DISCUSSION

Board Policy VII.C. outlines the endorsement areas that may be issued to individuals holding a Career Technical Educator (CTE) instructional certificate. As part of the Division's annual review process to update existing standards and develop new standards for emerging CTE programs, impacted endorsement areas are also evaluated to ensure alignment and consistency.

The proposed revisions update the endorsement language concurrently with program content standards, strengthening CTE systems alignment. Both the program content standards and endorsement changes are done based on feedback from CTE educators and industry partners. These amendments do not impact degree-based CTE certificate endorsements. The following changes to CTE endorsement areas are proposed:

- Elimination of the Business Digital Communications (6-12) endorsement
- Addition of a new Digital Communications (6-12) endorsement
- Addition of a new Forest Products (6-12) endorsement

IMPACT

The proposed revisions to CTE certificate endorsement areas will align educator qualification requirements with CTE program standards developed in collaboration with industry partners and facilitated by the Idaho Division of Career Technical Education. Adoption of the proposed amendments will allow new endorsements to be issued for Digital Communications (6-12) and Forest Products (6-12). These updates are intended to strengthen alignment between educator preparation, industry expectations, and workforce needs.

ATTACHMENTS

Attachment 1 – Board Policy VII.C. First Reading

BOARD STAFF COMMENTS AND RECOMMENDATIONS

The proposed changes represent long-term strategic work by the Division in partnership with industry. The Division implemented a thorough review process to develop the proposed endorsement language aligned to the CTE program content standards. Board staff recommends approval.

BOARD ACTION

I move to approve the first reading of Board Policy VII.C. Career Technical Educator Certification as provided in Attachment 1.

Moved by _____ Seconded by _____ Carried Yes _____ No _____

Idaho State Board of Education
GOVERNING POLICIES AND PROCEDURES
SECTION: VII. DIVISION OF CAREER TECHNCIAL EDUCATION
Subsection: C. Career Technical Educator Certification ~~October~~August 202~~5~~6

Pursuant to Section 33-1201, Idaho Code, every person employed in an elementary or secondary school in the capacity of a teacher must have a certificate issued under the authority of the State Board of Education. Certification requirements are established in IDAPA 08.02.02. Each certificate must have one or more endorsements indicating the occupational area the teacher is qualified to provide instruction in. Endorsement eligibility is determined by the Idaho Division of Career Technical Education (IDCTE) as applicable to the type of career technical education certification~~,~~ and industry experience as aligned to the industry-validated program standards. Career technical education certificate endorsements consist of the following:

1. Endorsements A-C
   a. Administrative Services (6-12). Industry experience ~~that indicates~~demonstrating applied competence in the majority of the ~~following areas: proficiency in word processing, spreadsheet, database, presentation, and technology media applications; accounting functions; legal and ethical issues that impact business; customer relations; business communication; and business office operations~~ Administrative Services program content standards and inclusive of the performance standards .
   b. Agribusiness (6-12). Industry experience ~~that indicates~~demonstrating applied competence in the majority of the ~~following areas: plant and animal science; agricultural economic principles; business planning and entrepreneurship; agriculture business financial concepts and recordkeeping systems; risk management in agriculture; laws related to agriculture and landowners; marketing and sales plans; and sales~~ Agribusiness program content standards and inclusive of the performance standards.
   c. Agriculture Food Science and Processing Technologies (6-12). Industry experience ~~that indicates~~demonstrating applied competence in the majority of the ~~following areas: properties of food; principles of processing; post-processing operations; safety practices; and equipment and tools used in food processing~~ Agriculture Food Science and Processing Technologies program content standards and inclusive of the performance standards .
   d. Agriculture Leadership and Communications (6-12). Industry experience ~~that indicates~~demonstrating applied competence in the majority of the ~~following areas: applied communication and leadership through agricultural education; supervised agricultural experience; career opportunities in agricultural science, communications, and leadership; agriculture's impact on society; agricultural science principles; agricultural communication principles; and agricultural leadership principles~~ Agriculture Leadership and Communication program content standards and inclusive of the performance standards .
   e. Agriculture ~~Mechanics and~~ Power, Structural, ~~and~~ Mechanical Systems (6-12). Industry experience ~~that indicates~~demonstrating applied competence in the majority of the ~~following areas: safety practices; tools and hardware; metal technology; power systems; electricity; mathematical applications; insulation; and careers in agricultural mechanics and powers systems~~ Agriculture Power, Structural, and Mechanical Systems program content standards and inclusive of the performance standards .
   ~~e.~~f. Aircraft Maintenance (6-12). Industry experience ~~that indicates~~demonstrating applied competence in the majority of the ~~following areas: aviation safety regulations, aviation industry trends; aviation career paths, skills, and qualifications; knowledge of aircraft systems including electrical, hydraulic, pneumatic, avionics, and propulsion systems, and other components; aircraft maintenance principles and practices; maintenance tools and~~

~~equipment; experience in inspecting, troubleshooting, and diagnosing issues with aircrafts; composite repair techniques, and preventative and structural maintenance~~ Aircraft Maintenance program content standards inclusive of the performance standards .

~~f.~~g. Animal Science (6-12). Industry experience ~~that indicates~~demonstrating applied competence in the majority of the~~ following areas: animal agricultural industries; nutritional requirements for livestock; livestock reproductive systems; principles of evaluation for animal selection; animal welfare, handling, and quality assurance; medication and care; disease transmission and care; harvesting and processing of animal products; and animal science risk management~~ Animal Science program content standards inclusive of the performance standards .

~~g.~~h. Apparel~~/~~ and Textiles (6-12). Industry experience ~~that indicates~~demonstrating applied competence in the majority of the~~ following areas: fashion trends; design sketches; color and fabric selection; production of clothing and accessories; and enhancement of function and safety~~ Apparel and Textiles program content standards inclusive of the performance standards .

~~h.~~i. Applied Accounting (6-12). Industry experience ~~that indicates~~demonstrating applied competence in the majority of the~~ following areas: accounting functions; accounting ethics; software application packages; financial statements; asset protection and internal controls; inventory records; long-term assets; and payroll procedures~~ Applied Accounting program content standards inclusive of the performance standards .

~~i.~~j. Automated Manufacturing (6-12). Industry experience ~~that indicates~~demonstrating applied competence in the majority of the~~ following areas: lab organization and safety practices, blueprint reading, measuring, computer-aided design (CAD); computer-aided manufacturing (CAM), computer numeric control (CNC), fundamental power system principles, manufacturing processes, electronic and instrumentation principles, machining, robotics and materials-handling systems, and additive (3D) printing~~ Automated Manufacturing program content standards inclusive of the performance standards .

~~j.~~k. Automotive Collision Repair (6-12). Industry experience ~~that indicates~~demonstrating applied competence in the majority of the~~ following areas: auto body collision repair practices; tools; trade skills in refinishing, welding, and painting~~ Automotive Collision Repair program content standards inclusive of the performance standards .

~~k.~~l. Automotive Maintenance and Light Repair (6-12). Industry experience ~~that indicates~~demonstrating applied competence in the majority of the~~ following areas: service, maintenance, and repair practices for a wide variety of vehicles; and diagnosing, adjusting, repairing, and replacing individual vehicle components and systems~~ Automotive Maintenance and Light Repair program content standards inclusive of the performance standards .

~~l.~~m. Aviation (6-12). Industry experience ~~that indicates~~demonstrating applied competence in the majority of the~~ following areas: aviation careers/career planning; engineering design; forces of flight; aircraft classifications; aircraft systems and design; aircraft performance; unmanned aircraft systems; aviation weather theory and services; airspace and navigation reviews; flight planning; flight instruments; aircraft documents and regulations; airport operations; pilot responsibilities; and aeromedical factors~~ Aviation program content standards inclusive of the performance standards.

~~m. Business Digital Communications (6-12). Industry experience that indicates applied competence in the majority of the following areas: elements and principles of design and visual communications; professional communication skills; editing and proofreading; copyright and intellectual property law; portfolio development; content development strategy; branding and corporate identity; graphic communication production; video editing; web page development; web page design and layout; and web-related planning and organizational standards~~.

n. Business Management (6-12). Industry experience ~~that indicates~~demonstrating applied competence in the majority of the~~ following areas: planning and organizing; directing, controlling and evaluating goals and accomplishments; financial decision-making; competitive analysis and marketing strategies; human resource management; customer relations; technology; project management; operations and inventory; and social responsibility~~ Business Management program content standards inclusive of the performance standards.

o. Cabinetmaking and ~~Bench Carpentry~~Fine Woodworking (6-12). Industry experience ~~that indicates~~demonstrating applied competence in the majority of the~~ following areas: cabinetmaking and millwork production; cutting, refinishing, installing, and shaping of various materials; knowledge of industry standards and construction applications; hardware; and blueprint reading~~ Cabinetmaking and Fine Woodworking program content standards inclusive of the performance standards.

p. Certified Welding (6-12). Industry experience ~~that indicates~~demonstrating applied competence in the majority of the~~ following areas: fundamental print reading; measurement and layout/fit-up techniques; properties of metals; shielded metal arc welding (SMAW); gas metal arc welding (GMAW and GMAW-S); flux cored arc welding (FCAW-G); gas tungsten arc welding (GTAW); thermal cutting processes; welding codes; inspection and testing principles; and fabrication techniques~~ Agriculture Welding and Welding program content standards inclusive of the performance standards . Instructor must demonstrate at least one American Welding Society (AWS) industry inspected and passed weld.

q. Child Development and Services (6-12). Industry experience ~~that indicates~~demonstrating applied competence in the majority of the~~ following areas: early childhood education career paths and opportunities for employment; ethical conduct; advocacy for children; child/human development and learning; family and community relations; child observation, documentation, and assessment; positive relationships and supportive interaction; and approaches, strategies, and tools for early childhood education~~ Early Childhood Education program content standards inclusive of the performance standards .

r. Commercial Photography (6-12). Industry experience ~~that indicates~~demonstrating applied competence in the majority of the~~ following areas: ethics in photography, elements and principles of design composition, cameras and lenses, exposure settings, light sources, digital workflow, presentation techniques and portfolios, and production using industry standard software~~ Commercial Photography program content standards inclusive of the performance standards .

s. Computer Support (6-12). Industry experience ~~that indicates~~demonstrating applied competence in the majority of the~~ following areas: basic network technologies, laptop support, PC support, printer support, operating systems, security, mobile device support, troubleshooting techniques, and trends in the industry~~ Computer Support program content standards inclusive of the performance standards.

t. Construction Trades Technology (6-12). Industry experience ~~that indicates~~demonstrating applied competence in the majority of the~~ following areas: comprehensive knowledge of structural systems and processes, classical and contemporary construction elements, knowledge of industry standards, knowledge of architecture, basic cabinetry and millwork, and blueprint reading~~ Construction Trades program content standards inclusive of the performance standards.

u. Cosmetology (6-12). Industry experience ~~that indicates~~demonstrating applied competence in the majority of the~~ following areas: hair design; skincare; nail care; industry guidelines and procedures; entrepreneurship; and communications~~ Cosmetology program content standards inclusive of the performance standards. Instructor must hold a current and valid Idaho license or certificate as a cosmetologist.

v. Culinary Arts (6-12). Industry experience ~~that indicates~~demonstrating applied competence in the majority of the~~ following areas: experience as a chef in a full-service restaurant; business operations experience in the culinary/catering industry; communication and organization skills with customers and vendors; industry-recognized food safety and sanitation certification; knowledge of proper food handling, ingredients, food quality and control practices; culinary tools and equipment; cooking methods; meal preparation; menu planning principles and industry trends and career options~~ Culinary Arts program content standards inclusive of the performance standards.

w. Cybersecurity (6-12). Industry experience ~~that indicates~~demonstrating applied competence in the majority of the~~ following areas: fundamentals of cybersecurity, cyber operations, offensive security, defense security, forensics, incident response, networking, risk management, cyber systems thinking, and advanced topics in cybersecurity~~ Cybersecurity program content standards inclusive of the performance standards.

2. Endorsements D-N.

a. Dental Assisting (6-12). Industry experience ~~that indicates~~demonstrating applied competence in the majority of the~~ following areas: dental professions pathways; ethics in dental practice; nutrition as related to oral health; infection control; occupational safety; dental-related anatomy and pathology; dental anesthesia; dental assisting skills; dental materials; and dental radiology~~ Dental Assisting program content standards inclusive of the performance standards. Instructor must hold a current and valid Idaho license or certificate as a dental assistant, dental hygienist, or dentist.

b. Digital Communications (6-12). Industry experience demonstrating applied competence in the majority of the Graphic Design program content standards inclusive of the performance standards.

~~b.~~c. Digital Media Production (6-12). Industry experience ~~that indicates~~demonstrating applied competence in the majority of the~~ following areas: graphic design industry structure; elements and principles of design composition; visual communication; industry-standard software production; ethics and graphic design; digital portfolios; mathematical skills as related to design; communication skills; editing and proofreading; video editing; digital media and production; dissemination techniques and methods; broadcasting equipment, camera, and lens operations; light sources; presentation techniques; public speaking; and writing skills~~ Digital Media Production program content standards inclusive of the performance standards.

~~c.~~d. Drafting and Design (6-12). Industry experience ~~that indicates~~demonstrating applied competence in the majority of the~~ following areas: technical drawings, scale drawings, architectural drafting, mechanical drafting, orthographic projection, two-and three-dimensional drawings, manual drafting, and computer-aided design~~ Drafting and Design program content standards inclusive of the performance standards.

~~d.~~e. Ecology and Natural Resource Management (6-12). Industry experience ~~that indicates~~demonstrating applied competence in the majority of the~~ following areas: ecological concepts and scientific principles related to natural resource systems; forest types; forest management components and practices; fire ecology and management; importance and application of GPS/GIS in natural resource management; fish and wildlife ecology; and mineral and energy resources management~~ Ecology and Natural Resource Management program content standards inclusive of the performance standards .

~~e.~~f. Electrical Technology (6-12). Industry experience ~~that indicates~~demonstrating applied competence in the majority of the~~ following areas: digital and solid-state circuits, DC principles, AC concepts, soldering techniques, circuits, and electrician-associated electronic components and tools. Instructor must hold a current and valid Idaho license or~~

~~certificate as an electrician~~ Electrical program content standards inclusive of the performance standards .

~~f.~~g. Electronics Technology (6-12). Industry experience ~~that indicates~~demonstrating applied competence in the majority of the~~ following areas: digital and solid-state circuits; DC principles; AC principles; soldering techniques; circuits; digital electronics; electronic circuits; electronic devices; and electronic digital circuitry simulations and associated electronic components and tools~~ Electronics Technology program content standards inclusive of the performance standards .

~~g.~~h. Emergency Medical Technician (EMT) (6-12). Industry experience ~~that indicates~~demonstrating applied competence in the majority of the~~ following areas: fundamental knowledge of the emergency management services (EMS) system; medical and legal/ethical issues in the provision of emergency care; EMS systems workforce safety and wellness; documentation; EMS system communication; therapeutic communication; anatomy and physiology; medical terminology; pathophysiology; and lifespan development (per the EMR and EMT sections of the Idaho EMS Education Standards located on the Idaho Department of Health and Welfare website)~~ Emergency Medical Technician program content standards inclusive of the performance standards . Instructor must have passed the National Registry exam. Instructor must hold a current and valid Idaho EMS license or certificate and be certified as an EMT instructor through Idaho EMS.

i. Firefighting (6-12). Industry experience ~~that indicates~~demonstrating applied competence in the majority of the~~ following areas: knowledge of local, state, and federal laws and regulations; firefighting procedures; firefighting tactics; firefighting equipment and vehicles; EMT basic training; first aid and CPR training; and reporting requirements under Idaho criminal code~~ Firefighting program content standards inclusive of the performance standards . Instructor must hold a current and valid Idaho license or certificate as an EMT and firefighter.

~~h.~~j. Forest Products (6-12). Industry experience demonstrating applied competence in the majority of the Forest Products program content standards inclusive of the performance standards .

~~i.~~k. Graphic Design (6-12). Industry experience ~~that indicates~~demonstrating applied competence in the majority of the~~ following areas: the graphic design industry; elements and principles of design and visual communication; production using industry standard software; branding and corporate identity; ethical and legal issues related to graphic design; portfolio development and evaluation; mathematics for visual communication; communication; editing and proofreading; graphic design in digital media; and applied art~~ Graphic Design program content standards inclusive of the performance standards .

~~j.~~l. HVAC Technology (6-12). Industry experience ~~that indicates~~demonstrating applied competence in technical subjects and skills related to the HVAC trade as approved by the Idaho HVAC Board and the Idaho State Board for Career Technical Education~~: installing, altering, repairing, and maintaining HVAC systems and equipment including air conditioners, venting or gas supply systems, ductwork, and boilers~~ HVAC program content standards inclusive of the performance standards . Instructor must hold a current and valid Idaho license or certificate as an HVAC Technician.

~~k.~~m. Heavy Duty Truck and Equipment (6-12). Industry experience ~~that indicates~~demonstrating applied competence in the majority of the~~ following areas: knowledge of diesel engine service; preliminary inspection; identification and repair of vehicle components; preventative maintenance; and heavy equipment applications~~ Heavy Duty Truck and Equipment program content standards inclusive of the performance standards .

~~l.~~n. Hospitality Management (6-12). Industry experience ~~that indicates~~demonstrating applied competence in the majority of the~~ following areas: business structures; economics; human resources; sales and marketing; finance and budgeting; safety and security; legal and ethical considerations; event planning and management; teamwork; communication skills; lodging operations; and food and beverage operations~~ Hospitality Management program content standards inclusive of the performance standards .

~~m.~~o. Hospitality Services (6-12). Industry experience ~~that indicates~~demonstrating applied competence in the majority of the~~ following areas: careers in the hospitality and tourism industry; customer service; event planning implementation; procedures applied to safety, security, and environmental issues; practices and skills involved in lodging occupations and travel-related services; and facilities management~~ Hospitality Services program content standards inclusive of the performance standards .

~~n.~~p. Industrial Mechanics (6-12). Industry experience ~~that indicates~~demonstrating applied competence in the majority of the~~ following areas: industrial mechanics knowledge; shop skills; diagnostic and repair techniques; welding; hydraulic; electronic systems; and maintenance and preventative maintenance~~ Industrial Maintenance Mechanics program content standards inclusive of the performance standards .

~~o.~~q. Journalism (6-12). Industry experience ~~that indicates~~demonstrating applied competence in the majority of the~~ following areas: legal and ethical issues related to journalism and photojournalism, principles and techniques of media design, design formats, journalistic writing, social media and digital citizenship, and media leadership~~ Journalism program content standards inclusive of the performance standards .

~~p.~~r. Law Enforcement (6-12). Industry experience ~~that indicates~~demonstrating applied competence in the majority of the~~ following areas: knowledge of local, state, and federal laws and regulations; defensive strategies; investigative strategies; search principles and strategies; tactical procedures; vehicle operations; knowledge of weapons and use where appropriate; first aid and CPR training; social and psychological sciences; and identification systems~~ Law Enforcement program content standards inclusive of the performance standards .

~~q.~~s. Marketing (6-12). Industry experience ~~that indicates~~demonstrating applied competence in the majority of the~~ following areas: economic systems; international marketing and trade; ethics; external factors to business; product/service management; pricing; distribution channels; advertising; sales promotion; public relations; retail management; market research and characteristics; digital marketing; and financing and financial analysis~~ Marketing program content standards inclusive of the performance standards .

~~r.~~t. Medical Assisting (6-12). Industry experience ~~that indicates~~demonstrating applied competence in the majority of the~~ following areas: human anatomy, physiology and pathology, medical terminology, pharmacology, clinical and diagnostic procedures, medication administration, patient relations, medical law and ethics, scheduling, records management, and health insurance~~ Medical Assisting program content standards inclusive of the performance standards . Instructor must hold a current and valid medical assistant certification as evidenced in the national registry.

~~s.~~u. Networking Support (6-12). Industry experience ~~that indicates~~demonstrating applied competence in the majority of the~~ following areas: PC hardware configuration, fundamental networking technologies, operating systems, basic networking, basic security, and basic network configurations~~ Network Support program content standards inclusive of the performance standards .

~~t.~~v. Nursing Assistant (6-12). Industry experience ~~that indicates~~demonstrating applied competence in the majority of the~~ following areas: scope of practice; ethics and legal issues; communication and interpersonal relationships; documentation; care practices; infection prevention; human anatomy and physiology; medical terminology; personal care~~

procedures; physiological measurements; nutritional requirements and techniques; procedures and processes related to elimination; quality patient environment; patient mobility; admission, transfer, and discharge procedures; care of residents with complex needs; and safety and emergency Nursing Assistant program content standards inclusive of the performance standards . Instructor must hold current and valid Idaho registered nursing license and be approved as a certified primary instructor through Idaho Department of Health and Welfare.

3. Endorsements O-Z.
   a. Ornamental Horticulture (6-12). Industry experience that indicatesdemonstrating applied competence in the majority of the following areas: safety practices; plant anatomy; plant physiology; plants identification skills; growing media; plant nutrition; integrated pest management; plant propagation; ornamental horticulture crops; business concepts; plant technologies; ornamental design standards; and career opportunities in ornamental horticulture Ornamental Horticulture program content standards inclusive of the performance standards .
   b. Pharmacy Technician (6-12). Industry experience that indicatesdemonstrating applied competence in the majority of the following areas: patient profile establishment and maintenance; insurance claim preparation; third-party insurance provider correspondence; prescription and over-the-counter medications stocking and inventorying; equipment and supplies maintenance and cleaning; and cash register operation Pharmacy Technician program content standards inclusive of the performance standards . Instructor must be a pharmacist, registered nurse, or pharmacy technician holding a current and valid Idaho license or certification.
   c. Plant and Soil (6-12). Industry experience that indicatesdemonstrating applied competence in the majority of the following areas: plant anatomy and identification; plant processes, growth, and development; soil and water; plant nutrition; integrated pest management; careers and technology; and safety Plant and Soil program content standards inclusive of the performance standards .
   d. Plumbing Technology (6-12). Industry experience that indicatesdemonstrating applied competence in technical subjects and skills related to the plumbing trade as approved by the Idaho Plumbing Board and the Idaho Board for Career Technical Education: repairing, installing, altering, and maintaining plumbing systems and fixtures including interconnecting system pipes and traps, water drainage, water supply systems, and liquid waste/sewer facilities Plumbing program content standards inclusive of the performance standards . Instructor must hold a current and valid Idaho license or certificate as a plumber.
   e. Powersports and Outdoor Power Equipment (6-12). Industry experience that indicatesdemonstrating applied competence in the majority of the following areas: workplace safety; tools and equipment; precision measuring instruments and fasteners; unit, equipment, and component identification; engine repair, lubrication, and cooling; electrical/electronic systems; fuel, ignition, and engine management systems; drives, clutches, axles, and transmission systems; wheels, tires and brake systems; chassis, suspension, and steering systems; and hydraulic systems Powersports and Outdoor Power Equipment program content standards inclusive of the performance standards .
   f. Pre-Engineering Technology (6-12). Industry experience that indicatesdemonstrating applied competence in the majority of the following areas: lab safety; impacts of engineering; ethics of engineering; design process; documentation; technical drawing; 3D modeling; material science; power systems; basic energy principles; statistics; and kinematic principles Pre-Engineering program content standards inclusive of the performance standards and indicators. .

g. Precision Machining (6-12). Industry experience ~~that indicates~~ demonstrating applied competence in the majority of the ~~following areas: precision machining practices; tools used to shape parts for machines; industrial mechanics; shop skills; safety in practice; blueprint reading; and diagnostic and repair techniques~~ Precision Machining program content standards inclusive of the performance standards .

h. Programming and Software Development (6-12). Industry experience ~~that indicates~~demonstrating applied competence in the majority of the ~~following areas: basic programming principles; problem solving; programming logic; validation; repetition; programming classes; exceptions, events, and functionality; arrays and structure; design principles; system analysis; and implementation and support~~ Programming and Software Development program content standards inclusive of the performance standards .

i. Rehabilitation Services (6-12). Industry experience ~~that indicates~~demonstrating applied competence in the majority of the ~~following areas: ethical, legal, and professional responsibilities; medical terminology; anatomy and physiology; roles and responsibilities of the rehabilitation team; patient care skills; therapeutic interventions; and common pathologies~~ Rehabilitation Services program content standards inclusive of the performance standards . Instructor must be a health professional holding a current and valid Idaho license or certificate in his/her field of rehabilitation study.

j. Small Engine Repair (6-12). Industry experience ~~that indicates~~demonstrating applied competence in the majority of the ~~following areas: small gasoline engine construction and performance; industry-related resources; equipment used to diagnose and troubleshoot issues; repair; entrepreneurship; and customer service~~ Agriculture Small Engine Repair program content standards and inclusive of the performance standards .

k. Web Design and Development (6-12). Industry experience ~~that indicates~~demonstrating applied competence in the majority of the ~~following areas: web page development, webpage design and layout, integration of web pages, web planning and organizational standards, and web marketing~~ Web Design and Development program content standards inclusive of the performance standards .

l. Work-Based Learning Coordinator (6-12). Educators assigned to coordinate approved work-based experiences must hold this endorsement. Applicants must hold an occupational endorsement on the Degree Based Career Technical Certificate or Occupational Specialist Certificate~~,~~ and demonstrate completed ~~coursework~~ training in coordination of work-based learning programs.

4. Degree Based Career Technical Certificate Endorsements:
   a. Agricultural Science and Technology (6-12). Thirty (30) semester credit hours to include coursework in methods of teaching agricultural science and technology, agriculture education, agriculture mechanics, agriculture business management, soil science, animal science, plant science, and horticulture.
   b. Business Technology Education (6-12). Twenty (20) semester credit hours to include coursework in methods of teaching business technology education, accounting, computer and technical applications in business, economics, business communication/writing, finance, marketing, business management, and office procedures. Additional coursework may include entrepreneurship or business law.
   c. Computer Science (6-12). Successful attainment of an institutional recommendation for the Computer Science (6-12) endorsement on a Standard Instructional Certificate, and completion of coursework satisfying IDAPA ~~08.02.02.015.04.a.~~IV.D.2.k, Computer Science (6-12).
   d. Cybersecurity Technology Education (6-12). Twenty (20) semester credit hours to include coursework or entry-level cybersecurity certifications in methods of teaching

cybersecurity, fundamentals of cybersecurity, cyberoperations, offensive security, defense security, forensics, incident response, networking, risk management, cyber-systems thinking, and advanced topics in cybersecurity

e. Engineering (6-12). Successful attainment of an institutional recommendation for the Engineering (6-12) endorsement on a Standard Instructional Certificate, and completion of coursework satisfying ~~IDAPA 08.02.02.015.04.a~~. IV.D.2.q, Engineering (6-12).
f. Family and Consumer Sciences (6-12). Thirty (30) semester credit hours to include coursework in methods of teaching family and consumer sciences; foundations of family and consumer sciences; consumer economics and family resources; child/human development; early childhood laboratory or practicum teaching experience; family and interpersonal relationships; food safety; the science of food preparation or culinary arts; lifespan nutrition and wellness; living environments and interior design; and apparel and textiles. Additional coursework may include hospitality and tourism, and entrepreneurship.
g. Marketing Technology Education (6-12). Twenty (20) semester credit hours to include coursework in methods of teaching marketing technology education, marketing, business management, economics, merchandising/retailing, finance, and accounting. Additional coursework may include entrepreneurship.
h. Technology Education (6-12). Twenty (20) semester credit hours to include coursework in methods of teaching technology education; communication technology; computer applications; construction technology; electronics technology; manufacturing technology; power, energy, and transportation; principles of engineering design; and other relevant emerging technologies.

5. The following career technical education endorsements awarded prior to July 1, 2020 shall be grandfathered and shall not be awarded after July 1, 2020:
   a. Agricultural Business Management (6-12)
   b. Agricultural Power Machinery (6-12)
   c. Agricultural Production (6-12)
   d. Animal Health and Veterinary Science (6-12)
   e. Aquaculture (6-12)
   f. Business Management/Finance (6-12)
   g. Child Development Care and Guidance (6-12)
   h. Culinary Arts (6-12)
   i. Dietitian (6-12)
   j. Farm and Ranch Management (6-12)
   k. Fashion and Interiors (6-12)
   l. Food Service (6-12)
   ~~m. Forestry (6-12)~~
   ~~n.~~m. Horticulture (6-12)
   ~~o.~~n. Information/Communication Technology (6-12)
   ~~p.~~o. Microcomputer Applications (6-12)
   ~~q.~~p. Natural Resource Management (6-12)
   ~~r.~~q. Networking and Computer Support (6-12)
   ~~s.~~r. Orientation to Health Professions (6-12)
   ~~t.~~s. Programming and Web Design (6-12)

6. The review and approval of professional development courses subject to the provisions of Section 33-1614, Idaho Code, will be evaluated and approved by the Division.

SUBJECT

Legislative Ideas – 2027 Legislative Session

REFERENCE

June 2021	The Board approved seven (7) legislative ideas to be submitted through the Executive Agency Legislative Process.
June 2022	The Board approved fourteen (14) legislative ideas to be submitted through the Executive Agency Legislative process.
June 2023	The Board approved three (3) legislative ideas to be submitted through the Executive Agency Legislative process.
June 2024	The Board approved four (4) legislative ideas to be submitted through the Executive Agency Legislative process.

BACKGROUND/DISCUSSION

The State Board of Education's legislative process starts with the approval of legislative ideas. Legislative ideas approved by the Board are submitted electronically to the Division of Financial Management (DFM) through the Executive Agency Legislative process. A legislative idea consists of a statement of purpose and a fiscal impact. If approved by the Board, the actual legislative language will be brought back to the Board as proposed legislation later for final approval prior to submittal to the Legislature for consideration during the 2027 legislative session. Board-approved proposed legislation is submitted to DFM and forwarded to the Governor for consideration then to the Legislative Services Office for processing and submittal to the Legislature.

All legislative ideas for the 2027 legislative session must be submitted to DFM by the end of June 2026. Therefore, legislative ideas from the institutions and agencies must be submitted for the Board's consideration at its regular June meeting.

<u>Proposed Legislative Ideas</u>

1. Student Records Transfers
2. Removal of Obsolete Reporting
3. Career Technical Education – Regional CTE Consortia

IMPACT

Staff will submit Board-approved legislative ideas through the Executive Agency Legislative process and will bring back legislative language to the Board once approved by the Governor's Office. Legislative ideas not approved will not be submitted through the Executive Agency Legislative process and will advance as Board-sponsored legislation for introduction to the legislature.

ATTACHMENTS

Attachment 1 – Legislative Ideas Summary

BOARD STAFF COMMENTS AND RECOMMENDATIONS

All legislative ideas have been brought forward based on the experience of staff at the Office of the State Board of Education or one of the agencies under the governance of the Board. Board staff have communicated these ideas with impacted agencies and have not received any significant concerns. If the Board approves the presented legislative ideas, Board staff will continue to gather feedback from impacted agencies and other stakeholders before bringing proposed statutory language to the Board.

Board staff recommends approval.

BOARD ACTION

I move to approve the legislative ideas presented in Attachment 1 to move forward in the Executive Agency Legislative Process;

AND

I move to authorize the Executive Director to submit these legislative ideas or to remove or amend proposals as necessary through the Governor's legislative process.

Moved by _____ Seconded by _____Carried Yes _____ No ____

2027 Legislative Session – Legislative Ideas

1. **Student Records Transfers**
   Proposed amendment to: Section 33-209, Idaho Code

   Statement of Purpose
   This change would update the expectations for K-12 student record transfers to improve ease and timeliness of transfer. Currently, records must be sent via U.S. post. Shifting this to allow secure FTP transfer would improve and expedite the process for all students, which would be particularly helpful for high mobility students, including students facing housing challenges, students in foster care, and students with parents/guardians who are migrant workers. This will also improve the sharing of behavioral threat assessments, which are critical to identifying concerning student behaviors and ensuring students receive the support they need.

   Fiscal Note
   There would be no fiscal impact.

2. **Removal of Obsolete Reporting**
   Proposed amendment to: List of sections currently being determined

   Statement of Purpose
   Over time, as legislative priorities have shifted, requirements for the State Board of Education to provide reports related to specific sections of statute have increased. However, many of the reports added five(5) to 15 years ago are no longer used by the Legislature. This proposed legislative idea would strike obsolete reports from statute.

   Fiscal Note
   There would be no fiscal impact.

3. **Career Technical Education – Regional CTE Consortia**
   Proposed amendment to: Section 33-317, Idaho Code

   Statement of Purpose
   The proposed changes to Section 33-317, Idaho Code, would streamline the process for school districts to work together to provide career technical education (CTE) programs. The current statutory language allows districts to create a cooperative services agency (CSA), but lacks key guidance regarding the responsibilities of the involved districts and the functionality of the CSA. The addition of clearer and specific language regarding the creation and operation of CTE consortia as CSAs will allow us to address existing challenges related to operations, including identification of a fiscal agent, responsibility for reporting, and how instructional staff are hired credited for years of service, and evaluated.

Fiscal Note
There would be no fiscal impact. There are already districts running consortia; this change ensures clarity and consistency in implementation.

TAB	DESCRIPTION	ACTION
1	OPEN EDUCATION IN IDAHO REPORT 2026	Information Item
2	BOARD POLICY III.Q. ADMISSION STANDARDS – SECOND READING	Action Item
3	BOARD POLICY III.V. ARTICULATION AND TRANSFER – SECOND READING	Action Item
4	BOARD POLICY III.D. OFFICIAL CALENDARS – SECOND READING	Action Item
5	BOARD POLICY III.P. STUDENTS – SECOND READING	Action Item
6	REPEAL OF BOARD POLICY III.T. STUDENT ATHLETES – SECOND READING	Action Item
7	BOARD POLICY III.U. INSTRUCTIONAL MATERIAL ACCESS AND AFFORDABILITY – SECOND READING	Action Item
8	BOARD POLICY III.N. STATEWIDE GENERAL EDUCATION – FIRST READING	Action Item
9	DUAL CREDIT – CREDIT WITH A PURPOSE STRATEGY	Information Item

SUBJECT

Open Education in Idaho Report 2026

REFERENCE

April 2018	The Board received an update on an Open Educational Resources (OER) initiative.
June 2018	The Board discussed system-wide access and affordability strategies including OER and requested an inventory and implementation timeline be provided at the October 2018 Board meeting.
August 2018	The Board approved a line item request for OER funding.
December 2018	The Board was provided with a timeline and inventory update regarding OER and the total number of course sections delivered exclusively with OER throughout Idaho colleges and universities.
April 2019	The Board was provided with an inventory of common indexed courses for which funding will be focused for OER adoption.
August 2019	The Board approved the first reading of proposed new Board Policy III.U. Textbook and Instructional Material Affordability.
October 2019	The Board approved the second reading of proposed new Board Policy III.U. Textbook and Instructional Material Affordability.
February 2021	The Board temporarily waived the implementation deadline for Board Policy III.U.
April 2021	The Board approved the first reading of proposed amendments to Board Policy III.U. Textbook and Instructional Material Affordability that set expectations for goal-oriented, institution-specific, and measurable access and affordability initiatives at Idaho institutions.
June 2021	The Board approved the second reading of proposed amendments to Board Policy III.U. Textbook and Instructional Material Affordability
June 2022	The Board Received a comprehensive report on Board Policy III.U.

APPLICABLE STATUTE, RULE, OR POLICY

Idaho State Board of Education Governing Policies & Procedures, Section III.U.

BACKGROUND/DISCUSSION

Over the last decade, the Board and its institutions have invested considerable time, money, and support in lowering the cost of and increasing access to instructional materials for students. One of the most effective means of eliminating price barriers, ensuring day-one access, and guaranteeing ongoing control of educational content is the use and creation of open educational resources.

In October 2019, the Board approved Policy III.U. Textbook and Instructional

Material Affordability to promote the use and creation of open educational resources, specifically in general education courses at Idaho's four-year public institutions. An amended version of this policy was approved by the Board in June 2021, after receiving considerable input from faculty and academic leaders at all eight postsecondary institutions and broadening scope to recognize and embolden faculty efforts to make instructional materials more available and affordable through a variety of means, not just open educational resources. Rather than position Open Educational Resources as the primary element of institutions' textbook affordability plans, policy III.U. required institutions to develop plans to increase access and affordability of instructional materials in ways that reflect their unique infrastructures, cultures, and communities.

All eight institutions have implemented and regularly updated plans since summer 2022, reporting on the scope and effectiveness of policy implementation annually. Community colleges' reports also included information on the outcomes of project Z-Degree, which provided $1M in funding provided by the Legislature in FY2022 to support the development of Zero Textbook Cost Degree pathways that allow students to complete an associate degree with zero cost or very low-cost instructional materials. The Board office has also regularly surveyed faculty to better understand their course-level efforts to increase access and affordability of instructional materials as well as their practices and perceptions of open educational resources and practices.

Beyond Policy III.U. and Project Z-Degree funding, the Board Office has consistently invested at least $50K per year to fund faculty development in open publishing, Wikipedia-based educational experiences, and institution-specific initiatives to promote open education literacy among faculty and students. At the center of these efforts is a community of open practitioners, advocates, and leaders (OPAL) that meets weekly and has become one of the most mature and respected open education communities of practice in the country. Since 2017, OPAL's success in empowering education leaders has informed other board investments, including a parallel initiative in artificial intelligence developed jointly by OPAL+AI. As a result, the Gem State's educational policies, practices, and strategies equip faculty and students with the necessary skills to not just navigate, but to lead out on educational innovations like open education and artificial intelligence.

IMPACT

Since 2021, Board Policy III.U has led all eight institutions to establish clear strategic plans for increasing access and affordability to instructional materials. Many institutions created cross-functional task forces or committees to develop and maintain these plans. For example, Boise State University has established an "Affordable Learning Committee" with a charge to "act as a mechanism to gather together key stakeholders including student, faculty, instructor, and staff representation" in support of the goals of the institution's plan. All institutional plans

address the elements required by policy, and many address several optional elements as well.

The systemwide OER Faculty Survey revealed that many faculty across the state actively use OER, understand its purpose and promise, and consider student financial needs in deciding which instructional materials to assign.

The OPAL+AI community continues to develop and publish educational resources by way of the statewide Pressbooks contract, Canvas Commons, and the Board YouTube page.

Open creation and sharing of educational content for use by others, which is the practice at the heart of the open education movement, is alive and well across the state of Idaho and, thanks to state policy and strategic investments, has positioned our faculty, staff, and students as prominent leaders in the field. Together, these efforts ensure that faculty and students across the Gem State are equipped not just to navigate emerging educational innovations like open education and AI, but to lead them.

ATTACHMENTS

Attachment 1 – Open Education in Idaho Presentation
Attachment 2 – 2026 Open Education in Idaho Report

STAFF COMMENTS AND RECOMMENDATIONS

Staff developed the 2026 report to reflect the updated, streamlined planning and reporting obligations to align standards under the version of Policy III.U. that the Board is considering for second reading. The maturity of open education policies and initiatives in the state of Idaho allows for reporting that tells institution-specific stories of success with case studies, quotes, and outcomes related to the implementation of Board Policy III.U. Specifically, compelling snapshots from the following areas are included because of their required inclusion in institutional plans:

- Examples of open educational resources that faculty and students have developed/edited together (i.e., open pedagogy)
- The development/implementation of Z-degree pathways
- Effective uses of library resources (not open education but strategies that guarantee access with no-new-cost to students)
- Faculty learning and professional development efforts related to open educational resources and practices
- Policies (existing or updated) that are incentivizing faculty adoption/creation of open educational resources (e.g., tenure and promotion, academic freedom)
- Implementation of course marking strategies outlined in board policy.

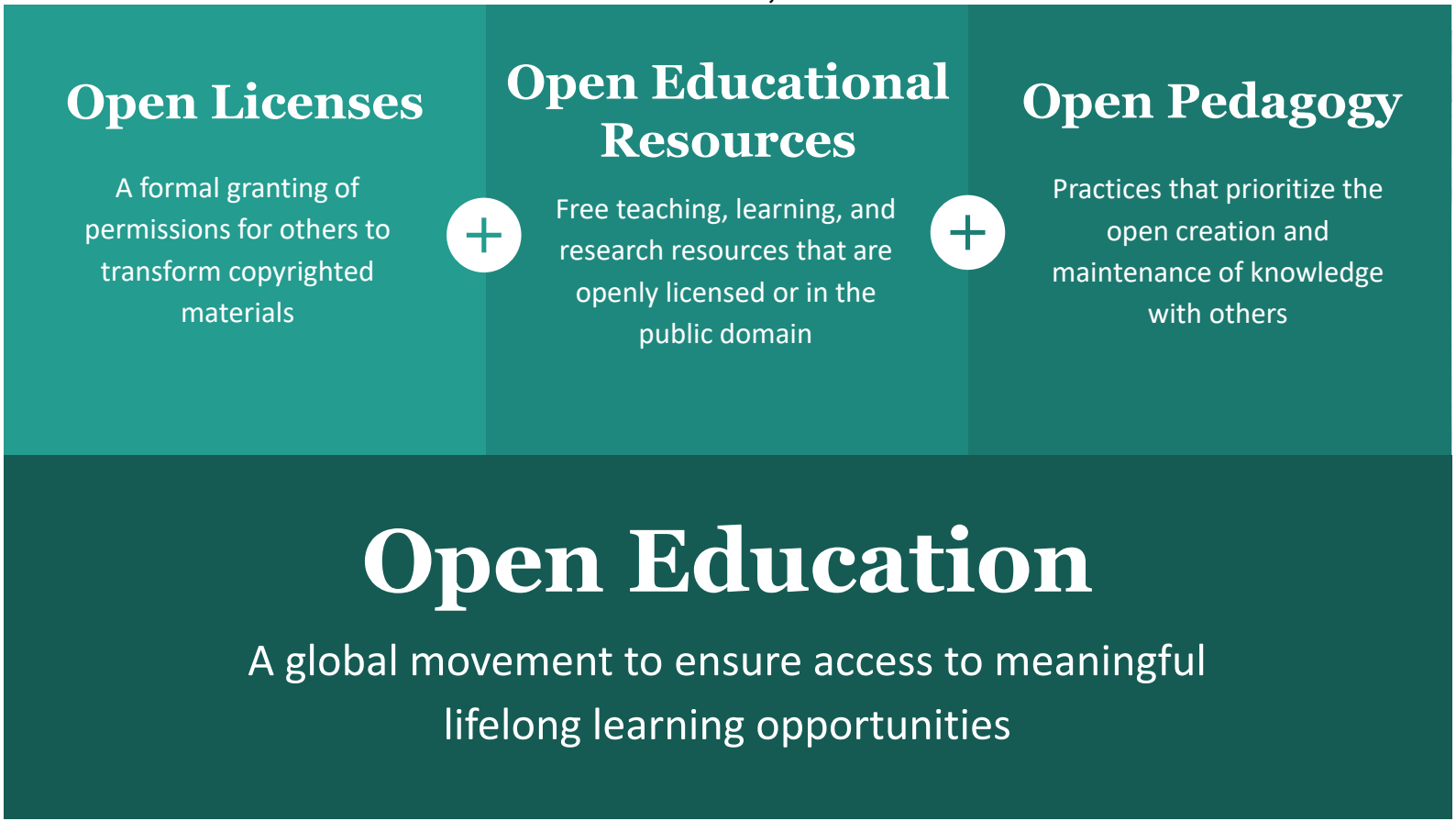
BOARD ACTION

This item is for informational purposes.

Open Education in Idaho

Guaranteeing instructional material access and affordability

June 18, 2026 · Idaho State Board of Education
Instruction, Research and Student Affairs


Open Licenses
A formal granting of permissions for others to transform copyrighted materials
+
Open Educational Resources
Free teaching, learning, and research resources that are openly licensed or in the public domain
+
Open Pedagogy
Practices that prioritize the open creation and maintenance of knowledge with others
Open Education
A global movement to ensure access to meaningful lifelong learning opportunities

What students are saying

"I thought professors were going to have me buy books that are like $100 and then we're not going to use them. But with this OER stuff, it's really useful. Basically, here's a free textbook that we're going to be drawing pretty much everything from. So, it's really helpful. Saves me money, too."

"She recorded the video, she wrote the book, she is there in the Zoom for you, and it's like you are encompassed by every kind of learning that would benefit a student"

"[OER] was beneficial to not have to pay additional fees on top of class fees."

"If it's a textbook from the course, especially if it's written by the same professor…then I will read it from front to back basically. If it's a traditional textbook, then I will read it pertaining to the professor's instructions or guides because they usually tell you what pages their courses or their content or their assignments is covering…Very rarely will I ever read the entire [commercial] textbook because they are big…and unless the topic is of high interest to me, I'm not going to do it."

Open education at Idaho's four-year institutions

Boise State University

- Over 600 open education resources published to Pressbooks
- Robust faculty development and recognition in tenure/promotion
- Conducts original research on student experience with open educational resources
- Student employees assist faculty in creating and sharing OER to support language learning via the Pathways Project

Open Publishing | Faculty Support & Recognition | Research | Open Pedagogy

University of Idaho

- Hosts one-stop open education support through LibGuides
- Pressbooks Catalog features 8 specialized open resources with a focus on music, history, and financial literacy
- The university is focused on preserving Idaho's unique history and culture through open resources

Library Innovation | Curation of Quality Resources | Localization of Content

Idaho State University

- Offers annual OER stipends to faculty: example history professor Lauren MacDonald redesigned a course and lowered student costs from $150 to $0 with OER
- Theresa Huff used open pedagogy in Design in Progress: A Collaborative Text on Learning Theories Pressbook developed with graduate students in the EDLT 7726 course she taught at ISU

Faculty Support & Recognition | Open Publishing | Open Pedagogy

Lewis-Clark State College

- Class copies of key textbooks; partnership with library to offer free checkout in support of general education courses
- Division funding was used to incentivize first-year writing faculty to create OER materials. All sections now use OER
- OER/OEP materials are credited as evidence for faculty tenure and promotion portfolios

Library Innovation | Faculty Support | OER at Scale | Faculty Recognition

Open education at Idaho's two-year institutions

College of Western Idaho

- CWI now has four recognized Z-degrees: General Studies AA (the second largest degree at CWI), Communications AA, Philosophy AA, and the Studio Arts AA degrees
- Z-degree pathway development between CWI and BSU

Z-Degree Pathways | Transfer Innovation | Interinstitutional Collaboration

College of Southern Idaho

- CSI's Trade and Industry Department offers fully OER pathways in the following programs: BTC in Automation Engineering; ITC in Automation Engineering; AAS in Automation Engineering
- CSI's Engineering, Physical, and Computer Sciences Department (EPCS) is using OER textbooks for several general education courses

Z-Degree Pathways | General Education Innovation | OER at Scale

College of Eastern Idaho

- Students may pursue an AA in which 100% of the courses use OER and/or zero-cost instructional material
- 25 different CEI faculty have developed OER resources for 51 courses
- Over 50% of Humanities and Social Sciences courses use OER, and 100% of ENGL 101+, ENGL 101, and ENGL 102 sections use OER

Z-Degree Pathways | Open Publishing | OER at Scale

North Idaho College

- As of December 2025, a 35% increase in student textbook cost savings compared with Fall 2024: over $170K and counting
- NIC's Pressbooks catalog features high-impact OER: *Delving Into Writing and Rhetoric*, *Messages that Matter*, and *Learning Digital Photography*
- Offers regular Pressbooks and OER trainings for faculty statewide

Significant Cost Savings | Curation of Quality Resources | Faculty Development

System-wide strategies

- Launching a Statewide Pressbooks Consortium beginning Summer 2026 with focus on shared administration, peer review, quality assurance, author training, faculty adoption
- Continuing to convene the OPAL+AI Statewide Community of Practice, which meets weekly and comprises over 150 active members from all 8 institutions (and occasional guests from outside Idaho)
- Incorporating open educational resource development under the State Board Office's AI FIPSE grant, sharing AI and Digital Literacy trainings openly through Canvas Commons and YouTube
- Updating Policy III.U. to clarify distinctions between open educational resource use and commercial cost-saving programs, and to address the protection of institutional and state investments in open educational resources and practices

Open Education in Idaho

2026 Report Developed for the Idaho State Board of Education

Introduction

Student success in coursework has a direct relationship with when and how students are able to access required materials. While students may have more access to information than ever before, multiple factors continue to constrain instructional material access and affordability:

- The cost of commercial textbooks increased more than 1,401% over the last 50 years (a rate of increase higher than any other consumer good, three times the rate of inflation).
- Digital course materials have become more prevalent, limiting access behind paywalls and short-term subscriptions with limited or no input from institutions and faculty.
- Students are increasingly responsible for gaining access to alternative materials if they need options that are less expensive, print-based, or theirs to own indefinitely.
- While inclusive access programs can address students' short-term "day one" access needs, other constraints arise when students lose access to materials.
- Choosing and creating instructional materials for students are means by which faculty can directly increase access, lower costs, and ensure students have both immediate and indefinite access to the materials they need to be successful in class and their career.

To address these critical challenges, the Idaho State Board of Education has historically made significant investments in open educational resources and practices, as reflected in Board Policy III.U. This policy has fundamentally reshaped recognition and support of sustainable teaching and learning practices in the Gem State and has inspired similar policy moves across the country.

This report provides a narrative snapshot of the significant, measurable progress Idaho's public postsecondary institutions have made under Policy III.U. In keeping with the streamlined planning and reporting expectations outlined in the updated III.U policy coming before the Board for second reading, Board Staff asked institutions to share data, stories, and student quotes that reflect the following six focus areas:

1. Examples of **open educational resources** that faculty and students have developed and/or edited together (i.e., open pedagogy)
2. The development and implementation of **zero-cost degree pathways** (i.e., Z-degrees)
3. Effective uses of **library resources** (strategies that guarantee access at no new)
4. Faculty learning and **professional development** efforts related to open education

5. **Policies** (existing or updated) that incentivize faculty adoption/creation of open educational resources (e.g., tenure and promotion, academic freedom, etc.)
6. Implementation of **course marking strategies** outlined in Board policy

The following report tells the story of open education in Idaho through the resources, practices, and people positioning Idaho as a leader in open education.

Section I: Examples of Open Pedagogy

Open Pedagogy: Faculty and students work together to co-construct knowledge through the development and publishing of open educational resources.

CEI Students teach others about ethical AI use

Beginning in the summer of 2026, ENGL 101 students will use WordPress to create student-led guides on how to use AI responsibly and ethically.

CWI students creating OER with faculty

Students openly publish their own award-winning student work in the *College of Western Idaho Journal of Undergraduate Research and Writing* using the CWI Pressbooks site. Liza Long teaches students each semester how to publish their essays and short stories that are the product of an English Literary Analysis course in *Beginnings and Endings: A Critical Edition*.

Students who need additional support become published experts at LC

In Amy Minervini's ENGL 103 course–a support course for freshman writing students who need additional coaching to be successful in college-level writing courses–students co-authored an open textbook designed to assist each other and future first-year writing students.

ISU graduate students demonstrate what they are learning through open educational practices

Theresa Huff used open pedagogy to develop portions of the Design in Progress: A Collaborative Text on Learning Theories Pressbook developed with graduate students in the EDLT 7726 course she taught at ISU. Referred to as "renewable assignments" in that the final drafts may be revisited and updated indefinitely, the coursework she provided assigns students authentic instructional design experiences that have resulted in them publishing chapters of digital, educational content complete with interactive elements about various learning theories.

The coursework they complete and publish relates closely to their future careers and allows them to become valuable contributors to their fields as students. Because the end results of these assignments are shared openly via Pressbooks, the value and relevance of

student work persist beyond Dr. Huff's class. All Idahoans, particularly educators at all levels, benefit from the instructional materials these students produce and publish as part of their coursework.

ISU English graduate students Suhaib H. Malkawi, Ify Ndukuba, and Mahnaz Poorshahidi researched faculty perceptions and concerns about AI use in writing classes. They collected assignments and interviewed 16 ISU faculty from four departments to assess how "AI-proof" their writing assignments were. They reported their findings and recommendations in the Idaho State Board of Education's openly licensed publication, *A Guide to Teaching and Learning with Artificial Intelligence*.

Senior students author educational content for lower-division classes at BSU

DeDe (Donna) Gardner is a respiratory care instructor who has embraced open pedagogy by asking her capstone students to research, write, and edit OER for lower division intro courses as part of their coursework. These assignments have helped develop and maintain the following OER:

- *Early Mobilization* is an open educational resource that explains clinical practices of safely encouraging hospitalized patients. https://boisestate.pressbooks.pub/earlymobilization/
- *Exploration for Respiratory Care Students* introduces respiratory care students to the profession to help them decide whether the field is the right career choice. https://boisestate.pressbooks.pub/explorationrespcarestudents/

BSU students improve educational activities through remix

Kelly Arispe uses open pedagogy to create authentic learning experiences, asking students to improve language learning activities through remix as part of a teacher prep methods course. This work dovetails with how faculty and staff from the World Languages department have hired students from a variety of disciplines to help faculty create language learning resources under the Boise State Pathways Project, an initiative that the State Board has helped support.

BSU students reviewing OER as scholarly peers

John Ziker authored the chapter "Kinship" for the forthcoming open textbook, *Evolution, Culture and Human Behaviour*, forthcoming from the European Human Behaviour & Evolution Association later this year. To ensure quality, the OER has gone through three scholarly peer reviews. The third review was conducted by students who reviewed and contributed to the book, increasing the relevance of the text which will be used in high schools.

BSU Students earn points by editing and updating published OER

Students earn credit in Shelly Volsche's course for fixing typos, adding content, and editing the chapters of *Introduction to Evolution & Human Behavior*, an open textbook that uses anthropological and evolutionary theory to explain human behavior. Many students have contributed by adding concepts and scholarly sources, sponsoring the scope of knowledge and general relevance of the OER.

Section II: Z Degree Pathways

Z-Degree Pathways: Programmatic efforts to define entire course sequences where the cost of accessing instructional materials is very low if not eliminated entirely.

CEI students can earn an associate degree without buying any instructional materials

Students at CEI may pursue a degree pathway toward an AA in which 100% of the courses use OER and/or zero-cost instructional material.

Z-degree pathway development at CWI

CWI now has four recognized Z-degrees: General Studies AA (the second largest degree at CWI), Communications AA, Philosophy AA, and the Studio Arts AA degrees.

Z-degree pathway development between CWI and BSU

CWI and Boise State University are finalizing the first 2-year to 4-year online transfer Z-degree in Idaho where students can complete a General Studies AA degree at CWI and transfer and complete their BA in Interdisciplinary Professional Studies (IPS) at Boise State. This will not only help CWI students who largely transfer to Boise State, but also all rural and place-bound students who want to further their education by earning a full undergraduate degree with little-to-no textbook costs.

Trade and industry Z-degree pathways and cost saving efforts at CSI

CSI's Trade and Industry Department offers fully OER pathways in the following programs:

- BTC in Automation Engineering
- ITC in Automation Engineering
- AAS in Automation Engineering

Course content in the above degree programs was developed by faculty and students or incorporated from a variety of OER resources. Beyond Z-degree pathways, the department has made a concerted effort to reduce textbook costs. In some cases, there are one or two good foundational/fundamentals textbooks for the entirety of 45 program credits, and the rest of the required materials are OER.

OER adoption in STEM courses at CSI

CSI's Engineering, Physical, and Computer Sciences Department (EPCS) is using OER textbooks for the following general education courses:

- GEOG 100 – Physical Geography

- GEOL 101 – Physical Geology
- GEOL 104 – Natural Disasters and Environmental Geology
- GEOL 105 – Geology of National Parks
- CHEM 101 – Introduction to Chemistry

ENGI 212 – Applied Coding for Engineers and Scientists, also uses an OER textbook.

Education Z-degree pathways at CSI

CSI's Education Department offers Z-degree pathways for the following programs:

- AA degree in Education
- AAS degree in Early Childhood Education
- Intermediate Technical Certificate (ITC) in Early Childhood Education
- Basic Technical Certificate (BTC) in Early Childhood Education

Ongoing Z-degree development at NIC

Through the Project-Z Initiative, NIC now offers five degrees that students can complete using low-cost resources exclusively, which include:

- General Studies
- Education – Secondary Education
- Physical Education
- Philosophy
- Psychology

Z-degree development and implementation at BSU

BSU's Online MBA is a Z-Degree graduate program. Many faculty create OER, and other materials are paid for by the College of Business and Economics to make the materials fees for students zero cost. The User Experience and User Experience Pro Certificates are all online and at zero cost for materials.

BSU and CWI pioneer a Z-degree collaboration between 2- and 4-year institutions

Boise State is pleased to announce a transfer Z-Degree from CWI General Studies to Boise State Interdisciplinary Professional Studies. Now, in 2026, Boise State will work to convert the final two GEM courses to be zero cost to enable IPS to become a full Z-degree for all four years. This work will also allow other degrees to become Z-Degrees.

Section III: Library Resources

Library Resources: Strategies in which instructional materials are made available to students by leveraging existing campus resources and licenses.

Guaranteeing access to commercial instructional materials at LCSC

Faculty at LCSC have partnered with their library to reserve copies of books that are not available under an open license. They purchase class copies of key textbooks and partner with the LC State library to offer free checkout in support of general education courses such as Introduction to Humanities and Mythology. These efforts introduce no-new-cost to students.

Dedicated library staff responsibilities for facilitating access to OA/OER at CSI

The Digital Initiatives Librarian at the College of Southern Idaho has Open Access-related responsibilities written into his job statement. He assists faculty and staff in finding, implementing, editing, and releasing OER materials. He also serves as CSI's Pressbook Network Manager and thus facilitates access to other institutions to CSI's materials. Additionally, his position as the Copyright Agent ensures that Open Pedagogy practitioners and faculty using OER or OA know the restrictions and responsibilities of the Creative Commons licenses.

CSI offers class sets of textbooks for students

CSI sets aside 12-15 copies of textbooks for students in 43 classes so that they do not have to purchase these materials out of pocket.

University of Idaho maintains a robust OER LibGuide

The University of Idaho's LibGuide is a one stop shop for faculty and students interested in using and developing open education resources. This LibGuide includes links to repositories, free image sites, and courseware as well as advocacy organizations. They have also created a Pressbooks guide for faculty who want to learn more about open education.

Intentional database use at BSU

In the first half of FY26, the Boise State Library provided more than 90 new databases, e-book collections, journals, and streaming media platforms that directly support teaching and learning across the university. High-use collections such as JSTOR and ProQuest Central strengthened research capacity across disciplines, while investments in streaming

media supported flexible, asynchronous learning. Additionally, tools like OverDrive and the Chicago Manual of Style Online enhanced students' writing, research, and enrichment opportunities. These investments also produced remarkable cost-per-use value, offering levels of access and affordability that would be unattainable without the library's centralized purchasing and licensing efforts.

Examples of use include:

- Exceptionally high student engagement with the *New York Times*, with 222,164 usage sessions, 131,224 news articles read and 134,986 games accessed, reflecting strong academic and co-curricular value.
- JSTOR eJournal Collection remained one of the most critical research tools on campus with 43,458 uses at a very low $0.94 cost per use, supporting students in nearly every discipline.
- Streaming media resources, including Academic Video Online, Films on Demand, SWANK, and Kanopy, were used more than 18,000 times, meeting faculty teaching needs and supporting students' access to course-related video content.

The Library has also continued to license course-related ebooks on demand, in response to instructor or student requests, and proactively based on required textbook lists provided each semester by the Bronco Shop. Links to available materials are shared with instructors and the Bronco Shop and are accessible through the Library's website.

ISU Librarians Help instructors Locate OER

ISU has OER-trained librarians to collaborate with faculty in locating high-quality OER resources for their classrooms.

Section IV: Faculty Learning and Development

Faculty Learning and Development: Institutional strategies to train and support faculty in adopting open educational resources and practices.

Existing programs and funding sources bolster faculty exploration of open education at LCSC

Various institutional investments in faculty through sabbaticals, faculty development grants, and academic division funds have been used to support faculty professional development efforts in the production of open educational resources and implementation of open educational practices.

For example, division funding was used to incentivize first-year-writing faculty to create OER materials in support of ENGL 101 and 102 courses. The result has been that all sections now employ OER. All new instructors have access to a Canvas shell that is pre-populated with these resources for teaching.

Sharing faculty-led training beyond NIC

Faculty member and open educational resource author Geoff Carr offers regular training to colleagues on Pressbooks and open publishing. These training sessions are not just available to NIC faculty; he also invites faculty from across the state.

CWI Faculty professional development and recognition for use and creation of OER

For the past two years, during an annual Professional Development Day, CWI has recognized faculty for their work in OER with different awards including the OER Impact Award, The OER Creation Award and the OER Sustainability Award. These awards are one of the highlights of the annual Professional Development Day and are used in faculty promotion materials.

CWI maintains a Sharepoint site where asynchronous training modules on different OER topics such as OER Basics, Creative Commons Licensing, Use of H5P in OER and others are available for all faculty to learn more about OER.

BSU maintains mature, regularly scheduled training programs

The Open Education Development Series (OEDS) facilitates adoption of Open Education Resources in online courses and programs. Each session supports faculty evaluation, identification, adoption, remix, or authoring an Open Education Resources to use in their

online course. Open pedagogy is encouraged throughout this series. Faculty authors who remix OER must design student feedback and assessment into the OER.

Session Theme	2023	2024	2025	2026 so far
OEDS Session 1 identify an OER for their course	4	4	5	7
OEDS Session 2 adopt OER for the course	5	3	5	6
OEDS Session 3 remix & author an OER for the course	8	14	12	14

The Affordable Learning Materials Certificate consists of several workshops designed to support all instructors in learning about open educational resources. The number of participants has more than doubled from last academic year to this one, and there are still months to go. These workshops are all co-hosted by ***staff and faculty Albertsons Library, eCampus Center, and the Center for Teaching and Learning***.

Workshop Offerings	24-25	25-26	New Option
Introduction to Affordable Learning Materials	5	6	4 have registered for the asynchronous option for March 30-April 4
Introduction to Open Educational Resources	6	7	
Creating Accessible Open Educational Resources	4	9	
Using Pressbooks for Open Educational Resource Development	6	10	
More than Textbooks: Ancillary OER	4	11	

Customizing OER	1	14	
	26	57	
Certificate Status	24-25	25-26	
Completed	2	2	
In-progress	24	63	

CSI Offers OER Course for Faculty

CSI Librarian and OER expert Reed Hepler created an openly licensed open education resource course for CSI faculty.

University of Idaho Faculty Development Created 84 OER Projects

While the ThinkOpen University of Idaho faculty OER development program sunsetted in 2025, the resources created through this program continue to benefit students with an estimated $733,000 in student savings since the program's inception in 2017.

ISU Promotes OER through Faculty Stipend Program

ISU runs a program to support faculty in Identifying, adopting, and creating OER. In 2026, the student association stepped up to cover the cost of paying faculty stipends because open education resources matter so much to the students.

Section V: OER-Friendly Policy

OER-Friendly Policy: Policies to recognize and reward faculty efforts to lower cost, increase access, and ensure quality of instructional materials for students.

LCSC policies incentivize faculty adoption/creation of OER via tenure and promotion

Academic divisions at LC State all have published guidelines to help faculty prepare for and achieve tenure and promotion. These guidelines include clear explanation that development of OER/OEP materials are included and credited as evidence for faculty tenure and promotion portfolios.

Support for open education via formal policies and statements at BSU

The Boise State University Faculty Senate Ad Hoc Promotion & Tenure Committee has drafted revised policies that serve as important updates and revisions to recognize the variety of teaching, service, and research excellence at Boise State University and for every type of academic appointment. Open Educational Resources are now added as a possible form of evidence in scholarly research and creative activity:
Section 9.3.2 Scholarly, Creative, or Research Activities

- Examples of appropriate evidence include but are not limited to, the items below.
  a. Academic and administrative faculty with teaching responsibilities
    (i.) Dissemination of new knowledge through
    - Refereed publications
    - Expository writing such as textbooks, research synopses, or other syntheses of knowledge
    - Presentations at scholarly or professional meetings
    - Published reviews of professional publications
    - Curricular development/enhancements focused on innovation, entrepreneurship, or community engagement (e.g., authoring Open Educational Resources or developing service-learning courses).

Other examples of formal support at BSU:

- Statement on OER for department evaluation and P&T decisions
- Statement of Support for Open Access - Albertsons Library

Section Six: Course Marking Strategies

Course Marking Strategies: Institution-specific tactics for ensuring students know the real cost of instructional materials before making financial and enrollment decisions.

Course marking at CWI

CWI implemented Z-degree course marking for course sections using zero and very low-cost textbooks (0-$30) in Fall 2022 and has continued to provide this information to students at time of registration in their registration portal. This is a complex process that includes many divisions of the school including the registrar, administrators, faculty and staff.

Ongoing efforts to improve this process have positively impacted the textbook adoption processes at CWI in general so that more and more accurate information on zero-cost textbooks as well as other textbooks faculty intend to use in their upcoming courses is becoming available to students.

Course marking at BSU

While Boise State conducts course marking for zero and very-low courses at a systematic level via the Registrar, course marking for OER is conducted via a form distributed through the Faculty Senate. That information collected informs course marking; however, students only see that it is zero cost, not whether it is OER.

This fall, all Spanish 101 sections will use an OER with in-text learner comprehension checks and will therefore reduce student costs by over $100,000 each semester, or roughly $5500 per section. The cost savings for the over 400 sections per semester that use OER or library licensed material is immense.

University of Idaho Course Marking

Instructors at the University of Idaho began reporting instructional material costs during the scheduling process for implementation in the Fall 2024 semester. Students can now navigate the course schedule using Zero and Very-Low-Cost categories as search terms, allowing them to intentionally select and enroll in courses that align with these affordability designations. This course explains how the tool is used.

Other Relevant Stories from the OPAL Community

Open Practitioners, Advocates, and Leaders (OPAL): The following examples and quotes help capture how people continue to be at the heart of open education in Idaho.

Understanding student preference for OER over commercial textbooks at BSU

In research conducted by Boise State staff, students favored when materials were (1) written or curated by the instructor, (2) were closely aligned with lectures and assignments, (3) broke complex topics into clear steps, (4) included multimedia and interactive elements, and (5) allowed quick reference during problem solving. Students regard OER as "a lot more useful than most other textbooks that I've had to use," and appreciated that instructor-created books "removed all the excess filler materials that you would normally see in a textbook."

Below are quotes from students that capture their positive experiences with OER:

"If it's a textbook from the course, especially if it's written by the same professor or the content of the course mirrors the content of the material, then I will read it from front to back basically. If it's a traditional textbook, then I will read it pertaining to the professor's instructions or guides because they usually tell you what pages their courses or their content or their assignments are covering. And then sometimes they'll have extra credit snippets for you to do extra reading if you're interested. Very rarely will I ever read the entire [commercial] textbook because they are big, they are lengthy, and unless the topic is of high interest to me, I'm not going to do it."

"I thought it was going to be a lot more expensive. like I thought professors were going to have me buy books that are like $100 and then we're not going to use them. But with this OER stuff, it's really useful. Basically, here's a free textbook that we're going to be drawing pretty much everything from. So, it's really helpful. Saves me money, too."

"I feel like more classes should have OER. Tuition and class fees are already expensive and most of the time, textbook information is released just before the semester starts which makes it difficult to get the textbook in time."

"I think [the OER is] actually one of the most helpful books, because she correlates the lectures around the chapters. So, we're almost getting three exposures to the material."

"The way that she presents it, I can basically tell she's been teaching this for a long time. I feel like I'm learning from a master here."

“[With OER], you read all the material, you can listen to the video, she'll walk you through exactly what she's doing, then she'll have a practice for you to do on your own.”

“I found the [open] textbook to be incredibly helpful with all of my learning throughout the semester.”

“Having the open textbook made the course 100% easier.”

“She's got videos, she just did the whole thing for you. She recorded the video, she wrote the book, she is there in the Zoom for you, and it's like you are encompassed by every kind of learning that would benefit a student.”

“The course materials being at no extra cost took a lot of excess burden and stress off my shoulders.”

“[OER] was beneficial to not have to pay additional fees on top of class fees.”

“[OER] makes it easier on the financial burden.”

“I was happy as [OER] was one less thing to worry about/budget for.”

“I was excited that I didn't have to pay for [instructional] materials!”

Consolidating access, eliminating cost, and increasing course relevance through open content at ISU

Idaho State Professor Lauren MacDonald, one of this year’s recipients of ISU’s annual OER stipend, has developed and integrated OER into Canvas for the "HIST 4470: Historical Geography of the Atlantic World" course she's co-teaching with Professor Marie Stango. This course serves two sets of students: History majors as well as students in the College of Education who need a geography course as part of the credentialing process to become social studies teachers.

The previous version of the course required 5 (five) books, each typically priced between $15 and $20, which can be a considerable cost for some students. Even for students who could afford the 5 books, significant problems arose for students taking the 8-week course if they held off on purchasing any of the instructional materials in case they didn’t need them. By the time students realized that they might need all of the books, it would regularly take valuable time – days, sometimes weeks – before they would receive the required materials they purchased late.

After redeveloping this course around immediately available, openly licensed materials, Professor MacDonald's course guarantees access to and removes the cost of materials that students need to be successful. Required course content may easily be updated to

use the most up-to-date domain knowledge and visualization tools while simultaneously making the material engaging and significantly reducing the cost for Idaho's future K-12 teachers.

The difference affordable, first day access makes for faculty member Anna Daly at CWI

‘Before adopting OER, I received emails from at least a dozen students each semester who were unable to purchase the required textbooks. With total textbook costs approaching $300 across my [upper-division Communications] courses, the price of materials was often a deciding factor in whether some students could successfully participate in the class or even enroll. By replacing those textbooks with self-created open educational resources, all students now have immediate, free access to the materials from the first day of class, significantly improving affordability and access. Since implementing OER, I no longer receive emails from students who are unable to obtain the course materials.”

A snapshot of cost savings through OER at NIC

NIC reports that students save $170,000 per semester because of OER adoption, especially in popular general education courses like ENGL 101, COMM 101, MATH 123, and BIOL 100.

The scale of faculty OER creation at the CEI

25 different CEI faculty have developed OER resources for 51 courses.

Synergy between open educational practices and effective AI use

CEI instructor, Jill Kirkham used AI to help her write an OER textbook, *International Relations Introduction Essentials*.

OER adoption across the disciplines at the CEI

Over 50% of Humanities and Social Sciences courses use OER, and 100% of ENGL 101+, ENGL 101, and ENGL 102 sections use OER (not counting Dual Credit).

Lowering barriers to math success using OER at CWI

Susan Aydelotte, math faculty at CWI and open education representative on the State Board’s General Education Committee, has created high quality math courses that use open textbooks (instead of the previous $100+/semester commercial text) over the past three academic years. Her course redesign and instructional material selections for the following math courses empower other math faculty at CWI and across the state to make similar choices to benefit students:

- Math in Modern Society
- Precalculus I: Algebra
- Precalculus
- Calculus I
- Calculus II
- Calculus III
- Introduction to Linear Algebra

Conclusion

As these examples and case studies demonstrate, Idaho's eight higher education institutions continue to lead the way in open education resource creation, accessible student learning materials, open pedagogy, and other sustainable strategies that fall under the umbrella of open education. Students across the state benefit from dedicated faculty and the Board's ongoing support for open education.

SUBJECT
Board Policy III.Q., Admission Standards – Second Reading

REFERENCE

June 2007	Board approved the first reading of amendments to Board Policy III.Q.
August 2007	Board approved the second reading of amendments to Board Policy III.Q.
December 2013	Board approved the first reading of amendments to Board Policy III.Q.
February 2014	Board approved the second reading of amendments to Board Policy III.Q.
April 2017	Board approved the first reading of amendments to Board Policy III.Q.
June 2017	Board approved the second reading of amendments to Board Policy III.Q.
June 2020	Board approved a temporary waiver of the College Entrance Exam minimum admission requirement in response to the COVID-19 pandemic.
June 2021	Board approved removing College Entrance Exam minimum admission requirements.
April 2024	Board approved the first reading of amendments to Board Policy III.Q to update sections on direct admissions, high school requirements, and Career Technical Education program admissions.
June 2025	Board approved the second reading of amendments to Board Policy III.Q.
October 2025	Board approved the first reading of an amendment to Board Policy III.Q to clarify the expectations for secondary school accreditation.
December 2025	Board approved the second reading of an amendment to Board Policy III.Q.
April 2026	Board approved the first reading of proposed amendments to Board Policy III.Q.

APPLICABLE STATUTES, RULE OR POLICY
Idaho State Board of Education Governing Policies & Procedures, Section III.Q., Admission Standards

BACKGROUND / DISCUSSION
Due to changes in federal requirements, the proposed amendment replaces the adjective “regional” with “institutional” to describe institutional-level accreditation.

IMPACT
This policy amendment aligns Board policy with federal requirements.

ATTACHMENTS

Attachment 1 – Board Policy III.Q. Admission Standards – Second Reading

STAFF COMMENTS AND RECOMMENDATIONS

The proposed amendments were discussed at CAAP on February 26, 2026, and at IRSA on April 2, 2026. They have also been shared and discussed with the Idaho Registrars' Council and with the Council on Student Affairs. No objections or concerns were raised. No changes were made between first and second reading. Board staff recommends approval.

BOARD ACTION

I move to approve the second reading of proposed amendments to Board Policy III.Q., Admission Standards as presented in Attachment 1.

Moved by _____ Seconded by _____ Carried Yes _____ No _____

Idaho State Board of Education
GOVERNING POLICIES AND PROCEDURES
SECTION: III. POSTSECONDARY AFFAIRS
SUBSECTION: Q. Admission Standards ~~December 2025~~~~April~~June 2026

1. Institution Policies

   Each postsecondary institution must establish institutional policies which meet or exceed the following minimum academic and career technical admission standards. Additional and more rigorous requirements also may be established by the institutions for admission to specific programs, departments, schools, or colleges. Consistent with institutional policies, admission decisions may be appealed by applicants to the institutional admissions committee. Career Technical Education program admission requirements apply to all technical colleges, including the College of Eastern Idaho, the College of Southern Idaho, the College of Western Idaho, Lewis-Clark State College, Idaho State University College of Technology, and North Idaho College.

2. Institutional Academic Admission

   a. Direct Admission
   Students attending an Idaho public school, or Idaho private school that has entered a Direct Admission participation agreement with the Board, may be notified of their admission to an Idaho public college or university through the State Board's Direct Admission Program. Direct admission offers are based on the following criteria:

Verified Achievement	Institution Admission
ISAT Math level ≥3 and ELA/Literacy level ≥3 OR Unweighted GPA = 3.0	Admission to all Idaho public institutions.
Unweighted GPA between 2.25 and 2.99	Admission to Idaho's public community colleges, Lewis-Clark State College and Idaho State University.
Unweighted GPA < 2.25	Admission to Idaho's public community colleges.

   Admission awarded though the program is contingent on the verified level of achievement in high school curriculum (grade point average), performance on the 11th grade Idaho Standards Achievement Test (ISAT), and successful completion of Idaho high school graduation requirements. Direct admission decisions apply only to offers of admission to Idaho public institutions made between October 1 to June 30 of the senior year of high school.

b. Academic Regular Admission

An applicant who is not admitted under the Board's Direct Admission Program must graduate from a high school accredited by a body recognized by the Board and complete the Admission Standards Core Courses with a minimum 2.00 cumulative grade point average. The Board office maintains a list of approved high school accreditors. Applicants who graduated from high school prior to 1995 will be subject to the admission standards at the time of their high school graduation. Each institution may develop a separate policy for the admission and placement of international students.

Admission Standards Core Courses

Subject Area	Minimum Requirement	Select from These Subject Areas
Secondary Language Arts and Communication	8 credits	Composition, Literature, and Oral Communication
Mathematics	6 credits	A minimum of six (6) credits. Secondary Mathematics includes Integrated Mathematics, Applied Mathematics, Business Mathematics, Algebra, Geometry, Trigonometry, Fundamentals of Calculus, Probability and Statistics, Discrete Mathematics, and courses in Mathematical Problem Solving and Quantitative Reasoning. A total of 8 credits are strongly recommended. Four (4) of the required mathematics credits must be taken after 9th grade. Courses not identified by traditional titles (i.e., Algebra I or Geometry) may be used as long as they contain all of the critical components of higher math functions prescribed by the State Mathematics Content Standards. Institutions may recognize other Mathematics courses as meeting this requirement if those courses are taken in compliance with the Idaho state minimum graduation requirements.
Social Studies	5 credits	American Government (state and local), Geography, U.S. History, and World History. Other courses may be selected from Economics, including Consumer Economics, if it aligns to the state content standards, Psychology, and Sociology.
Science	6 credits	Secondary sciences include instruction in Applied Sciences, Earth and Space Sciences, Physical Sciences, and Life Sciences. Institutions may recognize other Science courses as meeting this requirement if those courses are taken in compliance with the Idaho state minimum graduation requirements. Must have laboratory science experience in at least two (2) credits. A laboratory science course is defined as one in which at least one (1) class period per week is devoted to providing students with

		the opportunity to manipulate equipment, materials, or specimens; to develop skills in observation and analysis; and to discover, demonstrate, illustrate, or test scientific principles or concepts.
Arts and Humanities (including world languages)	2 credits	Humanities courses include instruction in Visual Arts, Music, Theatre, Dance, or World Language aligned to the Idaho content standards for those subjects. Other courses such as Literature, History, Philosophy, Architecture, or Comparative World Religions may satisfy the humanities standards if the course is aligned to the Interdisciplinary Humanities Content Standards. History courses beyond those required for state high school graduation may be counted toward this category. World Language is strongly recommended. The Native American Languages may meet the world language credit requirement.
Other College Preparation	3 credits	Speech or Debate [no more than one (1) credit]. Debate must be taught by a certified teacher. Studio/Performing Arts (art, dance, drama, and music). Foreign Language (beyond any foreign language credit applied in the Humanities/Foreign Language category). Secondary Career Technical courses.

If the student graduated from a high school that does not offer a required course, applicants may contact the institutional admission officer for clarification of provisional admission procedures.

High school credit counted in one (1) category (e.g., Humanities/World Languages) may not also count in another category.

c. Academic Alternative Admission

i. Degree-seeking applicants who do not qualify for admission based on subsection 2.b. above may be granted alternative admission if they satisfy one (1) or more of the criteria below:

1) Graduated from a secondary school accredited by a body recognized by the Board but has not completed the Admission Standards Core courses set forth above;

2) Did not graduate from a secondary school accredited by a body recognized by the Board, [e.g. home-schooled students, General Educational Development (GED) diploma holders], and have acceptable predictive indicators of academic success approved by the institution;

3) Deserve consideration by the institution because of special status (e.g., returning veterans, gifted and talented students wishing to enter college early, or other students in unique circumstances as determined by the

institution). Each institution may develop a separate policy for the admission of special status students.

ii. Students granted alternative admission may have conditions placed on their admission, subject to institutional policies. Students may be granted admission and be required to satisfactorily complete up to fourteen (14) baccalaureate level credits, twelve (12) of which must be general education credits. Regular admission status must be attained within three (3) registration periods or the student will be dismissed, subject to institutional committee appeal procedures.

d. Academic Transfer Admission

i. A degree-seeking student who, after graduating from high school or earning a GED, has earned at least fourteen (14) or more semester hours of transferable academic college level credit from an institutionally ~~regionally~~ accredited college or university with a minimum cumulative GPA of 2.00 may be admitted.

ii. A student not meeting the requirement in subsection 2.b. may petition the institutional admissions officer to be admitted. If admitted, the student may have conditions placed on their admission, subject to institutional policies as described in subsection 2.c.ii.

d. Academic Program Placement

Placement assessments indicating potential for success may be required for some academic programs. Placement requirements vary according to the program. Each institution shall establish academic program placement policies and publish these policies in an accessible manner on the institution's website.

3. Career Technical Program Admission

Institutional academic admission standards apply to individuals who seek a technical certificate or Associate of Applied Science (A.A.S.) degree through a career technical program. The admission standards and placement criteria do not apply to workforce development or short-term training programs. Career technical programs employ program admission and student advising/navigation processes in addition to institutional academic admission.

Admission to a specific career technical program is based on the capacity of the program and specific academic and/or physical requirements established by the technical college/program.

a. Career Technical Program Placement Criteria

Placement test scores indicating potential for success may be required for

enrollment in a career technical program of choice. Placement score requirements vary according to the program.

Each institution shall establish career technical program placement policies and publish these policies in an accessible manner on the institution's website.

Specific career technical programs may require different levels of academic competency and admission requirements. Students must also be familiar with the demands of a particular occupation and how that occupation matches individual career interests and goals. Therefore, before students can enroll in a specific program, the following placement requirements must be satisfied:

i. Specific program requirements (including placement exam scores) established by the technical program. A student who does not meet the established requirements for the program of choice will have the opportunity to participate in remedial education to improve their skills; and

ii. Formal procedures and definitions for program admission employed by the technical college. Program admission requirements and procedures shall be clearly defined and published for each program.

SUBJECT

Board Policy III.V., Articulation and Transfer – Second Reading

REFERENCE

October 2012	The Board approved the first reading of proposed amendments to Board Policy III.V, which provided flexibility in six credits required of the general education core that are not assigned to a specific discipline.
December 2012	The Board approved the second reading of proposed amendments to Board policy III.V.
April 2015	The Board approved the first reading of proposed amendments to Board Policy III.V, which clarified the transfer and articulation policy for general education credit applies to all Idaho public institutions.
June 2015	The Board approved the second reading of proposed amendments to Board Policy III.V.
April 2019	The Board approved the first reading of proposed amendments to Board Policy III.V. which clarified the credit awarded by an institution for prior learning and transfer of general education requirements.
June 2019	The Board approved the second reading of proposed amendments to Board Policy III.V.
April 2026	The Board approved the first reading of proposed amendments to Board Policy III.V.

APPLICABLE STATUTES, RULE OR POLICY

Idaho State Board of Education Governing Policies & Procedures, Section III.V. and III.N.

BACKGROUND/DISCUSSION

Due to changes in federal requirements, the proposed amendment replaces the adjective “regional” with “institutional” to describe institutional-level accreditation.

IMPACT

This policy amendment aligns Board policy with federal requirements.

ATTACHMENTS

Attachment 1 – Board Policy III.V. Articulation and Transfer – Second Reading

STAFF COMMENTS AND RECOMMENDATIONS

The proposed amendments were discussed at CAAP on February 26, 2026, and

at IRSA on April 2, 2026. They have also been shared and discussed with the Idaho Registrars' Council and with the Council on Student Affairs. No objections or concerns were raised. No changes were made between first and second reading. Board staff recommends approval.

BOARD ACTION

I move to approve the second reading of proposed amendments to Board Policy III. V., Articulation and Transfer 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: V. Articulation and Transfer ~~June 2019~~April 2026

This subsection shall apply to the University of Idaho, Boise State University, Idaho State University, Lewis-Clark State College, College of Eastern Idaho, College of Southern Idaho, College of Western Idaho, and North Idaho College.

The Statewide General Education Policy, Board Policy III.N, Statewide General Education, outlines Idaho's General Education Framework and establishes guidelines for General Education Matriculated (GEM) curricula across all public postsecondary institutions. Statewide recognition of common GEM competencies creates a transparent and seamless transfer experience for undergraduates as defined in Board Policy III.N.

The transfer of GEM courses is predicated on the acquisition of competencies in broad academic areas. Each institution recognizes the professional integrity of all other public institutions in the acceptance of their general education courses and programs.

1. Statewide Articulation

   a. Academic Undergraduate Degrees

      i. Students who complete requirements for the Associate of Arts or Associate of Science degree at an institutionally- ~~regionally~~ accredited postsecondary institution ~~,~~ will be considered as satisfying the general education requirement, as defined in Board Policy III.N., upon transfer to a public institution in Idaho and will not be required to complete any additional general education requirements.

      ii. Students who have completed the 36-credit General Education Framework, as defined in Board Policy III.N, without an Associate of Arts or Associate of Science Degree and transfer from an institutionally- ~~regionally accredited~~ postsecondary institution in Idaho will not be required to complete additional general education requirements at the receiving institution.

      iii. If a student has completed a GEM course(s) but has not completed the entire General Education Framework or an Associate of Arts or Associate of Science Degree, those GEM courses will be applied towards the associated GEM competency requirements at the receiving institution.

   b. Associate of Applied Science (AAS) Degrees

      i. A student who satisfactorily completes a GEM course(s) as part of the Associate of Applied Science (AAS) degree and then subsequently transfers to another public Idaho postsecondary institution will have those GEM courses applied towards the associated GEM competency of the receiving institution.

ii. A student who completes an AAS degree may pursue an interdisciplinary Bachelor of Applied Science or a Bachelor of Applied Technology degree focused on upper-level academic coursework.

2. Authority is delegated to the postsecondary institutions under the Board's governance to evaluate and determine whether to accept equivalent or elective credits on behalf of transferring students within the requirements of sections 33-107(6)(b) and 33-2102, and 33-3729 Idaho Code and Board Policy III.V.2.c through e. Each institution is responsible for working to facilitate the effective and efficient transfer of students. To that end:

a. Institutions shall publish the current curriculum equivalencies of all courses on the state transfer web portal.

b. Where patterns of student enrollment are identified between institutions, articulation agreements shall be developed between the institutions.

c. Non-remedial course credits earned at those institutions under the Board's governance, regardless of being a general education credit or not, are transferable to any other institution governed by this policy.

d. Academic credits accepted from an ~~regionally~~ institutionally-accredited postsecondary institution into an academic program by one institution under the Board's governance shall transfer from two- and four-year to four-year institutions as either equivalent or elective credits between the other postsecondary institutions governed by this policy.

e. Courses on the common course index list, as provided in Board Policy III.N.6.b, that are awarded credit through prior learning assessments, as outlined in Board Policy III.L.1.b, from an institution shall transfer as equivalent course credit between those institutions. An area of general education, as listed in Board Policy III.N.3, for which credit is awarded by an institution through a prior learning assessment, shall transfer across those institutions as meeting the same general education requirement.

SUBJECT

Board Policy III.D. Official Calendars

REFERENCE

December 2007	The Board reviewed the First Reading, Deletion of Board Policy III.D. Official Calendars and asked that the policy be revised rather than deleted to require calendars be posted electronically.
December 2008	The Board approved the First Reading of proposed amendments to Board Policy Section III.D. Official Calendars.
February 2009	The Board approved the second reading of proposed amendments to III.D. Official Calendars.
April 2026	The Board approved the first reading of proposed amendments to III.D Official Calendars.

BACKGROUND/DISCUSSION

Board Policy III.D. Official Calendars is designed to establish consistent expectations for academic calendars, semester length, and holidays.

Institutions are required to have calendars publicly available and easily accessible per accreditation requirements of the Northwest Commission on Colleges and Universities (NWCCU). The proposed amendments modernize the language and processes.

IMPACT

The amendments to Board Policy III.D. (Official Calendars) include a new purpose statement and modernized language. The notification process is also updated and the notification deadline has been made more specific, which will enable institutions to more easily schedule relevant communication with Board staff.

ATTACHMENTS

Attachment 1 – Board Policy III.D. Official Calendars – Second Reading

STAFF COMMENTS AND RECOMMENDATIONS

The proposed amendments were discussed at CAAP on February 26, 2026, and at IRSA on April 2, 2026. They have also been shared and discussed with the Idaho Registrars' Council and with the Council on Student Affairs. No objections or concerns were raised. No changes have been made between first and second readings. Board staff recommends approval.

BOARD ACTION

I move to approve the second reading of Board Policy III.D. Official Calendars 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: D. Official Calendars ~~**February 2009**~~ ~~**April**~~**June 2026**

Purpose: This policy establishes consistent expectations for academic calendars, semester length, and holidays.

Each institution ~~shall~~ must prepare on an ongoing basis a schedule indicating significant dates and events (such as registration periods, vacations or holidays, and dates classes begin and end) occurring in the twelve-month period commencing with each institution's fall term. ~~This schedule must be presented to the chief executive officer of the institution for "review and action" preceding the start of the planned academic year.~~ This schedule will be designated the Official Calendar for the institution and ~~shall~~ must be posted by each institution on its official website. The ~~Office of the State Board of Education~~ Board's Executive Director or designee ~~and the Idaho institutions specified in Subsection A shall~~ must be ~~notified~~ provided with the link to the Official Calendar promptly via e-mail when official calendars have been posted to respective websites no later than July 1 for the upcoming academic year.~~, but not later than the beginning of an institution's fall term~~. Any additional c~~C~~hanges made by the institution's ~~chief executive officer~~president to~~in~~ the Official Calendar will also be posted and ~~institutions~~ the Executive Director or designee promptly notified as specified above.

Each semester indicated in the Official Calendar of an institution will consist of seventeen (17) weeks with at least fifteen (15) full weeks or seventy-five (75) instructional days of class work or its equivalent effort.

Official calendars must indicate that classes will be held on state holidays designated for Columbus Day and Veterans Day and offices in the institutions will be open, with compensatory time provided at appropriate times within the academic calendar.

SUBJECT

Policy III.P. Students – Second Reading

REFERENCE

October 2020	The Board approved a first reading of amendments to Board Policy III.P. that brought the policy into compliance with new Title IX Regulations.
December 2020	The Board approved a second reading of amendments to Board Policy III.P.
December 2021	The Board approved a first reading of amendments to Board Policies III.B and III.P.
February 2022	The Board approved a second reading of amendments to Board Policies III.B and III.P.
April 2026	The Board approved the first reading of proposed amendments to Board Policy III.P.

APPLICABLE STATUTE, RULE, OR POLICY

Idaho State Board of Education Governing Policies & Procedures, Section III.P.

BACKGROUND/DISCUSSION

Board Policy III.P. Students establishes minimum standards and institutional responsibilities for all student-related matters at Idaho's four-year public universities. It covers student rights and nondiscrimination, records and financial aid, health insurance, student organizations and publications, employment, and conduct expectations for student athletes.

The policy also defines how students may seek redress when they believe an institution has acted improperly. After exhausting institutional processes, a student may appeal to the Board, which reviews only whether institutional policies were in place and followed fairly.

IMPACT

The amendments to this policy reorganize, streamline, and modernize content for all stakeholders and especially for students. First, new Purpose and Definitions sections are added, language is updated for consistency and clarity, static statutory language is replaced with general references to applicable code, and sections are rearranged for logical flow. Secondly, Board Policy III.T. Student Athletes is fully integrated into III.P. Students, with amendments to clarify reporting processes, so that III.P. now contains all student-related guidance. Third, the Complaints or Grievances section was amended to clarify the Board's scope of review.

Since the first reading, amendments have been added to the following sections:

- 3. Nondiscrimination: amendments clarify institutional responsibility for developing and publishing procedures to respond to allegation of discrimination;
- 17. Student Athletes: minor amendments ensure a consistent reporting process in cases of athlete misconduct; and
- 19. Student Complaints or Grievances: amendments clarify the scope of complaints that the Board considers.

ATTACHMENTS

Attachment 1 – Board Policy III.P. Students – Second Reading – Redlined
Attachment 2 – Board Policy III.P. Students – Second Reading – Clean

BOARD STAFF COMMENTS AND RECOMMENDATIONS

The proposed amendments were discussed at CAAP on February 26, 2026, and at IRSA on April 2, 2026. They have also been shared and discussed with the Idaho Registrars' Council, the Council on Student Affairs, financial aid leaders, athletics representatives, student government leaders, and institutional general counsels. Substantial input from institutional stakeholders informs these proposed amendments. Board staff recommends approval.

BOARD ACTION

I move to approve the second reading of proposed amendments to Board Policy III.P. Students, 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: P. Students ~~February 2022~~ June 2026

1. Purpose: This policy establishes expectations for student-related matters at the institutions. It sets minimum requirements for student services, student rights and protections, student organizations and publications, student athletes, and related administrative practices. It also defines institutional responsibilities consistent with applicable state and federal law and Board oversight. In accordance with Board Policy III.A Coverage, this policy subsection is applicable to Boise State University, Lewis-Clark State College, Idaho State University, and the University of Idaho.

~~The following policies and procedures are applicable to or for any person designated as a student at an institution under governance of the Board.~~

2. Definitions:

a. A "student" means any person duly admitted and regularly enrolled at an institution under governance of the Board as an undergraduate, graduate, or professional student, on a full-time or part-time basis, or who is admitted as a non-matriculated student on or off an institutional campus. The following policies and procedures are applicable to or for any person designated as a student at an institution under governance of the Board.

b. A “full-time student” includes the following definitions:

i. Undergraduate: For fee and tuition purposes, a full-time undergraduate student means any undergraduate student carrying twelve (12) or more credits (or equivalent in audit and zero-credit registrations).

~~i. Student Body Officers and Appointees~~

~~For fee and tuition purposes, the president, vice president, and senators of the associated student body government are considered full-time students when carrying at least the following credit loads: (a) president, three (3) credits and (b) vice president and senators, six (6) credits.~~

~~ii. Editors~~

~~Editors of student published newspapers are recognized as full-time students when carrying a three-credit load, and associate editors are recognized as full-time students when carrying a six-credit load.~~

ii. Graduate: For fee and tuition purposes, a full-time graduate student means any graduate student carrying nine (9) or more credits, or any graduate student on a full appointment as an instructional or graduate assistant, regardless of the number of credits for which such instructional or graduate assistant is registered.

c.

~~1.~~ 3. Nondiscrimination

Idaho State Board of Education
GOVERNING POLICIES AND PROCEDURES
SECTION: III. POSTSECONDARY AFFAIRS
SUBSECTION: P. Students ~~February 2022~~ June 2026

It is the policy of the Board that institutions under its governance must provide equal educational opportunities, services, and benefits to students without ~~regard to~~ discrimination based on race, color, religion, sex, national origin, age~~, handicap~~disability, or veteran~~s~~ status, ~~including disabled veterans and veterans of the Vietnam era~~ in accordance with federal and state laws. ~~h:~~

Each institution must develop and publish procedures for promptly responding to allegations of discrimination on the basis of a protected class in the institution's education programs or activities when the institution has actual knowledge of the alleged conduct. The institution's response must not be deliberately indifferent; it must adequately respond to known instances of such harassment or discrimination. This may include taking steps to remedy a hostile environment, even if the institution is unable to hold the person responsible due to their own constitutional rights.

~~a. Title VI of the Civil Rights Act of 1964, as amended, 42 U.S.C. 2000d *et seq*., which prohibits discrimination on the basis of race, color, or national origin in programs and activities receiving federal financial assistance.~~

~~b. Section 504 of the Rehabilitation Act of 1973, as amended, 29 U.S.C. 794, which prohibits discrimination on the basis of handicap in programs and activities receiving federal financial assistance.~~

~~c. Title IX of the Education Amendments of 1972, as amended, 20 U.S.C. 1681 *et seq*., which prohibits discrimination on the basis of sex in education programs and activities receiving federal financial assistance.~~

~~d. The Age Discrimination Act of 1975, as amended, 42 U.S.C. 6101 *et seq*., which prohibits discrimination on the basis of age in programs or activities receiving federal financial assistance.~~

~~e. Chapter 59, Title 67, Idaho Code, and other applicable state and federal laws.~~

~~2.~~ 4. Sexual Harassment

~~a.~~
In alignment with Title IX, ~~E~~each institution must establish and maintain policies which ensure no person is excluded from participation or denied the benefits of or subjected to discrimination based on sex.~~a positive learning environment for students that is fair, humane, and responsible. Sexual discrimination, including sexual harassment, is inimical to any institution~~. See Board Policy I.T Title IX.

~~b. Sexual harassment violates state and federal laws and the Governing Policies and Procedures of the Board. "Sexual harassment" is defined by the regulations implementing Title IX at 34 C.F.R. § 106.30 (a).~~

~~c.~~a.~~b~~. Policies and Procedures

Each institution must develop and ~~make public~~publish procedures ~~providing~~ for ~~the~~ promptly responding ~~se, in a manner that is not deliberately indifferent,~~ to allegations of sexual harassment in the institution's education programs or activities ~~of which~~when the institution has actual knowledge of the alleged conduct.

b. Institutional Response
The institution's response must not be deliberately indifferent, meaning that institutions must adequately respond to known instances of sexual harassment or discrimination. Each institution's policies and procedures must comply with ~~the regulations in 34 C.F.R. Part 106~~ current Title IX requirements.

~~3.~~ 5. Catalog and Representational Statements

Each institution ~~will~~ must publish its official catalogue and admissions, academic, and other policies and procedures which affect students. ~~(*See also* "Roles and Missions," Section III, Subsection I-2.)~~

Each institutional catalogue must include the following statement:

> Catalogues, bulletins, ~~and~~ course or fee schedules, and policies ~~and~~or procedures ~~shall~~ must not be considered as binding contracts between an [institution] and its students. [The ~~[~~institution] reserves the right at any time, without advance notice, to~~:~~ (a) withdraw or cancel classes, courses, and programs; (b) change fee schedules; (c) change the academic calendar; (d) change admission and registration requirements; (e) change the policies, procedures, regulations, and requirements governing instruction in and graduation from [the institution] and its various divisions; and (f) change any other regulations affecting students.~~-~~ Such ~~C~~changes ~~shall go into force may~~must occur whenever the proper authorities so determine and ~~shall~~ must apply not only to prospective students but also to those who are matriculated at the time ~~in [institution].~~. When economic and other conditions permit, [the institution] must ~~tries to~~ provide advance notice of ~~such~~ changes. In particular, when an instructional program is to be ~~withdrawn~~ modified or discontinued, [the institution] ~~will~~ must make every reasonable effort to ensure that students who are within two (2) years of completing graduation requirements, and who are making normal progress toward completion of those requirements, ~~will~~ have the opportunity to complete the program facing discontinuation ~~which is to be withdrawn~~.

~~No employee, agent, or representative of an institution may make representations to, or enter into any agreement with, or act toward any student or person in a manner which is not in conformity with Board Governing Policies and Procedures or the approved policies and procedures of the institution.~~

~~4.~~ 6. Student Records

The collection, retention, use, and dissemination of student records is subject to the requirements of the Family Educational Rights and Privacy Act (FERPA) of 1974, as amended, and implementing regulations. Each institution ~~will~~ must establish policies and

procedures for maintenance of student records consistent with the act and implementing regulations. ~~and will establish and make public an appeals procedure which allows a student to contest or protest the content of any item contained in his or her institutional records~~. These policies and procedures must provide a process for students to review, request changes, and appeal decisions related to student records.

~~5. Full-Time Students~~

~~a. Undergraduate Student~~

~~For fee and tuition purposes, a "full-time" undergraduate student means any undergraduate student carrying twelve (12) or more credits (or equivalent in audit and zero-credit registrations).~~

~~i. Student Body Officers and Appointees~~

~~For fee and tuition purposes, the president, vice president, and senators of the associated student body government are considered full-time students when carrying at least the following credit loads: (a) president, three (3) credits and (b) vice president and senators, six (6) credits.~~

~~ii. Editors~~

~~Editors of student published newspapers are recognized as full-time students when carrying a three-credit load, and associate editors are recognized as full-time students when carrying a six-credit load.~~

~~b. Graduate Student~~

~~For fee and tuition purposes, a "full-time" graduate student means any graduate student carrying nine (9) or more credits, or any graduate student on a full appointment as an instructional or graduate assistant, regardless of the number of credits for which such instructional or graduate assistant is registered.~~

7. Student Governance
~~6.~~

The students at each institution may establish a student government constitution for their own duly constituted organization, which must be consistent with Board Governing Policies and Procedures. Institutions may consider recognizing student organization officer labor through course credit, compensation, or other appropriate means. Each student constitution must be reviewed and approved by the ~~Chief Executive Officer~~institution's~~al~~ president or designee. Any amendments to the student constitution must also be reviewed and approved by the institution's ~~Chief Executive Officer~~president or designee.

8. Student Financial Aid
~~7.~~

Each institution ~~will~~ must establish policies and procedures necessary for the administration of student financial aid. See Board Policy V.R. Establishment of Fees for further information about student fees, tuition, and other charges.

a. Delinquent Loans
see Board Policy V.P. Assignment of Delinquent Loans for more information on the t~~T~~ransfer of d~~D~~elinquent ~~National Direct~~ Perkins s~~S~~tudent l~~L~~oans.~~. (See Section V, Subsection P)~~

b. Fraud
~~Student Financial Aid Fraud~~E~~ach institution ~~under governance of the Board should, as a matter of policy, initiate charges against individuals who fraudulently obtain or misrepresent themselves with respect to student financial aid.~~must refer suspected student financial aid fraud to appropriate authorities and take administrative action as permitted by law.

~~8.~~1. Fees and Tuition

a. Establishment: Policies and procedures for establishment of fees, tuition, and other charges are found in Board Policy V.R. Establishment of Fees. See also Idaho Code § 33-3717B and Board Policy V.Q Residency for Tuition Purposes. ~~Section V, Subsection R, of the Governing Policies and Procedures.~~

b. Refunds: Each institution must ~~will~~ develop and publish a schedule for refund of fees in the event a student withdraws in accordance with regulations governing withdrawal.

c. Exemptions: Students who are exempted from fees may have access to fee-based services at the discretion of the institution.

~~9.~~2. Student Employees

a. Restrictions: No student employee may be assigned to duties which ~~–~~:are for the benefit of personal and private gain of any institutional employee.~~, require partisan or nonpartisan political activities, or involve the construction, operation, or maintenance of any part of any facility which is used for sectarian instruction or religious worship.~~ No student employee supervisor may solicit or permit to be solicited from any student any fees, dues, compensation, commission, or gift or gratuity of any kind as a condition of or prerequisite for the student's employment.

b. Policies and Procedures: Each institution ~~will~~ must develop its own policies and procedures regarding student employment, including use of student employment as a part of financial assistance available to the student~~. Such policies and procedures must ensure that equal employment opportunity is offered without discrimination and that wage administration is conducted in a uniform manner. Such policies also must include a statement of benefits available to student employees, if appropriate.~~, consistent with applicable law and funding requirements.

c. Graduate Assistants: Each institution is delegated the authority to appoint within the limitations of available resources graduate assistants in a number consistent with the mission of the institution. Graduate assistantships are established to supplement a graduate student's course of study, with employment appropriate to the student's academic pursuits.

Each institution ~~will~~ must establish its own procedures for appointment of graduate assistants which will include (a) qualifications, (b) clear and detailed responsibilities in writing, and (c) maximum number of hours expected and wages for meeting those requirements.

Matriculation, activity, and facility fees for graduate assistants ~~will be~~is paid either by the student or by the department or academic unit on behalf of the student. Graduate students ~~will~~ must be covered by appropriate insurance in accordance with institutional procedures for work-related illness or injury.

d. Hourly or Contractual Employment: Each institution may employ students on an hourly or contractual basis in accordance with the needs of the various departments or units, available funds, and rules of the Division of Human Resources ~~(~~or the University of Idaho classified employee system~~) or~~, and applicable federal law or guidelines ~~when work-study funds are used.~~.

~~10. Student Conduct, Rights, and Responsibilities~~

~~Each institution will establish and publish a statement of student rights and a code of student conduct. The code of conduct must include procedures by which a student charged with violating the code receives reasonable notice of the charge and is given an opportunity to be heard and present testimony in his or her defense, and an opportunity to appeal any disciplinary action. Such statements of rights and codes of conduct, and any subsequent amendments, are subject to review and approval of the chief executive officer.~~

~~Sections 33-3715 and 33-3716, Idaho Code, establish criminal penalties for conduct declared to be unlawful.~~

11. Student Services
Each institution ~~will~~ must develop and publish a listing of services available to students, eligibility for such services, and costs or conditions, if any, of obtaining such services.

12. Student Organizations
The institutional administration and the State Board of Education assume no responsibility for the independent operation of the student government association and recognized student organizations. Each student government association is responsible, subject to the approval of the institution's ~~chief executive officer~~president or designee, for establishing or terminating student organizations supported through allocation of revenues available to the association. Expenditures by or on behalf of such student

organizations are subject to rules, policies, and procedures of the institution and the Board.

13. Student Publications, ~~and~~ Broadcasts, and Media

The institutional administration and the State Board of Education assume no responsibility for the independent operation and content of any student publication, broadcast, or media, as they operate and publish independently. ~~Student publications, and broadcasts, and media are~~ operate and publish ~~independently~~ of the State Board of Education and ~~the institutional administration. The institutional administration and the State Board of Education assume no responsibility for the content of any student publication or broadcast.~~ The publishers or managers of the student publications or broadcasts are solely ~~liable~~ responsible for the content.

14. Student Health Insurance

Students are responsible for arranging ~~making arrangements for~~ coverage of their medical needs while enrolled in a post-secondary institution on a part- or full-time basis. Accidents, injuries, illnesses, and other medical needs of students (with limited exceptions in the case of student employees of an institution who experience workplace injuries within the course and scope of their employment) typically are not covered by the institution's insurance policies. The types and levels of medical/clinical support services available to students varies among the institutions and ~~among the~~their local communities ~~within which institutions conduct operations~~.

a. Health Insurance Coverage Offered through the Institution: Each institution, at the discretion of its ~~chief executive officer,~~president or designee, may provide the opportunity for students to purchase health insurance through an institution-offered plan. Institutions are authorized to provide student health insurance plans through consortium arrangements, when this option serves the interests of students and administration. Institutions which elect to enter contractual arrangements to offer student health insurance plans (either singly or through consortium arrangements) ~~should~~ must comply with applicable Board and State Division of Purchasing policies. Institutions which elect to offer health insurance plans to their students are authorized, at the ~~chief executive officer's~~president's or designee's discretion, to make student participation in such plans either optional or mandatory.

b. Mandatory Student Health Insurance: Each institution, at the discretion of its ~~chief executive officer~~president or designee, may require all or specific~~ified~~ groups (~~for example~~for example ~~g.~~, international students, intercollegiate athletes, health professions students engaged in clinical activities, student teachers, ~~etc~~and so on~~.~~) to carry health insurance that meets coverage types and levels specified by the institution. Administration and enforcement of any such health insurance requirements, and procedures for dealing with any exceptions thereto, lie within the authority of the institution presidents or their designees.

c. Other Medical Support Services and Fees: Institutions are authorized to support or supplement students' medical needs through services provided by college/university clinics, health centers, cooperative arrangements with community/regional health care

providers, etc. In cases where such services are provided, institutions are authorized to establish optional or mandatory fees to cover the delivery cost of such services.

d. Financial A~~a~~id C~~c~~onsiderations: Any medical insurance or health services-related fees which are mandated by an institution as a condition of participation in any institutional program are considered a bona fide component of the institution's cost of college and are a legitimate expenditure category for student financial aid.

15. Student Vaccine Informational Materials

Each institution ~~shall~~ must provide current information on vaccine-preventable disease to each student at the time of admission or enrollment for classes. The information ~~shall~~ must include, at a minimum, the following:

a. S~~s~~ymptoms, risks, especially as the risks relate to circumstances of group living arrangements for vaccine-preventable diseases that are known to occur in adolescents and adults; and

~~b. current recommendations by the United States Centers for Disease Control and Prevention on vaccines;~~

~~c.~~ b. I~~i~~nformation regarding where the vaccinations can be received.~~; and~~

~~d.~~b. ~~the benefits and risks of vaccinations, and specific information for those persons at higher risk for the disease.~~.

16. Students Called to Active Military Duty

The Board strongly supports ~~the men and women~~students serving in the National Guard and in reserve components of the U.S. Armed Forces. The Board encourages its institutions to work with students who are called away to active military duty during the course of an academic term and provide solutions to best meet the student's current and future academic needs. The activated student, with the instructor's consent, may elect to have an instructor continue to work with them on an individual basis. Additionally, institutions are required to provide at least the following:

a. The activated student may elect to completely withdraw. The standard withdrawal deadlines and limitations ~~will~~ must not be applied. At the discretion of the institution, the student ~~will~~ receive~~s~~ a "W" on his or her transcript, or no indication of enrollment in the course(s)~~.~~; and~~-~~

b. One hundred percent (100%) of the paid tuition and/or fees for the current term ~~will~~ must be refunded, as well as a pro-rated refund for paid student housing fees, meal-plans, or any other additional fees. Provided, however, that if a student has received financial aid, the institution ~~will~~ process~~es~~ that portion of the refund in accordance with each financial aid program.

Idaho State Board of Education

GOVERNING POLICIES AND PROCEDURES

SECTION: III. POSTSECONDARY AFFAIRS

SUBSECTION: P. Students ~~February 2022~~ June 2026

17. Student Athletes

~~1.~~ a. Policies and Procedures: Each ~~public college and university~~ institution ~~shall~~ ~~must~~ must have a written policy governing the conduct of student athletes. At a minimum, those policies ~~shall~~ must include the following:

~~a.~~ A disclosure statement completed and signed by the student athlete prior to participation in any intercollegiate athletic endeavor, which must ~~shall~~ include a description of (1) all prior criminal convictions, (2) all prior juvenile dispositions wherein the student was found to have committed an act that would constitute a misdemeanor or felony if committed by an adult, and (3) all pending criminal charges, including juvenile proceedings alleging any act which would constitute a misdemeanor or felony if committed by an adult.; ~~and.~~

~~ii.~~ This statement ~~will~~ must be kept in the office of the athletic director. ~~:~~

Institutions must also require their athletic coaches to hold an annual team meeting with their respective teams at the beginning of each season. The coaches must verbally review the team rules with team members at the meeting. Attendance at this meeting must ~~shall~~ be mandatory. Each team member must receive a written copy of the team rules and sign a statement acknowledging receipt of the rules and attendance at the meeting where the rules were verbally reviewed.

~~ii. Failure to accurately disclose all incidents may result in immediate suspension from the team.~~

~~b.~~

~~2.~~ b. Recruitment: Institutions must~~shall~~ not knowingly recruit any person as a player for an intercollegiate athletic team who has been convicted of a felony or, in the case of a juvenile, who has been found to have committed an act which would constitute a felony if committed by an adult. Exemptions to this restriction must ~~shall~~ be granted only by the ~~President~~ institution's president ~~of the college or university~~ upon recommendation of the athletic director and faculty athletics representative. Such decisions must ~~shall~~ be reported in writing to the Executive Director of the State Board of Education at the time the exception is granted.

~~3.~~ c. Enrolled Students: A student athlete convicted of a felony after enrollment, including a plea of nolo contendere on a felony charge, must~~shall~~ be removed from the team and ~~shall~~ must not be allowed to participate again in intercollegiate athletics at any Idaho ~~public college or university~~institution. Further, an institution may cancel any athletic financial aid received by a student who is convicted of a felony while the student is receiving athletic financial aid subject to the applicable athletic conference regulations and the institution's applicable student judicial procedure. Nothing herein shall be construed to limit an institution from exercising disciplinary actions or from implementing student athletic policies or rules that go beyond the minimum requirements stated herein.

~~4.~~ d. Drug Testing: Subject to applicable law, all institutions ~~shall~~ must implement a drug education and testing program and ~~shall~~ must require all intercollegiate student athletes to give written consent to drug testing as a condition of the privilege of participating in intercollegiate athletics.

~~5. Institutions shall must require their athletic coaches to hold an annual team meeting with their respective teams at the beginning of each season. The coaches shall be required to must verbally review the team rules with team members at the meeting. Attendance at this meeting shall be mandatory. Each team member shall must receive a written copy of the team rules and sign a statement acknowledging receipt of the rules and attendance at the meeting where the rules were verbally reviewed.~~

e. Reporting:~~Failure to accurately disclose past and present conduct violations may result in immediate suspension from the team~~. ~~The following~~Each institution is ~~are~~ required to include the following elements as part of the reporting process:

~~Reporting Requirements:~~

~~c.~~ i. Student athletes ~~shall~~ must immediately report to their head coach any incident which may result in a student code of conduct violation ~~or~~, criminal investigation ~~of them~~, or criminal charges as soon as possible after learning of the violation, investigation, or charge; ~~against them .to their head coach and to the athletic director~~. ~~Coaches must report the same to the athletic director.~~ Failure to accurately disclose past and present conduct violations may result in immediate suspension from the team.

~~d.~~

ii. Coaches must ~~shall be obligated to inform~~ report to the athletic director ~~of~~ any knowledge of a student code of conduct violation, criminal~~n investigation~~investigation, or criminal charge of one or more of their athletes; ~~.~~

~~The~~iii. ~~-~~The athletic director ~~shall~~ must report the same to the chief student affairs officer or the chief compliance officer, and to the institutional president~~, who shall must report the same to the Executive Director of the State Board of Education~~ as soon as possible after learning of the alleged conduct ~~after learning of the charges~~; and ~~.~~

~~i.~~ iv. The institutional president must promptly report to the Executive Director of the Board any known or reasonably discovered code of conduct violations, criminal charges, or criminal convictions involving student athletes whose charged conduct poses, in the reasonable and objective discretion of the athletic director and institutional president, a material reputational risk to the institution. ~~The report to the Executive Director shall include a description of the alleged violation of law and the institution's proposed action, if any. Verbal reports to the Executive Director shall be followed up with written notification (e.g. email, text, memo, etc.)~~

~~a. Coaches shall immediately report the conviction of any student athlete to the athletic director and the institutional president, who shall report the conviction to the Executive Director of the State Board of Education as soon as possible. This report shall include a description of the violation of law and the institution's proposed action, if any. Verbal reports to the Executive Director shall be followed up with written notification (e.g. email, memo, etc.).~~ ~~.~~

~~Student Complaints/Grievances.~~

~~a.~~ 18. Student Conduct, Rights, and Responsibilities

a. Each institution must establish and publish a statement of student rights and a code of student conduct. The code of conduct must include the following:
i. P~~p~~rocedures for behavioral misconduct and for academic misconduct;
ii. ~~. The code of conduct must include procedures~~ Procedures by which a student charged with violating the code receives reasonable notice of the charge and is given an opportunity to be heard and speak and provide

information in his or her defense, and an opportunity to appeal any disciplinary action.

b. ~~Such statements~~Statements of student ~~of~~ rights and codes of conduct, ~~and~~as well as any subsequent amendments, are subject to review and approval of the ~~chief executive officer~~ institutional president or designee.

c. Sections 33-3715 and 33-3716, Idaho Code, establish criminal penalties for conduct declared to be unlawful.

19. Student Complaints or Grievances

The State Board of Education and Board of Regents of the University of Idaho, as the governing body of the state's postsecondary educational institutions, has established the following procedure for review of institutional decisions regarding student complaints or grievances. ~~complaints/grievances~~.

a. Scope

~~:~~Board review is limited to a review of whether the institution substantially failed to follow its procedures or whether the decision was made in error. This review applies to the following areas:

i. An institution's final behavioral conduct decision; and
ii. An institution's final academic conduct decision

In rare circumstances, a student may also petition the Board to review an institutional policy the student believes is not aligned with Board policy, provided the alleged policy misalignment directly impacts the student, the student has first raised the concern formally with the institution, and the student has received a written response from the provost or designee.

The Board does not review other student-related matters, including the outcome of ~~discrimination complaints or~~ protected class harassment and discrimination complaints and Title IX proceedings.

~~Matters involving a violation of an institution's behavioral or academic policies will only be reviewed if the basis for the request is that the institution substantially failed to follow its procedures resulting in a failure to give the student reasonable notice of the violation and opportunity to be heard, or to present testimony.~~

b. Responsibility~~:~~

~~i.~~ The Board designates its Executive Director as the Board's representative for reviewing student complaints ~~or/grievances~~or grievances~~,~~ and authorizes the Executive Director~~, after such review,~~ to issue the decision of the Board after reviewing the complaint or grievance ~~based on such review~~. The Executive Director ~~may, in his/her discretion~~has discretion to~~,~~ refer any matter to the Board for the final ~~action/~~decision.

c.Process~~:~~

~~-~~A current or former student at a postsecondary educational institution under the governance of the Board may request that the Executive Director review ~~any~~ the behavioral conduct final decision or academic final institutional decision ~~-~~relating to a student's attendance at the institution. ~~, except as set for under paragraph iii~~. Sanctions imposed by the institution remain in effect during Board review. The following conditions must be met before escalating a complaint or grievance to the board for review:

i. ~~-~~The student must have reported the complaint or grievance to the institution;

ii. The student must have exhausted the complaint or grievance resolution procedures that have been established at the institution level;~~-~~

~~ii. . The Executive Director will not review complaints/grievances that have not been reported to the institution, or processed in accordance with the institution's complaint/grievance resolution procedures;.~~

~~iii. . Matters involving a violation of an institution's code of student conduct will only be reviewed if the basis for the request is that the institution substantially failed to follow its procedures resulting in a failure to give the student reasonable notice of the violation and opportunity to be heard, or to present testimony. Sanctions imposed by the institution will remain in effect during the pendency of the review.~~

iii. A request for review must be submitted in writing to the Board office to the attention of the Board's Chief Academic Officer, ~~and must contain a clear and concise statement of the reason(s) for Board review~~using a concise format established by the Board's Executive Director or designee~~.~~;

iv. Such a request must be received in the Board office no later than thirty (30) calendar days after the student receives the institution's final decision on ~~such matter~~a complaint or grievance;~~-~~

v. The student has the burden of establishing that the final decision made by the institution ~~on the grievance/complaint~~ was made in error. A request for review must include a copy of the original ~~grievance~~ complaint or grievance and all proposed resolutions and recommended decisions issued by the institution, as well as all other documentation necessary to demonstrate that the student has strictly followed the complaint/grievance resolution procedures of the institution;~~-~~

~~iv.~~vi. Throughout the review process, the institution and/or the student may be asked to respond or provide additional information to the Board office ~~related to the student complaint/grievance.~~. In such event, the student and/or institution must provide respond within ten institutional business days;~~-~~

~~v.~~vii. The Chief Academic Officer ~~will~~ reviews the materials submitted by all parties and make a determination of recommended action, which ~~will be~~is forwarded to the Executive Director for a final~~ull~~ determination~~. A review~~ of ~~a student complaint/grievance~~the institution's decision. ~~The review will occur as expeditiously as possible~~;~~.~~

~~vi. The Board office may request that the student and/or institution provide additional information in connection with such review. In such event, the student and/or institution must provide such additional information promptly.~~

~~vii.~~viii. The Board's Executive Director ~~will~~ issues a written decision as to whether the institution's decision ~~with regard to the student's complaint/grievance~~ was ~~proper or was made in error~~aligned with established institutional policies and processes or was in error. The Executive Director may uphold the institution's decision, overturn the institution's decision, or the Executive Director may remand the matter back to the institution with instructions for additional review. Unless referred by the Executive Director to the Board for final ~~action/~~decision, the ~~decision~~ determination of the Executive Director is final; and~~.~~

~~b.~~ ix. The Board staff members do not act as negotiators, mediators, or advocates concerning student complaints or grievances. The review by Board staff ~~will~~ occurs as expeditiously as possible~~.~~

Idaho State Board of Education
GOVERNING POLICIES AND PROCEDURES
SECTION: III. POSTSECONDARY AFFAIRS
SUBSECTION: P. STUDENTS **June 2026**

1. Purpose: This policy establishes expectations for student-related matters at the institutions. It sets minimum requirements for student services, student rights and protections, student organizations and publications, student athletes, and related administrative practices. It also defines institutional responsibilities consistent with applicable state and federal law and Board oversight. In accordance with Board Policy III.A Coverage, this policy subsection is applicable to Boise State University, Lewis-Clark State College, Idaho State University, and the University of Idaho.

2. Definitions:

   a. A "student" means any person duly admitted and regularly enrolled at an institution under governance of the Board as an undergraduate, graduate, or professional student, on a full-time or part-time basis, or who is admitted as a non-matriculated student on or off an institutional campus. The following policies and procedures are applicable to or for any person designated as a student at an institution under governance of the Board.

   b. A “full-time student” includes the following definitions:
      i. Undergraduate: For fee and tuition purposes, a full-time undergraduate student means any undergraduate student carrying twelve (12) or more credits (or equivalent in audit and zero-credit registrations).
      ii. Graduate: For fee and tuition purposes, a full-time graduate student means any graduate student carrying nine (9) or more credits, or any graduate student on a full appointment as an instructional or graduate assistant, regardless of the number of credits for which such instructional or graduate assistant is registered.

3. Nondiscrimination: It is the policy of the Board that institutions under its governance must provide equal educational opportunities, services, and benefits to students without discrimination based on race, color, religion, sex, national origin, age, disability, or veteran status, in accordance with federal and state laws.

   Each institution must develop and publish procedures for promptly responding to allegations of discrimination on the basis of a protected class in the institution’s education programs or activities when the institution has actual knowledge of the alleged conduct. The institution’s response must not be deliberately indifferent; it must adequately respond to known instances of such harassment or discrimination. This may include taking steps to remedy a hostile environment, even if the institution is unable to hold the person responsible due to their own constitutional rights.

4. Sexual Harassment: In alignment with Title IX, each institution must establish and maintain policies which ensure no person is excluded from participation or denied the benefits of or subjected to discrimination based on sex. See Board Policy I.T Title IX.

a. Policies and Procedures: Each institution must develop and publish procedures for promptly responding to allegations of sexual harassment in the institution's education programs or activities when the institution has actual knowledge of the alleged conduct.

c. Institutional Response: The institution's response must not be deliberately indifferent, meaning that institutions must adequately respond to known instances of sexual harassment or discrimination. Each institution's policies and procedures must comply with current Title IX requirements.

5. Catalog and Representational Statements: Each institution must publish its official catalogue and admissions, academic, and other policies and procedures which affect students.

   Each institutional catalogue must include the following statement:

   > Catalogues, bulletins, course or fee schedules, and policies or procedures shall not be considered as binding contracts between [an institution] and its students. [The institution] reserves the right at any time, without advance notice, to (a) withdraw or cancel classes, courses, and programs; (b) change fee schedules; (c) change the academic calendar; (d) change admission and registration requirements; (e) change the policies, procedures, regulations, and requirements governing instruction in and graduation from [the institution] and its various divisions; and (f) change any other regulations affecting students. Such changes may occur whenever the proper authorities so determine and must apply not only to prospective students but also to those who are matriculated at the time. When economic and other conditions permit, [the institution] must provide advance notice of changes. In particular, when an instructional program is to be modified or discontinued, [the institution] must make every reasonable effort to ensure that students who are within two (2) years of completing graduation requirements, and who are making normal progress toward completion of those requirements, have the opportunity to complete the program facing discontinuation.

6. Student Records: The collection, retention, use, and dissemination of student records is subject to the requirements of the Family Educational Rights and Privacy Act (FERPA) of 1974, as amended, and implementing regulations. Each institution must establish policies and procedures for maintenance of student records consistent with the act and implementing regulations. These policies and procedures must provide a process for students to review, request changes, and appeal decisions related to student records.

7. Student Governance: The students at each institution may establish a student government constitution for their own duly constituted organization, which must be consistent with Board Governing Policies and Procedures. Institutions may consider recognizing student organization officer labor through course credit, compensation, or other appropriate means. Each student constitution must be reviewed and approved by the institution's president or designee. Any amendments to the student constitution must also be reviewed and approved by the institution's president or designee.

8. Student Financial Aid: Each institution must establish policies and procedures necessary for the administration of student financial aid. See Board Policy V.R. Establishment of Fees for further information about student fees, tuition, and other charges.

    a. Delinquent Loans: See Board Policy V.P. Assignment of Delinquent Loans for more information on the transfer of delinquent Perkins student loans.

    b. Fraud: Each institution must refer suspected student financial aid fraud to appropriate authorities and take administrative action as permitted by law.

9. Fees and Tuition

    a. Establishment: Policies and procedures for establishment of fees, tuition, and other charges are found in Board Policy V.R. Establishment of Fees.

    b. Refunds: Each institution must develop and publish a schedule for refund of fees in the event a student withdraws in accordance with regulations governing withdrawal.

    c. Exemptions: Students who are exempted from fees may have access to fee-based services at the discretion of the institution.

10. Student Employees

    a. Restrictions: No student employee may be assigned to duties which are for the benefit of personal and private gain of any institutional employee. No student employee supervisor may solicit or permit to be solicited from any student any fees, dues, compensation, commission, or gift or gratuity of any kind as a condition of or prerequisite for the student's employment.

    b. Policies and Procedures: Each institution must develop its own policies and procedures regarding student employment, including use of student employment as a part of financial assistance available to the student, consistent with applicable law and funding requirements.

c. Graduate Assistants: Each institution is delegated the authority to appoint within the limitations of available resources graduate assistants in a number consistent with the mission of the institution. Graduate assistantships are established to supplement a graduate student's course of study, with employment appropriate to the student's academic pursuits.

   Each institution must establish its own procedures for appointment of graduate assistants which must include (a) qualifications, (b) clear and detailed responsibilities in writing, and (c) maximum number of hours expected and wages for meeting those requirements.

   Matriculation, activity, and facility fees for graduate assistants is paid either by the student or by the department or academic unit on behalf of the student. Graduate students must be covered by appropriate insurance in accordance with institutional procedures for work-related illness or injury.

d. Hourly or Contractual Employment: Each institution may employ students on an hourly or contractual basis in accordance with the needs of the various departments or units, available funds, and rules of the Division of Human Resources or the University of Idaho classified employee system and applicable federal law or guidelines.

11. Student Services: Each institution must develop and publish a listing of services available to students, eligibility for such services, and costs or conditions, if any, of obtaining such services.

12. Student Organizations: The institutional administration and the State Board of Education assume no responsibility for the independent operation of the student government association and recognized student organizations. Each student government association is responsible, subject to the approval of the institution's president or designee, for establishing or terminating student organizations supported through allocation of revenues available to the association. Expenditures by or on behalf of such student organizations are subject to rules, policies, and procedures of the institution and the Board.

13. Student Publications, Broadcasts, and Media: The institutional administration and the State Board of Education assume no responsibility for the independent operation and content of any student publication, broadcast, or media, as they operate and publish independently. The publishers or managers of the student publications or broadcasts are solely responsible for the content.

14. Student Health Insurance: Students are responsible for arranging coverage of their medical needs while enrolled in a postsecondary institution on a part- or full-time basis. Accidents, injuries, illnesses, and other medical needs of students (with limited

exceptions in the case of student employees of an institution who experience workplace injuries within the course and scope of their employment) typically are not covered by the institution's insurance policies. The types and levels of medical/clinical support services available to students varies among the institutions and their local communities.

a. Health Insurance Coverage Offered through the Institution: Each institution, at the discretion of its president or designee, may provide the opportunity for students to purchase health insurance through an institution-offered plan. Institutions are authorized to provide student health insurance plans through consortium arrangements, when this option serves the interests of students and administration. Institutions which elect to enter contractual arrangements to offer student health insurance plans (either singly or through consortium arrangements) must comply with applicable Board and State Division of Purchasing policies. Institutions which elect to offer health insurance plans to their students are authorized, at the president's or designee's discretion, to make student participation in such plans either optional or mandatory.

b. Mandatory Student Health Insurance: Each institution, at the discretion of its president or designee, may require all or specific groups (for example, international students, intercollegiate athletes, health professions students engaged in clinical activities, student teachers, and so on) to carry health insurance that meets coverage types and levels specified by the institution. Administration and enforcement of any such health insurance requirements, and procedures for dealing with any exceptions thereto, lie within the authority of the institution presidents or their designees.

c. Other Medical Support Services and Fees: Institutions are authorized to support or supplement students' medical needs through services provided by college/university clinics, health centers, cooperative arrangements with community/regional health care providers, etc. In cases where such services are provided, institutions are authorized to establish optional or mandatory fees to cover the delivery cost of such services.

d. Financial Aid Considerations: Any medical insurance or health services-related fees which are mandated by an institution as a condition of participation in any institutional program are considered a bona fide component of the institution's cost of college and are a legitimate expenditure category for student financial aid.

15. Student Vaccine Informational Materials: Each institution must provide current information on vaccine-preventable disease to each student at the time of admission or enrollment for classes. The information must include, at a minimum, the following:

a. Symptoms, risks, especially as the risks relate to circumstances of group living arrangements for vaccine-preventable diseases that are known to occur in adolescents and adults; and
b. Information regarding where the vaccinations can be received.

16. Students Called to Active Military Duty: The Board strongly supports students serving in the National Guard and in reserve components of the U.S. Armed Forces. The Board encourages its institutions to work with students who are called away to active military duty during the course of an academic term and provide solutions to best meet the student's current and future academic needs. The activated student, with the instructor's consent, may elect to have an instructor continue to work with them on an individual basis. Additionally, institutions are required to provide at least the following:

    a. The activated student may elect to completely withdraw. The standard withdrawal deadlines and limitations must not be applied. At the discretion of the institution, the student receives a "W" on his or her transcript, or no indication of enrollment in the course(s); and

    b. One hundred percent (100%) of the paid tuition and/or fees for the current term must be refunded, as well as a pro-rated refund for paid student housing fees, meal-plans, or any other additional fees. Provided, however, that if a student has received financial aid, the institution processes that portion of the refund in accordance with each financial aid program.

17. Student Athletes
    a. Policies and Procedures: Each institution must have a written policy governing the conduct of student athletes. At a minimum, those policies must include the following: A disclosure statement completed and signed by the student athlete prior to participation in any intercollegiate athletic endeavor, which must include a description of (1) all prior criminal convictions, (2) all prior juvenile dispositions wherein the student was found to have committed an act that would constitute a misdemeanor or felony if committed by an adult, and (3) all pending criminal charges, including juvenile proceedings alleging any act which would constitute a misdemeanor or felony if committed by an adult. This statement must be kept in the office of the athletic director.

    Institutions must also require their athletic coaches to hold an annual team meeting with their respective teams at the beginning of each season. The coaches must verbally review the team rules with team members at the meeting. Attendance at this meeting must be mandatory. Each team member must receive a written copy of the team rules and sign a statement acknowledging receipt of the rules and attendance at the meeting where the rules were verbally reviewed.

b. Recruitment: Institutions must not knowingly recruit any person as a player for an intercollegiate athletic team who has been convicted of a felony or, in the case of a juvenile, who has been found to have committed an act which would constitute a felony if committed by an adult. Exemptions to this restriction must be granted only by the institution's president upon recommendation of the athletic director and faculty athletics representative. Such decisions must be reported in writing to the Executive Director of the State Board of Education at the time the exception is granted.

c. Enrolled Students: A student athlete convicted of a felony after enrollment, including a plea of nolo contendere on a felony charge, must be removed from the team and must not be allowed to participate again in intercollegiate athletics at any Idaho institution. Further, an institution may cancel any athletic financial aid received by a student who is convicted of a felony while the student is receiving athletic financial aid subject to the applicable athletic conference regulations and the institution's applicable student judicial procedure. Nothing herein shall be construed to limit an institution from exercising disciplinary actions or from implementing student athletic policies or rules that go beyond the minimum requirements stated herein.

d. Drug Testing: Subject to applicable law, all institutions must implement a drug education and testing program and must require all intercollegiate student athletes to give written consent to drug testing as a condition of the privilege of participating in intercollegiate athletics.

e. Reporting: Failure to accurately disclose past and present conduct violations may result in immediate suspension from the team. Each institution is required to include the following elements as part of the reporting process:

   i. Student athletes must immediately report to their head coach any incident which may result in a student code of conduct violation, criminal investigation, or charges as soon as possible after learning of the violation, investigation, or charge.
   ii. Coaches must report to the athletic director any knowledge of a student code of conduct violation, criminal charge, or criminal conviction of one or more of their athletes;
   iii. The athletic director must report the same to the chief student affairs officer or the chief compliance officer and to the institutional president as soon as possible after learning of the charge or conviction; and
   iv. The institutional president must promptly report to the Executive Director of the Board any known or reasonably discovered code of conduct violations, criminal charges, or criminal convictions involving student athletes whose charged conduct poses, in the reasonable and objective discretion of the athletic director and institutional president, a material reputational risk to the institution.

18. Student Conduct, Rights, and Responsibilities

a. Each institution must establish and publish a statement of student rights and a code of student conduct. The code of conduct must include the following:
   i. Procedures for behavioral misconduct and for academic misconduct;
   ii. Procedures by which a student charged with violating the code receives reasonable notice of the charge and is given an opportunity to be heard and speak and provide information in his or her defense, and an opportunity to appeal any disciplinary action.
b. Statements of student rights and codes of conduct, as well as any subsequent amendments, are subject to review and approval of the institutional president or designee.
c. Sections 33-3715 and 33-3716, Idaho Code, establish criminal penalties for conduct declared to be unlawful.

19. Student Complaints or Grievances: The State Board of Education and Board of Regents of the University of Idaho, as the governing body of the state's postsecondary educational institutions, has established the following procedure for review of institutional decisions regarding student complaints or grievances.

a. Scope: Board review is limited to a review of whether the institution substantially failed to follow its procedures or whether the decision was made in error. This review applies to the following areas:
   i. An institution's final behavioral conduct decision; and
   ii. An institution's final academic conduct decision.

   In rare circumstances, a student may also petition the Board to review an institutional policy the student believes is not aligned with Board policy, provided the alleged policy misalignment directly impacts the student, the student has first raised the concern formally with the institution, and the student has received a written response from the provost or designee.

   The Board does not review other student-related matters, including the outcome of protected class harassment and discrimination complaints and Title IX proceedings.

b. Responsibility: The Board designates its Executive Director as the Board's representative for reviewing student complaints or grievances and authorizes the Executive Director to issue the decision of the Board after reviewing the complaint or grievance. The Executive Director has discretion to refer any matter to the Board for the final decision.

c. Process: A current or former student at a postsecondary educational institution under the governance of the Board may request that the Executive Director review the behavioral conduct final decision or academic final institutional decision relating to a student's attendance at the institution. Sanctions imposed by the institution remain in effect during Board review. The following conditions must be met before escalating a complaint or grievance to the board for review:

i. The student must have reported the complaint or grievance to the institution;
ii. The student must have exhausted the complaint or grievance resolution procedures that have been established at the institution level;
iii. A request for review must be submitted in writing to the Board office to the attention of the Board's Chief Academic Officer, using a concise format established by the Board's Executive Director or designee;
iv. Such a request must be received in the Board office no later than thirty (30) calendar days after the student receives the institution's final decision on a complaint or grievance;
v. The student has the burden of establishing that the final decision made by the institution was made in error. A request for review must include a copy of the original complaint or grievance and all proposed resolutions and recommended decisions issued by the institution, as well as all other documentation necessary to demonstrate that the student has strictly followed the complaint/grievance resolution procedures of the institution;
vi. Throughout the review process, the institution and/or the student may be asked to respond or provide additional information to the Board office. In such event, the student and/or institution must provide respond within ten institutional business days;
vii. The Chief Academic Officer reviews the materials submitted by all parties and make a determination of recommended action, which is forwarded to the Executive Director for a final determination of the institution's decision.
viii. The Board's Executive Director issues a written decision as to whether the institution's decision was aligned with established institutional policies and processes or was in error. The Executive Director may uphold the institution's decision, overturn the institution's decision, or the Executive Director may remand the matter back to the institution with instructions for additional review. Unless referred by the Executive Director to the Board for final decision, the determination of the Executive Director is final; and
ix. The Board staff members do not act as negotiators, mediators, or advocates concerning student complaints or grievances. The review by Board staff occurs as expeditiously as possible.

SUBJECT

Board Policy III.T. Student Athletes – Second Reading

REFERENCE

August 2012	Board approved second reading of amendments to Board Policy III.T. creating a separate section of Board policy to address student athletes (Formally within III.X.)
April 2016	Board approved first reading of amendments to Board Policy III.T. to improve the timeliness of the reporting requirements in subsection 6.
June 2016	Board approved the second reading of proposed amendments to Board Policy III.T.6.
October 2018	Board approved first reading of proposed amendments to Board Policy III.T. subsection 3. and 5.a.
December 2018	Board approved second reading of proposed amendments to Board Policy III.T.
April 2026	Board approved the first reading of proposed amendments to Board Policy III.T.

APPLICABLE STATUTES, RULE OR POLICY

Idaho State Board of Education Governing Policies & Procedures, Section III.T. Student Athletes

BACKGROUND/DISCUSSION

In Board Policy Section III, there are two subsections related to students: III.P. Students and III.T. Student Athletes. The proposed amendments to Board Policy III.P. Students now include Policy III.T. Student Athletes. This consolidation improves accessibility and transparency for all stakeholders, and in particular, students who might need to access these policies. Proposed amendments to the student athlete section are reflected in the proposed amendments to III.P. Students.

ATTACHMENTS

Attachment 1 – Repeal of Board Policy III.T. Student Athletes – Second Reading

STAFF COMMENTS AND RECOMMENDATIONS

If the Board approves the proposed amendments to Policy III.P. Students, Board staff recommends repeal of III.T.

BOARD ACTION

I move to approve the repeal of Board policy III.T., as presented in Attachment 1.

Moved by_____ Seconded by_____ Carried Yes____ No____

Idaho State Board of Education
GOVERNING POLICIES AND PROCEDURES
SECTION: III. POSTSECONDARY AFFAIRS
SUBSECTION: T. Student Athletes ~~December 2018~~ ~~April~~ June 2026

~~1. Each public college and university shall have a written policy governing the conduct of student athletes. At a minimum, those policies shall include:~~

~~a. A disclosure statement completed and signed by the student athlete prior to participation in any intercollegiate athletic endeavor, which shall include a description of (1) all prior criminal convictions, (2) all prior juvenile dispositions wherein the student was found to have committed an act that would constitute a misdemeanor or felony if committed by an adult, and (3) all pending criminal charges, including juvenile proceedings alleging any act which would constitute a misdemeanor or felony if committed by an adult.~~

~~b. This statement will be kept in the office of the athletic director. Failure to accurately disclose all incidents may result in immediate suspension from the team.~~

~~2. Institutions shall not knowingly recruit any person as a player for an intercollegiate athletic team who has been convicted of a felony or, in the case of a juvenile, who has been found to have committed an act which would constitute a felony if committed by an adult. Exemptions to this restriction shall be granted only by the President of the college or university upon recommendation of the athletic director and faculty athletics representative. Such decisions shall be reported in writing to the Executive Director of the State Board of Education at the time the exception is granted.~~

~~3. A student athlete convicted of a felony after enrollment, including a plea of nolo contendere on a felony charge, shall be removed from the team and shall not be allowed to participate again in intercollegiate athletics at any Idaho public college or university. Further, an institution may cancel any athletic financial aid received by a student who is convicted of a felony while the student is receiving athletic financial aid subject to the applicable athletic conference regulations and the institution's applicable student judicial procedure. Nothing herein shall be construed to limit an institution from exercising disciplinary actions or from implementing student athletic policies or rules that go beyond the minimum requirements stated herein.~~

~~4. Subject to applicable law, all institutions shall implement a drug education and testing program and shall require all intercollegiate student athletes to give written consent to drug testing as a condition of the privilege of participating in intercollegiate athletics.~~

~~5. Institutions shall require their athletic coaches to hold an annual team meeting with their respective teams at the beginning of each season. The coaches shall be required to verbally review the team rules with team members at the meeting. Attendance at this meeting shall be mandatory. Each team member shall receive a written copy of the team rules and sign a statement acknowledging receipt of the rules and attendance at the meeting where the rules were verbally reviewed.~~

Idaho State Board of Education
GOVERNING POLICIES AND PROCEDURES
SECTION: III. POSTSECONDARY AFFAIRS
SUBSECTION: T. Student Athletes ~~December 2018~~ ~~April~~ June 2026

~~Reporting Requirements~~

~~a. Student athletes shall immediately report any incident which may result in a student code of conduct or criminal investigation of them or charges against them to their head coach and to the athletic director. Coaches shall be obligated to inform the athletic director of any knowledge of an investigation of one or more of their athletes. The athletic director shall report the same to the chief student affairs officer and to the institutional president, who shall report the same to the Executive Director of the State Board of Education as soon as possible after learning of the charges. The report to the Executive Director shall include a description of the alleged violation of law and the institution's proposed action, if any. Verbal reports to the Executive Director shall be followed up with written notification (e.g. email, text, memo, etc.)~~

~~b. Coaches shall immediately report the conviction of any student athlete to the athletic director and the institutional president, who shall report the conviction to the Executive Director of the State Board of Education as soon as possible. This report shall include a description of the violation of law and the institution's proposed action, if any. Verbal reports to the Executive Director shall be followed up with written notification (e.g. email, memo, etc.).~~

SUBJECT

Board Policy III.U. Instructional Material Access and Affordability – Second Reading

REFERENCE

April 2018	Board received an update on an Open Educational Resources (OER) initiative.
June 2018	Board discussed system-wide access and affordability strategies including OER and requested an inventory and implementation timeline be provided at the October 2018 Board meeting.
August 2018	Board approved a line item request for OER funding.
December 2018	Board was provided with a timeline and inventory update regarding OER and the total number of course sections delivered exclusively with OER throughout Idaho colleges and universities.
April 2019	Board was provided with an inventory of common indexed courses for which funding will be focused for OER adoption.
August 2019	Board approved the first reading of proposed new Board Policy III.U. Textbook and Instructional Material Affordability.
October 2019	Board approved the second reading of proposed new Board Policy III.U. Textbook and Instructional Material Affordability.
February 2021	Board temporarily waived the implementation deadline for Board Policy III.U.
April 2021	Board approved the first reading of proposed amendments to Board Policy III.U. Textbook and Instructional Material Affordability.
June 2021	Board approved the second reading of proposed amendments, which require institutions to develop plans for increasing access and affordability to instructional materials.
December 2022	Board received a report on Open Educational Resources (OER) in higher education in Idaho from Board staff.
December 2024	Board adopted a resolution on Freedom of Expression in Higher Education.
October 2025	Board approved the first reading of proposed amendments to Board Policy III.U. Instructional Materials Access and Affordability.
December 2025	Board approved the first reading of proposed amendments to Board Policy III.U Instructional Materials Access and Affordability.

APPLICABLE STATUTE, RULE, OR POLICY

Idaho State Board of Education Governing Policies & Procedures, Section III.U.

BACKGROUND/DISCUSSION

Since 2022, institutions have submitted annual reports and implemented initiatives that save students money and improve access in compliance with Board Policy III.U. The proposed amendments expand the influence of the policy to all eight public colleges and universities, clarify reporting requirements, refine definitions, and provide guidance on automatic charge models. Institutions must provide greater transparency about associated costs, access methods, and student rights related to instructional materials. Standards for appropriate use of student data by third party providers are also defined by the updated policy.

III.U. now includes requirements related to curricular transparency, in accordance with the Resolution of Freedom of Expression in Higher Education that the Board adopted in December 2024. The requirements leverage the common learning management system that all eight public institutions have adopted to standardize how postsecondary students access relevant course information and syllabi across the state.

IMPACT

Proposed amendments to Board Policy III.U. update the requirements of existing policy to further aid implementation and streamline reporting for all eight public institutions. Proposed amendments also provide a general framework for institutions to further refine and adopt when negotiating contracts related to instructional materials. Finally, the proposed amendments require institutions to ensure that accurate and current descriptions of all courses are available to the public and that students have access to full syllabi on the first day of class.

ATTACHMENTS

Attachment 1 – Board Policy III.U. Instructional Material Access and Affordability – Second Reading – REDLINED
Attachment 2 – Board Policy III.U. Instructional Material Access and Affordability – Second Reading – CLEAN

STAFF COMMENTS AND RECOMMENDATIONS

Since the second first reading in December 2025, staff have received suggestions and made some clarifying changes to the parameters of the institutional reporting based on that feedback. In particular, changes streamline the definition of “cost” and clarify the institutional planning and reporting on strategies that increase students’ access to clear information about course materials and pricing.

The proposed amendments enhance transparency and expand student choice and autonomy by establishing clear definitions and guidelines for access to instructional materials, ensuring course information is delivered in a timely manner, and setting appropriate boundaries on the use of student data. They also establish Board expectations for institutional curricular transparency.

The state and its institutions have made significant investments to expand access to no- and low-cost instructional materials. Idaho Legislature funding in 2019 and 2021 supported the development of open educational resources, enabling all of Idaho's community colleges to establish "Project Z Degree" pathways. These pathways enable students to complete a degree using exclusively free or low-cost materials. This initiative has generated over $1.65 million in student savings, returning more than $2 for every $1 invested by the state. Four-year institutions have made similar strides; Idaho State University alone saved students an estimated $427,000 across fall 2023 and spring 2024. The proposed amendments build on this progress by modernizing and streamlining reporting requirements and further expanding students' ability to make informed choices about their instructional materials.

The proposed amendments have been discussed at CAAP and IRSA multiple times throughout the past year. They have also been shared and discussed with a number of stakeholders, including the Council of Student Affairs, academic technology leaders, and bookstore managers. Board staff recommends approval.

BOARD ACTION

I move to approve the second reading of Board Policy III.U. Instructional Material Access and Affordability, 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: U. Instructional Material Access and Affordability ~~June2021~~ June ~~2025~~

1. Purpose

This policy establishes common standards among all postsecondary institutions for ensuring students have affordable and reliable access to the instructional materials they need to be successful~~,~~. It also bolsters the ongoing work of faculty and staff in facilitating meaningful, transparent engagement with the development and adoption of course curricula. This policy applies 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, and North Idaho College (hereinafter "institutions").

~~1.~~2. Definitions

a. "Instructional Materials" are print or digital media used to support access to knowledge. Common examples of instructional materials include books, articles, lab manuals, study guides, software, subscriptions, modules, multimedia, assessments, assignments, courseware, and full courses. Tools, equipment, and supplies are not included.

b. "Automatic Charges" are ~~is an additional course~~ financial costs assessed to a student for the purpose of accessing the ~~-~~instructional materials assigned in a course. ~~fee automatically charged to a student by an institution or entity authorized by the institution for the purpose of providing access to instructional materials~~. Automatic charges for ~~course~~ instructional materials may apply at the course, program, or institutional level. Automatic charges do not include tuition. Special course fees, as defined in Board policy V.R., are not considered automatic charges for instructional materials.

c. "Cost" accounts for the calculated total price, comprising any ~~list~~ pricing or alternative pricing negotiated with a provider, that an institution may guarantee for the instructional materials required for a single course or course section for one term. ~~Institutions must disclose cost at the course level by the time of the first registration window for each term as part of course marking, using the cost designations outlined in 2.d.~~

~~–~~"Course Marking" is the act of assigning specific attributes (e.g., letters, numbers, graphic symbols, colors, etc.) to course sections that help students quickly identify important information and make informed

decisions at time of registration. Course marking must use the following cost designations for instructional materials:

i. "Zero cost" means a total ~~list price~~ cost of $0.
ii. "Very low cost" means a total ~~list price~~ cost of $1-$30.
iii. "Low cost" means a total ~~list price~~ cost of $31-$50.
iv. "Mid cost" means a total ~~list price~~ cost of $51-$100.
v. "High cost" means a total ~~list price~~ cost of more than $100.

~~v.~~ Instructional materials may also be marked with an "Affordable" designation only if they meet the zero, very low, or low cost price ranges listed above. Examples of affordable instructional materials often include open educational resources, self-published materials, low-cost textbooks, or materials accessed through an institution's library.

~~IMare educational media as described in 1.b. with a total list price that meets the zero, very low, or low cost price ranges defined~~
~~b.~~

e. "Open Eeducational Rresources" ~~(OER)~~ are teaching, learning, and research materials that reside in the public domain or have been released under an intellectual property license, such as a Creative Commons license, that permits free use and repurposing by others.

~~2.~~3. ~~Institution Plans for~~ Ensuring Instructional Material Access and Affordability

Each institution ~~shall~~ must develop and implement a plan to increase access and affordability of instructional materials for all students. Plans ~~shall~~ must include the following elements:

a. Resources and support to help faculty ensure ~~all~~ any instructional materials are relevant and accessible for all students, especially students who require learning accommodations or additional modes of delivery (e.g. a print version of a digital textbook, internet access, etc.).

b. Policies and/or strategies that ~~minimize~~ account for the cost of instructional materials ~~for students~~ and protect ~~while maintaining the quality of education, promote~~ the academic freedom and responsibility of faculty and students relevant to instructional materials (see Board Policy III.B)~~, and the recognition that the average cost of instructional materials is higher in certain disciplines, and some disciplines require higher cost materials which are used over multiple terms or throughout an entire program.~~

~~i.~~ c. Professional development opportunities for faculty and staff related to the discovery, adoption, and use of ~~OER and other~~ affordable instructional materials.

~~ii.~~ d. Strategies to support and promote faculty adoption, adaption, and/or use of ~~OER and other~~ affordable instructional materials.

~~iii.~~ e. Programs, incentive structures, or other strategies to encourage and support faculty to create, adapt, and ~~publicly~~ share open educational resources ~~developed for their own courses~~. These scholarly practices may, for example, be considered as part of tenure and promotion practices.

~~iv.~~ f. Strategies to implement c~~C~~ourse marking at time of registration indicating the cost, delivery, and any automatic charges related to instructional materials. ~~processes at the time of course schedule releases that indicate the cost of instructional materials in course sections that are reliably zero cost or very low cost, as defined in this policy.~~

~~v. Course marking processes at the time of course schedule releases that indicate course sections that reliably require the purchase of, including an automatic charge for, any access codes for instructional materials.~~

~~vi. Strategies with measurable goals for improving and using readily available and relevant zero cost or very low cost instructional materials in common indexed courses as articulated in Board Policy III.N.6.b., including dual credit courses.~~

~~vii.~~ g. A list of existing courses and programs that utilize automatic charges for instructional materials. Institutions must identify whether students may opt in or opt out and briefly describe how students may purchase or otherwise access alternative, comparable-quality materials to complete the course successfully, consistent with Section 133 of the Higher Education Act of 1965. ~~alternative materials to students who optout~~

~~b. Plans may include the following elements:~~

~~i. Course marking that indicates the cost of instructional materials in course sections at time of registration that are low cost, mid cost, and/or high cost, as defined in this policy.~~

~~i. Strategies with measurable goals for improving and using readily available and relevant OER or other affordable instructional materials in noncommon indexed courses.~~

~~ii. Policies or procedures that encourage faculty to be intentional in the selection and use of instructional materials, including ongoing review and reconsideration of required materials.~~

~~iii. Inclusion of efforts to increase access and affordability of instructional materials as part of tenure and promotion processes.~~

~~iv. Plans to sunset existing or implement new automatic charge programs.~~

~~v. Other elements as determined by the institution.~~

h. ~~Institutions shall submit their initial plans to the Board Office for review and feedback by June 1, 2022.~~ Institutions ~~shall~~ must regularly review and update their plans as needed.

Institutions ~~shall~~ must submit to the Board Office an annual report on the implementation and outcomes of their plans ~~annually~~. The Executive Director ~~of the Board Office~~ or designee determines t~~T~~he format and requirements of this annual report ~~shall be determined by the Executive Director or designee.~~ .

4. Administering Automatic Charges for ~~Course~~ Instructional Materials

a. Institutions must clearly communicate the costs associated with automatic charges to students (see "Cost" subsection 2.c). Information about the process of opting in or out of automatic charges must be available to students as early as possible and for at least two full weeks after the beginning of each course.

b. Institutions must ensure that any automatic charge program does not disincentivize faculty members from adopting affordable instructional materials, including open education resources.

c. Contracts for any instructional materials made available through automatic charges must require that any personally identifiable student data that may be obtained by a provider through the students' use of the instructional materials must ~~only~~ be used only to support learning during the ~~course for which the automatic charge applies~~students' use of the instructional materials. Such contracts must prohibit the following:

i. the sale ~~or transmission of~~by the provider of any personally identifiable student data obtained through students' use of the instructional materials; and,

ii. the transfer by the provider of data described in (a) except:

1 to the institution;

2To a government entity or a scholarship entity for providing financial aid subsidies to the student for course materials; or,

3To an educational institution or organization, for research purposes only, under an agreement where such data is maintained in a system that is in compliance with applicable federal and state laws and will not be sold, transferred, or otherwise used outside of that system unless de-identified.~~any data obtained through students' use of the instructional materials.~~

5. Maintaining Curricular Transparency

a. To ensure that curricular transparency is consistently maintained across courses, each institution must utilize the same enterprise learning management system and share financial responsibility for a statewide contract coordinated by the Board Office.

b. Each institution must ensure that an accurate and current description of each course is available to the public on the institution's website at least one week before the start of the course.

c. Each institution must ensure that students have access to current syllabi for all course sections in which they are enrolled. Syllabi must be available within the learning management system and available no later than the first day of the course.~~.~~

Idaho State Board of Education
GOVERNING POLICIES AND PROCEDURES
SECTION: III. POSTSECONDARY AFFAIRS
SUBSECTION: U. Instructional Material Access and Affordability June 2026

1. Purpose
   This policy establishes common standards among all postsecondary institutions for ensuring students have affordable and reliable access to the instructional materials they need to be successful. It also bolsters the ongoing work of faculty and staff in facilitating meaningful, transparent engagement with the development and adoption of course curricula. This policy applies 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, and North Idaho College (hereinafter "institutions").

2. Definitions

   a. "Instructional Materials" are print or digital media used to support access to knowledge. Common examples of instructional materials include books, articles, lab manuals, study guides, software, subscriptions, modules, multimedia, assessments, assignments, courseware, and full courses. Tools, equipment, and supplies are not included.

   b. "Automatic Charges" are financial costs assessed to a student alongside tuition and fees for the purpose of accessing the instructional materials assigned in a course. Automatic charges for instructional materials may apply at the course, program, or institutional level. Automatic charges do not include tuition. Special course fees, as defined in Board policy V.R., are not considered automatic charges for instructional materials.

   c. "Cost" accounts for the calculated total price, comprising any pricing or alternative pricing negotiated with a provider, that an institution may guarantee for the instructional materials required for a single course or course section for one term.

   d. "Course Marking" is the act of assigning specific attributes (e.g., letters, numbers, graphic symbols, colors, etc.) to course sections that help students quickly identify important information and make informed decisions at time of registration. Course marking must use the following cost designations for instructional materials:
      i. "Zero cost" means a total cost of $0.
      ii. "Very low cost" means a total cost $1-$30.
      iii. "Low cost" means a total cost of $31-$50.
      iv. "Mid cost" means a total cost of $51-$100.
      v. "High cost" means a total cost of more than $100.

Instructional materials may also be marked with an “Affordable” designation only if they meet the zero, very low, or low-cost price ranges listed above. Examples of affordable instructional materials often include open educational resources, self-published materials, low-cost textbooks, or materials accessed through an institution’s library.

e. “Open Educational Resources” are teaching, learning, and research materials that reside in the public domain or have been released under an intellectual property license, such as a Creative Commons license, that permits free use and repurposing by others.

3. Ensuring Instructional Material Access and Affordability

Each institution must develop and implement a plan to increase access and affordability of instructional materials for all students. Plans must include the following elements:

a. Resources and support to help faculty ensure any instructional materials are relevant and accessible for all students, especially students who require learning accommodations or additional modes of delivery (e.g. a print version of a digital textbook, internet access, etc.).

b. Policies and/or strategies that account for the cost of instructional materials and protect the academic freedom and responsibility of faculty and students relevant to instructional materials (see Board Policy III.B).

c. Professional development opportunities for faculty and staff related to the discovery, adoption, and use of affordable instructional materials.

d. Strategies to support and promote faculty adoption, adaption, and/or use of affordable instructional materials.

e. Programs, incentive structures, or other strategies to encourage and support faculty to create, adapt, and share open educational resources. These scholarly practices may, for example, be considered as part of tenure and promotion practices.

f. Strategies to implement course marking at time of registration indicating the cost, delivery, and any automatic charges related to instructional materials.

g. A list of existing courses and programs that utilize automatic charges for instructional materials. Institutions must identify whether students may opt in or opt out and briefly describe how students may purchase or otherwise access alternative, comparable-quality materials to complete the course

successfully, consistent with Section 1323 of the Higher Education Act of 1965.

h. Institutions must regularly review and update their plans as needed.

Institutions must submit to the Board Office an annual report on the implementation and outcomes of their plans. The Executive Director or designee determines the format and requirements of this annual report.

4. Administering Automatic Charges for Instructional Materials
   a. Institutions must clearly communicate the costs associated with automatic charges to students (see "Cost" subsection 2.c). Information about the process of opting in or out of automatic charges must be available to students as early as possible and for at least two full weeks after the beginning of each course.
   b. Institutions must ensure that any automatic charge program does not disincentivize faculty members from adopting affordable instructional materials, including open education resources.
   c. Contracts for any instructional materials made available through automatic charges must require that any personally identifiable student data that may be obtained by a provider through the students' use of the instructional materials must be used only to support learning during the students' use of the instructional materials. Such contracts must prohibit the following:

      i. the sale by the provider of any personally identifiable student data obtained through students' use of the instructional materials; and,
      ii. the transfer by the provider of data described in (a) except:
         1) to the institution;
         2) to a government entity or a scholarship entity for providing financial aid subsidies to the student for course materials; or,
         3) to an educational institution or organization, for research purposes only, under an agreement where such data is maintained in a system that is in compliance with applicable federal and state laws and will not be sold, transferred, or otherwise used outside of that system unless de-identified.

5. Maintaining Curricular Transparency

   a. To ensure that curricular transparency is consistently maintained across courses, each institution must utilize the same enterprise learning management system and share financial responsibility for a statewide contract coordinated by the Board Office.

   b. Each institution must ensure that an accurate and current description of each course is available to the public on the institution's website at least one week before the start of the course.

c. Each institution must ensure that students have access to current syllabi for all course sections in which they are enrolled. Syllabi must be available within the learning management system and available no later than the first day of the course.

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.
April 2024	The Board approved the second reading of proposed amendments to Board Policy III.N.

APPLICABLE STATUTE, RULE OR POLICY

Idaho State Board of Education Governing Policies & Procedures, Section III.N. and III.V.
Idaho Code § 33-3729

BACKGROUND/DISCUSSION

Board Policy III.N., General Education, outlines the statewide General Education Framework, which provides guidance to Idaho's public institutions in identifying courses that meet the General Education Matriculation (GEM) competencies for the facilitation of seamless credit transfer for students. It also provides initial guidance for the establishment of the General Education Committee. This Committee has an important role in shaping the continued consistency of these courses across our institutions as well as in providing leadership for innovation in this curricular space.

The proposed amendments update Subject Matter representation and align stylistic choices with other Board policies.

IMPACT

Approval of the proposed amendments will support the Committee in its intended purpose by updating and increasing subject matter representation to better address stakeholder interests and the shifting landscape of higher education.

ATTACHMENTS

Attachment 1 – Board Policy III.N. Statewide General Education – First Reading
Attachment 2 – General Education Committee Bylaws

BOARD STAFF COMMENTS AND RECOMMENDATIONS

The word "shall" has been updated to "must" in alignment with other Board policies.

The policy amendments reflect Committee discussions and subsequent votes at the Committee's 2025 summit meeting, where representatives identified specific nominating bodies, proposed narrowing digital learning representation to faculty professional development, and recommended an ad-hoc subject matter representative to address emerging pedagogical topics. For this first term, artificial intelligence has been identified as the necessary area of importance to address. 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**

In our rapidly-changing world, students need to understand how knowledge is generated and created. They need to adapt to new opportunities as they arise as well as effectively communicate and collaborate with increasingly diverse communities and ways of knowing. In combination with major coursework, general education curriculum prepares students to use multiple strategies in an integrative manner to explore, critically analyze, and creatively address real-world issues and challenges. General education coursework provides students with an understanding of self, the physical world, and human society—its cultural and artistic endeavors as well as an understanding of the methodologies, value systems, and thought processes employed in human inquiries. General education helps instill students with the personal and civic responsibilities of good citizenship, and prepares them to be adaptive, life-long learners.

This policy ~~shall~~ applies~~y~~ 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, ~~shall be~~must include the following:

   a. Thirty-one (31) credits or more of the general education curricula must fit within the General Education Matriculation (GEM) competency areas defined in subsection 4 of this policy, and
   b. Five (5) or more credits of the general education curricula, which are reserved for institutions to address the specific mission and goals of the institution. For this purpose, institutions may create new competency areas or they may choose to count additional credits from GEM competencies. Regardless, these institutionally designated credits must have learning outcomes linked to Association of American Colleges and Universities (AAC&U) Essential Learning Outcomes.

2. The intent of the general education framework is to:

   a. Establish statewide competencies that guide institutions' determination of courses that will be designated as GEM courses,
   b. Establish shared 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.

3. There are six (6) GEM competency areas. The first two (2) emphasize integrative skills intended to inform the learning process throughout general education and

major. The final four (4) represent ways of knowing and are intended to expose students to ideas and engage them in a broad range of active learning experiences.

The GEM competency areas are as listed:

a. Written Communication
b. Oral Communication
c. Mathematical Ways of Knowing
d. Scientific Ways of Knowing
e. Humanistic and Artistic Ways of Knowing
f. Social and Behavioral Ways of Knowing

4. GEM courses in each area ~~shall~~ must include the following competencies:

   a. Written Communication
      Upon completion of a course in this category, students are able to demonstrate the following competencies:

      i. Use flexible writing process strategies to generate, develop, revise, proofread, and edit texts.
      ii. Adopt strategies and genre appropriate to the rhetorical situation.
      iii. Use inquiry-based strategies to conduct research that explores multiple and diverse ideas and perspectives, appropriate to the rhetorical context.
      iv. Use rhetorically appropriate strategies to evaluate, represent, and respond to the ideas and research of others.
      v. Address readers' biases and assumptions with well-developed evidence-based reasoning.
      vi. Use appropriate conventions for integrating, citing, and documenting source material.
      vii. Read, interpret, and communicate key concepts in writing and rhetoric.

   b. Oral Communication
      Upon completion of a course in this category, students are able to demonstrate the following competencies:

      i. Research, discover, and develop information resources and structure spoken messages to increase knowledge and understanding.
      ii. Research, discover, and develop evidence-based reasoning and persuasive appeals for ethically influencing attitudes, values, beliefs, or behaviors.
      iii. Adapt spoken messages to the diverse personal, ideological, and emotional needs of individuals, groups, or contexts.
      iv. Employ effective spoken and nonverbal behaviors that support communication goals and illustrate self-efficacy.
      v. Listen in order to effectively and critically evaluate the reasoning, evidence, and communication strategies of self and others.

vi. Demonstrate knowledge of key theories, perspectives, principles, and concepts in the Communication discipline, as applied to oral communication.

c. Mathematical Ways of Knowing
Upon completion of a course in this category, a student is able to demonstrate the following competencies:

i. Interpret mathematical concepts.
ii. Represent information/data.
iii. Use appropriate strategies/procedures when solving mathematical problems.
iv. Draw reasonable conclusions based on quantitative information.

d. Scientific Ways of Knowing
Upon completion of a non-lab course in this category, a student is able to demonstrate competencies i-iv. A student is able to demonstrate all five competencies, i-v, upon completion of a lab course.

i. Apply foundational knowledge and models of a discipline in the physical or natural sciences to analyze and/or predict phenomena.
ii. Apply scientific reasoning to critically evaluate assertions.
iii. Interpret and communicate scientific information via written, spoken and/or visual representations.
iv. Describe the relevance of specific scientific principles to the human experience.
v. Test a hypothesis in the laboratory or field using discipline-specific tools and techniques for observation, data collection and analysis to form a defensible conclusion.

e. Humanistic and Artistic Ways of Knowing
Upon completion of a course in this category, students are able to demonstrate at least five (5) of the following competencies:

i. Recognize and describe humanistic, historical, or artistic works within problems and patterns of the human experience.
ii. Distinguish and apply methodologies, approaches, or traditions specific to the discipline.
iii. Differentiate formal, conceptual, and technical elements specific to the discipline.
iv. Analyze, evaluate, and interpret texts, objects, events, or ideas in their cultural, intellectual or historical contexts.
v. Interpret artistic or humanistic works through the creation of art, language, or performance.
vi. Develop critical perspectives or arguments about the subject matter, grounded in evidence-based analysis.
vii. Demonstrate self-reflection, widened perspective, and respect for diverse viewpoints.

f. Social and Behavioral Ways of Knowing
Upon completion of a course in this category, students are able to demonstrate all five (5) of the following competencies.

i. Demonstrate knowledge of the theoretical and conceptual frameworks of a particular Social Science discipline.
ii. Describe self and the world by examining the dynamic interaction of individuals, groups, and societies as they shape and are shaped by history, culture, institutions, and ideas.
iii. Utilize Social Science approaches, such as research methods, inquiry, or problem-solving, to examine the variety of perspectives about human experiences.
iv. Evaluate how reasoning, history, or culture informs and guides individual, civic, or global decisions.
v. Identify the impact of the similarities and differences among and between individuals, cultures, or societies across space and time.

5. General Education Requirements

a. This subsection applies to Associate of Arts, Associate of Science, and Baccalaureate degrees. For the purpose of this policy, disciplines are indicated by course prefixes.

General education curricula must reflect the following credit distribution:

Competency Area	**Minimum Credits**
Written Communication	6
Oral Communication	3
Mathematical Ways of Knowing	3
Scientific Ways of Knowing	7 (from two different disciplines with at least one laboratory or field experience)
Humanistic and Artistic Ways of Knowing	6 (from two different disciplines)
Social and Behavioral Ways of Knowing	6 (from two different disciplines)
Institutionally-Designated Credits	5

i. GEM courses are designed to be broadly accessible to students regardless of major, thus college-level and non-GEM pre-requisites to GEM courses should be avoided unless deemed necessary by the institution.

ii. Additional GEM courses, beyond the general education curricula, may be required within the major for degree completion.

b. In rare instances, a specialized associate degree program might better serve students by distributing general education requirements differently than those listed above. Proposals for such programs ~~shall~~ 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 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 representatives from each of the institutions (Institutional Representatives)~~,~~ as well as ~~one~~ Subject Representatives from each of the following ~~communities~~stakeholder groups: ~~the Division of Career Technical Education,~~ Technical College Leadership Council (TCLC) as designated by the Division of Career and Technical Education; the Idaho Registrars Council;~~,~~ the Idaho Dual Credit Coordinators; the Open Practitioner, Advocate, and Leader (OPAL) community; the center for teaching and learning (CTL) community; a community of emerging pedagogical importance (e.g., artificial intelligence) ~~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.

General Education Committee Bylaws

Mission and Purpose

General education courses are a particularly powerful part of a college education. This set of courses provide students with the opportunity to cultivate the habits of mind associated with academic inquiry, to gain experience with disciplinary inquiry and communication, and to navigate a variety of perspectives. Further, general education courses have a direct and positive impact on student retention, persistence, and eventual graduation. Since general education courses are offered at all public postsecondary institutions in Idaho, providing coordinated guidance is especially important.

The General Education Committee is guided by a spirit of open inquiry and a shared interest in collaboration. The General Education Committee advocates for, supports, and coordinates general education among all Idaho public postsecondary institutions. As leaders of general education from each institution, the committee members individually contribute extensive institutional knowledge and disciplinary expertise to the shared commitment to continually improving general education across the state of Idaho.

A. Powers and Duties

The General Education Committee is responsible for collaborating on a statewide vision of general education, making recommendations about general education, reviewing the competencies and other supporting materials for the general education framework, making recommendations to the Board regarding the general education framework and common course list, revising and making recommendations on the general education competencies, and other duties as prescribed by the Board. The General Education Committee reports to the Council on Academic Affairs and Programs.

B. Meetings

1. The Committee holds two full Committee standing meetings annually. The two meetings are in person whenever possible; at least one of the meetings coincides with the annual GEM Summit. Follow-up remote meetings occur as needed. A quorum of the Committee consists of a simple majority of current voting members. A quorum shall be present to conduct any official business.

2. Meeting locations shall be determined by the Committee.

C. Membership

1. Committee membership is established by Idaho Board of Education policy III.N.

2. Committee members must uphold the goals and objectives of the Committee. Decision-making is a collective action and all members have a joint responsibility for decisions and actions.

D. Nominating Process

1. Institutional Representatives are generally the directors or deans of general education on campus (or equivalent). Upon Board approval, appointments for Institutional Representatives will be for the duration of the representative's term as general education director.

2. Subject Representatives (registrar, technical college leadership, dual credit, open education, professional development, and artificial intelligence) terms are for three years, commencing on July 1st. If Subject Representatives would like to serve additional terms, they are affirmed by their respective groups prior to their term's end.

3. All official Committee members shall have equal voting privileges.

E. Committee Officers and Duties

1. There are two officers of the Committee: Chair and Vice Chair.

2. The Chair is a designee of the Executive Director of the Board. This role has historically been filled by the Chief or Deputy Chief Academic Officer. The Chair, in consultation with the committee, advocates for general education at the state level, coordinates proposed policy changes, plans the GEM Summit, coordinates the GEM Innovative Educator Awards, and coordinates general education-related activities that arise.

3. The Vice Chair is elected by the voting members of the General Education Committee from among the Institutional Representatives. The Vice Chair is elected at a regular meeting for a three-year term. Whenever possible, the Vice Chair terms alternate between the four-year and two-year institutions. Vacancies are filled by election for the remainder of the unexpired term. The Vice Chair advises the Chair on meeting agendas and provides recommendations on matters related to the General Education Committee's mission and the Chair's general education responsibilities.

4. Committee representatives who serve on working groups and similar bodies are appointed by the Committee Chair.

F. Adoption, Amendment, and Repeal of By-laws

1. Recommendations for amendments or repeals of bylaws may occur at any regular or special meeting of the Committee and approved by a majority vote of the Committee, provided notice has been presented at the preceding meeting of the Committee.

January 2026

SUBJECT

Dual Credit – Credit with a Purpose Strategy

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.
April 2025	The Board heard the recommendations as an information item.
June 2025	The Board approved the dual credit program strategic vision statement and three recommendations.

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 allows high school students to earn college credit and has become a key part of the state's education strategy. Supported by the Advanced Opportunities (AO) funding model, the program now serves 45,091 secondary students, 92% of whom are enrolled at one of Idaho's public postsecondary institutions. Dual credit students account for 27–48% of community college and 10–16% of four-year institution enrollments. Given its scale and impact, the program merits close evaluation and strategic support.

In fall 2023, the Idaho State Board of Education launched a comprehensive review of the dual credit program, prompted by significant growth since AO funding began in 2016. With an annual state investment of $24.5M, the review focused on how well the program supports student success and where improvements can be made. Data sources included state and national reports, academic research, and feedback from over 20 listening sessions with students, parents, educators, and program leaders. An internal audit also assessed alignment with Board policy and financial practices; it informed the report and the recommendations.

The review identified strengths in Idaho's student-centered funding approach, particularly in improving rural access and fostering academic momentum. However, it also highlighted opportunities to enhance quality, reduce redundancy, expand access, and support long-term sustainability. The Board reviewed the report and proposed recommendations in April 2025 and then voted to approve the strategic vision and recommendations in June 2025.

In 2025-2026, dual credit leadership underwent transition at the Office of the State Board of Education (OSBE). However, momentum on the three recommendations was maintained through regular meetings with the institutional dual credit leaders as well as meetings with Idaho Department of Education (IDE) colleagues. Statewide workgroups are beginning to meet on the topics of guided pathways, matriculation/retention, advising, mission, and improving Advanced Opportunities processes. The work of these groups fully complements the Board's recommendations and will assist OSBE and IDE staff in continuously improving state level policy, statute, and administrative processes.

IMPACT

This presentation provides updates on how OSBE, IDE, and institutional dual credit partners are collaboratively developing the vision, metrics of success, frameworks, and strategies that honor the Board's recommendations with an eye toward enhancing the existing statewide approach to dual credit. Additional program information and data were also included for optional review by the Board to further contextualize the presentation.

ATTACHMENTS

Attachment 1 – Dual Credit – Credit with a Purpose Strategy

STAFF COMMENTS AND RECOMMENDATIONS

This information item was discussed with the Council on Academic Affairs and Programs on May 28, 2026, and with the Instruction, Research and Student Affairs committee on June 4, 2026.

BOARD ACTION

Information purposes only.

Dual Credit in Idaho

Credit with a Purpose Strategy

2025 Board Recommendations

1. Adopt a strategic dual credit vision
2. Establish clear metrics for success
3. **Develop/implement a "credit with a purpose" framework**
4. Enhance dual credit collaboration and systemness
5. **Revise policy to align with vision, metrics, and goals**

Implementation of Recommendations

1. OSBE and IDE staff are reviewing policy, statute, and processes
2. Statewide working groups are meeting to align the following:
   - Statewide Mission Statement
   - Matriculation and Retention
   - Advanced Opportunities Portal and Processes
   - Advising and High School Counselors
   - Guided Pathways

Credit with a Purpose Framework

Dual Credit in Idaho - Credit with a Purpose Strategy

Framework Ideation (so far)

- Dual Credit could fill the gap left by Senior Math requirements going away
- Include a full high school experience, early college course taking, and work-based learning
- Uniform course sequencing is critical
- Pathways should have multiple exit points
- Clearly outline competencies
- Work toward “Credentials of Value”
- Include a continuous improvement process
- Leverage pathways that already exist at the institutions

Credit with a Purpose Prototype

- Two common pathways (to start):
  - Career Ready (CTE)
  - College Ready (Academic)
- Built on GEM courses (Math, Engl, Comm)
- Limit math dual credit offerings to the 5 GEM math courses (III.O.)
- No co-reqs for dual credit courses
- Enhance advising resources and engagement with high school counselors

Draft Implementation Outcomes to Consider

Quality Assurance:

- Adoption of NACEP or comparable accreditation

Student Self-Advocacy:

- Statewide adoption of the Credit with a Purpose Framework
- Consistently defined Career Pathway Plans are Available
- Localized Pathway Plans feature key performance indicators
- Integration of AO into degree pathway planning and registration processes
- Develop primary partnership agreements (limited enrollment requirements)

Draft Program Metrics to Consider

Quality Assurance:

- Aligning Dual Credit opportunities with college rigor

Student Self-Advocacy:

- Registration confidence and time-on-task
- Student awareness of pathways
- Relevance of transfer credits
- Low/No duplication of courses/institutions
- Student matriculation and retention shifts

Questions

Dual Credit in Idaho

Program Overview and Data

Additional Information Item - June 18, 2026

Intent of Dual Credit

Idaho's dual credit program offers high school students the opportunity to simultaneously earn college and high school 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.**

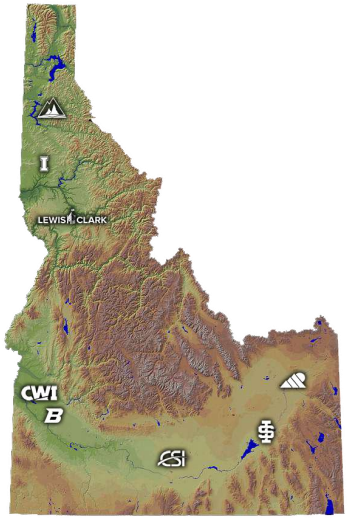
The broad impact of dual credit in Idaho obligates the Board to review the strengths of and growth opportunities for dual credit.

Intent of Advanced Opportunities

From Board Policy III.Y.:

- For postsecondary institutions to provide educational programs and training to **their respective service regions**;
- Support and enhance **regional and statewide economic development**;
- **Facilitate collaboration between all school levels**, including public elementary and secondary schools;
- **Prepare secondary graduates** for postsecondary programs;
- **Enhance postsecondary goals**;
- **Reduce duplication and provide for an easy transition** between secondary and postsecondary education; and
- **Reduce the overall cost of educational services and training** to the student

Current Dual Credit Landscape



- 28-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.

Well-Known Dual Credit Challenges

- Uneven access - but policy and funding allow every student to participate (challenges are generally local and rural–not sociocultural)
- Varying application of board policy and NACEP standards
- Varying quality for teacher qualifications (approved by department at institution)
- Misalignment in advising on degree requirements, leading to excess credit accumulation
- Potential for reduced high school engagement when schools, parents, others overemphasize AA degrees and/or completing as many credits as possible

Nuanced Dual Credit Challenges

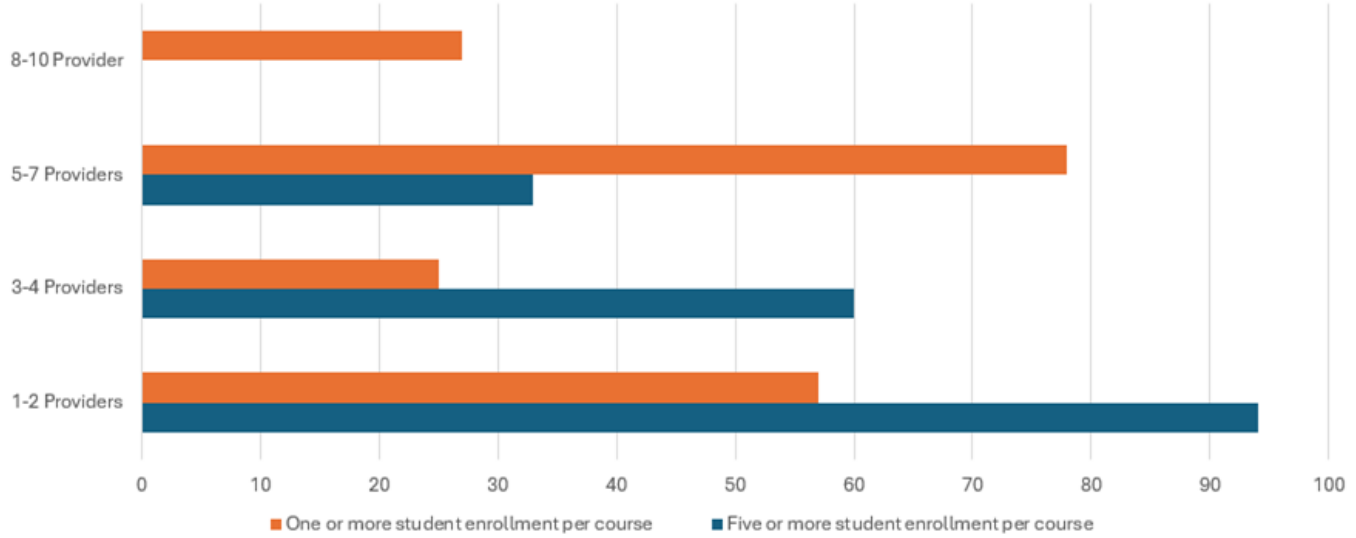
- Incentives to use funding while in high school
- Pressure from schools to provide more opportunities (enrollment competition and localized pathway needs)
- Pressure from college leaders to grow enrollment (budget concerns)
- No regional limitations (multiple colleges serving individual schools)

of Secondary Schools Served by Each Institution

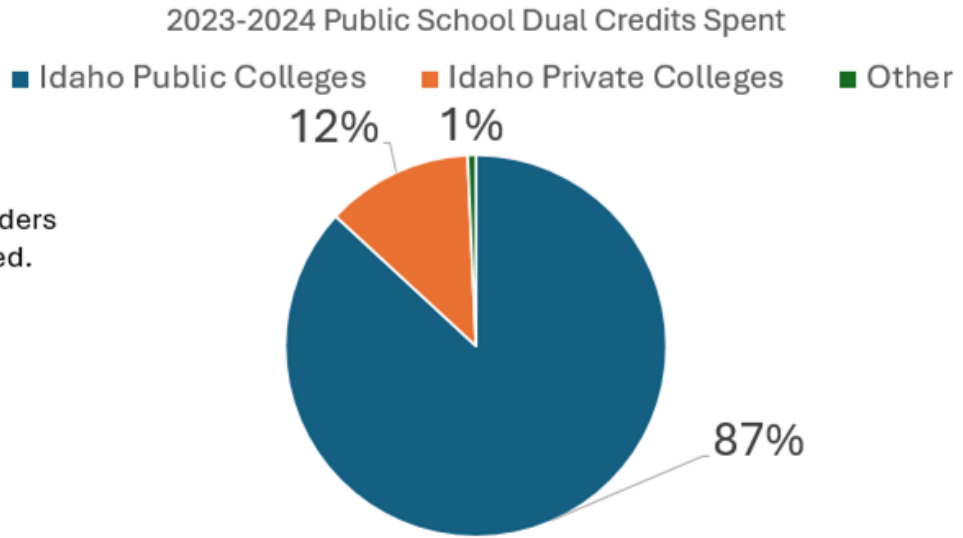
Boise State University	59
Brigham Young University-Idaho	2
College of Eastern Idaho	34
College of Southern Idaho	91
College of Western Idaho	110
Idaho State University	43
Lewis-Clark State College	36
North Idaho College	17
Northwest Nazarene University	76
University of Idaho	52

Providers w/ More than 5 Students per Course | 2024-2025 AO Data

of Institutional Providers per Secondary School



Dual Credit Providers by Share of AO



Top 3 Largest Providers per Funds Expended.

- **CWI $5.7mil**
- **CSI $5.4 mil**
- **NNU $2.9mil**

TAB	DESCRIPTION	ACTION
1	BAHR – INTERCOLLEGIATE ATHLETICS – FY 2025 REVENUE AND EXPENSE REPORTS	Information Item
2	BAHR – INTERCOLLEGIATE ATHLETICS – FY 2025 COMPENSATION REPORTS	Information Item
3	BAHR – INTERCOLLEGIATE ATHLETICS – FY 2025 GENDER EQUITY REPORTS	Information Item
4	IDE – APPROVED FUNDING FOR LOW AVERAGE DAILY ATTENDANCE SCHOOLS	Information Item
5	PPGA – BOISE STATE UNIVERSITY ANNUAL REPORT	Information Item
6	PPGA – COLLEGE OF WESTERN IDAHO ANNUAL REPORT	Information Item

SUBJECT

Intercollegiate Athletics – FY2025 Revenue and Expense Reports

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

Institutional Intercollegiate Athletics' FY2025 Revenue and Expense Reports are 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

BOARD STAFF COMMENTS AND RECOMMENDATIONS

The Athletics Reports show results for FY2025. It should be noted that state funds are critical to support the student athletes and athletic programs at the four (4) institutions. Ticket sales, contributions, and program revenues are insufficient to enable the athletic programs to be fully self-supporting.

The following table summarizes the key financial results for FY2025:

FY2025 Financial Summary	BSU	ISU	UI	LC State
Total Operating Revenue	$95,551,524	$17,980,556	$25,189,067	$5,517,742
Total Operating Expenses	$84,108,178	$18,079,257	$26,143,758	$5,591,317
Net Surplus / (Deficit)	**$11,484,442**	**($98,701)**	**($954,691)**	**($73,575)**
Ticket Sales	$8,968,579	$464,988	$657,126	$56,197
Student Fees	$4,893,557	$2,087,291	$2,101,915	$398,267
Direct Institutional Support	$10,011,694	$2,570,864	$4,733,422	$1,377,122
Contributions	$23,153,113	$1,904,143	$2,971,650	$267,540
Athletic Student Aid	$11,128,675	$3,531,702	$6,362,182	$1,853,479

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, 2025
(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	$ 6,834,716	$ 1,789,774	$ 2,171	$ 91,553	$ 52,411	$ 128,604	$ 69,350	$ 8,968,579
Student Fees							4,893,557	4,893,557
Direct Institutional Support							10,011,694	10,011,694
Direct Institutional Support (OST Waivers & Work Study)	1,482,454	239,751	384,004	225,699	231,031	1,055,143	25,882	3,643,964
Indirect Institutional Support							2,502,085	2,502,085
Indirect Institutional Support - Athletic Facilities Debt Service, Lease, and Rental Fees							1,300,000	1,300,000
Guarantees	1,200,000	75,909		20,000	6,000	1,000		1,302,909
Contributions	15,638,357	217,759	292,908	(7,270)	16,920	790,673	6,203,764	23,153,113
In Kind	554,037	234,325						788,361
Media Rights	4,296,687	953,233						5,249,920
NCAA Distributions			1,099			16,936	1,837,306	1,855,342
Conference Distributions	6,635,220	849,341						7,484,561
Program Novelty Parking Concession	572,689	122,647		1,821	1,148	2,388		700,694
Royalties Licensing Advertisement Sponsorship	6,632,221	1,400,698	109,681	66,731	49,592	306,802	29,479	8,595,204
Sport Camp Revenues	211,227	129,620	(45)	10,506	91,244	268,518		711,071
Athletics Restricted Endowment and Investment Income							867,160	867,160
Other Operating Revenue	4,116,336	1,648	223,012	1,698		751,359	2,827,124	7,921,176
Bowl Revenues	5,602,135							5,602,135
Total Operating Revenue	53,776,078	6,014,706	1,012,832	410,738	448,345	3,321,424	30,567,401	95,551,524

ATTACHMENT 1

BOISE STATE UNIVERSITY ATHLETIC DEPARTMENT
STATEMENT OF REVENUES AND EXPENSES (CONTINUED)
YEAR ENDED JUNE 30, 2025
(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	$ 2,759,066	$ 496,633	$ 684,023	$ 520,088	$ 413,778	$ 2,487,600	$ 123,524	$ 7,484,711
Athletic Student Aid (OST Waiver)	1,482,454	239,751	384,004	225,699	231,031	1,055,143	25,882	3,643,964
Guarantees	725,000	290,000	1,538	99,000	8,925	13,725	-	1,138,188
Coaching Salaries Benefits Bonuses	6,614,529	2,149,317	671,215	956,965	505,302	2,153,569	69,098	13,119,996
Support Staff Admin Compensation Benefits and Bonuses	2,701,234	147,116	58,246	120,105	16,614	282,228	10,680,879	14,006,422
Severance Payments	876,050	-	-	-	-	-	-	876,050
Recruiting	820,068	128,434	48,440	105,955	46,530	172,092	-	1,321,519
Team Travel	2,061,238	914,648	568,484	625,070	261,538	1,579,106	167,790	6,177,873
Sports equipment Uniforms supplies	1,247,056	100,286	149,649	50,868	40,938	396,717	368,878	2,354,394
Game Expenses	1,266,800	330,054	25,920	157,276	64,448	198,068	139,576	2,182,142
Fund Raising Marketing and Promotion	135,658	20,146	1,072	12,832	2,467	16,963	843,127	1,032,264
Sport Camp Expenses	81,006	85,476		1,661	28,528	35,165	-	231,836
Spirit Groups	-	-	-	-	-	-	334,493	334,493
Athletic Facilities Debt Service Leases and Rental Fees	2,570,542		115,684	-	-	387,276	258,471	3,331,973
Direct overhead and Admin Expenses	2,490,647	139,555	219,831	49,885	40,067	661,446	1,813,850	5,415,281
Indirect Institutional Support	-	-	-	-	-	-	2,502,085	2,502,085
Medical Expenses Insurance	25,611	5,598	18,391	6,455	-	16,719	942,761	1,015,535
Memberships and Dues	112,615	40,037	18,860	11,113	584	18,764	1,167,769	1,369,742
Student-Athlete Meals (non-travel)	710,531	138,832	24,196	30,719	24,018	118,922	296,271	1,343,489
Other Operating Expenses	1,027,781	196,891	58,584	56,917	22,036	172,472	1,652,067	3,186,748
Bowl Expenses	2,128,950	-	-	-	-	-	-	2,128,950
Bowl Expenses Coaching Compensation Bonus	824,809	-	-	-	-	-	-	824,809
NCAA Post-Season Non-Football Expenses	-	-	74,239	-	-	168,105	-	242,344
Alston Related Educational Expenses	76,500	15,000	44,448	15,000	17,000	139,652	14,300	321,900
Institutional NIL Revenue Share	-	-	-	-	-	-	-	-
Conference Realignment Expenses	-	-	-	-	-	-	5,000	5,000
Capital	8,064,688	19,872	80,734	12,135		161,994	177,050	8,516,472
Total Operating Expenses	38,802,830	5,457,646	3,247,557	3,057,744	1,723,805	10,235,727	21,582,870	84,108,178
EXCESS (DEFICIENCY) OF REVENUES OVER (UNDER) EXPENSE BEFORE CARRYFORWARD	14,973,248	557,060	(2,234,726)	(2,647,006)	(1,275,460)	(6,914,302)	8,984,532	11,443,345
CARRYFORWARD (SEE NOTE 7)	-	-	-	-	-	-	41,097	41,097
EXCESS (DEFICIENCY) OF REVENUES OVER (UNDER) EXPENSE AFTER CARRYFORWARD	$ 14,973,248	$ 557,060	$ (2,234,726)	$ (2,647,006)	$ (1,275,460)	$ (6,914,302)	$ 9,025,629	$ 11,484,442

IDAHO STATE UNIVERSITY
ATHLETICS
6/30/2025

		MEN'S BASKETBALL	FOOTBALL	OTHER MEN'S SPORTS	WOMEN'S BASKETBALL	WOMEN'S VOLLEYBALL	OTHER WOMEN'S SPORTS	NON SPECIFIC	FINAL PROGRAM FY25	FINAL BALANCE FY24	BALANCE %CHANGE
REVENUE:											
1	Ticket Sales	58,999	332,870	14,715	27,745	8,802	17,962	3,896	464,988	391,426	18.79%
2	Direct State or Other Government Support	386,190	1,059,217	228,421	405,416	228,528	1,943,285	1,793,072	6,044,130	5,220,025	15.79%
3	Student Fees	-	-	-	-	-	-	2,087,291	2,087,291	1,967,419	6.09%
4	Direct Institutional Support	-	-	-	-	-	-	2,570,864	2,570,864	1,267,208	102.88%
5	Less-Transfers to Institution	-	-	-	-	-	-	-	-	-	0.00%
6	Indirect Institutional Support	-	68,255	17,122	-	-	17,122	227,915	330,413	323,364	2.18%
	Indirect Institutional Support - Athletic Facilities Debt Service, Lease and Rental										
6A	Fees	-	-	-	-	-	-	315,875	315,875	129,720	143.51%
7	Guarantees	340,000	525,000	11,235	70,000	2,000	18,060	-	966,295	1,443,775	-33.07%
8	Contributions	24,615	274,470	59,967	168,824	143,689	258,018	974,561	1,904,143	2,204,736	-13.63%
9	In-Kind	45,005	89,963	11,670	44,367	19,825	71,919	317,230	599,978	544,489	10.19%
10	Compensation and Benefits Provided by a third party	-	-	-	-	-	-	-	-	-	0.00%
11	Media Rights	-	-	-	-	-	-	81,175	81,175	77,326	4.98%
12	Total NCAA Distributions	-	-	-	-	-	-	1,259,570	1,259,570	787,967	59.85%
12A	NCAA Distributions	-	-	-	-	-	-	1,259,570	1,259,570	-	
12B	NCAA Host Revenue Settlements	-	-	-	-	-	-		-	-	
12C	Post-Season Non-Football NCAA Expense Reimbursements	-	-	-	-	-	-	-	-	-	
13	Conference Distributions (Non Media and Non Post Season)	(1,470)	326	(57)	9,181	(2,127)	(19,656)	(747)	(14,550)	13,492	-207.84%
13A	Conference Distributions of Post-Season Generated Revenue	-	-	-	-	-	-	-	-	-	0.00%
14	Program, Novelty, Parking and Concession Sales	-	-	324	-	-	2,619	22,046	24,989	7,008	256.58%
15	Royalties, Licensing, Advertisement and Sponsorships	-	-	-	-	-	-	638,449	638,449	590,622	8.10%
16	Sports Camp Revenue	49,269	56,548	20,539	5,325	67,665	144,134	216,920	560,399	554,242	1.11%
17	Athletics Restricted Endowment and Investments Income	-	-	-	-	-	-	-	-	-	0.00%
18	Other Operating Revenue	-	1,537	3,000	-	-	3,150	138,861	146,548	134,758	8.75%
19	Bowl Revenues	-	-	-	-	-	-	-	-	-	0.00%
	Total Operating Revenue	902,608	2,408,185	366,935	730,857	468,382	2,456,612	10,646,978	17,980,556	15,657,578	14.84%
OPERATING EXPENDITURES:											
20	Athletics Student Aid	276,410	1,271,062	208,502	325,494	253,625	1,052,290	144,319	3,531,702	3,334,749	5.91%
21	Guarantees	18,735	60,000	3,536	9,500	19,505	8,417	-	119,693	46,532	157.23%
22	Coaching Salaries/Benefits/Bonuses pd by the Univ & Related Entities	397,611	1,400,208	234,189	409,351	232,105	711,956	97,110	3,482,530	3,212,140	8.42%
23	Coaching Salaries, Benefits and Bonuses paid by Third Party	-	-	-	-	-	-	-	-	-	0.00%
24	Support Staff/Admin Compensation/Benefits/Bonues pd by Univ & Related Entities	17,165	75,939	2,645	7,657	2,063	24,655	2,084,727	2,214,850	1,419,907	55.99%
25	Support Staff/Admin Compensation/Benefits/Bonuses paid by Third Party	-	-	-	-	-	-	-	-	-	0.00%
26	Severance Payments	-	-	-	-	-	-	-	-	-	0.00%
27	Recruiting	21,333	121,579	9,491	35,751	15,227	49,206	38,909	291,495	388,695	-25.01%
28	Team Travel	183,723	751,178	211,096	351,934	179,867	796,908	51,798	2,526,505	2,109,794	19.75%
29	Sports Equipment, Uniforms and Supplies	30,468	326,084	63,860	28,858	51,463	183,233	212,413	896,380	1,163,921	-22.99%
30	Game Expenses	94,000	86,253	10,987	93,811	23,610	39,698	10,636	358,995	548,045	-34.50%
31	Fund Raising, Marketing and Promotion	728	720	540	728	728	36,032	29,687	69,163	83,333	-17.00%
32	Sports Camp Expenses	48,489	69,396	28,211	17,791	89,173	88,334	240,595	581,989	469,624	23.93%
33	Spirit Groups	-	-	-	-	-	-	-	-	-	0.00%
34	Athletic Facilities Debt Service, Leases and Rental Fees	-	-	-	-	-	-	-	-	-	0.00%
35	Direct Overhead and Administrative Expenses	56,813	150,341	18,651	55,828	26,166	94,197	1,170,448	1,572,443	977,232	60.91%
35A	Facilities Maintenance and Operations	99	32,949	419	591	1,122	10,652	131,678	177,509	-	100.00%
36	Indirect Institutional Support	-	68,255	17,122	-	-	17,122	543,790	646,288	453,084	42.64%
37	Medical Expenses and Insurance	-	-	-	-	-	-	435,871	435,871	351,408	24.04%
38	Memberships and Dues	9,270	19	600	2,255	6,348	895	70,952	90,339	91,908	-1.71%
39	Student-Athlete Meals (non-travel)	18,845	292,393	12,453	23,564	9,989	36,784	48,610	442,637	413,103	7.15%
40	Other Operating Expenses	40,575	83,219	18,314	46,203	31,750	48,584	372,223	640,868	660,356	-2.95%
41	Post-Season Football Expenses	-	-	-	-	-	-	-	-	-	0.00%
41A	Post-Season Football Expenses-Coaching Compensation/Bonuses	-	-	-	-	-	-	-	-	-	0.00%
41B	NCAA Football Host Expense Settlements	-	-	-	-	-	-	-	-	-	0.00%
42	NCAA Post-Season Non-Football Expenses	-	-	-	-	-	-	-	-	-	0.00%
42A	NCAA Post-Season Non-Football Expenses-Coaching Compensation/Bonuses	-	-	-	-	-	-	-	-	-	0.00%
42B	NCAA Non-Football Host Expense Settlements	-	-	-	-	-	-	-	-	-	0.00%
43	Enhanced Educational Benefits (Alston or other)	-	-	-	-	-	-	-	-	-	0.00%
44	Institutional NIL Revenue Share	-	-	-	-	-	-	-	-	-	0.00%
	Total Operating Expenses	1,214,263	4,789,595	840,616	1,409,315	942,740	3,198,963	5,683,765	18,079,257	15,723,830	14.98%
	Net Increase/Deficit	(311,655)	(2,381,410)	(473,681)	(678,458)	(474,358)	(742,351)	4,963,213	(98,701)	(66,252)	-48.98%
	VALUE OF NONRESIDENT FEE WAIVERS	213,810	903,015	191,100	282,495	200,655	400,755				
	TOTAL STATE APPROPRIATED	6,044,130									
								Increase/decrease	(98,701)		
	Athletic Limits set by State	7,832,800									

University of Idaho
Intercollegiate Athletics
Schedule of Revenue and Expenses
For the Year Ended June 30, 2025 (unaudited)

Operating Revenues	Men's Football	Men's Basketball	Other Men's Sports	Women's Basketball	Women's Volleyball	Other Women's Sports	Non-Program Specific	Grand Total
Ticket Sales	$ 536,261	$ 91,661		$ 21,314	$ 3,634	$ 4,257		**$ 657,126**
Student Fees							$ 2,101,915	**$ 2,101,915**
Direct Institutional Support	$ 2,085,454	$ 724,908	$ 422,755	$ 685,862	$ 252,906	$ 1,175,238	$ 4,733,422	
General Education Funds	$ 994,959	$ 380,591	$ 167,744	$ 319,002	$ 116,581	$ 488,673	$ 1,832,450	**$ 4,300,000**
Insitutional Support Funds	$ 833,382	$ 318,785	$ 140,503	$ 267,197	$ 97,649	$ 409,315	$ 1,534,869	**$ 3,601,700**
Other Instiutional Support (includes OST Waivers)	$ 257,113	$ 25,532	$ 114,508	$ 99,663	$ 38,676	$ 277,250	$ 1,366,103	**$ 2,178,845**
Indirect Institutional Support							$ 743,984	**$ 743,984**
Indirect Institutional Support - Athletic Facilities Debt Service, Lease & Rental Fees							$ 1,180,000	**$ 1,180,000**
Guarantees	$ 1,165,000	$ 310,000	$ 85,910	$ 41,500		$ 10,505		**$ 1,612,915**
Contributions	$ 1,379,812	$ 170,525	$ 308,533	$ 174,913	$ 120,212	$ 644,924	$ 172,731	**$ 2,971,650**
In-Kind	$ 8,400	$ 4,200					$ 12,600	**$ 25,200**
Compensation & Benefits provided by 3rd party	$ 224,866	$ 60,000	$ 8,500			$ 21,500	$ 540,000	**$ 854,866**
Media Rights							$ 81,175	**$ 81,175**
NCAA Distributions	$ 61,406	$ 15,371	$ 46,745	$ 15,315	$ 13,949	$ 83,535	$ 430,109	**$ 666,430**
NCAA Host Revenue Settlements							$ 483,113	**$ 483,113**
Post-Season Non-Football NCAA Expense Reimbursements			$ 1,503			$ 1,503		**$ 3,005**
Conference Distributions (Non-Media or Bowl)							$ -	**$ -**
Conference Distributions							$ 281,905	**$ 281,905**
Program, Novelty, Parking & Concessions	$ 194,579	$ 8,464		$ 3,101	$ 88	$ 557	$ 2,432	**$ 209,221**
Royalties, Licensing, Advertising & Sponsorships	$ 15,000						$ 1,342,405	**$ 1,357,405**
Sports Camp Revenues	$ 471,929	$ 20,500			$ 5,828			**$ 498,257**
Athletics Restricted Endowment & Investment Income	$ 255,089	$ 76,476	$ 44,310	$ 21,862	$ 5,208	$ 165,592	$ 87,046	**$ 655,582**
Other Operating Revenues	$ 722		$ 625		$ 300	$ 193	$ 576,756	**$ 578,596**
Post-Season Football Expense Reimbursement	$ 146,175							**$ 146,175**
Total Operating Revenues	**$ 6,544,693**	**$ 1,482,105**	**$ 918,881**	**$ 963,866**	**$ 402,125**	**$ 2,107,804**	**$ 12,769,593**	**$ 25,189,067**
Operating Expenses								
Athletic Student Aid	$ 2,215,300	$ 416,326	$ 810,494	$ 490,363	$ 345,641	$ 1,930,707	$ 153,350	**$ 6,362,182**
Guarantees	$ 250,000	$ 7,433		$ 6,000		$ 3,500		**$ 266,933**
Coaching Salaries, Benefits & Bonuses	$ 1,526,904	$ 540,647	$ 246,125	$ 461,656	$ 171,602	$ 706,556	$ 50,000	**$ 3,703,489**
Coaching Salaries, Benefits & Bonuses Paid by 3rd Party	$ 224,866	$ 60,000	$ 8,500			$ 21,500		**$ 314,866**
Support Staff/Admin Compensation Benefits & Bonuses	$ 63,307	$ 18,176	$ 19,836	$ 0	$ 3,623	$ 20,081	$ 4,243,515	**$ 4,368,538**
Support Staff/Admin Comp, Benefits & Bonuses - 3rd Party							$ 15,000	**$ 15,000**
Recruiting	$ 226,739	$ 57,784	$ 17,194	$ 67,858	$ 24,299	$ 96,687		**$ 490,562**
Team Travel	$ 1,026,210	$ 346,957	$ 330,886	$ 280,452	$ 170,807	$ 669,149	$ 543	**$ 2,825,004**
Sports Equipment, Uniforms & Supplies	$ 373,883	$ 34,623	$ 100,989	$ 27,019	$ 27,074	$ 160,820	$ 231,537	**$ 955,947**
Game Expenses	$ 341,727	$ 202,432	$ 136,055	$ 183,981	$ 43,117	$ 98,226	$ 3,457	**$ 1,008,995**
Fundraising, Marketing and Promotion	$ 23,005	$ 2,987	$ 799	$ 381		$ 362	$ 362,810	**$ 390,345**
Sports Camp Expenses	$ 314,035	$ 9,315		$ 171	$ 1,160	$ 8,059		**$ 332,740**
Spirit Groups							$ 2,500	**$ 2,500**
Athletic Facilities, Debt Service, Leases & Rental Fees							$ 1,180,000	**$ 1,180,000**
Direct Overhead and Administrative Expenses							$ 34,965	**$ 34,965**
Facilities Maintenance and Operations	$ 373		$ 865			$ 865	$ 1,600	**$ 3,702**
Indirect Institutional Support							$ 743,984	**$ 743,984**
Medical Expenses & Insurance	$ 38,724	$ 10,056	$ 3,300	$ 17,520	$ 9,993	$ 1,300	$ 392,724	**$ 473,616**
Memberships & Dues	$ 729	$ 185	$ 27,225			$ 8,976	$ 69,847	**$ 106,962**
Student-Athlete Meals (non-travel)	$ 383,499	$ 34,838	$ 4,872	$ 17,533	$ 2,030	$ 29,072	$ 156,160	**$ 628,004**
Other Operating Expenses	$ 266,146	$ 48,463	$ 27,452	$ 21,743	$ 30,934	$ 41,459	$ 1,212,195	**$ 1,648,392**
Post-Season Football Expenses	$ 111,502							**$ 111,502**
NCAA Football Host Expense Settlements	$ 57,864							**$ 57,864**
NCAA Post-Season Non-Football Expenses			$ 2,169			$ 4,184	$ 111,313	**$ 117,666**
Total Operating Expenses	**$ 7,444,813**	**$ 1,790,223**	**$ 1,736,762**	**$ 1,574,676**	**$ 830,279**	**$ 3,801,503**	**$ 8,965,500**	**$ 26,143,758**
Excess (Deiciency) of Revenues Over (Under) Expenses	**$ (900,121)**	**$ (308,118)**	**$ (817,882)**	**$ (610,810)**	**$ (428,154)**	**$ (1,693,700)**	**$ 3,804,093**	**$ (954,691)**
Other Reporting Items								
52 Total Athletics Related Debt							$ 39,840,000	**$ 39,840,000**
53 Total Institutional Debt							$ 161,995,000	**$ 161,995,000**

Lewis-Clark State College Intercollegiate Athletics Department
Statement of Revenues and Expenses
For the Year Ended June 30, 2025 (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	5,619	22,479					5,620	22,479							**56,197**
02 Student Fees														398,267	**398,267**
03 Direct State/Govt Support	291,434	150,465	50,995	19,828	37,795	38,510	154,319	132,887	50,996	19,149	37,840	37,795	57,997	807,668	**1,887,678**
04 Direct Institutional Support (excludes Out of State Waivers)														206,900	**206,900**
05 Direct Institutional Support (Out of State Waivers)	318,668	98,398	76,857	76,934	7,767	41,548	105,638	104,282	44,432	166,434	22,805	37,618	19,022	49,819	**1,170,222**
06 Indirect Institutional Support														155,107	**155,107**
07 Guarantees															**0**
08 Contributions														267,540	**267,540**
09 In-Kind		6,850					9,750	7,750							**24,350**
10 Compensation & Benefits Provided by 3rd Party															**0**
11 Media Rights														0	**0**
12 NCAA Distributions															**0**
13 Conference Distributions (Non-Media or Bowl)														1,227,165	**1,227,165**
14 Program, Novelty, Parking & Concessions															**0**
15 Royalties, Licensing, Advertising & Sponsorships															**0**
16 Sports Camp Revenues	0	35,251	0	0	0	3,807	54,753	20,268	0	0	0	3,807	6,430		**124,316**
17 Athletics Restricted Endowment & Investment Income															**0**
18 Other Operating Revenues															**0**
Total Operating Revenues	**615,721**	**313,443**	**127,852**	**96,762**	**45,562**	**83,864**	**330,079**	**287,666**	**95,428**	**185,583**	**60,645**	**79,220**	**83,449**	**3,112,466**	**5,517,742**
Operating Expenditures															
19 Athletic Student Aid	473,386	226,189	107,417	96,484	31,282	54,948	200,117	221,229	64,687	202,509	44,610	54,918	24,672	51,031	**1,853,479**
20 Guarantees	7,120	500	0	0	0	0	0	2,500	0	0	0	0	0	0	**10,120**
21 Coaching Salaries, Benefits & Bonuses	297,643	180,647	49,908	19,828	37,795	42,324	155,356	157,148	51,274	19,149	37,865	41,610	57,997		**1,148,543**
22 Coaching Salaries, Benefits & Bonuses Paid by 3rd Party															**0**
23 Support Staff/Admin Compensation Benefits & Bonuses		2,729	1,770				1,859	3,178	1,770					602,208	**613,513**
24 Support Staff/Admin Compensation Benefits & Bonuses Paid by 3rd Party															**0**
25 Recruiting	6,704	17,385	802	10,471	291	180	4,750	8,222	1,118	12,630	668	521	5,797	8,217	**77,756**
26 Team Travel	127,148	81,309	27,420	17,195	17,883	27,976	79,230	79,701	28,924	16,155	18,645	27,384	13,529	0	**562,499**
27 Sports Equipment, Uniforms & Supplies	60,412	61,103	13,029	1,305	15,209	14,292	27,929	22,532	10,619	4,933	16,478	13,020	17,938	17,034	**295,834**
28 Game Expenses	12,814	16,572	4,845	2,180	2,668	567	20,367	21,895	5,846	3,450	2,900	436	1,274	40,100	**135,911**
29 Fund Raising, Marketing & Promotion							37								**37**
30 Sports Camp Expenses						2	44,747	3,375				2	1,166		**49,293**
31 Spirit Groups															**0**
32 Athletic Facilities, Debt Service, Leases & Rental Fees	106				673	79					673	79			**1,609**
33 Direct Overhead & Administrative Expenses															**0**
34 Indirect Institutional Support	0	6,850	0	0	0	0	9,750	7,750	0	0	0	0	0	155,107	**179,457**
35 Medical Expenses & Insurance														22,465	**22,465**
36 Memberships & Dues															**0**
37 Other Operating Expenses	(109)	961	445	35	329	82	1,783	4,061	359	(45)	329	50	1,645	630,874	**640,799**
Total Operating Expenditures	**985,225**	**594,245**	**205,635**	**147,498**	**106,130**	**140,449**	**545,926**	**531,591**	**164,597**	**258,781**	**122,168**	**138,019**	**124,017**	**1,527,036**	**5,591,317**
Excess (Deficiency) of Revenues Over (Under) Expenses	**(369,504)**	**(280,802)**	**(77,783)**	**(50,736)**	**(60,568)**	**(56,585)**	**(215,846)**	**(243,925)**	**(69,168)**	**(73,198)**	**(61,523)**	**(58,800)**	**(40,568)**	**1,585,430**	**(73,575)**
Other Reporting Items															
38 Conference Realignment Expenses														0	0
39 Total Athletics Related Debt														0	0
40 Total Institutional Debt														3,301,677	3,301,677
41 Value of Athletics Dedicated Endowments														4,203,192	4,203,192
42 Value of Institutional Endowments														17,696,737	17,696,737

SUBJECT

Intercollegiate Athletics – FY2025-2026 Employee Compensation Reports

REFERENCE

April 2025 Board received FY 2024-2025 intercollegiate 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 FY2025 and estimated compensation figures for FY2026. 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	FY2025 Actual
Attachment 2 – Boise State University	FY2026 Estimate
Attachment 3 – Idaho State University	FY2025 Actual
Attachment 4 – Idaho State University	FY2026 Estimate
Attachment 5 – University of Idaho	FY2025 Actual
Attachment 6 – University of Idaho	FY2026 Estimate
Attachment 7 – Lewis-Clark State College	FY2025 Actual
Attachment 8 – Lewis-Clark State College	FY2026 Estimate

BOARD 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.

The following table summarizes the FY2025 actual and FY2026 estimated total base salaries for each institution:

FY2025-26 Compensation Summary	BSU FY25 Actual	BSU FY26 Est.
Total Employees (FTE)	178.00	182.00
Total Base Salary	$19,359,764	$20,555,100
Athletic Camps/Clinics	$280,966	$183,674
Contract Bonuses (Academic)	$283,568	$326,485
Contract Bonuses (Winning)	$613,081	$577,631

FY2025-26 Compensation Summary	ISU FY25 Actual	ISU FY26 Est.
Total Employees (FTE)	57.14	59.41
Total Base Salary	$3,643,990	$3,970,224
Athletic Camps/Clinics	$106,536	$0
Contract Bonuses (Academic)	$32,500	$0
Contract Bonuses (Winning)	$4,500	$0

ISU FY2026 estimates not reported with bonus breakdowns.

FY2025-26 Compensation Summary	UI FY25 Actual	UI FY26 Est.
Total Employees (FTE)	63.05	62.55
Total Base Salary	$4,249,906	$4,675,553
Athletic Camps/Clinics	$94,650	$17,550
Contract Bonuses (Academic)	$26,500	$17,000
Contract Bonuses (Winning)	$0	$0

FY2025-26 Compensation Summary	LC State FY25 Actual	LC State FY26 Est.
Total Employees (FTE)	30.11	27.19
Total Base Salary	$1,396,957	$1,396,839
Athletic Camps/Clinics	$10,670	$19,960
Contract Bonuses (Academic)	$0	$0
Contract Bonuses (Winning)	$4,500	$3,000

BOARD ACTION

This item is for informational purposes only.

ATTACHMENT 1

Intercollegiate Athletics Compensation Report
Boise State University
FY25 Budgeted Base Salary and Other Compensation

PCN		Depart/Name/Title		Athletic FTE	Compensation				Contract Bonus			Perks			Multi-Yr Contract	Funding		
					Base Salary	Camps/ Clinics	Other	Equip Co	Academic Perform.	Winning Perform.	Post Season Other	Club Memb	Car	Other		State Approp.	Program Revenue	All Other
		Athletic Administration																
1010		Macee Harris	Assistant Athletic Director	1.00	50,003	-	-	-	-	-	-	No	No	No	No		50,003	-
1349		Chris Kutz	Associate Athletic Director, Strategic Communication	1.00	105,019	-	-	2,000	-	-	-	No	No	No	No		105,019	2,000
1523		Kathryn Chase	NCAA Compliance (Financial Aid)	1.00	61,508	-	-	-	-	-	-	No	No	No	No	61,508	-	-
1584		Jamie Pepper	Assistant Director, Sports Nutrition	1.00	63,981	-	-	500	-	-	-	No	No	No	No		63,981	500
1629		David Dietrich	Assistant Director, Athletic Media Relations	1.00	47,528	-	300	500	-	-	-	No	No	No	No		47,828	500
1631		Jeremy Fairbanks	Director, Sports Turf Operations	1.00	82,014	-	60	750	-	-	-	No	No	No	No		82,074	750
1647		Denilson Suarez	Assistant Director - Event Operations	1.00	47,382	-	500	500	-	-	-	No	No	No	No		47,882	500
1662		Levi Stuart	Director of Operations, BOAS	1.00	47,320	-	-	500	-	-	-	No	No	No	No		47,320	500
1686		Kacey Huntington	Budget Analyst	1.00	61,984	-	-	500	-	-	-	No	No	No	No	61,984	-	500
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
1701		Jeramiah Dickey	Executive Director, Athletics	1.00	465,000	-	204,000	4,000	35,000	42,500	57,500	Yes	Yes	No	Yes		804,000	4,000
1711		Marc Paul	Assoc AD Sports Performance Health & Wellness	1.00	110,490	-	-	2,000	-	-	-	No	No	No	No		110,490	2,000
1715		Tyler Smith	Director SPHW	1.00	80,375	-	-	750	-	-	-	No	No	No	No	80,375	-	750
1717		Christina Van Tol	Sr Associate AD, SWA	1.00	152,630	-	-	2,500	-	-	-	No	Yes	No	No	152,630	-	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	53,581	1,910	-	500	-	-	-	No	No	No	No	-	53,581	2,410
1726		Garrett Holle	Assistant AD, SPHW- Football	1.00	120,016	-	-	1,000	-	-	-	No	No	No	No		120,016	1,000
1727		Doug Link	Associate Director, Athletic Media Relations	1.00	57,907	-	300	500	-	-	-	No	No	No	No		58,207	500
1736		Cameron Howard	Director of Community & Fan Engagement	1.00	63,794	-	400	750	-	-	-	No	No	No	No		64,194	750
1739		Garrett Ton	Assistant AD, Facility Operations	1.00	81,931	-	-	1,000	-	-	-	No	No	No	No		81,931	1,000
1740		Craig Lawson	Assistant AD, Athletic Media Relations	1.00	72,134	-	-	-	-	-	-	No	No	No	No	-	72,134	-
1741		Christopher Nichol	Assistant AD, Academic Services	1.00	66,706	-	-	1,000	-	-	-	No	No	No	No	66,706	-	1,000
1743		Naomi Lam	Assistant Business Manager	1.00	54,704	2,500	-	500	-	-	-	No	No	No	No		54,704	3,000
1749		Matthew Schofield	Assistant Athletic Trainer	1.00	52,146	2,170	-	500	-	-	-	No	No	No	No		52,146	2,670
1751		Jordan Feeney	Assistant AD, Operations & Capital Projects	1.00	74,922	-	4,000	1,000	-	-	-	No	No	No	No		78,922	1,000
1753		Raul Ibarra	Assistant Director, Athletic Equipment Operations	1.00	54,652	-	900	500	-	-	-	No	No	No	No		55,552	500
1758		Lucas Johnson	Assistant Director, Sports Perf. Coach	1.00	55,016	-	-	750	-	-	-	No	No	No	No		55,016	750
1760		Taylor Harding	Assistant Athletic Trainer	1.00	53,581	860	60	500	-	-	-	No	No	No	No		53,641	1,360
1761		Justin Huynh	Associate Director, Sports Performance Coach	1.00	50,003	-	-	500	-	-	-	No	No	No	No		50,003	500
1763		Jordan Beasley	Associate Sports Info Director	1.00	65,000	-	-	500	-	-	-	No	No	No	No		65,000	500
1764		Justin LaChapelle	Assistant Director, IT Systems	1.00	65,458	-	-	750	-	-	-	No	No	No	No		65,458	750
1767		Matthew Sterling	Assistant AD, Athletic Equipment Operations	1.00	71,406	-	-	1,000	-	-	-	No	No	No	No		71,406	1,000
1768		Christpher Mitchell	Director, Creative Services	1.00	82,014	-	-	750	-	-	-	No	No	No	No		82,014	750
1769		James Gerfen	Assistant Director, Ticket Operations & Data Analytic	1.00	54,038	-	700	-	-	-	-	No	No	No	No		54,738	-
1770		Justin Roberts	Assistant Director of Development, Varsity B	1.00	47,320	-	-	500	-	-	-	No	No	No	No		47,320	500
1773		Brandon Voigt	Director, Athletic Training - Football	1.00	82,014	-	-	750	-	-	-	No	No	No	No		82,014	750
1776		Jordan Britton	Director, Business Operations	1.00	67,080	-	500	750	-	-	-	No	No	No	No	67,080	500	750
1797		Hope Bowman	Assistant Director, Guest Services	1.00	47,320	-	500	500	-	-	-	No	No	No	No		47,820	500
1834		Katie Macare	Assistant Director, Graphic Design	1.00	48,402	-	-	500	-	-	-	No	No	No	No		48,402	500
1941		Rachel Phinney	Associate Director, Sports Performance Coach	1.00	47,008	-	-	500	-	-	-	No	No	No	No		47,008	500
2403		Stephanie Donaldson	Director, Athletic Performance Psychology	1.00	115,565	-	-	1,000	-	-	-	No	No	No	No		115,565	1,000
3005		Sophia Kallas	Assistant Director, Events & Donor Relations	1.00	47,320	-	-	500	-	-	-	No	No	No	No		47,320	500
3064		Kiersten Hart	Assistant Director, Creative Services (Post-Productio	1.00	48,610	-	-	500	-	-	-	No	No	No	No		48,610	500
3110		Alissa Lauer	Academic Advisor	1.00	51,251	-	-	500	-	-	-	No	No	No	No		51,251	500
3125		Joshua Bender	Assistant AD, Marketing & Community Engagement	1.00	69,329	-	1,300	1,000	-	-	-	No	No	No	No		70,629	1,000
3132		Jennifer Bellomy	Assistant AD, Compliance	1.00	79,851	-	60	1,500	-	-	-	No	No	No	No		79,911	1,500
3145		Gabe Rosenvall	Associate AD, Student-Athlete Academic Services	1.00	104,042	-	-	2,000	-	-	-	No	No	No	No	104,042	-	2,000
3167		Sara Swanson Whiles	Associate AD, Student-Athlete Development	1.00	82,326	-	-	2,000	-	-	-	No	No	No	No		82,326	2,000
3188		Jacob Howell	Director, Donor Relations & Events	1.00	59,717	-	-	750	-	-	-	No	No	No	No		59,717	750
3502		Andy Atkinson	Director, Ath Info & Digital Tech	1.00	87,901	-	-	1,000	-	-	-	No	No	No	No		87,901	1,000
3529		Jodie Faulk	Director of Compliance	1.00	55,307	-	60	750	-	-	-	No	No	No	No		55,367	750
3530		Tyler Whitmer	Assistant AD, SPHW - Olympic Sports Perform	1.00	92,893	-	-	1,500	-	-	-	No	No	No	No		92,893	1,500
3545		Chris Apenbrink	Assistant Director, Ticket Operations	1.00	51,958	-	300	500	-	-	-	No	No	No	No		52,258	500
3549		Nathan Burk	Sr. Associate AD, Compliance	1.00	134,118	-	5,000	2,500	-	-	-	No	No	No	No		139,118	2,500
3563		Eric Kile	Director, Student Athlete Learning Center	1.00	61,859	-	-	750	-	-	-	No	No	No	No	61,859	-	750
3805		Keita Shimada	Assistant AD, SPHW - Olympic Sports Medicine	1.00	92,893	-	-	1,500	-	-	-	No	No	No	No		92,893	1,500
3806		Abigail Bass	Associate Athletic Trainer	1.00	54,642	560	600	500	-	-	-	No	No	No	No		55,242	1,060
3950		Rene Barraza	Asst Manager, Athletic Events and Facilities	1.00	57,158	-	2,000	500	-	-	-	No	No	No	No		59,158	500
3970		Syringa Larson	Director of Stdnt-Ath Med Supprt Services	1.00	57,429	-	-	750	-	-	-	No	No	No	No		57,429	750
4030		Andrew Bondi	Director of Ticket Operations	1.00	59,720	-	1,500	750	-	-	-	No	No	No	No		61,220	750
4149		McKenna Drevno	Assistant Athletic Trainer - FB	1.00	64,002	1,440	-	500	-	-	-	No	No	No	No		64,002	1,940
4165		Dane Clark	Assistant Business Manager	1.00	51,314	1,500	-	500	-	-	-	No	No	No	No	51,314	-	2,000
4174		Cody Gougler	Sr. Associate AD, External Affairs	1.00	150,010	-	-	2,500	-	-	-	No	Yes	No	No		150,010	2,500
4185		Jake Mankin	Associate AD, Ticket Sales & Operations	1.00	108,035	-	750	2,000	-	-	-	No	No	No	No		108,785	2,000
4198		Jacob Isaacson	Assistant Director, Graphic Design	1.00	51,605	-	-	500	-	-	-	No	No	No	No		51,605	500
4201		Sarah Hastings	Academic Advisor	1.00	51,251	-	-	500	-	-	-	No	No	No	No		51,251	500
4202		Samantha Wade	Director, Sports Nutrition	1.00	78,603	-	-	1,000	-	-	-	No	No	No	No		78,603	1,000
4218		David Slemmer	Assistant Director, Events - SSC	1.00	47,320	-	500	500	-	-	-	No	No	No	No		47,820	500
4221		Chris Hall	Director, Guest Services	1.00	57,158	-	4,000	750	-	-	-	No	No	No	No		61,158	750
4242		Justin Rogers	Assistant AD, Ticket Sales & Service	1.00	87,443	-	-	1,000	-	-	-	No	No	No	No		87,443	1,000
4246		Cade White	Assistant Director, Development	1.00	55,016	-	-	500	-	-	-	No	No	No	No		55,016	500
4260		Daniel Calhoun	Assistant Director, Ticket Sales & Service	1.00	48,734	-	13,738	500	-	-	-	No	No	No	No		62,473	500
4268		Matty Richardson	Associate Athletic Trainer	1.00	65,000	750	-	500	-	-	-	No	No	No	No		65,000	1,250
4272		Laine Hinson	Assistant Director, Athletic Personnel Services	1.00	56,430	-	-	500	-	-	-	No	No	No	No		56,430	500
4279		Kelli Nooney	Director, Student-Athlete Development	1.00	58,906	-	-	750	-	-	-	No	No	No	No		58,906	750
4280		Alex Semadeni	Assistant Director, Athletic Media Relations	1.00	53,456	-	-	500	-	-	-	No	No	No	No		53,456	500

Intercollegiate Athletics Compensation Report
Boise State University
FY25 Budgeted Base Salary and 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
4281		Amanda DiEnno	Associate Athletic Trainer	1.00	54,642	3,040	600	500	-	-	-	No	No	No	No		55,242	3,540
4285		Allison Hevner	Director of Events, SSC	1.00	61,547	-	4,000	750	-	-	-	No	No	No	No		65,547	750
4297		Kasey Richardson	Multimedia Technical Support Specialist	1.00	56,597	-	-	500	-	-	-	No	No	No	No		56,597	500
4302		Melvin Perry	Assistant Director, Creative Services	1.00	49,837	-	-	500	-	-	-	No	No	No	No		49,837	500
4306		Eric Leitzinger	Asst Director, Ath Counseling & Performance Psycho	1.00	74,485	-	-	500	-	-	-	No	No	No	No		74,485	500
4318		Carlie Cappelen	Assistant Director, Events - SSC	1.00	47,320	-	500	500	-	-	-	No	No	No	No		47,820	500
4457		Alexander Powell	Director, Graphic Design	1.00	56,014	-	-	750	-	-	-	No	No	No	No		56,014	750
4321		Suzanne Lavender	Assistant AD, Strategic Communications	1.00	69,326	-	-	1,000	-	-	-	No	No	No	No		69,326	1,000
4331		Alyssa Perk	Associate Director Marketing	1.00	48,422	-	-	500	-	-	-	No	No	No	No		48,422	500
4336		Allison Iverson	Assistant Director, Business Dev & Revenue Innovat	1.00	49,483	-	-	500	-	-	-	No	No	No	No		49,483	500
4369		Tyler Haak	Director, Creative Services	1.00	58,906	-	-	750	-	-	-	No	No	No	No		58,906	750
4386		Jonathan Palmer	Assistant Director, Creative Services	1.00	48,610	-	-	500	-	-	-	No	No	No	No		48,610	500
4396		Michael Fanning	Associate Athletic Trainer - FB	1.00	53,019	-	-	500	-	-	-	No	No	No	No		53,019	500
4411		Andrew Lillig	Assistant Director Marketing & Promotions	1.00	47,320	-	-	500	-	-	-	No	No	No	No		47,320	500
4418		Tellier Lundquist	Assistant Director, Ticket Sales & Service	1.00	47,320	-	13,317	500	-	-	-	No	No	No	No		60,637	500
4121		Jeremy Malnes	Director, Ticket Sales & Service	1.00	53,456	-	12,928	750	-	-	-	No	No	No	No		66,384	750
4427		Allie Lepori	Special Assistant to the Athletic Director	1.00	56,596	-	-	500	-	-	-	No	No	No	No	56,596	-	500
4440		Morgan Weber	Assistant Director, Compliance	1.00	47,382	-	60	500	-	-	-	No	No	No	No		47,442	500
4449		Vacant	Photographer	1.00	46,051	-	-	500	-	-	-	No	No	No	No		46,051	500
4460		Colby Harms	Director, Strategic Communications & Brand Advanc	1.00	56,514	-	-	750	-	-	-	No	No	No	No		56,514	750
4471		Thomas Marquez	Assistant Director, Membership Development	1.00	47,320	-	-	500	-	-	-	No	No	No	No		47,320	500
4474		Jack Kreuger	Assistant Directorm Sports Performance	1.00	45,011	-	-	500	-	-	-	No	No	No	No		45,011	500
4477		Alex Becerril	Assistant Director, Creative Services (Post-Productio	1.00	48,610	-	-	500	-	-	-	No	No	No	No		48,610	500
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
4925		Katherine Dores	Assistant AD, Athletic Personnel Services	1.00	77,397	-	560	750	-	-	-	No	No	No	No		77,957	750
4935		Danica Tarabanovic	Assistant Athletic Trainer	1.00	52,146	1,490	-	500	-	-	-	No	No	No	No		52,146	1,990
		Men's Sports																
		Football																
1255		Derrick McMahen	Special Teams Quality Control	1.00	30,014	3,000	-	500	-	-	1,500	No	No	No	No		31,514	3,500
1704		Spencer Danielson	Head Coach	1.00	2,000,003	-	-	3,500	-	198,001	198,001	No	Yes	No	Yes		2,396,006	3,500
1705		Stacy Collins	Special Teams Coordinator	1.00	360,006	1,000	-	2,500	-	35,000	63,000	No	Yes	No	Yes		458,007	3,500
1706		Dirk Koetter	Offensive Coordinator	1.00	460,013	-	-	2,500	-	46,001	82,802	No	No	No	Yes		588,816	2,500
1707		Jabril Frazer	Assistant Coach	1.00	200,013	1,000	-	2,000	7,200	14,000	25,201	No	Yes	No	Yes		246,414	3,000
1708		Erik Chinander	Defensive Coordinator	1.00	550,014	1,000	-	2,500	7,400	44,000	79,201	No	Yes	No	Yes		680,615	3,500
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
1730		Kyle Young	Director of Recruiting Football	1.00	85,010	1,000	-	1,500	3,600	6,001	4,801	No	No	No	No		99,412	2,500
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
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
1772		Jaylan Reid	Assistant Coach, Strength & Conditioning/Football	1.00	90,002	-	-	750	-	-	7,200	No	No	No	No		97,202	750
1787		Louis Major	Director Football External Relations	1.00	100,006	12,000	-	1,000	5,400	9,000	16,200	No	Yes	No	No		130,607	13,000
1916		Charlotte Siegel	Assistant AD / Chief of Staff, Football	1.00	130,000	2,000	-	1,750	7,201	12,002	21,603	No	Yes	No	No		170,805	3,750
3103		James Montgomery	Assistant Coach	1.00	285,002	1,000	-	2,000	9,400	23,502	42,303	No	Yes	No	Yes		360,207	3,000
3109		Demario Warren	Assistant Coach	1.00	260,000	1,000	-	2,000	4,200	24,001	43,202	No	Yes	No	Yes		331,403	3,000
3134		Matthew Miller	Assistant Coach	1.00	290,014	1,000	-	2,000	9,400	21,501	38,702	No	Yes	No	Yes		359,617	3,000
3153		Ben Hilgart	Director, Sports Perf Coach FB	1.00	220,002	-	-	2,000	10,600	18,502	33,303	No	No	No	Yes		282,406	2,000
3160		Tyler Stockton	Assistant Coach	1.00	290,014	1,000	-	2,000	-	26,000	46,800	No	Yes	No	Yes		362,814	3,000
3162		Timothy Keane	Assistant Coach	1.00	350,002	1,000	-	2,000	6,198	26,000	46,800	No	Yes	No	Yes		429,000	3,000
3186		Nate Potter	Assistant Coach	1.00	290,014	1,000	-	2,000	6,198	26,000	46,800	No	Yes	No	Yes		369,013	3,000
4147		Brandon Jones	General Manager	1.00	110,011	-	-	1,750		11,001	19,802	No	No	No	No		140,814	1,750
4159		Marques White	Asst Dir Sports Performance Coach FB	1.00	70,013	-	-	500	-	-	5,601	No	No	No	No		75,614	500
4211		Keaton Davis	Football Operations Coordinator	1.00	47,320	2,000	-	500	-	-	3,786	No	No	No	No		51,106	2,500
4267		Dirk Koetter	Senior Football Analyst	1.00	24,960	-	-	500	-	-	-	No	No	No	No		24,960	500
4269		Steve Cooper	Offensive Analyst	1.00	50,003	2,000	-	500	-	-	1,500	No	No	No	No		51,503	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	45,011	2,000	-	500	-	-	1,500	No	No	No	No		46,511	2,500
4275		Brian Mullin	Defensive Coaching Assistant	1.00	24,960	3,000	-	500	-	-	1,500	No	No	No	No		26,460	3,500
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
4284		Meredith (Butch) Henry	Athletic Operations Coordinator	1.00	42,910	-	-	-	-	-	-	No	No	No	No		42,910	-
4467		Bailey Hawkins	Assistant to Head Football Coach	1.00	47,320	-	-	500	-	-	1,500	No	No	No	No		48,820	500
5381		Andrew Avalos	Head Football Coach	1.00	793,280	-	-	-	-	-	-	No	No	No	Yes		793,280	-
		Basketball																
1710		Leon Rice	Head Coach	1.00	1,050,018	-	-	4,000	38,001	-	20,000	Yes	Yes	No	Yes		1,108,019	4,000
1712		Michael Burns	Associate Head Coach	1.00	224,557	-	-	2,000	7,782	-	4,491	No	Yes	No	No		236,830	2,000
1714		Timothy Duryea	Assistant Coach	1.00	198,016	-	-	2,000	7,200	-	3,960	No	Yes	No	No		209,176	2,000
1745		David Moats	Director of Recruiting, MBB	1.00	100,027	6,699	-	2,000	3,360	-	2,001	No	No	No	No		105,388	8,699
3133		Roberto Bergerson	Assistant Coach	1.00	156,021	-	-	2,000	5,600	-	3,120	No	Yes	No	Yes		164,741	2,000
4254		Lexus Williams	Coaching Assistant	1.00	65,021	3,780	-	2,000	2,201	-	1,300	No	No	No	No		68,521	5,780
4305		Matthew Charles	Director of Operations	1.00	60,008	6,699	-	1,000	2,000	-	1,200	No	No	No	No		63,208	7,699
		Golf																
3566		David Trainor	Head Coach	1.00	90,002	-	-	4,000	-	-	-	Yes	Yes	No	Yes		90,002	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	95,014	-	60	4,000	4,500	6,300	-	No	Yes	No	Yes		105,875	4,000
3178		Daniel Hangstefer	Associate Head Coach	1.00	50,003	-	60	2,000	2,251	3,151	-	No	No	No	No		55,465	2,000

Intercollegiate Athletics Compensation Report
Boise State University
FY25 Budgeted Base Salary and Other Compensation

PCN	Depart/Name/Title		Athletic FTE	Compensation: Base Salary	Compensation: Camps/ Clinics	Compensation: Other	Compensation: Equip Co	Contract Bonus: Academic Perform.	Contract Bonus: Winning Perform.	Contract Bonus: Post Season Other	Perks: Club Memb	Perks: Car	Perks: Other	Multi-Yr Contract	Funding: State Approp.	Funding: Program Revenue	Funding: All Other
	Men/Women's Track & Field																
1400	Mark Badowsky	Asst Head CC & Asst Track and Field Coach	1.00	72,176	-	-	2,500	-	-	2,887	No	No	No	No		75,063	2,500
1719	Kelsey Betthauser	Asst Coach	1.00	60,008	-	-	500	-	-	2,400	No	No	No	No	60,008	2,400	500
1721	Emma Wren	Assoc Head CC & Asst Track and Field Coach	1.00	65,437	-	-	2,500	-	-	2,889	No	No	No	No	65,437	2,889	2,500
2223	Pat McCurry	Head Coach	1.00	105,019	-	-	4,000	-	-	4,201	No	No	No	Yes		109,220	4,000
4041	Andrew Green	Assistant Coach	1.00	60,008	-	-	2,000	1,026	-	2,400	No	No	No	No		63,434	2,000
	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
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
2226	Gordon Presnell	Head Coach	1.00	308,110	-	-	4,000	18,000	-	3,000	No	Yes	No	Yes	-	329,110	4,000
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
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
4479	Jackie Robinson	Assistant Coach	1.00	42,016	-	-	2,000		-	-	No	No	No	No	42,016	-	2,000
	Soccer																
1722	James Thomas	Head Coach	1.00	130,000	61,178	-	4,000	5,500	5,750	-	No	No	No	Yes	130,000	11,250	65,178
1723	Elizabeth Ruiz	Assistant Coach	1.00	50,003	28,521	-	2,000	1,897	2,198	-	No	No	No	No	50,003	4,094	30,521
1748	Max Weber	Associate Head Coach	1.00	67,517	35,000	-	2,500	2,640	2,640	-	No	No	No	No		72,796	37,500
4480	Grace Hancock	Assistant Coach	1.00	34,008	-	-	2,000	-	1,700	-	No	No	No	No	34,008	1,700	2,000
	Volleyball																
1716	Shawn Garus	Head Coach	1.00	145,122	8,489	-	4,000	8,453	-	-	No	Yes	No	Yes	145,122	8,453	12,489
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
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
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
	Beach Volleyball																
1817	Allison Buck Voigt	Head Coach	1.00	68,266	530	-	2,000	3,250	-	-	No	Yes	No	Yes		71,516	2,530
4040	Alex Venardos	Assistant Coach	1.00	50,003	950	-	2,000	2,325	-	-	No	No	No	No		52,329	2,950
	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
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
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
1573	Hope Masiado	Director of Operations	1.00	47,320	3,600	-	1,000	-	-	-	No	No	No	No		47,320	4,600
	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
3179	Errol Smith	Assistant Coach	1.00	54,080	-	-	2,000	2,704	-	-	No	No	No	No		56,784	2,000
	Golf																
3127	Kailin Downs	Head Coach	1.00	78,770	-	60	4,000	3,750	-	-	No	Yes	No	Yes	78,770	3,810	4,000
4334	Haleigh Krause	Assistant Coach	1.00	40,019	-	-	2,000	2,001	-	-	No	No	No	No	40,019	2,001	2,000
	Softball																
1696	Terra McGowan	Assistant Coach	1.00	40,019	-	-	2,000	-	-	-	No	No	No	No	40,019	-	2,000
1737	Justin Shults	Head Coach	1.00	120,016	-	-	4,000	-	-	-	No	Yes	No	Yes	-	120,016	4,000
1738	Francis Strub	Assistant Coach	1.00	54,517	-	-	2,000	-	-	-	No	No	No	No	54,517	-	2,000
1747	Allison Walljasper	Assistant Coach	1.00	65,000	-	-	2,000	-	-	-	No	No	No	No	65,000	-	2,000
	Grand Totals		**178.00**	**19,359,764**	**280,966**	**275,773**	**231,500**	**283,568**	**613,081**	**971,691**					**2,450,579**	**19,053,298**	**512,466**

Intercollegiate Athletics Compensation Report
Boise State University
FY26 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																	
1010	Macee Harris	Assistant Athletic Trainer	1.00	52,707	2,264	-	-	-	-	-	No	No	No	No		52,707	2,264	5%
1349	Chris Kutz	Sr. Associate AD, External Affairs	1.00	132,018	-	-	2,000	-	-	-	No	No	No	No		132,018	2,000	26%
1523	Kathryn Chase	NCAA Compliance (Financial Aid)	1.00	67,059	-	-	-	-	-	-	No	No	No	No	67,059	-	-	9%
1584	Jamie Pepper	Assistant Director, Sports Nutrition	1.00	66,685	-	-	-	-	-	-	No	No	No	No		66,685	-	4%
1629	David Dietrich	Assistant Director, Sports Communications	1.00	59,259	-	300	-	-	-	-	No	No	No	No		59,559	-	25%
1631	Jeremy Fairbanks	Director, Sports Turf Operations	1.00	84,198	-	-	500	-	-	-	No	No	No	No		84,198	500	3%
1647	Denilson Suarez	Assistant Director - Event Operations	1.00	50,086	-	700	-	-	-	-	No	No	No	No		50,786	-	6%
1662	Levi Stuart	Director of Operations, BOAS	1.00	49,712	-	-	-	-	-	-	No	No	No	No		49,712	-	5%
1686	Kacey Huntington	Budget Analyst	1.00	64,168	-	-	-	-	-	-	No	No	No	No	64,168	-	-	4%
1700	Heather Berry	Sr. Associate AD, Athletic Personnel Services & Chie	1.00	137,342	-	600	2,500	-	-	-	No	No	No	No		137,942	2,500	2%
1701	Jeramiah Dickey	Executive Director, Athletics	1.00	468,229	-	204,000	4,000	20,000	40,000	7,500	Yes	Yes	No	Yes		739,729	4,000	1%
1711	Marc Paul	Associate AD/Sports Performance	1.00	113,194	-	-	2,000	-	-	-	No	No	No	No		113,194	2,000	2%
1715	Tyler Smith	Director, Athletic Training - Olympic Sports	1.00	87,090	-	-	500	-	-	-	No	No	No	No	87,090	-	500	8%
1717	Christina Van Tol	Sr. Assoc AD/SA Services/SWA	1.00	155,854	-	-	2,500	-	-	-	No	Yes	No	No	155,854	-	2,500	2%
1724	Erik Lindgren	Head Coach, Spirit Squad	1.00	46,509	-	-	1,000	-	-	-	No	No	No	No		46,509	1,000	-1%
1725	Krysta Fryer	Assistant Athletic Trainer	1.00	55,765	310	-	-	-	-	-	No	No	No	No	-	55,765	310	4%
1726	Jeremy Busch	Assistant AD, SPHW- Football	1.00	122,200	-	-	1,000	-	-	-	No	No	No	No		122,200	1,000	2%
1727	Camryn Edens	Assistant Director, Athletic Media Relations	1.00	51,002	-	-	-	-	-	-	No	No	No	No		51,002	-	-12%
1736	Cameron Howard	Director of Community & Fan Engagement	1.00	66,498	-	400	500	-	-	-	No	No	No	No		66,898	500	4%
1740	Craig Lawson	Assistant AD, Athletic Media Relations	1.00	74,838	-	-	100	-	-	-	No	No	No	No	-	74,838	100	4%
1741	Christopher Nichol	Assistant AD, Academic Services	1.00	69,410	-	-	1,000	-	-	-	No	No	No	No	69,410	-	1,000	4%
1743	Naomi Lam	Assistant Director, Business Operations	1.00	57,928	4,000	-	-	-	-	-	No	No	No	No		57,928	4,000	6%
1749	Matthew Schofield	Assistant Athletic Trainer	1.00	54,330	1,404	-	-	-	-	-	No	No	No	No		54,330	1,404	4%
1751	Jordan Feeney	Assistant AD, Operations & Capital Projects	1.00	82,930	-	11,200	1,000	-	-	-	No	No	No	No		94,130	1,000	11%
1753	Raul Ibarra	Assistant Director, Athletic Equipment Operations	1.00	56,827	-	900	-	-	-	-	No	No	No	No		57,727	-	4%
1758	Lucas Johnson	Director, Sports Performance Coach - Olympic Sport	1.00	57,720	-	-	500	-	-	-	No	No	No	No		57,720	500	5%
1760	Shayna Sarisky	Assistant Athletic Trainer	1.00	50,003	504	-	-	-	-	-	No	No	No	No		50,003	504	-7%
1761	Justin Huynh	Assistant Director, Sports Performance Coach	1.00	52,187	-	-	-	-	-	-	No	No	No	No		52,187	-	4%
1763	Jordan Beasley	Director, Sports Communications	1.00	67,184	-	-	-	-	-	-	No	No	No	No		67,184	-	3%
1764	Justin LaChapelle	Assistant Director, IT Systems	1.00	68,162	-	-	500	-	-	-	No	No	No	No		68,162	500	4%
1767	Matthew Sterling	Assistant AD, Merchandising & Branding Operations	1.00	74,630	-	-	1,000	-	-	-	No	No	No	No		74,630	1,000	5%
1768	Christpher Mitchell	Assistant AD, Bronco Productions	1.00	84,198	-	-	500	-	-	-	No	No	No	No		84,198	500	3%
1769	James Gerfen	Assistant Director, Ticket Operations & Data Analytics	1.00	56,222	-	1,700	-	-	-	-	No	No	No	No		57,922	-	4%
1770	Justin Roberts	Assistant Director, Varsity B	1.00	49,733	-	-	-	-	-	-	No	No	No	No		49,733	-	5%
1773	Brandon Voigt	Director, Athletic Training	1.00	84,718	-	-	500	-	-	-	No	No	No	No		84,718	500	3%
1776	Jordan Britton	Director, Business Operations	1.00	70,304	-	1,750	500	-	-	-	No	No	No	No	70,304	1,750	500	5%
1787	Louis Major	Assistant AD, Football External Affairs & BroncoPRO	1.00	102,710	-	-	1,000	-	-	-	No	Yes	No	No		102,710	1,000	3%
1797	Hope Bowman	Assistant Director, Guest Services	1.00	50,024	-	1,700	-	-	-	-	No	No	No	No		51,724	-	6%
1834	Katie Macare	Assistant Director, Graphic Design	1.00	50,586	-	-	-	-	-	-	No	No	No	No		50,586	-	5%
1941	Rachel Phinney	Associate Director, Sports Performance Coach	1.00	50,003	-	-	-	-	-	-	No	No	No	No		50,003	-	6%
2403	Stephanie Donaldson	Assistant AD, Athletic Counseling & Mental Performa	1.00	118,269	-	-	1,000	-	-	-	No	No	No	No		118,269	1,000	2%
3005	Brooklyn Stufft	Assistant Director, Events	1.00	49,733	-	500	-	-	-	-	No	No	No	No		50,233	-	5%
3064	Andrew Baffa	Assistant Director, Bronco Productions	1.00	58,011	-	-	-	-	-	-	No	No	No	No		58,011	-	19%
3110	Alissa Lauer	Academic Advisor	1.00	53,955	-	-	-	-	-	-	No	No	No	No		53,955	-	5%
3125	Michael Murtagh	Assistant AD, Marketing & Fan Experience	1.00	80,018	-	1,500	1,000	-	-	-	No	No	No	No		81,518	1,000	15%
3132	Jennifer Bellomy	Assistant AD, Compliance	1.00	82,035	-	-	2,000	-	-	-	No	No	No	No		82,035	2,000	3%
3145	Gabe Rosenvall	Associate AD, Student-Athlete Academic Services	1.00	106,746	-	-	2,000	-	-	-	No	No	No	No	106,746	-	2,000	3%
3167	Sara Swanson Whiles	Associate AD, Student-Athlete Development	1.00	91,134	-	-	2,000	-	-	-	No	No	No	No		91,134	2,000	11%
3188	Tellier Lundquist	Director, Premium Seating	1.00	60,715	-	-	500	-	-	-	No	No	No	No		60,715	500	2%
3502	Andy Atkinson	Director, Ath Info & Digital Tech	1.00	90,605	-	-	1,000	-	-	-	No	No	No	No		90,605	1,000	3%
3529	Jodie Faulk	Director of Compliance	1.00	63,011	-	-	500	-	-	-	No	No	No	No		63,011	500	14%
3530	Vacant	Assistant AD, SPHW - Olympic Sports Perform	1.00	100,000	-	-	2,000	-	-	-	No	No	No	No		100,000	2,000	8%
3545	Chris Apenbrink	Assistant Director, Ticket and BAA Business Operatic	1.00	54,142	-	300	-	-	-	-	No	No	No	No		54,442	-	4%
3549	Nathan Burk	Sr. Associate AD, Operations & Governance	1.00	137,342	-	15,000	2,500	-	-	-	No	No	No	No		152,342	2,500	2%
3563	Eric Kile	Director, Student Athlete Learning Center	1.00	64,563	-	-	500	-	-	-	No	No	No	No	64,563	-	500	4%
3805	Keita Shimada	Assistant AD, SPHW - Olympic Sports Medicine	1.00	95,597	-	-	2,000	-	-	-	No	No	No	No		95,597	2,000	3%
3806	Kristen Smith	Associate Athletic Trainer	1.00	65,000	-	-	-	-	-	-	No	No	No	No		65,000	-	19%
3950	Rene Barraza	Director, Event Operations	1.00	59,862	-	4,700	-	-	-	-	No	No	No	No		64,562	-	5%
3970	Syringa Larson	Director of Stdnt-Ath Med Supprt Services	1.00	60,133	-	-	500	-	-	-	No	No	No	No		60,133	500	5%
4030	Andrew Bondi	Director of Ticket Operations	1.00	61,901	-	1,500	500	-	-	-	No	No	No	No		63,401	500	4%
4121	Jeremy Malnes	Director, Membership Development	1.00	55,640	-	-	500	-	-	-	No	No	No	No		55,640	500	4%
4149	McKenna Drevno	Associate Athletic Trainer	1.00	66,706	1,256	-	-	-	-	-	No	No	No	No		66,706	1,256	4%
4174	Cody Gougler	Deputy AD, External Affairs & BroncoPRO Chief Adm	1.00	153,234	-	-	2,500	-	-	-	No	Yes	No	No		153,234	2,500	2%
4185	Jake Mankin	Associate AD, Strategic Marketing & Revenue Gener	1.00	110,739	-	750	2,000	-	-	-	No	No	No	No		111,489	2,000	3%
4198	Cal Comstock	Assistant Director, Graphic Design	1.00	49,750	-	-	-	-	-	-	No	No	No	No		49,750	-	-4%
4201	Laci Adcock	Academic Advisor	1.00	50,066	-	-	-	-	-	-	No	No	No	No		50,066	-	-2%
4202	Samantha Wade	Assistant AD, Performance Nutrition	1.00	81,307	-	-	1,000	-	-	-	No	No	No	No		81,307	1,000	3%
4218	David Slemmer	Assistant Director, Events	1.00	49,733	-	700	-	-	-	-	No	No	No	No		50,433	-	5%
4221	Chris Hall	Assistant AD, Event Services	1.00	69,659	-	11,200	1,000	-	-	-	No	No	No	No		80,859	1,000	22%
4242	Vacant	Sr. Assistant AD, Revenue Generation & Developme	1.00	94,640	-	-	1,000	-	-	-	No	No	No	No		94,640	1,000	8%
4246	Vacant	Assistant Director, Development	1.00	57,720	-	-	-	-	-	-	No	No	No	No		57,720	-	5%
4260	Austin Antoni	Assistant Director, Membership Development & Serv	1.00	49,733	-	-	-	-	-	-	No	No	No	No		49,733	-	2%
4268	Matty Richardson	Director, Athletic Training - Olympic Sports	1.00	75,000	-	-	500	-	-	-	No	No	No	No		75,000	500	15%
4272	Laine Hinson	Director, Athletic Personnel Services	1.00	63,669	-	500	500	-	-	-	No	No	No	No		64,169	500	13%
4279	Kelli Nooney	Assistant AD, Student-Athlete Development	1.00	68,141	-	-	500	-	-	-	No	No	No	No		68,141	500	16%
4280	Alex Semadeni	Director, Sports Communications	1.00	65,686	-	-	-	-	-	-	No	No	No	No		65,686	-	23%
4281	Amanda DiEnno	Associate Athletic Trainer	1.00	60,826	1,192	600	-	-	-	-	No	No	No	No		61,426	1,192	11%
4285	Allison Hevner	Assistant AD, Events	1.00	73,736	-	11,200	1,000	-	-	-	No	No	No	No		84,936	1,000	20%
4297	Kasey Richardson	Multimedia Technical Support Specialist	1.00	59,301	-	-	-	-	-	-	No	No	No	No		59,301	-	5%
4302	Sam Harrison	Assistant Director, Bronco Productions	1.00	50,066	-	-	-	-	-	-	No	No	No	No		50,066	-	0%
4306	Eric Leitzinger	Assistant Director, Ath Counseling & Performance Ps	1.00	77,189	-	-	-	-	-	-	No	No	No	No		77,189	-	4%
4318	Carlie Cappelen	Assistant Director, Events	1.00	52,333	-	1,000	-	-	-	-	No	No	No	No		53,333	-	11%

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PCN	Depart/Name/Title		Athletic FTE	Compensation: Base Salary	Compensation: Camps/ Clinics	Compensation: Other	Compensation: Equip Co	Contract Bonus: Academic Perform.	Contract Bonus: Winning Perform.	Contract Bonus: Post Season Other	Perks: Club Memb	Perks: Car	Perks: Other	Multi-Yr Contract	Funding: State Approp.	Funding: Program Revenue	Funding: All Other	Salary: Annualized Change
4457	Alexander Powell	Director, Graphic Design	1.00	58,198	-	-	500	-	-	-	No	No	No	No		58,198	500	4%
4321	Suzanne Lavender	Assistant AD, Strategic Communications & Brand Ad	1.00	72,030	-	-	1,000	-	-	-	No	No	No	No		72,030	1,000	4%
4331	Alyssa Perk	Associate Director Marketing	1.00	51,126	-	-	-	-	-	-	No	No	No	No		51,126	-	6%
4369	Tyler Haak	Sr. Director, Bronco Studios	1.00	65,624	-	-	500	-	-	-	No	No	No	No		65,624	500	11%
4386	Jonathan Palmer	Assistant Director, Creative Services	1.00	51,314	-	-	-	-	-	-	No	No	No	No		51,314	-	6%
4396	Michael Fanning	Assistant Athletic Trainer	1.00	55,203	-	-	-	-	-	-	No	No	No	No		55,203	-	4%
4411	Allie Brown	Assistant Director, Marketing & Fan Experience	1.00	49,733	-	-	-	-	-	-	No	No	No	No		49,733	-	5%
4418	Grace Lawyer	Assistant Director, Membership Development & Servi	1.00	49,733	-	-	-	-	-	-	No	No	No	No		49,733	-	5%
4427	Allie Lepori	Director of Athletics Administration & BroncoPRO	1.00	64,833	-	-	500	-	-	-	No	No	No	No	64,833	-	500	15%
4440	Morgan Weber	Assistant Director, Compliance	1.00	49,733	-	200	-	-	-	-	No	No	No	No		49,933	-	5%
4466	Katelyn Faulk	Assistant Athletic Trainer	1.00	52,187	2,310	-	-	-	-	-	No	No	No	No		52,187	2,310	New
4460	Colby Harms	Assistant AD, Creative Solutions	1.00	73,549	-	-	500	-	-	-	No	No	No	No		73,549	500	30%
4471	Thomas Marquez	Assistant Director, Membership Development	1.00	49,733	-	-	-	-	-	-	No	No	No	No		49,733	-	5%
4474	Katie Rodin	Assistant Director, Sports Performance Coach	1.00	50,003	-	-	-	-	-	-	No	No	No	No		50,003	-	11%
4517	Collin Stoecker	Assistant AD, BroncoPro	1.00	78,000	-	-	-	-	-	-	No	No	No	No		78,000	-	New
4536	Abigail Bass	Assistant Director, Student-Athlete Medical Support S	1.00	52,499	-	-	-	-	-	-	No	No	No	No		52,499	-	New
4537	Willie Wright	Assistant Director, Student-Athlete Development	1.00	50,003	-	-	-	-	-	-	No	No	No	No		50,003	-	New
4538	Jay Tust	Director, Live & Digital Shows	1.00	115,003	-	-	-	-	-	-	No	No	No	No		115,003	-	New
4477	Alex Becerril	Assistant Director, Bronco Productions	1.00	50,794	-	-	-	-	-	-	No	No	No	No		50,794	-	4%
4903	Matthew Mayer	Associate AD, Chief Financial Officer	1.00	100,006	1,500	1,750	2,000	-	-	-	No	No	No	No	100,006	1,750	3,500	18%
4925	Katherine Dores	Associate AD, Athletic Personnel Services	1.00	89,686	-	1,000	1,500	-	-	-	No	No	No	No		90,686	1,500	16%
4935	Danica Tarabanovic	Assistant Athletic Trainer	1.00	54,330	430	-	-	-	-	-	No	No	No	No		54,330	430	4%
	Men's Sports																	
	Football																	
1255	Derrick McMahen	Special Teams Quality Control	1.00	35,006	3,000	-	500	-	-	-	No	No	No	No		35,006	3,500	17%
1704	Spencer Danielson	Head Coach	1.00	2,100,010	-	-	3,500	45,999	200,000	-	No	Yes	No	Yes		2,346,009	3,500	5%
1705	Stacy Collins	Special Teams Coordinator	1.00	360,006	-	-	2,500	-	36,001	-	No	Yes	No	Yes		396,007	2,500	0%
1706	Nate Potter	Offensive Coordinator	1.00	490,027	-	-	2,500	-	46,001	-	No	Yes	No	Yes		536,028	2,500	7%
1707	Jabril Frazer	Assistant Coach	1.00	250,016	-	-	2,000	-	20,001	-	No	Yes	No	Yes		270,017	2,000	25%
1708	Erik Chinander	Defensive Coordinator	1.00	600,018	-	-	2,500	-	55,001	-	No	Yes	No	Yes		655,019	2,500	9%
1728	Collin McKelvey	Assistant Coach, FB Strength & Conditioning	1.00	35,006	1,000	-	500	-	-	-	No	No	No	No		35,006	1,500	0%
1730	Landan Yount	Director of Recruiting Football	1.00	80,018	2,000	-	1,500	-	-	-	No	No	No	No		80,018	3,500	-6%
1752	Dale Holste	Assoc Dir, Athletic Equipment Operations	1.00	73,882	5,000	-	1,000	-	-	-	No	No	No	No		73,882	6,000	4%
1757	Steven Schulte	Asst Director Athletic Equipment Operations	1.00	54,558	5,000	-	-	-	-	-	No	No	No	No		54,558	5,000	5%
1772	Joshua Price	Senior Assistant Director, Sports Performance Coach	1.00	80,018	-	-	750	-	-	-	No	No	No	No		80,018	750	-11%
1916	Charlotte Siegel	Assistant AD / Chief of Staff, Football	1.00	135,013	3,000	-	1,750	-	13,000	-	No	Yes	No	No		148,013	4,750	4%
3103	James Montgomery	Assistant Coach	1.00	300,019	-	-	2,000	-	28,500	-	No	Yes	No	Yes		328,519	2,000	5%
3109	Frank Maile	Assistant Coach	1.00	225,014	-	-	2,000	-	-	-	No	Yes	No	Yes		225,014	2,000	-13%
3134	Alvis Whitehead	Assistant Coach	1.00	300,019	-	-	2,000	-	-	-	No	Yes	No	Yes		300,019	2,000	3%
3153	Ben Hilgart	Director, Sports Perf Coach FB	1.00	220,002	-	-	2,000	-	22,000	-	No	No	No	Yes		242,002	2,000	0%
3160	Terrence Brown Jr.	Assistant Coach	1.00	325,000	-	-	2,000	-	-	-	No	Yes	No	Yes		325,000	2,000	12%
3162	Timothy Keane	Assistant Coach	1.00	350,002	-	-	2,000	-	35,000	-	No	Yes	No	Yes		385,002	2,000	0%
3186	Zachary Hill	Assistant Coach	1.00	310,003	-	-	2,000	4,350	29,001	-	No	Yes	No	Yes		343,354	2,000	7%
4147	Brandon Jones	General Manager	1.00	140,011	1,000	-	1,750	-	11,001	-	No	No	No	No		151,012	2,750	27%
4159	Marques White	Asst Dir Sports Performance Coach FB	1.00	70,013	-	-	500	-	-	-	No	No	No	No		70,013	500	0%
4211	Kenneth Macklin	Football Operations Coordinator	1.00	75,005	2,000	-	500	2,839	-	-	No	No	No	No		77,844	2,500	59%
4267	Dirk Koetter	Senior Football Analyst	1.00	24,960	-	-	-	-	-	-	No	No	No	No		24,960	-	0%
4269	Justin Udy	Offensive Analyst / Assistant Quarterbacks Coach	1.00	100,006	2,000	-	500	-	-	-	No	No	No	No		100,006	2,500	100%
4274	Demitrios Washington	Coaching Assistant (Assistant Defensive Line)	1.00	30,014	2,000	-	-	-	-	-	No	No	No	No		30,014	2,000	-33%
4275	Chris Strausser	Senior Offensive Analyst	1.00	75,000	4,000	-	500	-	-	-	No	No	No	No		75,000	4,500	200%
4276	Parker Weber	Dir. FB Video/Technology	1.00	50,003	1,000	-	500	-	5,007	-	No	No	No	No		55,010	1,500	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	49,733	1,000	-	500	2,839	-	-	No	No	No	No		52,572	1,500	5%
4556	Shaunessy Fisk	Director, Football Recruiting	1.00	50,066	-	-	-	-	-	-	No	No	No	No		50,066	-	New
4557	Devon McPeek	Football Coaching Assistant	1.00	30,014	-	-	-	-	-	-	No	No	No	No		30,014	-	New
5381	Andrew Avalos	Head Football Coach	1.00	793,280	-	-	-	-	-	-	No	No	No	Yes		793,280	-	0%
	Basketball																	
1710	Leon Rice	Head Coach	1.00	1,050,005	-	-	4,000	60,000	-	-	Yes	Yes	No	Yes		1,110,005	4,000	0%
1712	Michael Burns	Associate Head Coach	1.00	224,557	-	-	2,000	13,473	-	-	No	Yes	No	No		238,030	2,000	0%
1714	Timothy Duryea	Assistant Coach	1.00	198,016	-	-	2,000	11,881	-	-	No	Yes	No	No		209,897	2,000	0%
1745	Max Teems	Director, MBB Video Ops & Program Logisitics	1.00	50,066	2,740	-	2,000	-	-	-	No	No	No	No		50,066	4,740	-50%
3133	Roberto Bergerson	Assistant Coach	1.00	156,021	-	-	2,000	9,361	-	-	No	Yes	No	Yes		165,382	2,000	0%
4254	Lexus Williams	Coaching Assistant	1.00	85,010	4,000	-	2,000	3,901	-	-	No	No	No	No		88,911	6,000	31%
4305	Matthew Charles	Director of Operations	1.00	60,008	2,000	-	1,000	3,600	-	-	No	No	No	No		63,608	3,000	0%
4548	AJ Few	Director, Player Personnel & MBB BroncoPRO	1.00	60,008	-	-	-	-	-	-	No	No	No	No		60,008	-	New
4553	Coby Karl	Assistant to the Head Coach - Player Personnel & Pr	1.00	50,003	-	-	-	-	-	-	No	No	No	No		50,003	-	New
	Golf																	
3566	David Trainor	Head Coach	1.00	92,706	-	-	4,000	4,500	-	-	Yes	Yes	No	Yes		97,206	4,000	3%
1486	Colin Toner	Assistant Coach	1.00	40,019	-	-	2,000	-	-	-	No	No	No	No		40,019	2,000	60%
	Tennis																	
3151	Paluka Shields	Head Coach	1.00	100,006	-	-	4,000	4,751	1,900	2,850	No	Yes	No	Yes		109,507	4,000	5%
3178	Daniel Hangstefer	Associate Head Coach	1.00	50,003	-	-	2,000	2,500	1,000	1,500	No	No	No	No		55,004	2,000	0%
	Men/Women's Track & Field																	
1400	Mark Badowsky	Asst Head CC & Asst Track and Field Coach	1.00	72,176	-	-	2,500	6,496	722	11,548	No	No	No	No		90,942	2,500	0%
1719	Kelsey Betthauser	Asst Coach	1.00	60,008	-	-	500	5,401	-	9,601	No	No	No	No	60,008	15,002	500	0%
1721	Emma Wren	Assoc Head CC & Asst Track and Field Coach	1.00	72,218	-	-	2,500	6,500	722	11,551	No	No	No	No	72,218	18,772	2,500	10%
2223	Pat McCurry	Head Coach	1.00	115,003	-	-	4,000	12,602	4,201	27,878	No	No	No	Yes		159,684	4,000	10%
4041	Andrew Green	Assistant Coach	1.00	60,008	-	-	2,000	5,401	-	9,601	No	No	No	No		75,010	2,000	0%

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	Women's Sports																	
	Basketball																	
1720	Heather Sower	Assistant Coach	1.00	107,141	-	-	2,000	6,428	-	-	No	No	No	Yes	107,141	6,428	2,000	0%
1744	Breelyn Blanding	Director of Operations	1.00	60,029	-	400	1,000	3,602	-	-	No	No	No	No	60,029	4,002	1,000	0%
2226	Gordon Presnell	Head Coach	1.00	360,006	-	-	4,000	21,000	-	-	No	Yes	No	Yes	-	381,006	4,000	17%
3129	Michael Petrino	Assistant Coach	1.00	107,141	-	-	2,000	6,428	-	-	No	No	No	Yes	107,141	6,428	2,000	0%
3181	Cariann Ramirez	Assistant Coach	1.00	107,141	-	-	2,000	6,428	-	-	No	No	No	Yes	107,141	6,428	2,000	0%
4479	Jackie Robinson	Assistant Coach	1.00	42,016	-	-	2,000	2,521	-	-	No	No	No	No	42,016	2,521	2,000	0%
	Soccer																	
1722	James Thomas	Head Coach	1.00	130,000	27,083	-	4,000	2,300	6,500	-	No	Yes	No	Yes	130,000	8,800	31,083	0%
1723	Elizabeth Ruiz	Assistant Coach	1.00	50,003	10,000	-	2,000	879	2,500	-	No	No	No	No	50,003	3,379	12,000	0%
1748	Max Weber	Associate Head Coach	1.00	67,517	10,000	-	2,500	1,056	3,376	-	No	Yes	No	No		71,949	12,500	0%
4480	Grace Hancock	Assistant Coach	1.00	34,008	7,000	-	2,000	680	1,700	-	No	No	No	No	34,008	2,380	9,000	0%
	Volleyball																	
1716	Shawn Garus	Head Coach	1.00	149,490	10,000	-	4,000	8,453	-	-	No	Yes	No	Yes	149,490	8,453	14,000	3%
3130	Candy Murphy	Associate Head Coach	1.00	81,370	10,000	-	2,500	4,517	-	-	No	No	No	Yes	81,370	4,517	12,500	8%
3176	Megan Yett	Assistant Coach	1.00	42,120	7,376	-	2,000	-	-	-	No	No	No	No	42,120	-	9,376	-19%
4282	Brindl Langley	Assistant Coach	1.00	52,104	20,000	-	1,000	2,763	-	-	No	No	No	No	52,104	2,763	21,000	13%
	Beach Volleyball																	
1817	Alex Venardos	Head Coach	1.00	62,005	105	-	2,000	2,500	3,413	-	No	Yes	No	Yes		67,918	2,105	-9%
4040	McKayla Hazard	Assistant Coach	1.00	48,006	-	-	400	-	2,500	-	No	No	No	No		50,506	400	-4%
	Gymnastics																	
3164	Patti Murphy	Assistant Coach	1.00	24,960	3,700	-	2,000	2,168	-	2,168	No	No	No	No	24,960	4,337	5,700	-42%
3174	Tina Bird	Head Coach	1.00	103,854	8,500	-	4,000	5,041	-	5,041	No	Yes	No	Yes	103,854	10,082	12,500	3%
4047	Ivan Alexov	Associate Head Coach	1.00	82,410	8,150	-	2,500	4,120	-	4,120	No	No	No	Yes		90,651	10,650	0%
1573	Hope Masiado	Director of Operations	1.00	49,733	5,850	-	1,000	2,366	-	2,366	No	No	No	No		54,465	6,850	5%
	Tennis																	
3163	Sherman Beck Roghaar	Head Coach	1.00	105,019	-	-	4,000	4,899	5,879	4,409	No	Yes	No	Yes	105,019	15,188	4,000	7%
3179	Shauna Heffernan	Assistant Coach	1.00	54,080	-	-	500	-	2,704	1,622	No	No	No	No		58,406	500	0%
	Golf																	
3127	Kailin Downs	Head Coach	1.00	82,722	-	-	4,000	3,938	-	-	No	Yes	No	Yes	82,722	3,938	4,000	5%
4334	Haleigh Krause	Assistant Coach	1.00	47,008	-	-	2,000	-	-	-	No	No	No	No	47,008	-	2,000	17%
	Softball																	
1696	Terra McGowan	Assistant Coach	1.00	54,018	-	-	2,000	2,001	-	-	No	No	No	No	54,018	2,001	2,000	35%
1737	Justin Shults	Head Coach	1.00	130,000	-	-	4,000	6,001	-	-	No	Yes	No	Yes	-	136,001	4,000	8%
1738	Tegan Cortelletti	Assistant Coach	1.00	43,514	-	-	2,000	-	-	-	No	No	No	No	43,514	-	2,000	-20%
1747	Mariah Lopez	Assistant Coach	1.00	62,005	-	-	2,000	-	-	-	No	No	No	No	62,005	-	2,000	-5%
	Grand Totals		**182.00**	**20,555,100**	**183,674**	**276,050**	**199,750**	**326,485**	**577,631**	**101,758**					**2,467,920**	**19,369,104**	**383,424**	

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Depart/Name/Title		Athletic FTE	Compensation: Base Salary*	Compensation: Camps/ Clinics	Compensation: Media	Compensation: Equip Co & Other	Contract Bonuses: Academic Perform.	Contract Bonuses: Winning Perform..	Contract Bonuses: Other	Perks: Club Mbership	Perks: Car	Perks: Other	Multi-Yr Contract	Funding: State Approp.	Funding: Program Revenue	Funding: All Other
Athletic Administration:																
Pauline Thiros	Athletic Director	0.65	199,344								Yes		Yes	199,344		
Heather Cairns	Assoc AD for Internal Ops/SWA	0.78	60,301										No	60,301		
Jonathan Match	Assoc AD Sports Info, Media Relations and Game Ops	1.00	67,026										No	67,026		
Ryan Cheney	Asst Director for Sports & Game Ops	1.00	49,235										No	49,235		
Natalie Christensen	Registered Dietician	0.25	17,279										No		17,279	
Marilyn Anderton	Insurance Coordinator	0.50	24,867										No		24,867	
Brandon Stephens	Assoc AD of Sports Performance & Wellness	1.00	76,330										No	76,330		
Brandon Rodewald	Director of Olympic Sports Performance	1.00	64,079										No	64,079		
Evan Bates	Director of Sports Marketing & Promotions	1.00	49,743										No		49,743	
Ryan Barker	Director of Equipment Operations	1.00	56,840										No	56,840		
Spencer Salvesen	Senior Maint. Craftsman	0.50	18,411										No		18,411	
Melissa Dixon	Administrative Assistant 2	1.00	40,423										No	40,423		
Becky Naber	Executive Assistant	1.00	57,329										No	57,329		
Jonathan LeGrand	Assistant Sports Performance Coach	0.48	16,827										No		16,827	
Trystan Blanco	Athletic Equipment Ops Assistant	0.42	15,734										No		15,734	
Dustin Enslinger	Associate Athletic Director for Sports Medicine	1.00	76,701										No	76,701		
Owen Billin	Assistant Athletic Trainer	1.00	44,833										No	44,833		
Jolyn Garcia	Assistant Athletic Trainer	0.75	36,358	840									No	36,358		840
Karen Stone	Assistant Athletic Trainer	0.90	44,731	600									No	44,731		600
Ross Thorp	Associate Athletic Trainer	1.00	45,923	4,550									No	45,923		4,550
Kylee Kincaid	Assistant Athletic Trainer	1.00	44,833	400									No	44,833		400
Alexis Stapleton	Athletic Academic Advisor	0.82	38,976										No	38,976		
Rebekah Cervantes	Athletic Academic Advisor	0.86	40,592										No	40,592		
Pepper Kaneko	Assoc Director for Student-Athlete Academic Srvcs	1.00	49,940										No	49,940		
Jami Eborn	Athletic Academic Advisor	1.00	48,738										No	48,738		
Men's Sports																
Football																
Cody Hawkins	Head Football Coach	0.91	202,797						4,000		Yes		Yes	202,797	4,000	
Jacob Thomas	Assistant Football Coach	1.00	72,733				2,000						No	55,248	19,485	
Jarrett Meeker	Asst FB Coach/Chief of Staff/Dir of FB Ops	0.31	18,704	3,375							Yes		No	18,704		3,375
Devin Holiday	Assistant Football Coach	1.00	42,392	2,000			2,000						No	42,392	2,000	2,000
Jeffrey Pitman	Asst Head Coach/Dir of FB Perf/NFL Liaison	1.00	80,841				2,000						No	34,176	48,665	
James Blevins	Asst Football Coach/Co-Offensive Coordinator	1.00	56,606	3,000			2,000						No	33,794	24,812	3,000
Danny Hawkins	Assistant Football Coach	0.75	20,333										No	20,333		
Kolney Cassel	Assistant Football Coach	0.66	26,680										No	19,194	7,486	
Scott Thiessen	Assistant Football Coach	1.00	62,293	4,000			2,000						No	62,293	2,000	4,000
John Hughes	Asst FB Coach/OL Coach/Co-Offensive Coord	1.00	77,356				2,000						No	70,973	8,383	
Joshua Runda	A Assistant Football Coach	0.54	47,835	2,000									No	47,835		2,000
Grant Duff	B Assistant Football Coach	0.58	66,385								Yes		No	53,279	13,106	
Cody Crawford	A Assistant Football Coach	0.60	24,032										No	6,504	17,528	
Ricky Aliifua	B Assistant Football Coach	0.48	23,810										No	4,805	19,005	
Keith Price	Assistant Football Coach	1.00	48,975				2,000						No	30,743	20,232	
Robert Jay	Assistant Football Coach	0.78	51,995										No	1,888	50,107	
Nicholas Alaimalo	A Assistant Football Coach	0.54	32,084	4,000									No	29,798	2,286	4,000
Samson Anguay	B Assistant Football Coach	0.45	14,709										No	14,709		
Basketball																
Ryan Looney	Head Coach Men's Basketball	0.96	125,403	6,250			6,000		15,000		Yes		Yes	125,403	21,000	6,250
Devin Kastrup	Assistant Men's Basketball Coach	1.00	50,769	5,000									No	41,346	9,423	5,000

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Jose White		Men's Basketball Assist Coach	1.00	64,429	5,250									No	64,429		5,250
Stuart Engen		Assistant Men's Basketball Coach	0.89	42,600	3,000									No	42,600		3,000
Tennis																	
Oliver Good		Head Men's Tennis Coach	1.00	47,388				2,000						Yes	47,388	2,000	
Track & Field																	
Hillary Merkley		Head Coach T&F/Cross Country	0.46	36,516	1,920			750				Yes		Yes	36,516	750	1,920
Marcia Mecklenberg		Assistant Track & Field Coach	0.48	23,332	1,680									No	23,332		1,680
Joseph Silvers		Assistant Head Track & Field Coach	0.50	26,905	2,778									No	26,905		2,778
Cross Country																	
Zachary Kughn		Head XC/Asst T&F Coach	0.50	24,989										No	24,989		
Women's Sports																	
Basketball																	
Seton Sobolewski		Head Women's Basketball Coach	0.96	145,052						10,000		Yes		Yes	145,052	10,000	
Jason Alvine	A	Assistant Women's Basketball Coach	0.80	39,659	1,445									No	39,659		1,445
Chelsey Gregg	B	Assistant Women's Basketball Coach	0.08	4,896										No	4,896		
Dora Goles	A	Assistant Women's Basketball Coach	0.91	44,745	3,620									No	44,745		3,620
Keithan Gregg	B	Assistant Women's Basketball Coach	0.08	3,769										No	3,769		
Patrick Bowlin	A	Assistant Women's Basketball Coach	0.73	44,023										No	42,123	1,900	
Ashleigh Van Vliet	B	Assistant Women's Basketball Coach	0.17	7,167										No	7,167		
Volleyball																	
Sean Carter		Head Volleyball Coach	0.91	79,585	9,000			1,500				Yes		Yes	79,585	1,500	9,000
Chelsea Scott		Assistant Volleyball Coach	1.00	50,426	9,000									No	50,426		9,000
Elizabeth Field		Assistant Volleyball Coach	1.00	36,574	4,300									No	32,002	4,572	4,300
Tennis																	
Gretchen Maloney		Head Women's Tennis Coach	1.00	56,598				2,000	3,000					Yes	56,598	5,000	
Track & Field																	
Hillary Merkley		Head Coach T&F/Cross Country	0.46	36,516	1,920			750				Yes		Yes	36,516	750	1,920
Marcia Mecklenberg		Assistant Track & Field Coach	0.48	23,332	1,680									No	23,332		1,680
Joseph Silvers		Assistant Head Track & Field Coach	0.50	26,905	2,778									No	26,905		2,778
Golf																	
Todd Loveland		Head Golf Coach	1.00	46,231				1,000						Yes	46,231	1,000	
Cross Country																	
Zachary Kughn		Head XC/Asst T&F Coach	0.50	24,989										No	24,989		
Soccer																	
Dustin Downey		Head Soccer Coach	1.00	72,715				1,500	1,500			Yes		Yes	72,715	3,000	
Mark Nerio		Assistant Soccer Coach	1.00	35,071	7,150									No	35,071		7,150
Jack Curtin		Assistant Soccer Coach	0.40	18,538										No	18,538		
Softball																	
Andrew Rich		Head Softball Coach	1.00	81,987	5,000			3,000				Yes		Yes	74,608	10,379	5,000
Kelsey Broadus		Assistant Softball Coach	1.00	39,423	5,000									No	39,423		5,000

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Karlee Johnson	Assistant Softball Coach	0.86	27,505	5,000									No	22,967	4,538	5,000
Totals		57.14	3,643,990	106,536	0	0	32,500	4,500	29,000					3,252,222	457,768	106,536

(A) = indicates previous coach / employee
(B) = indicates current coach / employee

(*) These coaches receive pay for their participation in off-campus clinics or events.
These earnings are not reflected in the Regular Salary payroll costs for Idaho State University.

If a coach has an agreement with an apparel company, cash payments (payroll) should be reported as compensation. Report the value of of clothes and equipment that you know coaches receive in the Perks--Other column. Payments from the foundation should be reported in the other column. Indicate "Yes" or "No" if department employees have an assigned car. If there has been turnover in a position, the FTE should reflect the percent of time employed.

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Depart/Name/Title			Athletic FTE	Compensation: Base Salary*	Compensation: Camps/ Clinics	Compensation: Media	Compensation: Equip Co & Other	Contract Bonus: Academic Perform.	Contract Bonus: Winning Perform.	Contract Bonus: Other	Perks: Club Mbership	Perks: Car	Perks: Other	Multi-Yr Contract	Funding: State Approp.	Funding: Program Revenue	Funding: All Other	Base Salary Annualized Change
Athletic Administration:																		
Pauline Thiros		Athletic Director	0.65	200,839								Yes		Yes	200,839			1%
Heather Cairns		Sr Assoc AD for Internal Ops/SWA and SA Srvcs	1.00	91,000										No	91,000			18%
Jonathan Match		Assoc AD Sports Info, Media Relations and Game Ops	1.00	69,411										No	69,411			4%
Ryan Cheney		Asst Director for Sports & Game Ops	1.00	51,688										No	51,688			5%
Natalie Christensen		Registered Dietician	0.25	18,000										No	18,000			4%
Marilyn Anderton		Insurance Coordinator	0.50	25,511										No	25,511			3%
Brandon Stephens		Assoc AD of Sports Performance & Wellness	1.00	78,986										No	78,986			3%
Brandon Rodewald		Director of Olympic Sports Performance	1.00	67,472										No	67,472			5%
Evan Bates		Director of Sports Marketing & Promotions	1.00	52,194										No	52,194			5%
Ryan Barker		Director of Equipment Operations	1.00	59,264										No	59,264			4%
Spencer Salvesen		Senior Maint. Craftsman	0.50	19,448										No	19,448			6%
Melissa Dixon		Administrative Assistant 2	1.00	42,806										No	42,806			6%
Becky Naber		Executive Assistant	1.00	60,259										No	60,259			5%
Jonathan LeGrand		Assistant Sports Performance Coach	1.00	37,184										No	37,184			6%
Trystan Blanco		Athletic Equipment Ops Assistant	1.00	39,936										No	39,936			7%
Dustin Enslinger		Associate Athletic Director for Sports Medicine	1.00	84,537										No	84,537			10%
Owen Billin		Assistant Athletic Trainer	1.00	49,750										No	49,750			11%
Emma Hrivnak		Assistant Athletic Trainer	1.00	49,750										No	49,750			New
Ross Thorp		Associate Athletic Trainer	1.00	53,667										No	53,667			17%
Kylee Kincaid		Assistant Athletic Trainer	1.00	49,750										No	49,750			11%
Taylor Howell		Athletic Academic Advisor	0.42	20,729										No	20,729			New
Rebekah Cervantes		Athletic Academic Advisor	1.00	49,750										No	49,750			5%
Pepper Kaneko		Assoc Director for Student-Athlete Academic Srvcs	1.00	59,000										No	59,000			18%
Jami Eborn		Athletic Academic Advisor	1.00	51,701										No	51,701			6%
Men's Sports																		
Football																		
Cody Hawkins		Head Football Coach	0.91	209,300								Yes		Yes	209,300			3%
Jacob Thomas		Assistant Football Coach	1.00	75,604										No	75,604			4%
Jarrett Meeker		Asst FB Coach/Chief of Staff/Dir of FB Ops	1.00	65,000								Yes		No	65,000			8%
Devin Holiday		Assistant Football Coach	1.00	45,379										No	45,379			7%
Jeffrey Pitman		Asst Head Coach/Dir of FB Perf/NFL Liaison	1.00	85,000										No	85,000			5%
James Blevins		Asst Football Coach/Co-Offensive Coordinator	1.00	65,000										No	65,000			15%
Danny Hawkins		Assistant Football Coach	0.75	22,618										No	22,618			11%
Scott Thiessen		Assistant Football Coach	1.00	65,204										No	65,204			5%
John Hughes		Asst FB Coach/OL Coach/Co-Offensive Coord	1.00	90,000										No	90,000			16%
Grant Duff		Assistant Football Coach	1.00	112,184								Yes		No	112,184			-2%
Ricky Aliifua		Assistant Football Coach	1.00	52,184										No	52,184			5%
Keith Price	A	Assistant Football Coach	0.54	32,308										No	32,308			22%
Joshua Thompson	B	Assistant Football Coach	0.50	27,500										No	27,500			New
Robert Jay		Assistant Football Coach	1.00	69,184										No	69,184			4%
Samson Anguay		Assistant Football Coach	1.00	35,184										No	35,184			8%
Basketball																		
Ryan Looney		Head Coach Men's Basketball	0.96	127,935								Yes		Yes	127,935			2%
Devin Kastrup		Assistant Men's Basketball Coach	1.00	53,724										No	53,724			6%
Jose White		Men's Basketball Assist Coach	1.00	67,332										No	67,332			5%
Kenneth Edwards		Assistant Men's Basketball Coach	0.92	41,538										No	41,538			New

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Tennis																		
Oliver Good		Head Men's Tennis Coach	1.00	55,000										Yes	55,000			16%
Track & Field																		
Hillary Merkley		Head Coach T&F/Cross Country	0.46	37,867								Yes		Yes	37,867			4%
Marcia Mecklenberg	A	Assistant Track & Field Coach	0.08	4,158										No	4,158			7%
Payden Campbell	B	Assistant Track & Field Coach	0.45	21,311										No	21,311			New
Joseph Silvers		Assistant Head Track & Field Coach	0.50	26,905										No	26,905			0%
Mason Mahacek		Assistant Track & Field Coach	0.45	18,137										No	18,137			New
Cross Country																		
Zachary Kughn		Head XC/Asst T&F Coach	0.50	28,617										No	28,617			15%
Women's Sports																		
Basketball																		
Seton Sobolewski		Head Women's Basketball Coach	0.96	150,204								Yes		Yes	150,204			4%
Chelsey Gregg		Assistant Women's Basketball Coach	1.00	63,645										No	63,645			4%
Keithan Gregg		Assistant Women's Basketball Coach	1.00	49,000										No	49,000			4%
Ashleigh Van Vliet		Assistant Women's Basketball Coach	1.00	43,000										No	43,000			2%
Volleyball																		
Sean Carter		Head Volleyball Coach	0.91	82,810								Yes		Yes	82,810			4%
Chelsea Scott		Assistant Volleyball Coach	1.00	55,000										No	55,000			9%
Elizabeth Field	A	Assistant Volleyball Coach	0.40	15,239										No	15,239			4%
Ryan Adams	B	Assistant Volleyball Coach	0.50	25,000										No	25,000			New
Tennis																		
Gretchen Maloney		Head Women's Tennis Coach	1.00	60,000										Yes	60,000			6%
Track & Field																		
Hillary Merkley		Head Coach T&F/Cross Country	0.46	37,867								Yes		Yes	37,867			4%
Marcia Mecklenberg	A	Assistant Track & Field Coach	0.08	4,158										No	4,158			7%
Payden Campbell	B	Assistant Track & Field Coach	0.45	21,311										No	21,311			New
Joseph Silvers		Assistant Head Track & Field Coach	0.50	26,905										No	26,905			0%
Mason Mahacek		Assistant Track & Field Coach	0.45	18,137										No	18,137			New
Golf																		
Todd Loveland		Head Golf Coach	1.00	49,000										Yes	49,000			6%
Cross Country																		
Zachary Kughn		Head XC/Asst T&F Coach	0.50	28,617										No	28,617			15%
Soccer																		
Dustin Downey		Head Soccer Coach	1.00	75,078								Yes		Yes	75,078			3%
Mark Nerio		Assistant Soccer Coach	1.00	38,224										No	38,224			9%
Damir Sabanovic		Assistant Soccer Coach	1.00	35,000										No	35,000			New

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Idaho State University
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Depart/Name/Title		Athletic FTE	Compensation: Base Salary*	Compensation: Camps/ Clinics	Compensation: Media	Compensation: Equip Co & Other	Contract Bonus: Academic Perform.	Contract Bonus: Winning Perform.	Contract Bonus: Other	Perks: Club Mbership	Perks: Car	Perks: Other	Multi-Yr Contract	Funding: State Approp.	Funding: Program Revenue	Funding: All Other	Base Salary Annualized Change
Softball																	
Andrew Rich	Head Softball Coach	1.00	90,000								Yes		Yes	90,000			10%
Kelsey Broadus	Assistant Softball Coach	1.00	50,000										No	50,000			27%
Karlee Johnson	Assistant Softball Coach	0.86	35,224										No	35,224			28%
Grand Total		59.41	3,970,224	0	0	0	0	0	0					3,970,224	0	0	

(A) = indicates previous coach / employee
(B) = indicates current coach / employee

(*) These coaches receive pay for their participation in off-campus clinics or events.
These earnings are not reflected in the Regular Salary payroll costs for Idaho State University.

If a coach has an agreement with an apparel company, cash payments (payroll) should be reported as compensation. Report the value of of clothes and equipment that you know coaches receive in the Perks--Other column. Payments from the foundation should be reported in the other column. Indicate "Yes" or "No" if department employees have an assigned car. If there has been turnover in a position, the FTE should reflect the percent of time employed.

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				Compensation			Contract Bonus			Other				Funding			Base Salary	
			Athletic	Base	Camps/		Equip Co	Academic	Winning		Club			Multi-Yr	State	Program	All	Annualized	
Depart/PCN/Name/Title			FTE	Salary	Clinics	Media	& Other	Perform	Perform.	Other	Memb.	Car	Other	Contract	Approp.	Revenue	Other	Change	Comments
Athletic Administration															GED				
8475	Gawlik, Terry	Athletic Director	1.00	246,541		15,000		10,000				yes+		yes	256,541	15,000		15%	
8480	Haldeman, Garrett	Assoc AD, Business	1.00	98,471												98,471		1%	
8651	Crossland, Erika	Asst Business Mgr	1.00	43,852												43,852			
8482	McIlraith, Sean	Administrative Coordinator	1.00	57,921												57,921		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	32,929												32,929		-42%	
8491	Davis, Luke	Asst Equip Mgr	1.00	22,814												22,814		-44%	
8491	Peeler, Jarrett	Asst Equip Mgr	0.00	16,883												16,883			
8492	Winchell, Dakota	Director of Video & Technology	0.00	30,883												30,883		-24%	Resigned
8492	Graham, Tate	Director of Video & Technology	1.00	11,685												11,685		-74%	New Hire
8636	Peterson, Ben	Asst Video Svcs Coord	1.00	37,449												37,449		-31%	
8484	Pathomsiri, Nawanont	Multimedia Content Coord	1.00	47,931												47,931		11%	
6534	Cutting, Kyle	Director of Marketing & Graphic D	0.00	25,633												25,633			Resigned
8559	Christensen, Austin	Dir Communications	1.00	19,156												19,156		-61%	New Hire
8559	McCrea, Colton	Dir Communications	0.00	24,758												24,758			Resigned
8495	Rolli, Jordyn	Asst Dir Communications	0.00	13,446												13,446			Resigned
8495	Keintz, Colton	Asst Dir Communications	1.00	22,070												22,070		-55%	
8693	Walsh, Christopher	Director of Sports Performance	1.00	90,882	1,800											90,882	1,800	1%	
8500	Kuribayashi, Natsumi	Asst Trainer	1.00	47,372	2,700										47,372	-	2,700	3%	
8650	Malinich, Clayton	Asst Trainer	1.00	56,664	2,200										56,664	-	2,200	5%	
8660	Johnson, Kassandra	Asst Trainer	1.00	51,159												51,159		3%	
8483	Asplund, Stacy	Student Insurance Coord	1.00	42,139											42,139	-		7%	
8554	Hoffman, Francine	Asst AD/Performance Nutrition	1.00	56,549															
8689	Heim, Caleb	Head Strength Coach	0.00	44,407	4,100											44,407	4,100		Resigned
8689	Cooper, Jamel	Head Strength Coach	1.00	31,733												31,733		-55%	New Hire
8687	Rinzel, Jack	Asst Strength	0.00	8,156												8,156			Resigned
8688	Mikulecky, Brandon	Assoc Strength	0.00	41,416												41,416		-17%	Resigned
8630	Mooney, Timothy	Assoc AD/External Ops	1.00	131,135								yes				131,135		1%	
8644	Anderson, Eric	Admin Coor, Fundraising	1.00	49,354												49,354		18%	
8692	Wolcott, Jerek	Asst AD, Mrktg & Fan Engagmt	1.00	72,730												72,730		1%	
6379	Metzger, Lyn	Director of Ticket Ops	1.00	52,624												52,624		1%	
6376	Floyd, Logan	Asst Dir Ticket Ops	1.00	44,329												44,329		8%	
8690	Silflow, Shelby	Director of Trademark & Licensin	1.00	73,716												73,716		4%	
6179	Grove, Sara	Learning Spec	0.05	2,245	*											2,245		7%	
Men's Sports																			
Men's Football																			
8592	James (JD) Johnson	Asst AD, Football Ops	1.00	55,826	6,350							yes			55,826	-	6,350	8%	
5632	Eck, Jason	Hd Coach	0.00	90,871		131,250		10,000							100,871	131,250			Resigned at end of season
5632	Ford, Thomas	Hd Coach	1.00	82,121		93,616				5,688		yes			87,808	93,616		-53%	
2979	Booth, Cody	Assistant	0.00	44,477	6,442										44,477	-	6,442		Resigned at end of season
2979	Dennison, Courtney	Assistant	1.00	51,699											51,699	-		-36%	
3182	Franks, Stanley	Assistant	0.00	40,405	6,600										40,405	-	6,600		Resigned at end of season
3126	Linehan, Matthew	Assistant	1.00	70,240	9,600										70,240	-	9,600	52%	
2995	Schleusner, Luke	Assistant	0.00	66,710	6,496										66,710	-	6,496		Resigned at end of season

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				Compensation			Contract Bonus			Other				Funding			Base Salary	
			Athletic	Base	Camps/		Equip Co	Academic	Winning		Club			Multi-Yr	State	Program	All	Annualized	
Depart/PCN	Name/Title		FTE	Salary	Clinics	Media	& Other	Perform	Perform.	Other	Memb.	Car	Other	Contract	Approp.	Revenue	Other	Change	Comments
2995	Fendall, Neil	Assistant	1.00	30,159											30,159	-		-75%	
2946	Sutton, Tyler	Assistant	0.00	40,627	10,600										40,627	-	10,600		Resigned at end of season
3702	Jay, Robert	Assistant	0.00	42,971	8,600										42,971	-	8,600		Resigned at end of season
3702	Endsley, Loren	Assistant	1.00	32,310											32,310	-		-57%	
3000	Cooper, Deontae	Assistant	0.00	32,375	6,350										32,375	-	6,350		Resigned at end of season
3700	Fangupo, Hebron	Assistant	0.00	43,556	5,100										43,556	-	5,100		Resigned at end of season
3700	Finau, Tevita	Assistant	1.00	26,000											26,000	-		-66%	
3682	Hughes, William	Assistant	0.00	40,853	6,350										40,853	-	6,350		Non-renewed at end of season
3121	Jackson, Daniel	Assistant	0.00	68,602	6,112										68,602	-	6,112		Resigned at end of season
3121	Dunbar, Lance	Assistant	1.00	22,430											22,430	-		-81%	
8494	Cross, Sheldon	Assistant	1.00	31,733											31,733	-			
8555	Paopao, Tyler	Assistant	1.00	29,352											0	-			
8556	Decoud, Treston	Assistant	1.00	23,699											0	-			
8558	Roberts, Avery	Assistant	1.00	25,850											0	-			
Men's Basketball																			
8571	Pribble, Alex	Head Coach	1.00	131,260		60,000		2,000				yes			133,260	60,000		1%	
8560	Sanders-Frison, Markh	Assistant	1.00	59,085	750										59,085		750	-9%	
8570	Jones, Matthew	Assistant	1.00	57,896	1,500										57,896		1,500	5%	
8572	Laird, Brandon	Assistant	1.00	82,898	1,500										82,898	-	1,500	4%	
8553	Ellis, Adam	Assistant	1.00	48,652	1,500											48,652	1,500	6%	
Men's Track & XC																			
8580	Cawley, Tim	Dir. of T&F	0.00	6,322											6,322	-			Resigned
8580	Hellman, Tracy	Dir. of T&F	0.50	18,580		2,000									18,580	2,000		-49%	
8530	Floeck, Travis	Assistant	0.00	3,320											3,320	-			Resigned
8581	Fiebelkorn, Jeffrey	Assistant	0.50	23,686			2,500								23,686			3%	
8635	Betthauser, Kelsey	Assistant	0.00	532											532	-			Resigned
8541	Gamble, Bradley	Assistant	0.50	11,744											11,744	-			
Men's Golf																			
8591	Nuhn, David	Hd Coach	1.00	54,721		4,000									54,721	4,000		16%	
Men's Tennis																			
8515	Grossbaum, Raleigh	Hd Coach	1.00	48,486		2,500		1,000							49,486	2,500		1%	
Women's Sports																			
Women's Basketball																			
8520	Newlee, Jon	Hd Coach	1.00	131,706												131,706		186%	Still on contract
8557	Moreira, Arthur	Hd Coach	1.00	96,160										yes	96,160	-		-20%	
8521	Foster, Lindsey	Assistant	1.00	59,085											59,085	-		28%	
8523	Muscatell, Drew	Assistant	0.00	13,964			2,404								13,964	2,404	0		Position change
8523	Rosario, Denise	Assistant	1.00	45,235											45,235	-	0	-25%	
8522	Moreira, Arthur	Assistant	0.00	2,693											2,693	-			Position change
8522	Muscatell, Drew	Associate	1.00	55,776											55,776	-		-20%	
8552	Saich, Derek	Assistant	1.00	45,418											45,418	-		-1%	
Women's Track & XC																			
8580	Cawley, Tim	Dir. of T&F	0.00	6,322											6,322	-			Resigned
8580	Hellman, Tracy	Dir. of T&F	0.50	18,580		2,000									18,580	2,000		-49%	

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			Athletic	Base	Camps/		Equip Co	Academic	Winning		Club			Multi-Yr	State	Program	All	Annualized	
Depart/PCN	Name/Title		FTE	Salary	Clinics	Media	& Other	Perform	Perform.	Other	Memb.	Car	Other	Contract	Approp.	Revenue	Other	Change	Comments
8530	Floeck, Travis	Assistant	0.00	3,320											3,320	-			Resigned
8581	Fiebelkorn, Jeffrey	Assistant	0.50	23,686			2,500								23,686			3%	
8635	Betthauser, Kelsey	Assistant	0.00	532											532	-			Resigned
8541	Gamble, Bradley	Assistant	0.50	11,744											11,744	-		-49%	
Women's Volleyball																			
8540	Kriskova, Romana	Hd Coach	1.00	17,002			1,400							yes	17,002	1,400		-81%	
5811	Kriskova, Romana	Assistant	0.00	48,859											48,859			6%	Position change
5828	Kasun, Benjamin	Assistant	1.00	45,003											45,003			-2%	
8497	Jacobus, Maria	Assistant	1.00	5,472											5,472			#DIV/0!	New Hire
Women's Soccer																			
8517	Clevenger, Jeremy	Hd Coach	1.00	70,397		5,000	1,500							yes	71,897	5,000		5%	
8518	Ozmun, Neal	Assistant	1.00	46,832											46,832	-		0%	Resigned
5020	Heidelberger, Ashley	Assistant	1.00	46,644											46,644	-		1%	
Women's Golf																			
8590	Young, Stephanie	Hd Coach	1.00	63,623		2,000		1,000							64,623	-		1%	
Women's Tennis																			
8673	Louwers, Sanne	Hd Coach	1.00	48,410		5,000		1,000							49,410	5,000		5%	
Women's Swimming																			
8671	Mark Sowa	Hd Coach	1.00	70,401		7,500		1,500						yes	71,901	7,500		0%	
8672	Levy, Elizabeth	Assistant	1.00	39,763											39,763	3,812		-14%	
8531	Wei Wei	Asst Diving Coach	1.00	37,392											37,392	3,812		-2%	
	Grand Totals		**63.05**	**4,249,906**	**94,650**	**329,866**	**10,304**	**26,500**	**0**	**5,688**					**2,761,210**	**1,726,227**	**94,650**		

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			Athletic	Base	Camps/		Equip Co	Academic	Winning		Club			Multi-Yr	State	Program	All	Annualized	
Depart/PCN/Name/Title			FTE	Salary	Clinics	Media	& Other	Perform	Perform.	Other	Memb.	Car	Other	Contract	Approp.	Revenue	Other	Change	Comments
Athletic Administration															GED				
8475	Gawlik, Terry	Athletic Director	1.00	253,240		15,000		10,000				yes+		yes	263,240	15,000		19%	
8480	Haldeman, Garrett	Assoc AD, Business	1.00	101,733												101,733		4%	
8651	Crossland, Erika	Asst Business Mgr	1.00	63,232												63,232			
8482	McIlraith, Sean	Administrative Coordinator	1.00	61,214												61,214		14%	
8490	Peeler, Jarrett	Asst AD, Equipment	1.00	53,227												53,227		-6%	
8491	Davis, Luke	Asst Equip Mgr	1.00	39,624												39,624		-2%	
8492	Graham, Tate	Director of Video & Technology	1.00	47,611												47,611		4%	
8636	Harmeling, Megan	Director of Broadcast	1.00	53,019												53,019		16%	New Hire; PCN reclassified
8636	Peterson, Ben	Asst Video Svcs Coord	0.00	730												730		-99%	Resigned
8484	Pathomsiri, Nawanont	Multimedia Content Coord	1.00	51,189												51,189		18%	
8644	Anderson, Eric	Director of Marketing & Graphic D	1.00	51,002												51,002			Position change
8559	Christensen, Austin	Dir Communications	1.00	60,008												60,008		21%	
8495	Keintz, Colton	Asst Dir Communications	1.00	50,648												50,648		2%	
8693	Walsh, Christopher	Director of Sports Performance	1.00	94,141	1,800											94,141	1,800	5%	
8500	Kuribayashi, Natsumi	Asst Trainer	1.00	50,648	2,700										50,648	-	2,700	10%	
8650	Malinich, Clayton	Asst Trainer	1.00	65,000	2,200										65,000	-	2,200	20%	
8660	Johnson, Kassandra	Asst Trainer	1.00	54,808												54,808		11%	
8483	Asplund, Stacy	Student Insurance Coord	1.00	45,469											45,469	-		15%	
8554	Hoffman, Francine	Asst AD/Performance Nutrition	1.00	73,237															
8689	Cooper, Jamel	Head Strength Coach	1.00	75,005												75,005		51%	
8687	Woodke, Zachary	Asst Strength Coach	1.00	50,003												50,003		27%	New Hire
8689	Dilworth, Quinn	Head Strength Coach	1.00	75,005												75,005		6%	New Hire
8630	Mooney, Timothy	Assoc AD/External Ops	1.00	134,410								yes				134,410		3%	
8692	Wolcott, Jerek	Asst AD, Mrktg & Fan Engagmt	1.00	75,982												75,982		5%	
6379	Metzger, Lyn	Director of Ticket Ops	1.00	55,869												55,869		7%	
6376	Corvino, LJ	Asst Dir Ticket Ops	1.00	43,451												43,451		-17%	New Hire
6376	Floyd, Logan	Asst Dir Ticket Ops	0.00	2,272												2,272		-94%	Resigned
8690	Silflow, Shelby	Director of Trademark & Licensin	1.00	77,064												77,064		9%	
6179	Grove, Sara	Learning Spec	0.05	2,396	*											2,396		14%	
Men's Sports																			
Men's Football																			
8592	James (JD) Johnson	Asst AD, Football Ops	1.00	59,218	6,350							yes			59,218	-	6,350	15%	
5632	Ford, Thomas	Hd Coach	1.00	175,011		93,616						yes			175,011	93,616		0%	
2979	Stalker, Lee	Assistant	0.50	55,006											55,006	-		-53%	New Hire
2979	Dennison, Courtney	Assistant	0.50	60,008											60,008	-		-26%	Resigned at season end
3126	Linehan, Matthew	Assistant	0.50	47,507											47,507	-	0	-35%	Non-renewed at conclusion of season
3126	Shoemaker, Ian	Assistant	0.50	60,008											60,008	-	0	30%	New Hire
2995	Fendall, Neil	Assistant	1.00	70,013											70,013	-		-42%	
3702	Endsley, Loren	Assistant	1.00	75,005											75,005	-		0%	
3700	Finau, Tevita	Assistant	0.50	32,500											32,500	-		-30%	Non-renewed at conclusion of season
3700	Malo, Verdon	Assistant	0.50	30,004											30,004	-		-60%	New Hire
3121	Dunbar, Lance	Assistant	0.50	27,508											27,508	-		-40%	Non-renewed at conclusion of season
3121	Treadwell, Spencer	Assistant	0.50	27,508											27,508	-		-76%	New Hire
3682	Begnal, Joseph	Assistant	0.50	22,506											0	22,506			New Hire

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8494	Cross, Sheldon	Assistant	1.00	75,005											75,005	-			
8555	Paopao, Tyler	Assistant	1.00	70,013											0	-			
8556	Decoud, Treston	Assistant	1.00	55,016											0	-			
8558	Roberts, Avery	Assistant	1.00	60,008											0	-			
Men's Basketball																			
8571	Pribble, Alex	Head Coach	1.00	134,534		60,000		2,000				yes			136,534	60,000		3%	
8560	Sanders-Frison, Markh	Assistant	0.00	12,766											12,766		0	-80%	Resigned
8570	Jones, Matthew	Assistant	1.00	61,235	1,500										61,235		1,500	11%	
8572	Laird, Brandon	Assistant	1.00	86,237	1,500										86,237	-	1,500	8%	
8553	Ellis, Adam	Assistant	1.00	51,979	1,500											51,979	1,500	13%	
Men's Track & XC																			
8580	Hellman, Tracy	Dir. of T&F	0.50	35,526		2,000									35,526	2,000		-2%	
8581	Fiebelkorn, Jeffrey	Assistant	0.00	912											912			-96%	Non-renewed at conclusion of season
8581	Sheehan, Tyler	Assistant	0.50	23,712											23,712			3%	New Hire
8635	Taylor, Julie	Assistant	0.00	32,500											32,500	-			New Hire
8541	Gamble, Bradley	Assistant	0.50	27,508											27,508	-			
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	51,730		2,500		1,000							52,730	2,500		8%	
Women's Sports																			
Women's Basketball																			
8520	Newlee, Jon	Hd Coach	0.00	131,706												131,706		186%	Still on contract
8557	Moreira, Arthur	Hd Coach	1.00	120,016										yes	120,016	-		0%	
8521	Foster, Lindsey	Assistant	1.00	63,232											63,232	-		37%	
8523	Rosario, Denise	Assistant	0.00	8,642											8,642	-	0	-81%	Resigned
8523	Roberts, Hannah	Assistant	1.00	45,011											45,011	-	0	-25%	New Hire
8522	Muscatell, Drew	Associate	1.00	75,733											75,733	-		8%	
8552	Saich, Derek	Assistant	1.00	50,684											50,684	-		10%	
Women's Track & XC																			
8580	Hellman, Tracy	Dir. of T&F	0.50	35,526		2,000									35,526	2,000		54%	
8581	Fiebelkorn, Jeffrey	Assistant	0.00	912											912			-96%	Non-renewed at conclusion of season
8581	Sheehan, Tyler	Assistant	0.50	23,712											23,712			#DIV/0!	New Hire
8635	Taylor, Julie	Assistant	0.00	32,500											32,500	-			New Hire
8541	Gamble, Bradley	Assistant	0.50	27,508											27,508	-			
Women's Volleyball																			
8540	Kriskova, Romana	Hd Coach	1.00	85,010										yes	85,010	-		-6%	
5828	Kasun, Benjamin	Assistant	1.00	50,003											50,003			9%	
8497	Jacobus, Maria	Assistant	0.00	23,712											23,712			#DIV/0!	
Women's Soccer																			
8517	Clevenger, Jeremy	Hd Coach	1.00	75,005		5,000	1,500							yes	76,505	5,000		12%	
8518	Davis, Nicholas	Assistant	1.00	47,424											47,424	-		1%	New Hire
5020	Heidelberger, Ashley	Assistant	1.00	47,424											47,424	-		3%	
Women's Golf																			

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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
8590	Young, Stephanie	Hd Coach	0.00	13,219		2,000		1,000							14,219	-		#DIV/0!	Resigned
8590	Goodson, Julia	Hd Coach	1.00	57,512		2,000		1,000							58,512	-		-9%	
Women's Tennis																			
8673	Louwers, Sanne	Hd Coach	1.00	51,730		5,000		1,000							52,730	5,000		12%	
Women's Swimming																			
8671	Mark Sowa	Hd Coach	1.00	71,302		7,500		1,500						yes	72,802	7,500		1%	
8672	Levy, Elizabeth	Assistant	1.00	50,648											50,648	3,812		10%	
8531	Wei Wei	Asst Diving Coach	1.00	50,648											50,648	3,812		33%	
	Grand Totals		**62.55**	**4,675,553**	**17,550**	**200,616**	**1,500**	**17,500**	**0**	**0**					**2,856,446**	**1,784,073**	**17,550**		

Intercollegiate Athletics Compensation Report
Lewis-Clark State College
FY2025 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 (Old)	Director, Athletics	1.00	19,217			3,500				No	No	No	22,332		385	0.00%
Ronnie Palmer (Old)	Director, Athletics	1.00	86,828			10,000				No	No	No	86,828		10,000	New
George Laughlin	Director, Facilities & Operations	1.00	47,325			1,250				No	No	No	47,325		1,250	1.00%
Tracy Collins	Trainer	1.00	63,597			1,250				No	No	No	63,597		1,250	4.20%
Taryn Cadez-Schmidt	Asst. Athletic Trainer	1.00	50,155			1,250				No	No	No	50,155		1,250	4.20%
Kristina Keener (Old)	Business Manager	1.00	58,891			1,250				No	No	No	58,891		1,250	3.40%
Alisha Alexander	Asst. Athletic Director - Sports Information & Media	1.00	56,268			1,250				No	No	No	56,268		1,250	4.20%
Samantha Malinich	Administrative Coordinator	1.00	47,618			1,250				No	No	No	47,618		1,250	3.40%
Kylie Anderson (New)	Asst. Athletic Trainer	1.00	36,481			1,250				No	No	No	36,481		1,250	New
Raymond Pedrina (New)	Assistant Athletic Director of Marketing & Promotions	1.00	20,000			3,748				No	No	No	20,000		3,748	New
Men's Sports																
Basketball																
Austin Johnson	Head Coach	1.00	73,600	7,000				1,000	500	No	Yes	No	75,100	7,000		3.40%
Calab Johnson (New)	Asst. Coach	1.00	48,006	670						No	No	No	31,204	670	16,802	4.20%
Kevin Warren (Old)	Asst. Coach	0.42	20,004							No	No	No		20,004		0.00%
Caden Lewis (New)	Asst. Coach	0.32	1,250							No	No	No		1,250		New
Baseball																
Jake Taylor (Old)	Head Coach	1.00	94,168					1,000	500	No	No	No	95,668			4.20%
Jeremiah Robbins (New)	Head Coach	1.00	4,154							No	No	No	4,154			New
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					485	250	No	No	No	18,363			3.40%
Kurtis Bonner (Old)	Interim Asst. Coach	0.25	443							No	No	No	443			0.00%
Jonathan Matsumura	Asst Coach	0.25	7,892							No	No	No	7,892			New
Track																
Mike Collins	Head Coach	0.25	17,628	750				1,010	250	No	No	No	18,888	750		3.40%
Kurtis Bonner (Old)	Interim Asst. Coach	0.25	443	750						No	No	No	443	750		0.00%
Jonathan Matsumura	Asst Coach	0.25	7,892							No	No	No	7,892			New
Tennis																
Kai Fong	Head Coach	0.50	36,429							No	No	No	36,429			2.70%
Ryan LaPlante (Old)	Asst. Coach	0.50	2,797							No	No	No	2,797			0.00%
Bonolo Arroyo Valenzuela (New)	Asst. Coach	0.50	10,015							No	No	No	10,015			New
Golf																
Zach Anderson	Head Coach	0.50	28,809							No	No	No	28,809			3.50%
Gordon Greg	Asst. Coach	0.02	1,250							No	No	No	1,250			0.00%

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Depart/Name/Title		FTE	Compensation: Base Salary	Compensation: Camps/ Clinics	Compensation: Media	Compensation: Equip Co & Other	Contract Bonus: Grad Rate	Contract Bonus: Winning Perform.	Contract Bonus: Other	Perks: Club Memb.	Perks: Car	Perks: Multi-Yr Contract	All Compensation: State Approp.	All Compensation: Program Revenue	All Compensation: All Other	Base Salary Annualized Change
Women's Sports																
Basketball																
Caelyn Orlandi	Head Coach	1.00	61,385							No	Yes	No	61,385			2.30%
Cali Moore	Asst. Coach	1.00	47,325							No	No	No	47,325			2.40%
Cross-Country																
Mike Collins	Head Coach	0.25	17,628					520	250	No	No	No	18,398			3.40%
Kurtis Bonner (Old)	Asst. Coach	0.25	443							No	No	No	443			0.00%
Jonathan Matsumura	Asst Coach	0.25	7,892							No	No	No	7,892			New
Dance																
Sydnee Vial (New)	Head Coach	1.00	47,840							No	No	No	43,993		3,847	New
Taylor Offerdahl-Church (New)	Asst. Coach	0.19	9,000							No	No	No	9,000			New
Track																
Mike Collins	Head Coach	0.25	17,628	750				485	250	No	No	No	18,363	750		3.40%
Kurtis Bonner (Old)	Asst. Coach	0.25	16,443	750						No	No	No	16,443	750		0.00%
Jonathan Matsumura	Asst. Coach	0.25	7,892							No	No	No	7,892			New
Jacob Whittaker	Asst. Coach	0.14	6,600							No	No	No	0	6,600		-26.70%
Volleyball																
Katie Palmer	Head Coach	1.00	63,495							No	Yes	No	63,495			1.80%
Shann Mack (Old)	Asst. Coach	1.00	26,502							No	No	No	26,502			0.00%
Nick Bogar (New)	Asst. Coach	1.00	18,020							No	No	No	18,020			New
Tennis																
Kai Fong	Head Coach	0.50	36,429						500	No	No	No	36,929			2.70%
Ryan LaPlante (Old)	Asst. Coach	0.50	2,797							No	No	No	2,797			0.00%
Bonolo Arroyo Valenzuela (New)	Asst. Coach	0.50	10,015							No	No	No	10,015			New
Golf																
Zach Anderson	Head Coach	0.50	28,809							No	No	No	28,809			3.50%
Gordon Greg	Asst. Coach	0.02	1,250							No	No	No	1,250			0.00%
	GRAND TOTAL	30.11	1,396,957	10,670	0	25,998	0	4,500	2,500				1,358,569	38,524	43,532	

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Lewis-Clark State College
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Depart/Name/Title		FTE	Compensation: Base Salary	Compensation: Camps/ Clinics	Compensation: Media	Compensation: Equip Co & Other	Contract Bonus: Grad Rate	Contract Bonus: Winning Perform.	Contract Bonus: Other	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																
James Klemann (New)	Director, Athletics	1.00	75,922			2,000				No	No	No	75,922		2,000	New
Ronald Palmer (Old)	Director, Athletics	1.00	6,368							No	No	No	6,368			0.00%
George Laughlin	Director, Facilities & Operations	1.00	49,758			2,000				No	No	No	49,758		2,000	4.62%
Tracy Collins	Trainer	1.00	66,820			1,250				No	No	No	66,820		1,250	5.07%
Taryn Cadez-Schmidt	Asst. Athletic Trainer	1.00	53,379			1,250				No	No	No	53,379		1,250	6.43%
Alisha Alexander	Asst. Athletic Director - Sports Information & Media	1.00	58,968			8,000				No	No	No	64,968		2,000	4.81%
Samantha Malinich	Administrative Coordinator	1.00	50,321			4,700				No	No	No	53,021		2,000	5.68%
Kylie Anderson	Asst. Athletic Trainer	1.00	50,548			1,250				No	No	No	50,548		1,250	6.81%
Raymond Pedrina	Assistant Athletic Director	1.00	54,704			12,125				No	No	No	54,704			5.20%
Blake Harris (New)	External Operation Coordinator	1.00	12,436			2,000				No	No	No	12,436		2,000	New
Clay Robinson (New)	Faculty Athletic Representation	0.21							10,000	No	No	No			10,000	New
Clair Neelon (New)	Ticket Manager	0.18				9,000				No	No	No	9,000			New
Men's Sports																
Basketball																
Austin Johnson	Head Coach	1.00	76,316	15,960				500	500	No	Yes	No	77,316	15,960		3.67%
Calab Johnson	Asst. Coach	1.00	51,230	1,000						No	No	No	51,230	1,000		6.72%
Caden Lewis (New)	Asst. Coach	0.30	15,000							No	No	No		15,000		New
Baseball																
Jeremiah Robbins	Head Coach	1.00	90,000							No	Yes	No	90,000			0.00%
William Silvestri	Asst. Coach	1.00	55,000							No	No	No	55,000			12.60%
Allen Balmer (Old)	Asst. Coach	1.00	26,838							No	No	No	26,838			5.20%
Darren Trainor (New)	Asst. Coach	1.00	39,231							No	No	No	39,231			New
Cross-Country																
Mike Collins	Head Coach	0.25	18,434					1,000	500	No	No	No	19,934			4.57%
Kurtis Bonner (New)	Asst. Coach	0.25	12,438							No	No	No	12,438			New
Track																
Mike Collins	Head Coach	0.25	18,434					500	500	No	No	No	19,434			4.57%
Kurtis Bonner (New)	Asst. Coach	0.25	12,438	500						No	No	No	12,438	500		New
Jacob Whittaker (New)	Asst. Coach	0.20		500						No	No	No		500		New
Tennis																
Kai Fong	Head Coach	0.50	38,041					250	500	No	No	No	38,791			4.43%
Bonolo Arroyo Valenzuela	Asst. Coach	0.50	25,282							No	No	No	25,282			6.81%
Golf																
Zach Anderson	Head Coach	0.50	30,161							No	No	No	30,161			4.69%
Gordon Greg	Asst. Coach	0.04	500							No	No	No		500		-20.00%

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Depart/Name/Title		FTE	Compensation: Base Salary	Compensation: Camps/ Clinics	Compensation: Media	Compensation: Equip Co & Other	Contract Bonus: Grad Rate	Contract Bonus: Winning Perform.	Contract Bonus: Other	Perks: Club Memb.	Perks: Car	Perks: Multi-Yr Contract	All Compensation: State Approp.	All Compensation: Program Revenue	All Compensation: All Other	Base Salary Annualized Change
Women's Sports																
Basketball																
Caelyn Orlandi	Head Coach	1.00	64,147					500	500	No	Yes	No	65,147			4.40%
Cali Moore	Asst. Coach	1.00	50,565	1,000						No	No	No	50,565	1,000		6.81%
Elizabeth Sander	Asst. Coach	0.08	4,050							No	No	No		4,050		New
Cross-Country																
Mike Collins	Head Coach	0.25	18,434							No	No	No	18,434			4.57%
Kurtis Bonner (New)	Asst. Coach	0.25	12,438							No	No	No	12,438			New
Dance																
Sydnee Vial	Head Coach	1.00	52,703							No	No	No	52,703			5.41%
Sophia Ralstin (New)	Asst. Coach	1.00	30,618							No	No	No	30,618			New
Cora Hudson	Asst. Coach	0.02	750							No	No	No		750		New
Track																
Mike Collins	Head Coach	0.25	18,434							No	No	No	18,434			4.57%
Kurtis Bonner (New)	Asst. Coach	0.25	12,438	500						No	No	No	12,438	500		New
Jacob Whittaker	Asst. Coach	0.20	10,000	500						No	No	No	10,000	500		51.50%
Volleyball																
Katie Palmer	Head Coach	1.00	66,602						500	No	Yes	No	67,102			4.23%
Nick Bogar	Asst. Coach	1.00	50,028							No	No	No	50,028			5.71%
Tennis																
Kai Fong	Head Coach	0.50	38,041					250	500	No	No	No	38,791			4.43%
Bonolo Arroyo Valenzuela	Asst. Coach	0.50	25,282							No	No	No	25,282			6.81%
Golf																
Zach Anderson	Head Coach	0.50	30,161							No	No	No	30,161			4.69%
Gordon Greg	Asst. Coach	0.04	1,500							No	No	No		1,500		-20.00%
	GRAND TOTAL	27.19	1,396,839	19,960	0	41,575	0	3,000	13,500				1,401,239	39,760	21,750	

SUBJECT

Intercollegiate Athletics – FY2025 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.5.b. requires the four-year institutions to provide gender equity reports for review by the Board. The reports include 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 worksheets show the institutions' enrollment, financial aid, participants by gender, total 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 Worksheet
Attachment 2: ISU Gender Equity Worksheet
Attachment 3: UI Gender Equity Worksheet
Attachment 4: LCSC Gender Equity Worksheet

BOARD 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.

The institutions reported the status of compliance across the areas of Title IX in Attachments 1-4. Key highlights from the FY2025 EADA reports and gender equity narrative are summarized in the table below:

FY2025 Gender Equity Summary	BSU	ISU	UI	LC State
ENROLLMENT (Full-Time Undergraduates)				
Male Students	6,072 (43%)	2,477 (41%)	3,749 (51.3%)	701 (38%)
Female Students	8,020 (57%)	3,560 (59%)	3,557 (48.7%)	1,167 (62%)
ATHLETIC PARTICIPATION				
Male Athletes	215 (44%)	218 (49%)	226 (52.4%)	162 (57%)
Female Athletes	272 (56%)	227 (51%)	205 (47.6%)	122 (43%)
ATHLETICALLY RELATED STUDENT AID				
Men's Teams Aid	$7,557,561 (52%)	$3,063,899 (55%)	$3,077,825 (56%)	$1,008,515 (54%)
Women's Teams Aid	$7,039,372 (48%)	$2,515,314 (45%)	$2,412,747 (44%)	$844,965 (46%)
TOTAL REVENUES & EXPENSES (All Sports)				
Grand Total Revenue	$89,699,431	$20,271,087	$23,432,394	$4,711,988
Grand Total Expenses	$69,810,117	$20,271,087	$23,432,394	$4,705,260
AVG. COACHING SALARIES (Head Coaches)				
Men's Teams (avg/coach)	$778,658 (5 coaches)	$112,636 (4 coaches)	$90,910 (5 coaches)	$35,695 (7 coaches)
Women's Teams (avg/coach)	$144,087 (9 coaches)	$78,488 (7 coaches)	$64,621 (7 coaches)	$28,798 (8 coaches)
TITLE IX NARRATIVE HIGHLIGHTS				
Proportionality Gap (enrollment vs. participation)	Women overrep. participation vs. enrollment	8% gap; men overrep. participation vs. enrollment	3% gap; men overrep. participation vs. enrollment	20% gap; men overrep. participation vs. enrollment
Number of NCAA Teams (M/W)	5 Men / 9 Women	6 Men / 9 Women (15 total)	5 Men / 12 Women	7 Men / 8 Women
Key Title IX Initiative / Focus	Football revenues drive surplus; women's sports expansion supported through donor funding	Exploring women's wrestling & flag football; opting into House settlement July 2026 (scholarship expansion)	Roster management ongoing; COVID eligibility extension ending; weekly senior leadership reviews	Dance (2023) & Cheer (2024) added; Title IX Plan underway since 2019

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
Equity in Athletics Disclosure Act (EADA) Report
Report on Athletic Program Participation Rates and Financial Support Data
July 1, 2024 through June 30, 2025

University Enrollment		
Gender	Full-Time Undergraduates	
	Number	Percent
Male Students	6,072	43%
Female Students	8,020	57%
Totals	**14,092**	**100%**

Athletic Student Aid & Recruiting			
Team Gender	Athletically Related Student Aid		Recruiting Expenses
	Amount	Percent	Amount
Men's Teams	$ 7,557,561	52%	$ 996,917
Women's Teams	$ 7,039,372	48%	$ 324,548
Totals for All Teams	$ 14,596,933	**100%**	$ 1,321,465

Athletic Participation						
	Number of Participants		Number of Participants Participating on a Second Team		Number of Participants Participating on a Third Team	
Sport	Men's Teams	Women's Teams	Men's Teams	Women's Teams	Men's Teams	Women's Teams
Basketball	14	18	0	0	0	0
Beach Volleyball	0	20	0	0	0	0
Cross Country	11	22	11	21	11	20
Football	117	0	0	0	0	0
Golf	9	9	0	0	0	0
Gymnastics	0	20	0	0	0	0
Soccer	0	39	0	0	0	0
Softball	0	24	0	0	0	0
Tennis	11	10	0	0	0	0
Track, Indoor	27	47	25	47	11	20
Track, Outdoor	26	48	25	47	11	20
Volleyball	0	15	0	0	0	0
Total Participants	**215**	**272**	**61**	**115**	**33**	**60**
Participant Proportion	**44.15%**	**55.85%**				
Unduplicated Count of Participants	**179**	**205**				

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	$ 6,124,714	$ 520,747	$ 6,645,461	$ 5,295,924	$ 2,995,647	$ 8,291,571	$ 828,790	$ (2,474,900)	$ (1,646,110)
Beach Volleyball	$ -	$ 203,426	$ 203,426	$ -	$ 839,504	$ 839,504	$ -	$ (636,078)	$ (636,078)
Football	$ 55,692,857	$ -	$ 55,692,857	$ 25,752,831	$ -	$ 25,752,831	$ 29,940,026	$ -	$ 29,940,026
Golf	$ 209,499	$ 162,886	$ 372,386	$ 556,289	$ 624,130	$ 1,180,419	$ (346,789)	$ (461,244)	$ (808,033)
Gymnastics	$ -	$ 505,197	$ 505,197	$ -	$ 1,486,054	$ 1,486,054	$ -	$ (980,858)	$ (980,858)
Soccer	$ -	$ 682,290	$ 682,290	$ -	$ 1,825,693	$ 1,825,693	$ -	$ (1,143,403)	$ (1,143,403)
Softball	$ -	$ 1,329,383	$ 1,329,383	$ -	$ 1,638,817	$ 1,638,817	$ -	$ (309,434)	$ (309,434)
Tennis	$ 330,327	$ 321,149	$ 651,476	$ 810,225	$ 951,029	$ 1,761,254	$ (479,898)	$ (629,879)	$ (1,109,778)
Track	$ 680,312	$ 919,285	$ 1,599,597	$ 1,467,395	$ 1,651,090	$ 3,118,485	$ (787,083)	$ (731,806)	$ (1,518,889)
Volleyball	$ -	$ 549,891	$ 549,891	$ -	$ 1,687,744	$ 1,687,744	$ -	$ (1,137,853)	$ (1,137,853)
Totals for All Teams	**$ 63,037,710**	**$ 5,194,254**	**$ 68,231,964**	**$ 33,882,665**	**$ 13,699,708**	**$ 47,582,373**	**$ 29,155,045**	**$ (8,505,454)**	**$ 20,649,591**
Not Allocated by Gender/Sport			$ 21,467,467			$ 22,227,744			$ (760,278)
Grand Totals for Athletics			**$ 89,699,431**			**$ 69,810,117**			**$ 19,889,313**
Totals for All Sports Except Football & Basketball	$ 1,220,139	$ 4,673,507	$ 5,893,646	$ 2,833,909	$ 10,704,061	$ 13,537,971	$ (1,613,771)	$ (6,030,554)	$ (7,644,325)

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	$ 1,150,854	$ 806,928	$ 1,957,782	14	18	32	$ 82,204	$ 44,829	$ 127,033
Beach Volleyball	$ -	$ 216,775	$ 216,775	0	20	20	$ -	$ 10,839	$ 10,839
Football	$ 3,459,088	$ -	$ 3,459,088	117	0	117	$ 29,565	$ -	$ 29,565
Golf	$ 177,345	$ 139,955	$ 317,300	9	9	18	$ 19,705	$ 15,551	$ 35,256
Gymnastics	$ -	$ 254,685	$ 254,685	0	20	20	$ -	$ 12,734	$ 12,734
Soccer	$ -	$ 360,297	$ 360,297	0	39	39	$ -	$ 9,238	$ 9,238
Softball	$ -	$ 507,644	$ 507,644	0	24	24	$ -	$ 21,152	$ 21,152
Tennis	$ 191,226	$ 206,189	$ 397,415	11	10	21	$ 17,384	$ 20,619	$ 38,003
Track	$ 369,029	$ 399,782	$ 768,811	62	115	177	$ 5,952	$ 3,476	$ 9,428
Volleyball	$ -	$ 336,286	$ 336,286	0	18	18	$ -	$ 18,683	$ 18,683
Totals for All Teams	**$ 5,347,542**	**$ 3,228,541**	**$ 8,576,083**	**213**	**273**	**486**	**$ 25,106**	**$ 11,826**	**$ 17,646**
Totals for All Sports Except Football & Basketball	$ 737,600	$ 2,421,613	$ 3,159,213	82	255	337	$ 43,041	$ 112,292	$ 155,333

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	$ 778,658	$ 144,087	$197,304	$67,085
Number of Coaches Used to Calculate Average	5	9	24	27
Average Annual Insitutional Salary per Full-Time Equivalent (FTE)	$ 869,037	$152,204	$ 201,868	$67,085
Full-Time Equivalents (FTEs) Used to Calculate Average	4.48	8.52	22.48	23.00

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**

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	5		5						**5**
Football	10		10						**10**
Golf	1		1						**1**
Tennis	2		2						**2**
Track & Field & Cross Country	2		2		2	2	2	2	**6**
Totals for Men's Teams	**20**	**0**	**20**	**0**	**2**	**2**	**2**	**2**	**24**
Women's Varsity Teams									
Basketball	2		2		2		2		**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	2		2		2	2	2	2	**6**
Volleyball					3		3		**3**
Totals for Women's Teams	**8**	**1**	**8**	**1**	**15**	**3**	**15**	**3**	**27**

Idaho State University
Equity in Athletics Disclosure Act (EADA) Report
Report on Athletic Program Participation Rates and Financial Support Data
July 1, 2024 through June 30, 2025

University Enrollment

Gender	Full-Time Undergraduates	
	Number	Percent
Male Students	2,477	41.01%
Female Students	3,560	58.94%
Unknown Gender	3	0.05%
Totals	**6,040**	**100.00%**

Athletic Student Aid & Recruiting

Team Gender	Athletically Related Student Aid		Recruiting Expenses
	Amount	Percent	Amount
Men's Teams	$ 3,063,899	54.92%	$ 152,404
Women's Teams	2,515,314	45.08%	100,183
Totals for All Teams	**$ 5,579,213**	**100.00%**	**$ 252,587**

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	16	15	31				
Football	114		114	1		1	
Golf		8	8				
Soccer		29	29		4		
Softball		24	24				
Tennis	7	8	15				
Track & Field (Indoor)	35	56	91	24	36		
Track & Field (Outdoor)	36	52	88				
Cross Country	10	15	25	10	15	10	15
Volleyball		20	20				
Total Participants	**218**	**227**	**445**	**35**	**55**	**11**	**15**
Percentage of Total	**49%**	**51%**	**100%**				
Unduplicated Count	**172**	**157**					

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	$1,428,073	$1,691,810	$ 3,119,883	$1,428,073	$1,691,810	$ 3,119,883	$ -	$ -	$ -
Football	$5,692,610		$ 5,692,610	$5,692,610		$ 5,692,610	0		$ -
Golf		$306,082	$ 306,082		$306,082	$ 306,082		0	$ -
Soccer		$1,059,115	$ 1,059,115		$1,059,115	$ 1,059,115		0	$ -
Softball		$899,902	$ 899,902		$899,902	$ 899,902		0	$ -
Tennis	$296,211	$460,426	$ 756,637	$296,211	$460,426	$ 756,637	0	0	$ -
Track & Field & Cross Country	$726,293	$864,980	$ 1,591,274	$726,293	$864,980	$ 1,591,274	0	0	$ -
Volleyball		$1,143,395	$ 1,143,395		$1,143,395	$ 1,143,395		0	$ -
Totals for All Teams	**$8,143,187**	**$ 6,425,710**	$ 14,568,897	**$8,143,187**	**$6,425,710**	$ 14,568,897	$ -	$ -	$ -
Not Allocated by Gender/Sport			5,702,190			5,702,190			$ -
Grand Totals for Athletics			**$ 20,271,087**			**$ 20,271,087**			$ -
Totals for All Sports Except Football & Basketball			$ 11,458,594			$ 11,458,594			$ -

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	$ 308,191	$ 474,604	$ 782,794	16	15	31	$ 19,262	$ 31,640	$ 25,251.43
Football	$ 1,163,516		$ 1,163,516	114		114	$ 10,206		$ 10,206.28
Golf		$ 118,270	$ 118,270		8	8		14,784	$ 14,783.75
Soccer		$ 363,852	$ 363,852		29	29		12,547	$ 12,546.63
Softball		$ 299,861	$ 299,861		24	24		12,494	$ 12,494.20
Tennis	$ 100,738	$ 58,107	$ 158,845	7	8	15	14,391	7,263	$ 10,589.65
Track & Field & Cross Country	$ 185,206	$ 179,749	$ 364,955	81	123	204	2,286	1,461	$ 1,789.00
Volleyball		$ 254,940	$ 254,940		20	20		12,747	$ 12,746.98
Totals for All Teams	**$ 1,757,650**	**$ 1,749,382**	**$ 3,507,032**	**218**	**227**	**445**	**$8,063**	**$ 7,707**	**$7,881**
Totals for All Sports Except Football & Basketball			$ 1,560,722			300			$ 5,202

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	$ 112,636	$ 78,488	$ 37,699	$ 29,010
Number of Head Coaches Used to Calculate Average	4	7	31	18
Average Annual Institutional Salary per Full-Time Equivalent (FTE)	$ 128,727	$ 84,525	$ 49,731	$ 39,410
Full-Time Equivalents (FTEs) Used to Calculate Average	3.50	6.50	23.50	13.25

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**
Totals for Men's Teams	**3**	**0**	**3**	**0**	**0**	**1**	**1**	**0**	**4**
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**
Volleyball	1		1						**1**
Totals for Women's Teams	**5**	**0**	**5**	**0**	**1**	**1**	**2**	**0**	**7**

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	13	7	13	7					**20**
Tennis		2		2					**2**
Track & Field & Cross Country		4	3	1		1	1		**5**
Totals for Men's Teams	**16**	**14**	**19**	**11**	**0**	**1**	**1**	**0**	**31**
Women's Varsity Teams									
Basketball	1		1		2	1	2	1	**4**
Golf									**0**
Soccer	2		2						**2**
Softball					2	1	2	1	**3**
Tennis						1		1	**1**
Track & Field & Cross Country		4	3	1		1	1		**5**
Volleyball					2	1	2	1	**3**
Totals for Women's Teams	**3**	**4**	**6**	**1**	**6**	**5**	**7**	**4**	**18**

University of Idaho
Equity in Athletics Disclosure Act (EADA) Report
Report on Athletic Program Participation Rates and Financial Support Data
July 1, 2024 through June 30, 2025

University Enrollment

Gender	Full-Time Undergraduates	
	Number	Percent
Male Students	3,749	51.3%
Female Students	3,557	48.7%
Totals	**7,306**	**100.0%**

Athletic Student Aid & Recruiting

Team Gender	Athletically Related Student Aid		Recruiting Expenses
	Amount	Percent	Amount
Men's Teams	$3,077,825	56%	$286,271
Women's Teams	$2,412,747	44%	$185,885
Totals for All Teams	**$5,490,572**	**100%**	**$472,155**

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	16	14	30				
Football	116		116				
Golf	8	8	16				
Soccer		32	32				
Swimming & Diving		37	37				
Tennis	7	9	16				
Track & Field (Indoor)	33	38	71	32	29	10	9
Track & Field (Outdoor)	33	38	71	32	31	10	9
Cross Country	13	16	29	10	10	10	10
Volleyball		13	13				
Total Participants	**226**	**205**	**431**	**74**	**70**	**30**	**28**
Percentage of Total	**52.4%**	**47.6%**	**100%**				
Unduplicated Count	**180**	**151**	**331**				

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	$ 1,627,433	$ 1,453,151	$ 3,080,584	$ 1,627,433	$ 1,453,151	$ 3,080,584	$ -	$ -	$ -
Football	$ 6,592,383		6,592,383	6,592,383		6,592,383	-		-
Golf	$ 490,705	$ 379,793	870,498	490,705	379,793	870,498	-	-	-
Soccer		$ 897,763	897,763		897,763	897,763		-	-
Swimming & Diving		$ 757,115	757,115		757,115	757,115		-	-
Tennis	$ 361,488	$ 385,397	746,885	361,488	385,397	746,885	-	-	-
Track & Field & Cross Country	$ 715,749	$ 915,592	1,631,341	715,749	915,592	1,631,341	-	-	-
Volleyball		$ 801,062	801,062		801,062	801,062		-	-
Totals for All Teams	**$ 9,787,758**	**$ 5,589,872**	**$ 15,377,630**	**$ 9,787,758**	**$ 5,589,872**	**$ 15,377,630**	**$ -**	**$ -**	**$ -**
Not Allocated by Gender/Sport			8,054,763			8,054,763			-
Grand Totals for Athletics			**$ 23,432,394**			**$ 23,432,394**			**$ -**
Totals for All Sports Except Football & Basketball	$ 1,567,942	$ 4,136,721	$ 5,704,663	$ 1,567,942	$ 4,136,721	$ 5,704,663	$ -	$ -	$ -

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	$ 583,446	$ 497,357	$ 1,080,802	16	14	30	$ 36,465	$ 35,525	$ 36,027
Football	1,792,729		1,792,729	116		116	15,455		15,455
Golf	116,370	119,012	235,381	8	8	16	14,546	14,876	14,711
Soccer		260,284	260,284		32	32		8,134	8,134
Swimming & Diving		191,898	191,898		37	37		5,186	5,186
Tennis	126,814	153,410	280,224	7	9	16	18,116	17,046	17,514
Track & Field & Cross Country	212,172	209,444	421,616	79	92	171	2,686	2,277	2,466
Volleyball		242,089	242,089		13	13		18,622	18,622
Totals for All Teams	**$ 2,831,531**	**$ 1,673,494**	**$ 4,505,024**	**226**	**205**	**431**	**$ 12,529**	**$ 8,163**	**$ 10,452**
Totals for All Sports Except Football & Basketball	$455,356	$1,176,137	$1,631,493	94	191	285	$4,844	$6,158	$5,725

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	$90,910	$64,621	$71,828	$46,319
Number of Head Coaches Used to Calculate Average	5	7	16	11
Average Annual Institutional Salary per Full-Time Equivalent (FTE)	$101,011	$69,592	$76,617	$50,950
Full-Time Equivalents (FTEs) Used to Calculate Average	4.50	6.50	15.00	10.00

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	2	4	2					**6**
Football	10	5	10	5					**15**
Golf									**0**
Tennis		1		1					**1**
Track & Field & Cross Country		4	2	2					**4**
Totals for Men's Teams	**14**	**12**	**16**	**10**	**0**	**0**	**0**	**0**	**26**
Women's Varsity Teams									
Basketball	2		2		2	1	2	1	**5**
Golf									**0**
Soccer	1		1		1		1		**2**
Swimming & Diving					2	1	2	1	**3**
Tennis		1		1		1		1	**2**
Track & Field & Cross Country		4	2	2					**4**
Volleyball	1		1						**1**
Totals for Women's Teams	**4**	**5**	**6**	**3**	**5**	**3**	**5**	**3**	**17**

Lewis-Clark State College
Equity in Athletics Disclosure Act (EADA) Report
July 1, 2024 through June 30, 2025

University Enrollment

Gender	Full-Time Undergraduates	
	Number	Percent
Male Students	701	38%
Female Students	1,167	62%
Totals	**1,868**	**100%**

Athletic Student Aid & Recruiting

Team Gender	Athletically Related Student Aid		Recruiting Expenses
	Amount	Percent	Amount
Men's Teams	$1,008,515	54.41%	$14,980
Women's Teams	844,965	45.59%	11,424
Totals for All Teams	**$1,853,480**	**100%**	**$26,404**

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	42		42				
Basketball	16	16	32				
Golf	11	8	19				
Tennis	13	14	27				
Track & Field (Indoor)	34	20	54	33	20	12	12
Track & Field (Outdoor)	29	19	48	29	19	12	12
Cross Country	17	12	29	16	11	12	10
Volleyball		20	20		2		2
Dance/Spirit		13	13				
Total Participants	**162**	**122**	**284**	**78**	**52**	**36**	**36**
Percentage of Total	**57%**	**43%**	**100%**				
Unduplicated Count	**117**	**90**	**207**				

ATTACHMENT 4

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	$985,225		$985,225	$985,225		$985,225	$0		$0
Basketball	554,554	493,110	1,047,664	554,554	493,110	1,047,664	0	0	0
Golf	205,635	164,597	370,232	205,635	164,597	370,232	0	0	0
Tennis	147,498	258,781	406,279	147,498	258,781	406,279	0	0	0
Track & Field (Indoor)	54,653	53,681	108,334	54,653	53,681	108,334	0	0	0
Track & Field (Outdoor)	81,980	80,522	162,502	81,980	80,522	162,502	0	0	0
Cross Country	106,130	122,168	228,298	106,130	122,168	228,298	0	0	0
Volleyball		488,544	488,544		488,544	488,544		0	0
Dance/Spirit		122,851	122,851		122,851	122,851		0	0
Totals for All Teams	**$2,135,675**	**$1,784,254**	**$3,919,929**	**$2,135,675**	**$1,784,254**	**$3,919,929**	**$0**	**$0**	**$0**
Not Allocated by Gender/Sport			792,059			785,331			6,728
Grand Totals for Athletics	**$2,135,675**	**$1,784,254**	**$4,711,988**	**$2,135,675**	**$1,784,254**	**$4,705,260**	**$0**	**$0**	**$6,728**
Totals for All Sports Except Baseball & Basketball	$595,896	$1,291,144	$1,887,040	$595,896	$1,291,144	$1,887,040	$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	$167,594		$167,594	42		42	$3,990		$3,990
Basketball	134,420	101,345	235,765	16	16	32	8,401	$6,334	7,368
Golf	37,174	37,029	74,203	11	8	19	3,379	4,629	3,905
Tennis	17,323	16,547	33,870	13	14	27	1,333	1,182	1,254
Track & Field (Indoor)	13,214	12,680	25,894	34	20	54	389	634	480
Track & Field (Outdoor)	19,821	19,019	38,840	29	19	48	683	1,001	809
Cross Country	25,359	25,942	51,301	17	12	29	1,492	2,162	1,769
Volleyball		97,142	97,142		20	20		4,857	4,857
Dance/Spirit		26,903	26,903		13	13		2,069	2,069
Totals for All Teams	**$414,905**	**$336,607**	**$751,512**	**162**	**122**	**284**	**$2,561**	**$2,759**	**$2,646**
Totals for All Sports Except Baseball & Basketball	$112,891	$235,262	$348,153	104	106	210	$1,085	$2,219	$1,658

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 Position	$35,695	$28,798	$19,175	$10,624
Number of Head Coaches Used to Calculate Average	7	8	10	13
Number of Volunteer Coaching Positions	0	0	5	5
Average Annual Insitutional Salary per Full-Time Equivalent (FTE)	$79,575	$59,225	$45,438	$44,409
Full-Time Equivalents (FTEs) Used to Calculate Average	3.14	3.89	4.22	3.11

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		2	1	1					**2**
Golf		2		2					**2**
Tennis		1		1		1	1		**2**
Track & Field (Indoor)		2	1	1					**2**
Track & Field (Outdoor)		2	1	1					**2**
Cross Country		1	1						**1**
Totals for Men's Teams	**2**	**12**	**6**	**8**	**0**	**1**	**1**	**0**	**15**
Women's Varsity Teams									
Basketball						1	1		**1**
Golf		2		2					**2**
Tennis		1		1		1	1		**2**
Track & Field (Indoor)		4	1	3					**4**
Track & Field (Outdoor)		4	1	3					**4**
Cross Country		1	1						**1**
Volleyball		1	1			1		1	**2**
Dance/Spirit						2		2	**2**
Totals for Women's Teams	**0**	**13**	**4**	**9**	**0**	**5**	**2**	**3**	**18**

SUBJECT

Approved Funding for Low Average Daily Attendance Schools

REFERENCE

August 2024	Superintendent reported that ten (10) low ADA schools requested and received approval for operation.
December 2024	Superintendent reported that one (1) additional school requested and received approval.
June 2025	Superintendent reported that eleven (11) low ADA schools requested and received approval.
August 2025	Superintendent reported that one (1) additional school requested and received approval.

APPLICABLE STATUTE, RULE, OR POLICY

Idaho Code 33-1003(2)(f)

BACKGROUND/DISCUSSION

Idaho Code 33-1003(2)(f) requires that any school operating with less than ten (10) average daily attendance (ADA) shall only be allowed to participate in state or county financial support programs if the school has been approved to operate by the Idaho State Board of Education. At the November 18, 1999, meeting, the Idaho State Board of Education (Board) delegated authority to the Idaho State Superintendent of Public Instruction to approve elementary schools to operate with less than ten (10) average daily attendance. This motion also required an annual update to the Board reporting which schools requested and were approved to operate with less than ten (10) students in average daily attendance for the upcoming school year.

Attachment 1 provides a report listing the elementary schools that have requested to operate with less than ten (10) average daily attendance and whether approval was granted. Fourteen (14) schools have requested to operate with less than ten (10) average daily attendance during the 2026-2027 school year. Superintendent Critchfield has approved all the requests.

The Superintendent's approval is presented to the Board for verification.

IMPACT

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

ATTACHMENTS

Attachment 1 – Low ADA Schools Approved for 2026-27

STAFF COMMENTS AND RECOMMENDATIONS

Board staff is supportive of Superintendent Critchfield's approval of all the schools listed in Attachment 1.

BOARD ACTION

This item is for informational purposes only.

Idaho Department of Education

Date: April 30, 2026

To: Superintendent Critchfield

From: Julie Oberle

Subject: Approval of Elementary Schools Having Less Than 10 ADA

Idaho Code 33-1003(2)(f) states:

Minimum Pupils Required. Any elementary school having less than ten (10) pupils in average daily attendance shall not be allowed to participate in the state or county support program unless the school has been approved for operation by the state board of education.

At the November 1999 meeting, the State Board of Education delegated authority to the State Superintendent of Public Instruction to approve elementary schools to operate with less than ten (10) average daily attendance and to report those that were requested and received approval to the State Board of Education.

The attached list includes fourteen school districts and elementary schools that have requested approval to operate during the 2026-2076 school year, anticipating there could be less than ten average daily attendance. Upon receiving your approval, I will prepare materials for the June State Board of Education meeting as well as an email to each school district advising them of your approval.

Please let me know if you have any questions or if you would like to discuss.

I, Debbie Critchfield, Superintendent of Public Instruction, approve the updated attached list of schools to operate during the 2026-2027 school year with less than ten (10) average daily attendance.

Debbie Critchfield

Debbie Critchfield, Superintendent of Public Instruction
(208) 332-6800 | 650 W. State St., Boise, ID 83702 | sde.idaho.gov

2026-2027 Elementary Schools Approved to Operate with Less than 10 ADA
Idaho Code 33-1003(2)(f)

School District Name	Building Number	Building Name	Estimated Enrollment	Superintendent / Contact
001 Boise	1465	Boise Online School - Elementary	< 10	Lisa Roberts
071 Garden Valley	0398	Lowman Elementary School	4	Hannah Spafford
111 Butte County	0438	Howe Elementary School	6	Jill Hettinger
171 Orofino	0481	Cavendish-Teakean Elementary Sch.	11	Jason Hunter
191 Prairie	0491	Prairie Elem-Jr High School	6	Brenda Farnsworth (Bus. Mgr)
221 Emmett	0710	Ola Elementary School	8	Craig Woods
245 Clearwater Valley	1287	Elk City School	12	Vincent Martinez
261 Jerome	0297	Jerome Academy	< 10	Brent Johnson
292 S. Lemhi	0765	Tendoy Elementary School	10	Heather Williams
321 Madison	1468	Madison Online Elem. School	12	Blake Snedaker (Bus. Mgr)
364 Pleasant Valley	0800	Pleasant Valley Elem-Jr High	9	Heather Williams
394 Avery	0820	Calder School	< 10	Megan Sindt
394 Avery	1323	Avery Clader Clarkia Virtual School	< 10	Megan Sindt
416 Three Creek	0835	Three Creek Elem-Jr High School	4	Shannon Ault (Head Teacher)

BOISE STATE UNIVERSITY

SUBJECT

Boise State University – Annual Report

APPLICABLE STATUTE, RULE OR POLICY

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

BACKGROUND/DISCUSSION

This agenda item fulfills the Board's requirement for the Boise State University to provide a progress report on the institution's strategic plan, details of implementation, status of goals and objectives, and information on other points of interest in accordance with a schedule and format established by the Board's Executive Director.

ATTACHMENTS

Attachment 1 – Boise State University Annual Report

IMPACT

This institutional annual report serves to provide a state of the college update and inform the Idaho Board of Education of the annual presidential priorities and how they are and will be used to guide the institution forward.

BOARD STAFF COMMENTS AND RECOMMENDATIONS

Informational item; no staff comments.

BOARD ACTION

This item is for informational purposes only.

COLLEGE OF WESTERN IDAHO

SUBJECT

College of Western Idaho – Annual Report

BACKGROUND/DISCUSSION

This agenda item allows the Board to receive an update from College of Western Idaho regarding progress report on the institution's strategic plan, details of implementation, status of goals and objectives, and information on other points of interest.

ATTACHMENTS

Attachment 1 – College of Western Idaho Annual Report

IMPACT

This institutional annual report serves to provide a state of the college update and inform the Idaho Board of Education of the priorities of the College of Western Idaho Board of Trustees and institution leadership and their plans to guide the institution forward.

BOARD STAFF COMMENTS AND RECOMMENDATIONS

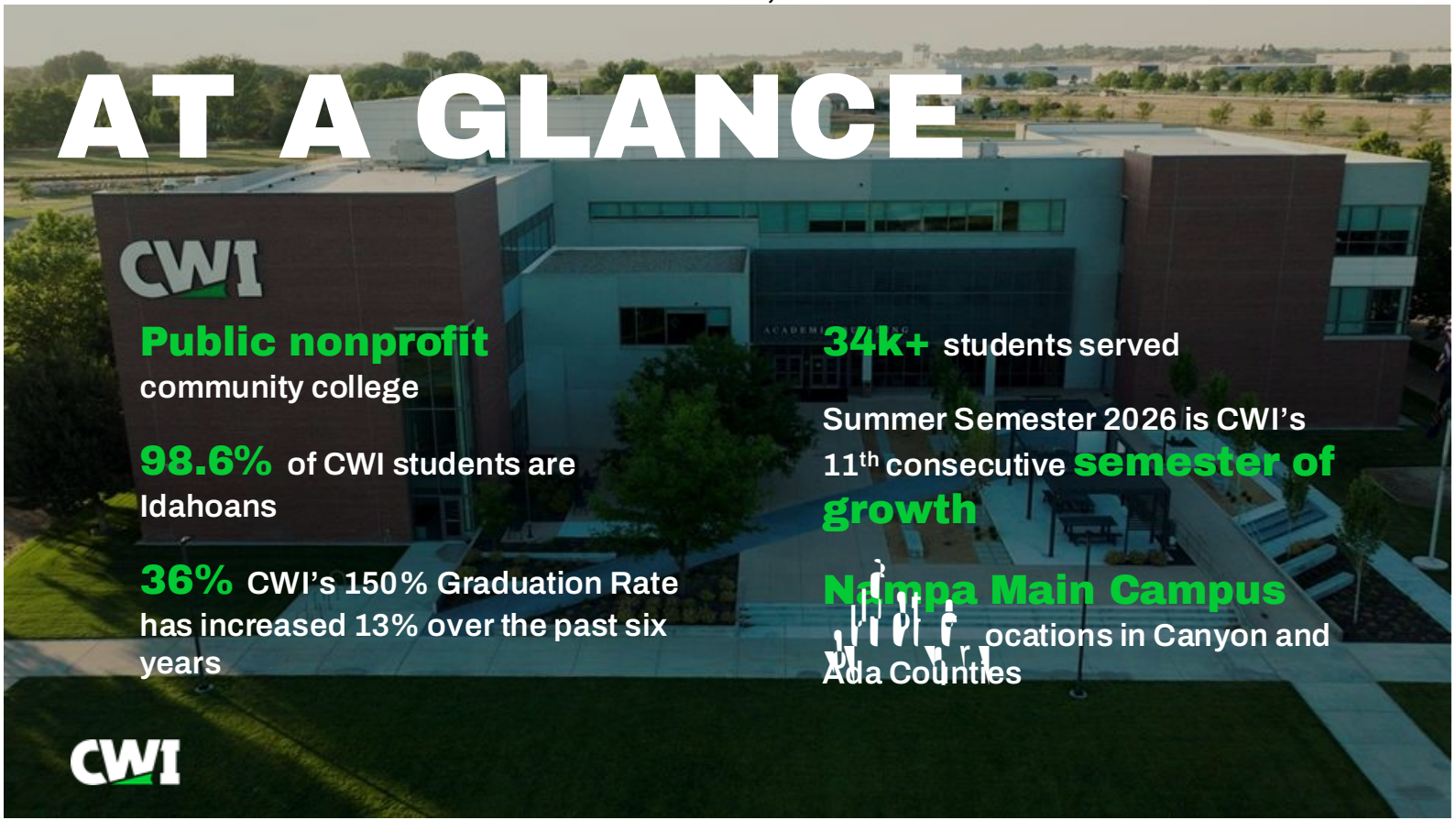
Informational item; no staff comments.

BOARD ACTION

This item is for informational purposes only.

SBOE PRESENTATION
JUNE 2026

Gordon Jones – President CWI
Jim Reames – CWI Board Chair


AT A GLANCE
CWI
Public nonprofit
community college
98.6% of CWI students are Idahoans
36% CWI's 150% Graduation Rate has increased 13% over the past six years
34k+ students served
Summer Semester 2026 is CWI's 11th consecutive semester of growth
Nampa Main Campus
locations in Canyon and Ada Counties
CWI

WHY CWI?

AFFORDABLE

Less than half the annual cost of public, four-year institutions

ACCESSIBLE

Flexible learning, supportive environment, close to home, 100% acceptance rate

EMPLOYABLE

Hands-on experience and skills that get you hired or onto the next step toward your career

ROI

Less debt
+ Skills that get you hired

Strong return on investment (ROI)

CWI







NEW PROGRAMS RESPOND TO COMMUNITY NEEDS



Bachelor of Applied Science in Business



Semiconductor Technology



Mining Technician



Digita Photography

CWI

FROM TWO BUILDINGS IN 2009 - TO A GROWING CAMPUS









FORD IDAHO CENTER - A WIN – WIN



BOARD OF TRUSTEES







Molly Lenty
Secretary/Treasurer
Zone 2





CWI


College of Western Idaho
THANK YOU